

Spring 1983

undergraduate catalog 1983-1984

Georgia College and State University

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GEORGIA COLLEGE



SPECIAL NOTE TO STUDENTS:

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. Georgia College also adheres to the Rehabilitation Act of 1973 in that it does not discriminate on the basis of handicap in regard to admission, employment, and access to programs or activities."

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 of activity" of Georgia College.

It is understood that throughout this Catalog and all other publications of Georgia College, the terms "he, his, 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 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.

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
A Senior College of the University System of Georgia
UNDERGRADUATE CATALOG
Milledgeville, Georgia 31061
Vol. LXII June, 1983 No. 12
USPS 216-920



GEORGIA COLLEGE

**A Senior College of The
University System of Georgia**

UNDERGRADUATE CATALOG

1983-1984



Volume LXII, Number 12
Bulletin
USPS 216-920

Milledgeville, Georgia 31061
Phone: (912) 453-5187
GIST: 324-5187

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 every effort will be made to insure accuracy of the material stated herein, Georgia College reserves the right to change any provision listed in this catalog including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of such changes.

Information regarding academic requirements for graduation will be available in the offices of the Registrar, Dean of Students, and Deans of major schools. It is the responsibility of each student to keep himself or herself apprised of current graduation requirements for a degree program in which he or she is enrolled.

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

MAJOR CHANGES IN THE 1982-1983 CATALOG

1. The Table of Contents has been expanded to give a complete picture of the catalog's structure.
2. International Student Admissions Regulations are included in the Admissions section. The International Student Adviser is listed in the Directory at the end.
3. The fee schedule has been revised, subject to further change.
4. In the Student Affairs section there is a description of the new Counseling and Career Services, the orientation program, and the handicapped student policy.
5. The Student Academic Appeal Procedure is included in the section on Academic Regulations.
6. A description of IGC 101 may be found in the section on General Programs.
7. Special Business Services are described in the School of Business section.
8. The renamed Department of Developmental Studies is listed in alphabetical order with the other departments in the School of Education.
9. A new description of the University System is included before the list of administration, faculty, and staff. The catalog also identifies the college clearly as a unit of the University System.
10. The Core Curriculum and accompanying guide have been revised to include changes approved by the Academic Council.

TABLE OF CONTENTS

College Calendar	6
Test Calendar	10
General Information	13
College History	13
Statement of Purpose	14
Buildings, Grounds, and Services	15
Public and Community Services	23
Admissions	27
Freshman Applicants	27
Transfer Applicants	28
Other Applicants	28
Advanced Placement	30
Graduate Students	30
Expenses	33
General Fees	33
Payment Policy	34
Housing Costs and Regulations	35
Refund Policy	35
Textbooks and Supplies	38
Financial Aid	41
Academic Requirements	41
Application Procedure	41
Renewal of Financial Aid	41
Scholarships and Endowments	42
Alumni Scholarships	44
Grants	45
Loan Funds	45
Other Sources of Assistance	47
Student Affairs	51
Student Services	51
Student Life	53
Student Organizations and Activities	54
Health Services	58
Handicapped Student Policy	59
Academic Regulations	61
Quarter System	61
Credit and Course Load	61
Class Organization	61
Grade Averages	61
Students' Academic Standing Policy	62
Probation and Exclusion	63
Dropping Courses and Withdrawal from College	63
Student Academic Appeal Procedure	64
Graduation Requirements	65
Special Legislative Requirement	66
Credit for Armed Forces Education	67

Regents' Testing Program	68
Academic Degree Program Assessment	72
Academic Honors	73
Degree Programs	77
Course Numbers	77
Discipline Abbreviations	77
General Education Program	78
Core Curriculum Guide	79
Accrediting Agencies	83
Degrees Awarded by Georgia College and Their Requirements	83
General Programs	91
Academic Advisement	91
IGC 101-Student Success	93
Career Services	93
Honors Program	94
Pre-Professional Programs	97
Military Science	109
School of Arts and Sciences	113
Depts: Art	113
Biological and Environmental Sciences	118
Chemistry and Physics	122
English and Speech (Journalism)	126
History and Geography	133
Home Economics	140
Mathematics and Computer Information Systems	146
Modern Foreign Languages	152
Music	156
Nursing	168
Philosophy and Religion	173
Political Science and Public Administration (Criminal Justice Administration)	175
Psychology	185
Sociology	189
School of Business	194
Depts: Accounting and Business Law	199
Business Education and Office Administration	201
Economics and Finance	204
Management and Information Systems	207
Marketing	211
School of Education	214
Depts: Childhood Education	219
Developmental Studies	222
Educational Field Experiences	224
Foundations and Secondary	225
Health, Physical Education, and Recreation	227
Library Media	237
Special Education	239

Administration, Faculty, and Staff	242
University System of Georgia	243
Georgia College Foundation, Inc.	246
Georgia College Administration	247
The Faculty	247
Alumni Association	256
Administrative Staff	257
Index	259
Information Directory	265
Campus Map	268

GEORGIA COLLEGE OFFICIAL CALENDAR

1983-84

FALL QUARTER 1983 (842)

August	29	Last day to apply for admission for Fall Quarter 1983
September	19	Residence Halls open at 10:00 a.m.
	19	Arrival of new students
	20-21	Orientation of new students
	21	Registration of freshmen and transfers (new)
	22	Arrival of returning students
	22-23	Registration of returning students
	26	Classes convene
	26	Last day to pay fees without penalty
	28	Last day to add a course
	28	Last day to drop a course without fee penalty
October	24	Mid-quarter grade reports
November	4	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	7-11	Advisement period for currently enrolled students planning to attend the Winter Quarter 1984
	7-18	Early Registration for Winter Quarter
	18	Thanksgiving Holidays begin, after classes
	27	Thanksgiving Holidays end
	28	Classes reconvene
December	5-9	Development Studies advisement period
	8-9	Early Registration for Developmental Studies students
	7-8-9	Fall Quarter examinations
	9	Last day to apply for admission for Winter Quarter 1984
	9	Christmas Holidays begin, after last examination
	9	Residence Halls close at 6:00 p.m.

WINTER QUARTER 1984 (843)

January	2	Residence Halls open at 2:00 p.m.
	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 a course without fee penalty
	31	Last day to file application for degree to be awarded June 9, 1984
February	3	Mid-quarter grade reports
	13	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	20	Early Registration for Spring Quarter begins
	20-24	Advisement period for currently enrolled students planning to attend Spring Quarter 1984

March	2	Early Registration for Spring Quarter 1984 ends
	2	Last day to apply for admission for Spring Quarter 1984
	8-14	Developmental Studies advisement period
	14	Early Registration for Developmental Studies students
	12-13-14	Winter Quarter examinations
	14	Spring Holidays begin, after last examination
	14	Residence Halls close at 6:00 p.m.

SPRING QUARTER 1984 (844)

March	25	Spring Holidays end
	25	Residence Halls open at 2:00 p.m.
	26	Registration
	27	Classes convene
	27	Last day to pay fees without penalty
	29	Last day to add a course
	29	Last day to drop a course without fee penalty
April	25	Mid-quarter grade reports
May	4	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	9	Honors Day
	14-18	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarter 1984
June	5	Grades for all degree candidates due in Registrar's Office
	4-7	Developmental Studies advisement period
	5-6-7	Spring Quarter examinations
	7	Residence Halls close at 6:00 p.m.
	8	Last day to apply for admission to first term of Summer Quarter 1984
	9	Graduation

SUMMER QUARTER 1984 First Term—June 18-July 18 (850)

June	17	Residence Halls open at 2:00 p.m.
	17	Arrival of new students
	18	Registration
	19	Classes convene
	19	Last day to pay fees without penalty
	20	Last day to make course changes
	21	Last day to drop a course without fee penalty
	25	Last day to file application for degree to be awarded August 18, 1984
July	4	Holiday
	9	Last day to drop a first term course without academic penalty (unless previously assigned an F by professor for absences)
	9	Last day to apply for admission for second term of Summer Quarter 1984
	18	First Term ends after last class period
	18	For full summer length courses, last day to drop a course without academic penalty

Second Term—July 19-August 18 (851)

July	19	Arrival of new students
	19	Registration
	23	Classes convene
	23	Last day to pay fees without penalty
	24	Last day to make course changes
	25	Last day to drop a course without fee penalty
August	2	Last day to drop a course second term without academic penalty (unless previously assigned an F by professor for absences)
	13-16	Developmental Studies advisement period
	15	Grades for all degree candidates due in Registrar's office
	16	Second Term ends after last class period
	16	Residence Halls close at 6:00 p.m.
	18	Graduation
	30	Last day to apply for admission for Fall Quarter 1984

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OFFICIAL COLLEGE TEST CALENDAR 1983-1984

September 13	CLEP General and Subject Examinations
September 20	Freshman Placement Examinations (BSE)
October 11	CLEP General and Subject Examinations
October 19	Major Area Examinations
October 22	G.M.A.T. Examinations
October 25	Regents' Examinations
November 15	CLEP General and Subject Examinations
December 5-9	Developmental Studies Testing and Advisement
January 2	Freshman Placement Examinations (BSE)
January 10	CLEP General and Subject Examinations
January 25	Major Area Examinations
February 4	G.R.E. Examinations
February 7	Regents' Examinations
March 24	N.T.E.—Core Battery—A.M. and P.M.
March 6	CLEP General and Subject Examinations
March 8-14	Developmental Studies Testing and Advisement
March 26	Freshman Placement Examinations (BSE)
April 10	CLEP General and Subject Examinations
April 18	Major Area Examinations
April 28	G.R.E. Examinations
April 14	N.T.E.—Specialty Area Tests—A.M. Only
May 1	Regents' Examinations
May 8	CLEP General and Subject Examinations
June 4-7	Developmental Studies Testing and Advisement
June 12	CLEP General and Subject Examinations
June 16	G.M.A.T. Examination
June 18	Freshman Placement Examinations (BSE)
July 10	Regents' Examinations
July 9	CLEP General and Subject Examinations
July 19	Freshman Placement Examinations (BSE)
July 25	Major Area Examinations
August 13-16	Developmental Studies Testing & Advisement
August 7	CLEP General and Subject Examinations

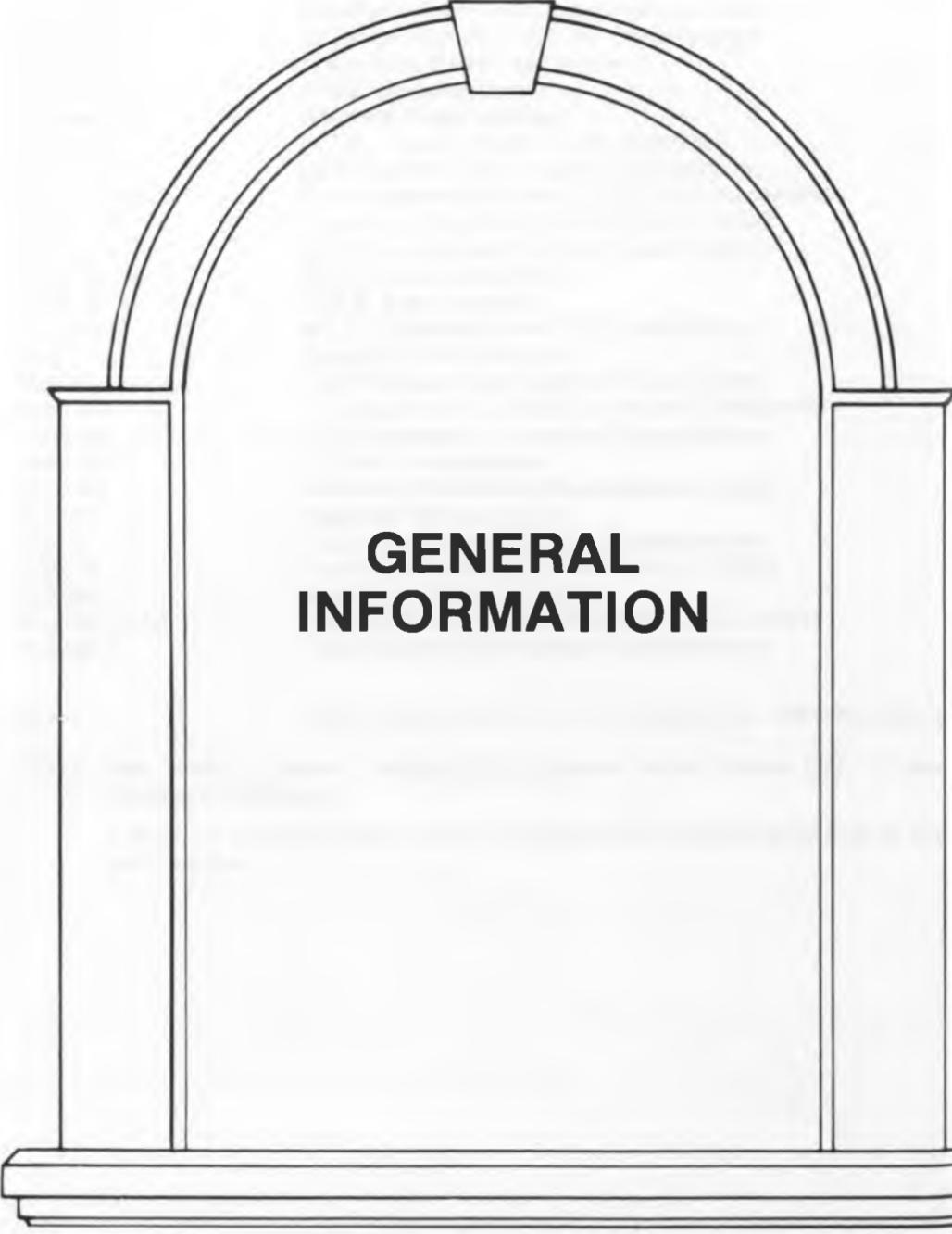
M.A.T.*

Miller Analogies Test is scheduled on an Individual Basis

NOTE: See Testing Center in Kilpatrick Education Center, Room 202, for more detailed information.

The CLEP General Examination in English will be administered only in June and October.





**GENERAL
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 idea. The Georgia School of Technology, now the Georgia Institute of Technology, at Atlanta, chartered in 1885, and the Georgia Normal and Industrial College, at Milledgeville, chartered in 1889, were manifestations of the trend of the times. As the names indicate, these institutions were devoted chiefly to the task of preparing young men and women, on separate campuses, for industrial occupations. The emphasis at that time was largely vocational.

In 1917, in keeping with the economic and cultural changes in the State, the Georgia Normal and Industrial College was given power to grant degrees, and the first degree was granted in 1921. With this change the College introduced more cultural courses, and the liberal arts degree was offered. In 1922 the name of the institution was changed to the

Georgia State College for Women. In 1961 the name was again changed to The Woman's College of Georgia. With these changes came a broader academic and professional program.

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

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

A graduate program was initiated in the summer of 1958, and the first Master of Education degree 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, Dr. Robert E. Lee, and Dr. J. Whitney Bunting. Dr. Edwin G. Speir, Jr., assumed the presidency on July 1, 1981.

STATEMENT OF PURPOSE

Within a community of learning which possesses diverse interests and knowledge Georgia College, on its residential campus and through its off-campus programs, seeks to enable men and women to live thoughtful and creative lives. The College's environment encourages the student to consider intelligently such matters as the choice of vocation, the importance of community involvement, the responsibilities of citizenship and the achievements of our artistic and philosophical heritage. Professional development of the faculty, through individual study, research, and public service, is considered essential to effective and innovative teaching.

Recognizing the interrelationships among the arts and sciences, the College's general education curriculum acquaints the student with various disciplines before major specialization. A program for students needing additional preparation for college-level work and an honors program for gifted students allow the College to serve individuals with widely diverse abilities. Georgia College offers professional degree programs in business, education, health and public service, as well as programs in the arts and sciences to provide the student a broad range of choice in his undergraduate major. Furthermore to promote student development and to insure that education is not limited to the classroom experience, the College provides an orientation program, student advisement, a variety of extra-curricular activities, and the opportunity for vocational guidance. The long-standing and reciprocal relationship between the College and the regional community also provides many occasions for exchange and growth, including many off-campus educational experiences.

Georgia College, as an integral part of the Middle Georgia community, emphasizes graduate, undergraduate, and continuing education programs designed to meet the educational needs resulting from social, intellectual, and technological change. Specialized programs, on a credit and noncredit basis, are offered for professional development and personal enrichment.

Georgia College provides opportunities for students to think critically and independently, to find meaningful work, and to promote values which are worthwhile and humane.

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 house 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 Lake Laurel, a one hundred-acre park, 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. Of these, seven are residence halls.

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 complements this area. A shelter house and picnic facilities are available.

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. Atkinson Hall was completely renovated in 1980-82 and now houses the School of Business.

William Thomas Bone House was 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 houses the Public Relations Office and Campus Information Center.

Chappell Hall, occupied in 1963 by the Home Economics Department, is a two-story concrete form 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. The Elizabeth Parker Lighting Laboratory is part of this building. The name honors the late President J. Harris Chappell.

The English Building, facing Montgomery Street, was for years headquarters of the Department of Education. Now refurbished, the building provides offices and classrooms for the Department of English and Speech.

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.

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 domed ceiling. English Regency is the period furniture chosen for the Mansion. The style was in vogue from 1800-1840 and was used in the finest houses in England and America.

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

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

Charles H. Herty Science Hall contains 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 building was named in honor of a renowned chemist who was born on what became the college campus. 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.

The William Heard Kilpatrick Education Center, named in honor of a Georgian who was a nationally-known educator, was opened in September, 1977. This major college facility, which includes the renovated former Peabody Laboratory School, provides classrooms and offices for the several departments in the School of Education. Several specialized services are housed in the facility such as the Department of Developmental Studies, the Home Economics Child and Family Center, and the Peabody Auditorium.

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 Language Building is an air-conditioned facility located between Lanier Hall and the English 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.

Lanier Hall, facing the main entrance to the campus, is a general classroom and office building. It also contains the College Metric Center. This building is fully air conditioned. It was named for the famous Georgia poet Sidney Lanier.

Maxwell College Union Building, the modern College Union, was opened in 1972. It 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. A counseling office and Career Resources Center are located here. The Union's name honors the late Mary Thomas Maxwell, GC professor of English and Dean of Women.

Miller Memorial Hall, located at the corner of Wayne and Montgomery Streets, houses a small 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.

The Museum and Archives of Georgia Education occupies the college-owned Wooten-Garner House across from the Mansion. A growing collection of educational memorabilia and records are housed here and are open to the public.

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

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, administratively-related offices, and the Department of Philosophy and Religion. The building was named for the late President Marvin M. Parks.

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 building has been converted to provide additional faculty office spaces. The lower floor continues to serve as the College infirmary.

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

Russell Auditorium, named in honor of the late Chief Justice Richard B. 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.

Terrell Hall, originally a student dormitory, now houses the Departments of History, Mathematics, and Political Science and Public Administration. The name honors the late Governor Joseph M. Terrell.

RESIDENCE HALL ACCOMMODATIONS

There are seven residence halls on 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.

Adams Hall, 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 154 women. It was named in honor of Ethel Adams, former Dean of Women.

Beeson Hall, on Montgomery Street between the English Building and the Infirmary, contains several apartments, the computer center, and accommodates eighty male students. This residence hall was named for the late President and Mrs. J. L. Beeson.

Bell Hall, a residence for 188 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.

Napier Hall, the latest addition to student housing, is located in the Nesbit Woods area. It consists of 200 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. Napier Hall is composed of two separate buildings-Napier A, which houses males, and Napier B, which houses females. The name honors the late Alice Napier, who was chairman of the Mathematics Department and who taught at Georgia College for 42 years.

Sanford Hall, residence hall for women, fronts on Green Street and adjoins Nesbit Woods. The name honors the late Chancellor S. V. Sanford and houses one hundred female students.

Terrell Hall houses a limited number of male students.

Wells Hall, a modern residence hall for 120 women, was occupied in the fall of 1964. The building fronts on Green Street. It was named for the late President Guy Wells.

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. All vehicles operated on college property must be registered. There is no charge.

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 140,000 books, 1,329 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, the archives of the College and an extensive cookbook collection. 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 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 instructional material and is used by all departments of the College for courses in teacher education. The collection is housed in the Kilpatrick Education Center.

The campus-wide Media Equipment Center, which is also located in the Kilpatrick Education Center and administered by the Library, makes available to faculty and student groups 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 are two media production laboratories which can be used by students and faculty 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 Services staff is available to assist in the production of these aids.

Media Services videotape facilities include a modern television studio equipped for the production of instructional programs by Georgia College faculty members. Field production of videotapes is also possible through the use of portable video-recording equipment. The playback of locally or commercially produced pre-recorded videotapes may be arranged through Media Services by reserving a viewing room in the Kilpatrick Education Center.

The Library is a member of the East Georgia Triangle, the Central Georgia Associated Libraries and 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.

The Library is 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.

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 Esther Cathy Alumni-Faculty Center, located at 517 West Hancock Street, one and a half blocks from the campus square. A homecoming event is held each year in latter April, in conjunction with Alumni weekend.

HOME ECONOMICS CHILD AND FAMILY CENTER

The Department of Home Economics operates the Center in Kilpatrick as a part of the instructional program in Home Economics.

Students, faculty, and community residents may obtain applications for the Center by requesting them from the office of the Department of Home Economics or the Director of the Center.

PUBLIC SERVICES AND CONTINUING EDUCATION

Continuing education programs are offered and conducted by Georgia College through the Office of Public and Community Services in all academic areas of interest. In addition to the continuing education activities of the various schools and departments, the college coordinates programs both on and off-campus. These courses are offered as refreshers to provide additional background for further study, developed along cultural lines or for some special group, and for persons who might desire to renew or update skills.

RESEARCH SERVICES

Faculty and students needing assistance with securing external funds for their research and related scholarly activities are encouraged to use the Office of the Graduate School and Research Services. Identification of potential financial sponsors, assistance with grant proposal preparation, and maintenance of up-to-date information on government and private funding sources are just a few of the services provided. The Georgia College Faculty Research Fund and the Georgia College Research Publication Fund are administered through the office. Proposals involving human subjects should be sent to the Office of Research Services, for board review.

INTERCOLLEGIATE ATHLETICS

Georgia College competes in seven varsity sports. The women compete in basketball, gymnastics, and softball. The men compete in baseball, basketball, soccer and tennis. Scholarships are awarded to men and women athletes in strict compliance with the by-laws of the National Association of Intercollegiate Athletics (NAIA), and the Georgia Intercollegiate Athletic Association (GIAC). Affiliations include the NAIA and the Georgia Intercollegiate Athletic Conference (GIAC).

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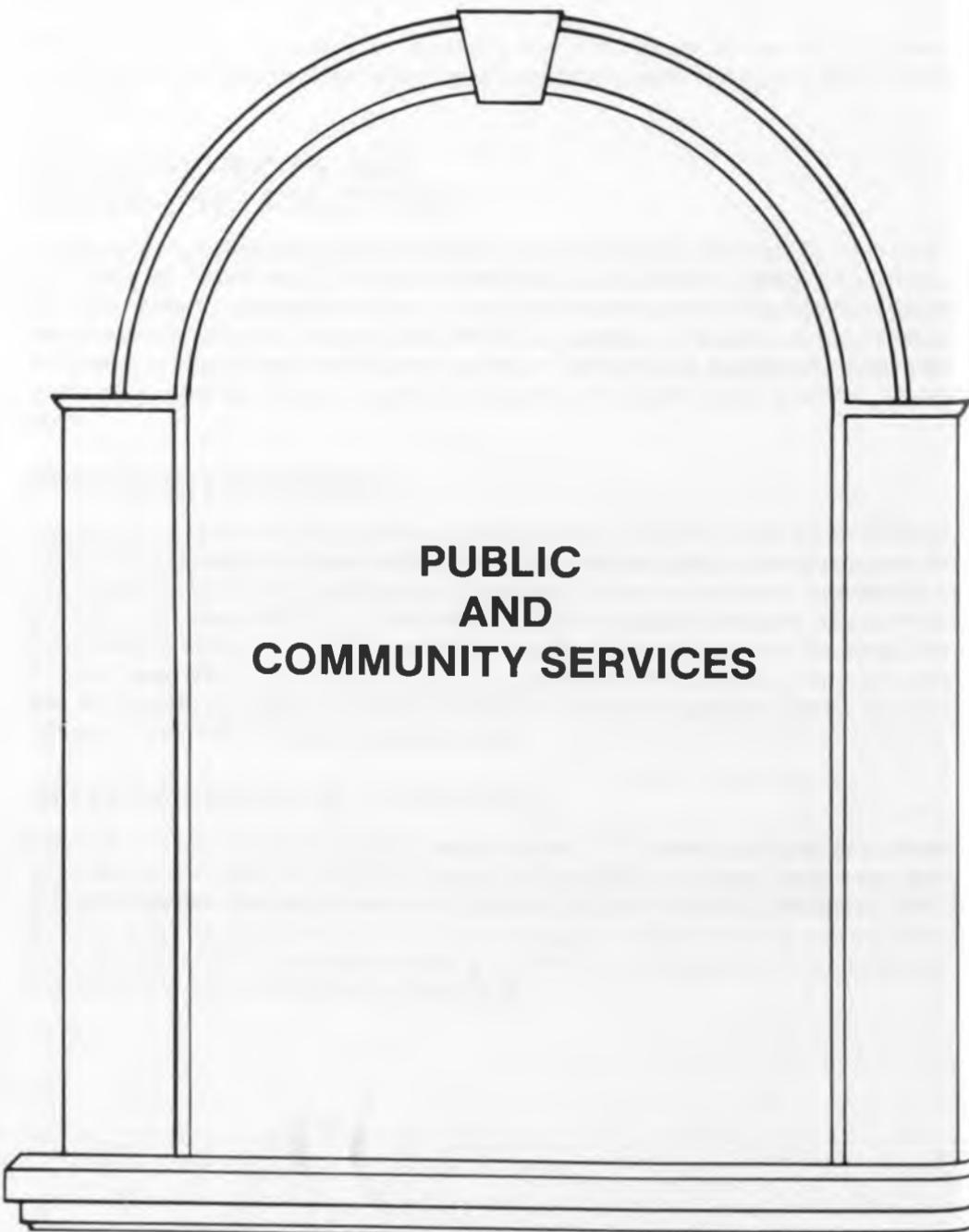
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**PUBLIC
AND
COMMUNITY SERVICES**

PUBLIC AND COMMUNITY SERVICES

The Office of Public and Community Services administers a number of educational and educationally-related programs, which are conducted on the campus of Georgia College as well as in communities throughout Middle Georgia.

ADULT NON-CREDIT PROGRAMS

Each quarter, and at special times during the year, programs of non-credit are scheduled for the community. These courses are in the form of seminars, institutes, workshops, short courses, films, concerts, and lectures designed to assist the participant to develop his own professional capacities or to enrich his personal life. Admission to any non-credit courses is by interest only and the payment of a nominal fee. There are no formal admission requirements. A mailing list is maintained for persons wishing to receive a brochure of these non-credit offerings. Individuals wishing to pursue study in any educational, cultural, or professional area are invited to suggest possible courses to the director.

CONTINUING EDUCATION UNIT (CEU)

The University System of Georgia has established and the Southern Association of Colleges and Schools requires the use of the Continuing Education Unit (CEU) as a measuring device for non-credit programs offered by System institutions. The Office of Public and Community Services administers the implementation of the CEU. The CEU, as defined by the Southern Association, is: "One continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction." The CEU attests to an individual's efforts to continue learning regardless of his age or previous educational accomplishments.

There are three categories of programs in the CEU procedures, and for Category I programs only are permanent records for each participant maintained by the College registrar with transcripts available upon request. Normally, only programs which are oriented toward occupational skills and knowledge are considered for Category I by the College. The CEU is not transferrable for academic credit.

COMMUNITY SERVICES

A college campus is a tremendous resource for a community, and the physical and human resources of the College are available to assist individuals and groups to develop educationally-related programs and to work on resolving community problems. College personnel are available as resource persons, consultants, speakers, group leaders, or as representatives of the College to serve on community-oriented projects. Under certain conditions, the facilities of the College may be used to present educational programs to large and small numbers of people by local organizations. The Office of Public and Community Services is available to assist individuals and groups plan, develop, and conduct educational or educationally-related projects or programs.

SPECIALIZED INSTITUTES AND PROJECTS

Georgia College recognizes that many of the complexities of modern life are such that many current problems do not lend themselves to solution within traditional academic lines of study. To direct the College's resources to addressing these multifaceted problems, special institutes have been established where problems seem especially acute and where a number of faculty possess unusual competence.

While the specific purposes of the institutes vary, they share the same general objective: To make the resources and services available to the communities throughout the area in whatever form these services can best be used.

FIELD SERVICES

The resources of the College are many and varied; the problems which individuals, organizations, and communities face are also many and varied. The Office of Public and Community Services was established to provide an interface to assist in the identification, resolution, and education of issues and concerns. The Office of Public and Community Services can respond to requests from groups by helping them to formulate and suggest the type of specialized assistance which might be available. Oftentimes problems can only be studied and resolved at the location in which they occur. Georgia College is prepared to provide these on-site services in the Middle Georgia Area.

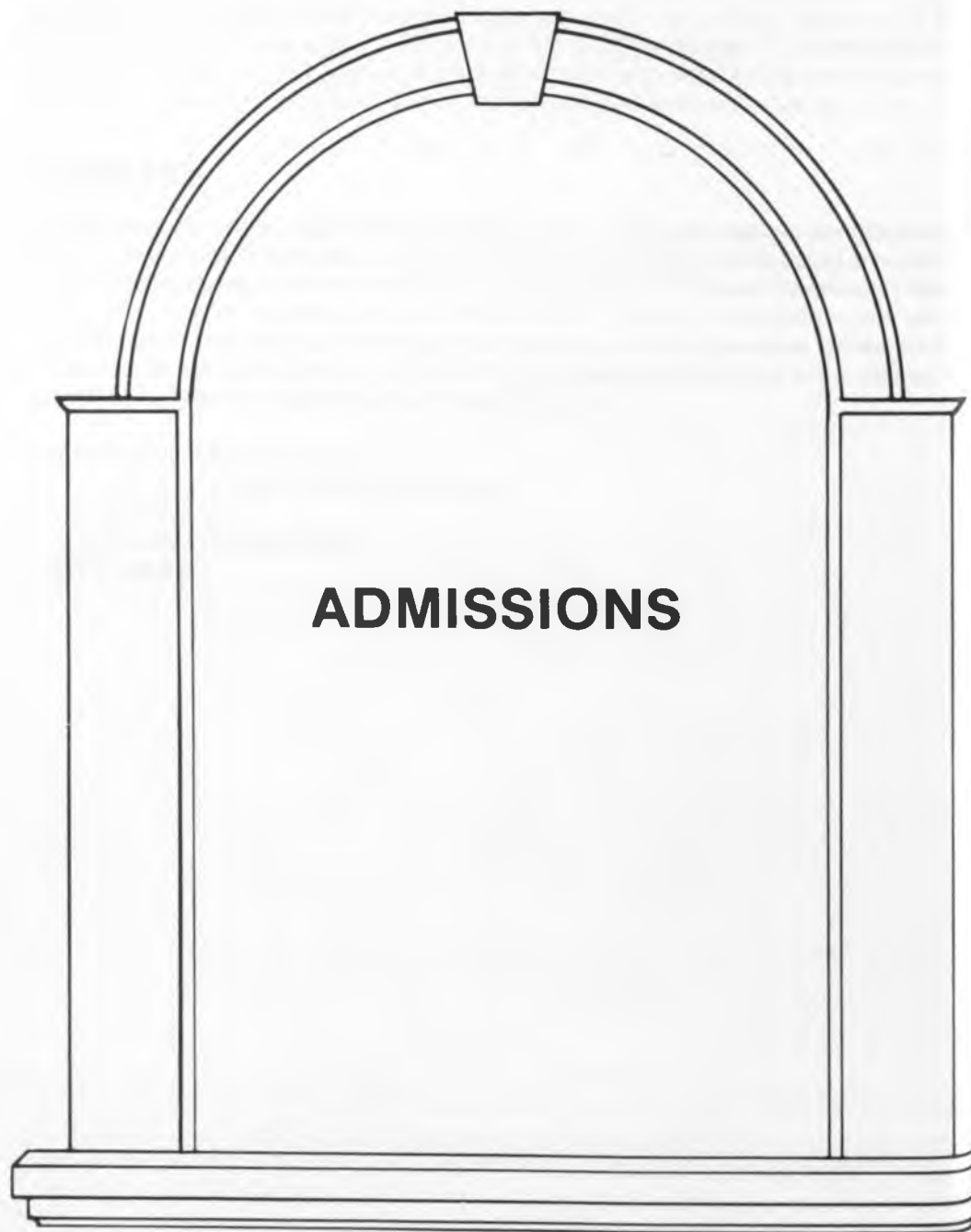
SUMMARY

Public Services' continuing education programs at Georgia College are designed to aid persons in the Middle Georgia Area to continue their education and to assist in resolving problems encountered in their community. The Office of Public and Community Services desires to learn the needs and interests of area residents, particularly adults, which can be met by the College. Efforts will be made to identify resources located in the College and the community for developing appropriate educational programs or for providing services to meet these needs and interests.

For additional information contact:

Director, Public and Community Services
Georgia College
Milledgeville, Georgia 31061
(912) 453-5277





ADMISSIONS

ADMISSIONS

NOTE: All undergraduate applications for admission are submitted to:

The Director of Admissions
Georgia College
Milledgeville, Georgia 31061

Admissions decisions are made on the basis of the minimum requirements stated below. Admission to Georgia College is not necessarily a guarantee of admission to a particular school or major area. (See School or department section of this catalog for any additional requirements).

The student, by enrolling at the institution, agrees to comply with the College's rules and regulations.

Georgia College is open to all qualified students without regard to race, creed, national origin, or sex.

Application forms may be obtained from the Admissions Office. After an application is submitted, the applicant receives instructions as to items needed to complete his application file and is given a decision very soon after those items have been submitted. An applicant may not register until all required information has been submitted.

Minimum requirements for admission include: (1) A good moral character; (2) S.A.T. Test; (3) Grade Point Average; (4) Transcript submissions; (5) High School Curriculum requirements; (6) Physical examination.

Minimum requirements for various types of admissions are stated below:

ADMISSION OF FRESHMAN APPLICANTS

REGENTS' POLICY

The Board of Regents of the University System of Georgia established at its November, 1978, meeting the following policy related to the admission of freshmen:

"Effective fall quarter 1980, a minimum academic achievement level (will) be established for admission to the institutions of the University System of Georgia. Any student who has a high school grade point average, based on 'academic' course work only, of less than 1.80 and a verbal Scholastic Aptitude Test score of less than 250, and a quantitative (mathematics) Scholastic Aptitude Test (score) of less than 280 will be denied admission."

Individual institutions in the University System of Georgia are permitted to set higher standards than those quoted above.

REGULAR ADMISSION

A freshman applicant must be able to submit evidence of graduation from an accredited high school, or the equivalent. A complete transcript of high school work, or evidence of high school equivalency (normally a GED certificate) is required. Scores on the Scholastic Aptitude Test are also required. Students who score below a certain level on the SAT

may be required to enroll in non-credit Developmental Studies courses, depending upon additional tests they take at Georgia College.

EARLY ADMISSION

Georgia 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, SAT scores, and recommendations from school authorities help the College decide upon admissions in this category.

JOINT ENROLLMENT

The College cooperates with nearby high schools in a joint enrollment plan for outstanding students. The student remains enrolled in high school and, at the same time, takes college courses approved by high school officials and the college registrar. This is normally allowed only in a student's senior high school year.

ADMISSION OF TRANSFER APPLICANTS

Transfer applicants follow the same procedures as freshman applicants, except that transfer applicants are not necessarily required to submit their high school records and SAT scores.

A person will be considered a transfer applicant who presents more than eighteen quarter hours of acceptable credits from another college accredited by the appropriate regional accrediting agency. Those with less than eighteen hours of credit will comply with both freshman and transfer admission requirements.

A transfer applicant must:

1. have a satisfactory cumulative average at his previous college; and
2. be eligible to return there immediately.

A maximum of 101 quarter hours of credit may be accepted from junior colleges. A maximum of 126 quarter hours may be transferred from a senior college, or a combination of junior and senior colleges. (At least 60 of the minimum 186 quarter hours for a degree must be completed in residence at Georgia College at the upper division level)

A maximum of 45 quarter hours may be taken through extension and home study courses. This total includes any home study courses offered by the staff at Georgia College.

A few programs at Georgia College require transfer students to validate some of the work which they plan to use to satisfy major requirements. Transfer students should review the section of this catalog which describes the program in which they wish to major to see if this requirement applies to them.

OTHER TYPES OF ADMISSION

INTERNATIONAL STUDENT ADMISSIONS REGULATIONS

Students from countries other than the United States of America must meet the following requirements for admission to Georgia College.

1. Must file application on a form provided by the Georgia College Admissions Office (preferably at least six months before the beginning of the quarter of proposed entrance.)
2. Must have achieved at least a level of education equivalent to high school graduation in the United States.
3. Must present transcripts (in the English Language) of all previously completed education.
4. Must present T.O.E.F.L. scores of 535 or higher.
5. Must present evidence of ability to pay their Georgia College expenses in full (such as, affidavits from parents, sponsoring agencies, etc.)
6. Must present evidence of personally acquired health insurance coverage.
7. Must apply for a Social Security Number not later than 10 days after arrival on the Georgia College campus.

PART-TIME APPLICANTS

Admitted applicants may take less than a full load if appropriate. Admission requirements are the same as for those taking a full load.

APPLICANTS FOR TRANSIENT STATUS

Transient status means that a student is admitted to Georgia 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 or registrar that he is in good standing and has permission to take specific courses at Georgia College for which credit will be awarded when satisfactorily completed. Transcripts of college work completed elsewhere are not usually required of such applicants, since they are not admitted to full standing at Georgia College.

APPLICANTS FOR SPECIAL STUDENT STATUS

The Director of Admissions may approve certain applicants who wish to take courses only for personal enrichment or advancement. Students admitted on this basis are not degree candidates and are not assigned an academic adviser. The College assumes no responsibility for planning programs for special students, and there is no guarantee that the work taken as a special student will count toward a degree if the student later qualifies for regular admission.

APPLICANTS FOR CONSTITUTIONAL AMENDMENT 23 ADMISSION

Georgia Residents who are 62 years of age or older, and who meet all regular and special admission requirements for this category, may register for classes and receive credit without payment of tuition and fees on a space-available basis. (Contact the Office of Admissions for detailed information).

READMISSION OF FORMER GEORGIA COLLEGE STUDENTS

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 appropriate Dean. (Readmission application forms are available in the Office of Admissions).

ADVANCED PLACEMENT AT THE TIME OF ADMISSION

Advanced placement at the time of admission to Georgia College may be granted as a result of:

1. A score of three or higher on tests administered in conjunction with the Advanced Placement Program of the College Entrance Examination Board;
2. A score of 50 or higher on certain tests given by the College Level Examination Program (CLEP); and/or
3. Transfer credits from other accredited colleges and universities.

NOTE: All advanced placement is limited by the requirement that 45 of the last 60 and 60 of the last 90 quarter hours of credit toward a Georgia College degree must be earned in residence at this College. There are special limitations regarding the CLEP which appear in the CLEP brochure available from the Director of Testing, Kilpatrick Education Center.

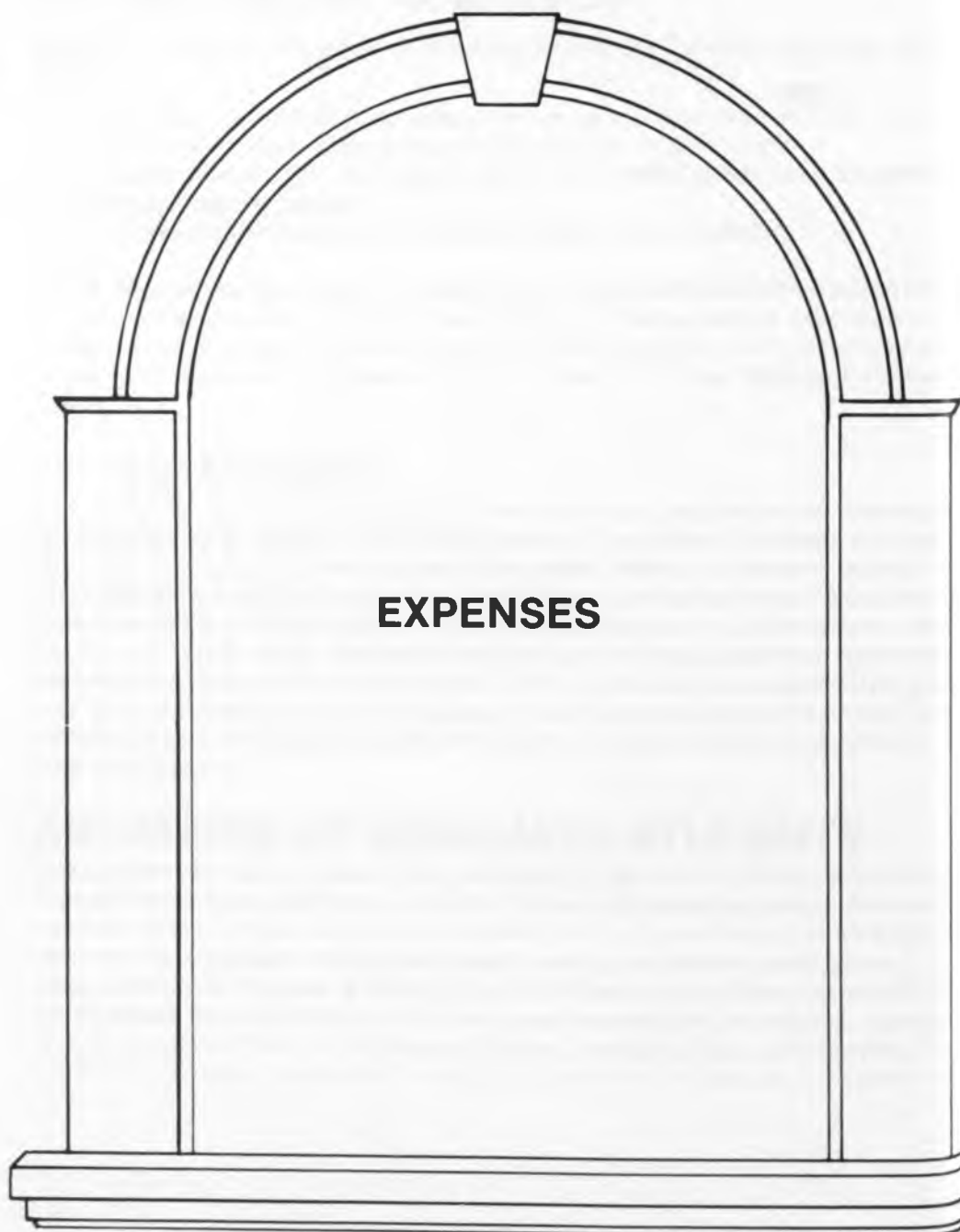
VETERAN STUDENTS

The University System recognizes that there are many advantages for educational advancement while serving in 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 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. Credit 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.

ADMISSION OF GRADUATE STUDENTS

An applicant who has completed all requirements or has received the Bachelor's degree from an institution accredited by a regional professional accrediting association may be admitted to the College as a graduate student for a program leading to an advanced degree or as a graduate non-degree student seeking professional certification or personal enrichment. Applicants desiring to enroll in the Graduate School should consult the Graduate School catalog for admission requirements and procedures. Applicants should contact the Dean of the Graduate School, Georgia College, Milledgeville, Georgia 31061 for catalog, application forms, and information on graduate assistantships.





EXPENSES

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.

All matriculation charges, board, room rent, or other charges are subject to change at the end of any quarter.

The basic charges are as follows:

GENERAL FEES

	Academic	Health	ATH	Student Activity	Total
STUDENTS TAKING 12 OR MORE QUARTER HOURS:					
Legal Residents of Georgia ...	\$215.00	\$15.00	\$9.00	\$18.00	\$257.00
Non-Residents	645.00	15.00	9.00	18.00	687.00
STUDENTS TAKING LESS THAN 12 QUARTER HOURS					
11 QUARTER HOURS					
Legal Residents of Georgia	198.00	15.00	9.00	18.00	240.00
Non-Residents	594.00	15.00	9.00	18.00	636.00
10 QUARTER HOURS					
Legal Residents of Georgia	180.00	15.00	9.00	18.00	222.00
Non-Residents	540.00	15.00	9.00	18.00	582.00
9 QUARTER HOURS					
Legal Residents of Georgia	162.00	15.00	9.00	18.00	204.00
Non-Residents	486.00	15.00	9.00	18.00	528.00
8 QUARTER HOURS					
Legal Residents of Georgia	144.00	15.00	9.00	18.00	186.00
Non-Residents	432.00	15.00	9.00	18.00	474.00
7 QUARTER HOURS					
Legal Residents of Georgia	126.00	15.00	9.00	18.00	168.00
Non-Residents	378.00	15.00	9.00	18.00	420.00
6 QUARTER HOURS					
Legal Residents of Georgia	108.00	15.00	9.00	18.00	150.00
Non-Residents	324.00	15.00	9.00	18.00	366.00
LESS THAN 6 QUARTER HOURS (Calculated Per Hour)					
Legal Residents of Georgia	18.00	None	None	None	18.00
Non-Residents	54.00	None	None	None	54.00

All summer quarter rates are by the quarter hour.

DORMITORY CHARGES

Per quarter\$175.00 to 270.00

FOOD SERVICE

The following choices are available:

2 meals a day Monday
through Friday \$247.00
14 meals a week 275.00
21 meals a week 290.00

All dormitory residents must have one of the meal plans.

PAYMENT OF COLLEGE EXPENSES

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

All student fees and charges are due and payable at the time stated in the calendar. A student is not officially registered until all fees and charges are paid.

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

DEPOSITS REQUIRED

All deposits received will be credited to the student's account. Deposits are non-transferable.

ROOM RESERVATION DEPOSIT (\$35.00)—Required of all students expecting to live in College student housing. Students registering for the first time will send this deposit with Request for Room form when requested to the Dean of Students. Students currently enrolled will pay this deposit at the Business Office prior to assignment of rooms. Room Reservation Deposit is refundable only when written request for cancellation and refund is received by the Director of Admissions or Student Affairs Office 30 days prior to the registration date for the specific quarter.

SPECIAL DEPOSITS

KEY DEPOSIT (\$5.00)—Required of students issued keys. Refundable upon return of key.

SPECIAL FEES

APPLICATION FEE (\$10.00)—A non-refundable fee is required of all students applying for admission to the College. The fee will be sent with the application for admission.

GRADUATION FEE (\$10.00)—This fee is required of all degree candidates and is payable at the time that *Graduation Application* or *Formal Application for Degree or Diploma Request* is/are made. The fee is non-transferable and non-refundable. It entitles the student to one (1) diploma and use of academic regalia.

LABORATORY FEE—Certain college departments may charge a laboratory fee in courses requiring extra materials or services of instruction. These fees are indicated in the course descriptions.

LATE PAYMENT FEE (\$5.00 TO \$10.00)—Students who fail to make payment of fees and living expenses at the time provided in the College calendar will be charged a late fee of \$5.00 for the first day and \$1.00 for each additional day to a maximum of \$10.00.

OFF-CAMPUS COURSES—The College offers courses throughout our service area. The cost for these courses is contingent upon the program under which they are offered.

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 Public Safety Department. Violation of these regulations can result in a traffic ticket being issued to the offender. Tickets are issued by members of the Public Safety Department, and every 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.

TRANSCRIPTS 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)—Any check is accepted provisionally, in lieu of cash, and the presumption is made that it will be honored when presented for payment at the bank. Any check returned unpaid will result in a charge of \$5.00 to the person from or for whom the check was accepted.

MUSIC FEES

PRIVATE LESSONS (APPLIED MUSIC)—These fees are in addition to regular course fees.

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 COSTS 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 Office of Student Affairs, 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 Student Affairs Office reserves the right to make all final decisions on assignments. Private rooms will be charged at the prevailing rate according to the dormitory.

REFUND POLICY

Students may expect requested refunds within 30 days of the beginning of the quarter or date of the request, whichever is later.

REFUND FOR REDUCTION OF COURSE LOAD

A student who elects to drop a course for which he has registered and paid fees shall receive a refund of fees only if notice 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.

Please note: If reduction of course load results in no (0) hours remaining registered for that quarter, formal withdrawal is necessary. See also below.

REFUND FOR WITHDRAWAL

Withdrawal from the College must begin with formal approval from the Student Affairs 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 maximum refund of 80% of the matriculation 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 maximum refund of 60% of the matriculation fee paid for that quarter.

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

Student who formally withdraw during the period between three and four weeks after the scheduled registration date are entitled to a maximum refund of 20% of the matriculation 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.

REFUND FOR STUDENT HOUSING

Upon formal withdrawal from the College or student housing, refund will be prorated for days remaining with a penalty equal to the room reservation deposit(\$35.00).

REFUND FOR FOOD SERVICE

After payment and/or being assigned a meal ticket, upon surrender of the meal ticket, refund will be prorated for meals remaining with a \$5.00 penalty.

NON-RESIDENT STUDENTS

Non-Resident Tuition—A tuition fee 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 year 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, were 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. Military personnel and their dependents, stationed in Georgia and on active duty, except military personnel assigned to System institutions for educational purposes, shall pay the same fees assessed residents of Georgia.
- 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 the 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 \$50.00 to \$75.00 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 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 AID

FINANCIAL AID

Many students do not have the financial resources to accomplish their educational objectives. Through the financial aid programs, Georgia College makes every effort to assure that no qualified student will be denied the opportunity to attend school because of a lack of funds. Each year over 50% of Georgia College students receive some form of financial aid.

Because of the many federal, state, and local agencies which regulate financial aid programs, the administration of financial aid is complex and ever-changing. In order to simplify this process we have produced a publication, a Student Guide, to provide accurate, up-to-date information on financial aid. As a consumer of higher education it is important that you carefully understand the financial aid programs you are applying for and the requirements of you and your family.

This publication will provide information on the financial aid programs available and information on how to apply for these programs. Please feel free to contact the Financial Aid Office at any time to request a Student Guide to Financial Aid at Georgia College.

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. Entering students seeking financial assistance are required to submit a copy of the Financial Aid Form (FAF) to the College Scholarship Service designating Georgia College as a recipient, (code 5252). The FAF may be obtained from a secondary school or the College Scholarship Service, P. O. Box 2895, Princeton, New Jersey 08541. Copies of this form may also be obtained from the Georgia College Office of Financial Aid, located in Parks 309.

Listed below are brief descriptions of the various program of aid offered and a statement on application procedure.

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

A single application enables the student to receive consideration for all types of assistance awarded by the College. To receive full consideration applications and FAF's must be filed with the College Scholarship Service by April 15.

RENEWAL OF FINANCIAL AID

Financial aid recipients may continue to receive assistance as long as they are enrolled at the College provided they (1) continue to be in need of assistance, (2) reapply annually at the prescribed time, and (3) make normal progress toward graduation.

GEORGIA COLLEGE SCHOLARSHIPS

More than \$50,000 in special Georgia College scholarship funds are available to qualified students. Scholarships are awarded to entering freshmen who have maintained high

academic averages in high school or have scored well on the Scholastic Aptitude Test. Students with solid academic backgrounds who excel in athletics, fine arts, debate, and other related extracurricular activities are eligible for the scholarships. A qualified student may receive an individual award up to \$2,000. Awards are recommended by a scholarship committee composed of faculty, students, and administrators.

SCHOLARSHIPS AND ENDOWMENTS

ATLANTA FEDERAL SAVINGS SCHOLARSHIP

The Atlanta Federal Savings and Loan Association provides a scholarship of \$1000 for an incoming freshman. 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.

FACULTY SCHOLARSHIP FUND

The 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.

B. H. 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 to assist Georgia students. 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 the students of Dr. Max Noah, this fund is used to aid rising junior and senior music majors selected by competitive auditions.

MILLEDGEVILLE ARTS ASSOCIATION AWARD

The Milledgeville Arts Association provides an annual cash award for an outstanding rising sophomore art major. Requisites are high academic and creative achievement.

THEODORE PRESSER FOUNDATION AWARD

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

REGENTS SCHOLARSHIP FUND

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

SHELNUTT MEMORIAL SCHOLARSHIP

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

MARTHA ERWIN SIBLEY SCHOLARSHIP

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.

AGNES GREEN MARTIN FUND

This fund was established in 1958 by Mrs. Martin to assist students in need of help.

ALUMNI SCHOLARSHIPS

From the Alumni Fund the Alumni Association of the College grants scholarships to assist students currently enrolled at Georgia College. Information may be obtained by writing the Director of Alumni Affairs, Georgia College, Milledgeville, GA 31061.

EDDIE NEELY ANDERSON AWARD

This tuition grant is awarded annually by a graduate of the Class of 1917, on the basis of excellence in academics. It is open to students in the Honors Program.

ATLANTA ALUMNI CLUB SCHOLARSHIP

This tuition scholarship is awarded annually on the basis of excellence in academics. It is open to men and women who are third quarter juniors.

LOUISE McWILLIAM CHRISTIAN CHEMISTRY AWARD

This grant is provided annually by a graduate of the Class of 1927 to the outstanding junior chemistry major. Selection is made by the science faculty.

HARRIETTE L. DONAHOO LEADERSHIP AWARD

This memorial to the former dean of student activities was established by Dr. and Mrs. James Land and former students. It is awarded annually to a student who has exhibited outstanding leadership in student affairs.

THE BETTY BOYD LOVE LEADERSHIP AWARD

An annual tuition scholarship is awarded to the senior woman whose academic achievement and demonstrated leadership on campus is most exemplary. The award is a memorial to a graduate of the Class of 1945 who distinguished herself as an undergraduate in student government and academics.

BERNICE BROWN McCULLAR GRANT

This grant is a memorial to the 1924 graduate who distinguished herself in journalism, education and telecommunication.

ROTATING MEMORIAL SCHOLARSHIP

This full-tuition award is given each year in honor of a number of faculty and administrators through bequests and substantial donations by former students. Among those honored are Guy H. Wells, Ethel A. Adams, Mary B. Brooks, Mary Thomas Maxwell, Lutie Neese, James Stokes, Nan B. Miller, E. Mae Jones, and Marie E. Williams.

THE FLANNERY O'CONNOR SCHOLARSHIP AWARD

From the O'Connor 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.

WASHINGTON, D.C., ALUMNI CLUB SCHOLARSHIP

This scholarship was established by the Georgia College Alumni Club of Washington, D.C., to assist women students of exceptional academic standing.

GRANTS

EDUCATIONAL OPPORTUNITY GRANTS

PELL (BASIC) AND SUPPLEMENTAL

The College participates in the federally-supported Educational Opportunity Grants Programs.

The Pell Grant program is a federal aid program designed to provide financial assistance to those who need it to attend post-high school educational institutions. Pell Grants are intended to be the "floor" of a financial aid package and may be combined with other forms of aid in order to meet the full costs of education. The amount of your Pell Grant is determined on the basis of your own and your family's financial resources.

The Supplemental Educational Opportunity Grant program is designed to aid students with critical needs beyond what the Pell Grant can meet. Supplemental Educational Opportunity Grants are always matched equally with other types of assistance. These awards are often 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 \$1500 per year of a total of \$6000 from this source. Repayment begins six months after the student completes his studies, and no interest accrues until the repayment period begins. Interest at the rate of 5 percent is charged from the beginning of the repayment period until the loan is fully repaid.

The legislation implementing this program provides for partial cancellation of principal and interest for teaching and for military service under conditions outlined in the promissory note.

NURSING STUDENT LOAN PROGRAM

Under this program nursing students in need of financial aid who are enrolled at least half-time in an approved nursing curriculum may borrow a portion of the cost of attending college. Repayment begins six months after completion of nursing studies, and no interest accrues until the repayment date. The interest rate for loans effective August 13, 1981 is 6 (six) percent.

SPECIAL LOAN FUNDS

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

Eleanore C. Hess Nursing Loan Fund
Jane Coleman Allen Daughtry Loan Fund
Callie Christie Belle D.A.R. Loan Fund
Lizzie Dennard Wimberly Bridges Loan Fund
History Club Loan Fund
Sylvester Mumford Fund
Alice Walker Shinholser Memorial Funds No. 1 and 2
Fannie Trammell D.A.R. Fund
Grace Beatty Watson Loan Fund

LOAN FUNDS

Philo Sherman Bennett Loan Fund
Morel Fund
Joseph M. Terrell Loan Fund
Thomaston Mills Loan Fund
Antoinette Smith Jenkins Loan Fund
Charles D. Moore Loan Fund

GEORGIA NATIONAL GUARD STUDENT LOAN PROGRAM

This is a State Direct Student Loan cancelable by service for eligible members of the Georgia National Guard. The student must be a full-time undergraduate, and must not have attained his thirty-first birthday.

The National Guard member is limited to a maximum of \$500 per academic year for five (5) years.

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, GA. 30084.

A list of financial institutions participating in the program may be obtained by contacting G.H.E.A.C. 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 2128, 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 Education Assistance Corp., 9 LaVista Perimeter Pk., Suite 110, 2187 Northlake Parkway, Atlanta, Georgia 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, residence halls, and elsewhere.

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

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.

ROTC SUBSISTENCE ALLOWANCE

Students enrolled in the advanced course of military science and under ROTC contract are paid a monthly subsistence allowance of \$100 per month; 10 months each year, not to exceed \$2000 in a two-year period. They also receive \$800 plus travel expenses when attending ROTC Advanced Camp between the junior and senior years.

ROTC SCHOLARSHIPS

Several 3-Year and 2-Year Army ROTC Scholarships are available for freshman and sophomore students at Georgia College. These awards cover the cost of tuition, books and academic fees for the latter 3 or 2 years of college respectively. Students must agree to complete the Army ROTC advanced course and meet other selection criteria. ROTC subsistence allowance and summer camp pay as mentioned above are also paid to scholarship recipients. Additional information and applications may be obtained by calling (912) 453-4737 or writing Georgia College, Army ROTC Opportunities, Box 829, Milledgeville, Georgia, 31061.

GA ARNG TUITION ASSISTANCE PROGRAM

Available to students who wish to join the Georgia Army National Guard and Army ROTC Program under the Simultaneous Membership Program. Qualified applicants receive \$800 loan assistance per year, regular Army National Guard drill pay and ROTC subsistence. Additional information and applications may be obtained by calling 912/453-4737 or writing Georgia College, Army ROTC Opportunities, Box 829, Milledgeville, Georgia, 31061.

1. Introduction

The purpose of this study is to investigate the effects of various factors on the performance of a system. The study is organized as follows: Section 2 describes the system and the factors being investigated. Section 3 presents the experimental design and the results of the experiments. Section 4 discusses the implications of the results and provides conclusions.

2. System Description

The system under investigation is a complex system that consists of several components. The components are interconnected and their performance is affected by various factors. The factors being investigated are the input data, the processing time, and the output data. The system is designed to process input data and produce output data. The performance of the system is measured in terms of the time taken to process the input data and the quality of the output data.

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3. Experimental Design

The experimental design is based on the system description. The factors being investigated are the input data, the processing time, and the output data. The experiments are designed to measure the performance of the system under different conditions.

The experiments are designed to measure the performance of the system under different conditions. The results of the experiments are presented in Section 4.

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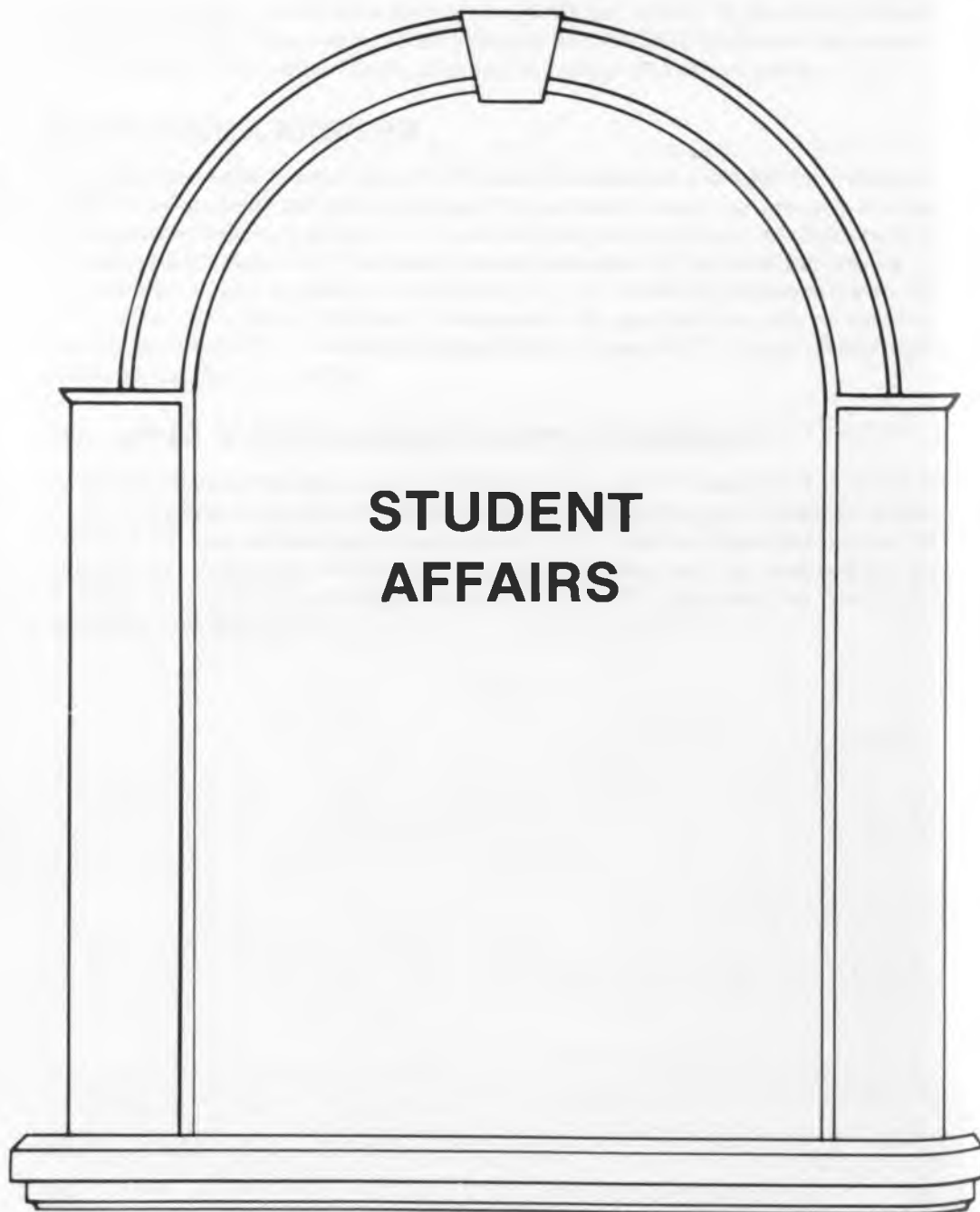
The results show that the performance of the system is affected by the input data, the processing time, and the output data. The results are discussed in Section 4.

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**STUDENT
AFFAIRS**

STUDENT AFFAIRS

The Division of Student Affairs provides services and programs to students for the purpose of aiding and enriching their college experience. From initial entry into the College through graduation, services are available to help students succeed and complete their college education. The Student Affairs Office is located in Rooms 106 and 107 of Parks Hall. The areas of financial aid, residence halls, counseling, student activities, and health services are encompassed by the Division of Student Affairs.

STUDENT SERVICES

RESIDENCE HALLS

Georgia College operates seven residence halls for student occupancy. (Refer to Pages 17 and 18.) Rooms are offered on campus as long as space in the halls is available. A board plan is required of all students who live in residence halls. (Exceptions to this requirement may be granted by the Dean of Student Affairs for students who are in co-op, student teaching or intern programs.) Students interested in information on residence hall living and/or a room reservation should contact the Coordinator of Residence Life in 106 Parks Hall.

STAFFING

The housing program at Georgia College operates out of the Residence Life Office in 106 Parks Hall. The Coordinator of Residence Life, Residence Coordinators, and Managers are directly responsible for the program. Graduate students may apply to work as resident managers and undergraduates as resident assistants. In-service training is provided for residence hall leaders.

RESIDENCE HALL REGULATIONS

Resident students are held responsible for any damages to their rooms and furnishings. Students should inform College officials of any damages which exist at the time they occupy their rooms. The College reserves the right to inspect 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 student(s) committing the damage is/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.

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

Students may receive visitors in their rooms as provided by the regulations in effect in the various residence halls. In each residence hall the director should be informed of the presence of overnight visitors. Guests of residents who spend the night in the halls will be expected to pay a nominal overnight fee to the residence hall office.

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. Exceptions to the 10-hour limitation must be granted through the office of the Dean of Student Affairs, Parks 107.

Rooms may be occupied only upon assignment by the Residence Life Office, 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 Student Affairs Office reserves the right to make all final decisions on assignments. Private rooms are offered at an additional charge when space is available.

The residence halls close for Thanksgiving and Christmas vacations, when classes are not in session between quarters, and other dates as indicated by the Residence Life Office.

All resident students are expected to abide by the regulations set forth in the Student Survival Handbook and the Guidelines for Residence Halls.

HOUSE COUNCILS AND PROGRAM LEADERS

Each residence hall has a house council, which has major responsibility for the hall governance. In addition each hall has recreation, social, and special interest chairmen to coordinate the programming activities. Assistance in programming and hall leadership is provided to these students, elected by their peers, by the Coordinator of Residence Life and the Resident Directors and Managers.

COUNSELING AND CAREER SERVICES

Making and implementing decisions regarding personal, educational, and career planning is a major task for everyone and difficult for many. Georgia College has several services and programs conveniently located in the Maxwell College Union which are designed to aid students in this process.

COUNSELING SERVICES

Georgia College provides a full range of personal, educational, and career counseling services utilizing a professional staff. Personal counseling is available on all matters from in-depth exploration of serious problem areas to relatively minor adjustment difficulties and growth and development activities. Educational counseling on such matters as study skills, time management and professional school requirements is also available. Career counseling includes the opportunity to take a variety of vocational interest and personality tests for increased self understanding and more informed decision-making. Group experiences, workshops, and seminars allow students to explore numerous topics of interest and develop skills which may help them in achieving their goals. As with any professional counseling service, strict confidentiality is maintained, and results of testing or counseling are released only by authorization of the student.

CAREER CENTER

The Career Center contains a wide variety of information on career opportunities, academic programs throughout the United States, and various aspects of personal development and relationship skills. Trained staff are available to assist students in locating and utilizing information. Many materials are available to be checked out for private use.

ORIENTATION

The orientation program for new students is designed to assist both freshmen and transfer students become acquainted with most aspects of academic life. The overall goal of orientation is to help students learn more about the academic requirements and student life and services available at the College.

Both the summer and quarterly programs provide students with an introduction to the campus, student services and academic advisement as well as assistance in registration. All new freshmen and transfer students should plan to attend since the programs enhance their chances for succeeding at the College in their first, and perhaps most important term. Orientation does not end with the conclusion of the program; it is the beginning.

Orientation at Georgia College has a number of goals. Through educational sessions, recreational opportunities and social experiences we hope that our new students will:

1. Feel welcome and become adjusted to the campus.
2. Be introduced to the campus and the community.
3. Become acquainted with student services on the campus.
4. Be assisted in the evaluation of personal abilities, goals and interests.
5. Be better prepared to meet the academic requirements of the College.
6. Be provided an adviser to assist in academic advisement and registration.
7. Form new friendships and relationships.

STUDENT LIFE

STUDENT CITIZENSHIP

Students are 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, they should be able to enjoy the freedoms and rights afforded any citizen. They are 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 students exercise their citizenship in a manner disregarding the expectations placed upon them as good citizens, they subject themselves to disciplinary actions. Such action normally includes: (1) a preliminary hearing to determine the appropriate judiciary body which will hear the case and (2) the possible recommendation of a corrective measure. Students have the right to due process and may appeal through the appropriate channels.

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 Student Affairs 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 proper authorities.

Further, the Dean of Student Affairs shall have power to impose such temporary sanctions, including suspension, pending a hearing, when a student or group of students engages in conduct which materially and substantially interferes with the requirements of appropriate discipline in the operation of the College. It is the student's responsibility to obtain and be familiar with the Student Survival Handbook and the College student disciplinary procedures.

STUDENT ORGANIZATIONS AND ACTIVITIES

THE COLLEGE GOVERNMENT ASSOCIATION

Georgia 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 governing of the student body is vested in the students themselves.

The College Government Association is composed of students who become members of the CGA upon their matriculation. All the officers of the Association are students; faculty and administrators act as advisers. The CGA also has representation on most college-wide committees.

The College Government Association's purpose is to deal effectively with matters of student affairs, promote the best understanding within the College community, and administer all matters which are delegated to the student government by the President of Georgia College.

GREEK LIFE

There are 5 sororities and 6 fraternities recognized and available for students. Rush is held periodically during each year. A Panhellenic Interfraternity Council and Greek Council promote Greek spirit and coordinate activities. The Greek Organizations on campus are:

Sororities—Alpha Delta Pi, Alpha Kappa Alpha, Delta Sigma Theta, Delta Zeta, and Phi Mu.

Fraternities—Alpha Phi Alpha, Kappa Alpha, Kappa Sigma, Phi Delta Theta, Pi Kappa Alpha, and Kappa Alpha Psi.

PUBLICATIONS

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

The Student Survival Handbook is an annual publication of the College Government Association. It contains a detailed account of the purpose, functions, and names of the organizations on the campus, the governmental routine of the campus, regulations for residence living, and the departments and offices of the College.

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

Items, published bi-weekly by the Public Relations Office, contains the latest news on faculty, staff and student activities. *Items Update* is a weekly publication informing the campus community about current events both on and off the campus.

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

Loudspeaker, published by-monthly by WXGC FM, provides information on campus events and activities at the radio station.

GC RADIO

Georgia College operates a student-run 10-watt Educational FM Radio Station. The call letters WXGC have been assigned by the Federal Communications Commission. The Georgia College Radio Station is student-operated and located in Mayfair Hall. Opportunities are given to students to experience all facets of a radio station operation. The station brings to campus live broadcasts of activities.

INTRAMURAL SPORTS PROGRAM

The Intramural Sports Program plays a major role in the life of many Georgia College students. A variety of recreational activities, including seasonal sports, is planned for both men and women. The Intramural Office is located at the West Complex in Room 104.

SOCIAL LIFE

Campus-wide social events are planned through the Student Activities Office by the Y.O.U. (Yours and Ours Unlimited) Committee and the various chairmen of the films, concerts, publicity, hospitality, novelty, and dance committees. The various chairmen are elected by the members of the Student Activities Y.O.U. Committee. 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, faculty, staff and alumni.

RELIGIOUS LIFE

Adjacent to the campus are two religious centers, the Baptist Student Union and the Wesley Foundation. A full-time minister coordinates the programs of each. Each center sponsors a variety of programs.

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, photography lab, television room, music listening room, and study rooms. Areas are set aside for the College Government Association, Colonnade, Student Activities, Counseling and Career Services, Community Center, and Information Center.

The second level accommodates the College Cafeteria, a private dining room, and a 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.

Students with a current Georgia College I.D. may use all areas of the Union. The College Union is for use by groups, clubs, and organizations that are recognized by Georgia College through the office of the Dean of Student Affairs.

LYCEUM

The Lyceum Committee, made up of students and faculty, provides programs to the College community on various topics of cultural and social interest. Lectures, concerts, and dramatic productions are activities which the Lyceum Committee sponsors.

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. If a group wishes to become a recognized campus organization, an application may be obtained from the Director of Student Activities.

BETA BETA BETA

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

DELTA SIGMA PI

Delta Sigma Pi is a national fraternity for students representing the business profession. Specific information may be obtained from the School of Business.

PHI ALPHA THETA

Phi Alpha Theta is a national honorary society 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.

PI TAU CHI

Pi Tau Chi is a national honor society in religion. Membership is by invitation and is based on leadership, loyalty, service, and scholarship.

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.

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 lectures 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.

CHORAL GROUPS

The College groups include the "Mixed Chorus" and the "Aeolian Singers." Both groups perform 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.

JAZZ ENSEMBLE

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 statewide 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.

STRING ENSEMBLE

A group of students, faculty, and community residents meets one night a week to play orchestral music. A concert is presented each spring.

MISCELLANEOUS INFORMATION

EXTRACURRICULAR ACTIVITY

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

STUDENT IDENTIFICATION

Each student is issued an Identification Card (I.D.) as official identification of student status, when registered at Georgia College. This Identification Card is to be used throughout enrollment in the College, and a fee of \$2.00 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.

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. Health services are available 24 hours, 7 days a week, and are centered in Parks Memorial Infirmary, which has a 14-bed capacity. The Medical Director, a physician, is in charge of health services and its staff of nurses.

The primary aim of the medical services is the maintenance of good health among the members of the college community. Clinical 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 telephone or telegram 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.

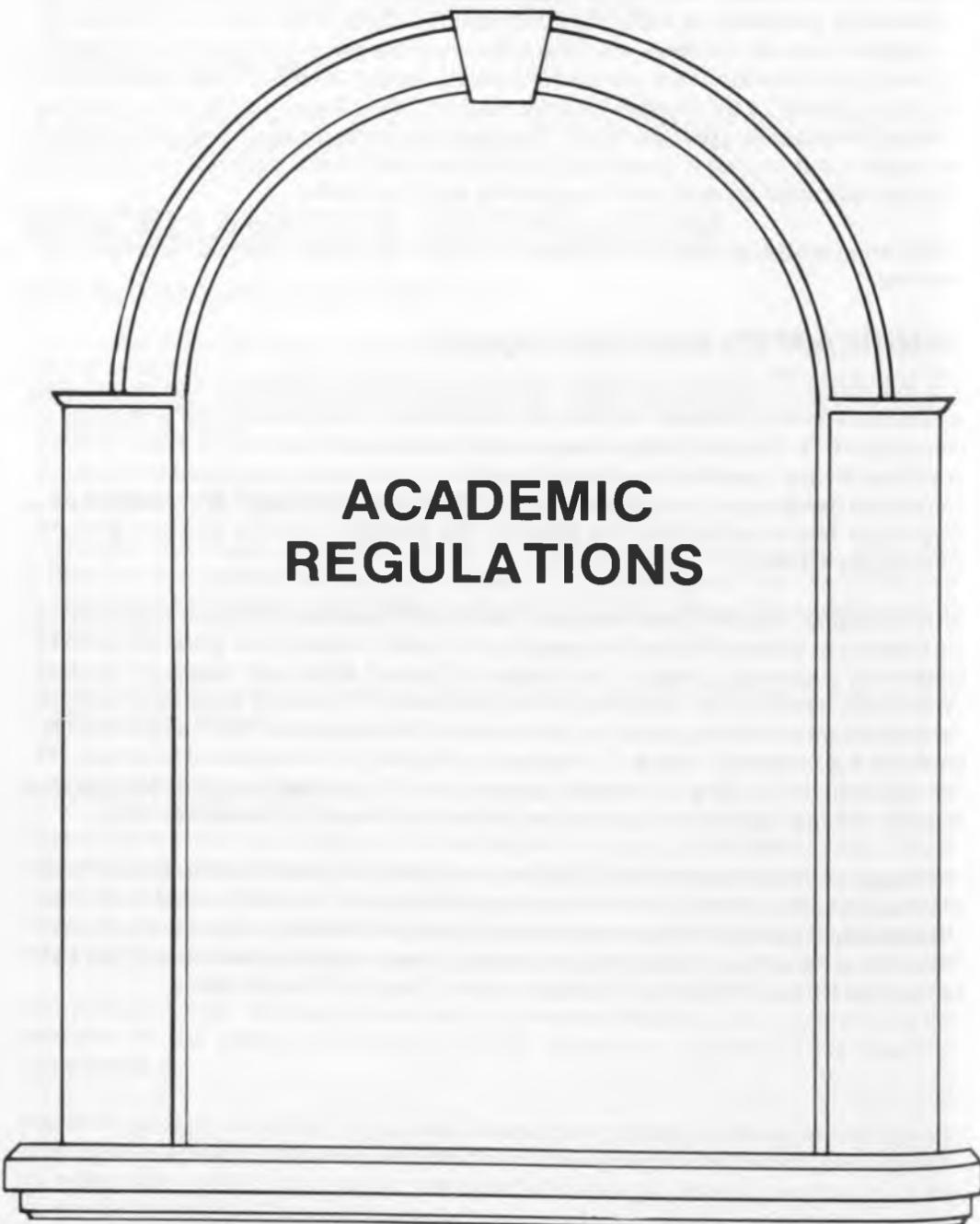
Registration will be considered completed only when the Medical Record Form has been received.

HANDICAPPED STUDENT POLICY

It is the policy of Georgia College to provide program accessibility and reasonable accommodations for persons defined as handicapped in Section 504 of the Rehabilitation Act of 1973. Georgia College does not deny admission or subject to discrimination in admission any qualified handicapped student. It is strongly suggested that prior to enrollment handicapped persons should visit the campus and tour the facilities so that they might better understand the status of the college's physical environment and building accessibility.

All handicapped students who have been admitted to Georgia College should contact the Division of Student Affairs for assessment of student needs prior to the first term of enrollment at Georgia College. The Division of Student Affairs will review all requests by enrolled handicapped students for auxiliary aids. The use of such aids must be deemed essential to the students' full participation in the classroom. Such aids should be based on the following criteria: (1) medical certification to the degree of handicap; (2) non eligibility for funding by outside agencies and (3) course requirements substantiated by the instructor which can not be met without the aid of specialized aids.

Handicapped students should identify themselves and their needs to instructors in their academic program shortly after the beginning of classes. They should also submit a class schedule each term of attendance to the Division of Student Affairs main office in Room 107 of Parks Hall. Handicapped students in need of additional assistance may also contact the Office of Personnel Services and the Office of Campus Safety.



**ACADEMIC
REGULATIONS**

ACADEMIC REGULATIONS

THE QUARTER SYSTEM

The college year is divided into three quarters of approximately eleven weeks each plus a summer term of two five-week 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 required 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 full-time 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 full-time work assignments may be recommended to the Registrar by the Director of Cooperative Education and Internships for classification as full-time 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 may schedule a maximum of 21 hours with permission of the Dean of his School.

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 five 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 School.

CLASS ORGANIZATION

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

Policies of the Board of Regents of the University System of Georgia state:

Cumulative Grade Point Average. The cumulative grade point average in each institution of the University System of Georgia will be calculated by dividing

the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the students' permanent record. Institutional credit shall in no way affect the cumulative grade point average.

Other averages may be computed by each institution for internal uses as may be required.

Georgia College calculates two averages each quarter. One is the quarterly average, based upon all work attempted in a particular quarter. The other is the cumulative average, as defined in the above quotation from Regents' Regulations.

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 (Satisfactory)
- D = 1 point (Passing)
- F = 0 points (Failing)
- WF = 0 points (Withdrew failing) (See page 64)

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 they 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. The "Incomplete" will not be assigned unless in the judgment of the instructor a substantial majority of the course requirements have been satisfied by the student. 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. (Used in Developmental Studies and in other courses which are designed to extend over two or more quarters.)

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:

Quarter Hours Earned (Exclusive of Developmental Studies; inclusive of transfer work.)	Required Cumulative Average on Georgia College work attempted (no transfer grades included.)
0—42	1.40
43-90	1.60
91—over	1.80
Graduation	2.00

PROBATION AND EXCLUSION

A student incurs academic probation at the end of any quarter when his cumulative average is below the appropriate level specified above. If he returns to the specified level at the end of his next quarter of residence at Georgia College, he returns to good standing. If he remains on academic probation for three consecutive quarters of residence at Georgia College, he incurs Academic Exclusion. A student who has incurred Academic Exclusion may petition the Dean of his School for readmission (see "Student Academic Appeal Procedure" below).

DROPPING COURSES AND WITHDRAWAL FROM COLLEGE

A student other than those enrolled in Developmental 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 Developmental Studies courses must have approval of the chairperson of the Department of Developmental 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 Student Affairs 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 his School 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 incompleted course.

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

STUDENT ACADEMIC APPEAL PROCEDURE

Any student or former student of Georgia College has the right of timely petition to the Dean of his school. Petitions are to be used by the student and his faculty adviser to remedy undue hardships and specific inequities that may adversely affect the 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 on academic matters and to provide for emergency situations caused by unforeseen complications in fulfilling academic requirements.

Students should be aware that their faculty adviser, the office of Counseling Services, the College Government Association, and the office of Student Affairs may be resource areas whereby students may receive assistance. Students may obtain a petition for the academic appeal procedure from the Dean of the appropriate school.

The following list is the proper procedure for student academic appeals:

- Step 1. Conference with instructor.
- Step 2. If a satisfactory resolution is not obtained from Step 1, then prepare a written statement and make an appointment to discuss your problem with the Chairperson of the department in which the instructor is a member.
- Step 3. If no resolution is obtained from Step 2, then present a petition to the Dean of the school that includes the department. The petition should be signed by your faculty adviser.
- Step 4. If no resolution is obtained from Step 3, then arrange a conference with the Vice President for Academic Affairs.

These procedures should be followed in the order listed above. The student should initiate Step 1 within 10 days of the incident and each step should be completed within 10 days of initiation.

TRANSIENT STUDENTS

Students wishing to attend another college in the University System and take courses there to count toward their degree here must be in good standing, petition the Dean of their school, and obtain the approval of their faculty adviser prior to enrolling at the other institution. The petition must specify the courses to be taken at the other college, and the student must have the other college send a transcript of the courses taken to the Registrar at Georgia College in order to receive credit for the work at Georgia College. Ordinarily, students are permitted to be transient students away from the College for only one quarter.

Transient student course work to be used for degree credit is limited by the residency requirement that 45 of the last 60 credit hours and 60 of the last 90 credit hours must be earned through Georgia College courses offered for residence credit. In addition, the maximum amount of course credit hours that may be transferred to Georgia College to count toward a degree must not exceed 101 hours from a junior college and 126 hours from a senior college.

CLASS ATTENDANCE

Each student is expected to attend classes regularly. It is recognized that absences 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. Students 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 all the courses required for the degree selected with a minimum 2.00 grade point average in the courses. In the absence of a cumulative 2.00 grade point average, students seeking undergraduate degrees must have at least a 2.00 grade point average in the courses they are applying toward their degree.

2. A minimum of 186 quarter hours must be successfully completed in order to be eligible for a baccalaureate degree from Georgia College. Sixty of the total number of hours counted toward a baccalaureate degree must be in courses which are considered upper (300-400) level. At least 45 of the quarter hours required for an associate degree at Georgia College must be taken as residence credit. At least 30 of the last 45 hours of required courses for the major field, professional component, or area of concentration must be earned as residence credit from Georgia College.
3. Complete the requirements for degrees in accordance with the regulations in effect at the time the degree is to be awarded, unless an exception is made by the Dean of the School. No exceptions to Board of Regents' policies can be made by officials of Georgia College.
4. Fulfill the departmental requirements for the major chosen. Students should see the departmental sections of the catalog for the major requirements.
5. Complete in residence at Georgia College at least 60 of the last 90 and 45 of the last 60 hours required for the degree chosen. No student may receive credit for more than a combination of 45 hours of extension and/or home study courses. At least 25 hours of required courses for the major field, professional component, or area of concentration, and 15 hours of those required for the minor, must be earned in residence at Georgia College.
6. Present a written application for degree on the form available in the Registrar's Office, 108 Parks Hall, by the dates indicated in the Official College Calendar in the front of this catalog. Students seeking graduate degrees from Georgia College should consult the Official College Calendar contained in the front of the Graduate Catalog, which is provided by the Graduate Office, Parks 207.
7. Students may be graduated in absentia provided they submit written notice to the Registrar of their intention to do so before the date of commencement.
8. 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 begin 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. There is a ten-year limit for students to decide which catalog's requirements to meet for graduation.

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 HIS 111 or 111H. The constitution requirements may be met by completing POS 101 or POS 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 may satisfy the law by passing examinations of 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 appropriate Deans, 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, provided 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

An examination to assess the competency level in reading and writing of those students enrolled in degree programs in University System institutions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

REGENTS' POLICY

It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess the basic competence of academic literacy, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the testing program are: (1) to provide System-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence expected of graduates in the areas of reading and writing.

Passing the Regents' Test is defined as having passed all components of the Test by scoring above the cutoff score specific for each component. The Test may be administered either in its entirety or as one or more components depending on the needs of the students. If one component of the Test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the Test in any form since the inception of the program.

The intent of this policy is that passing the Regents' Test occur before the end of the student's sophomore year, that is, before the completion of 105 hours of degree credit. Students who fail the test must retake and pass the Test. Each institution shall provide an appropriate program of remediation and shall require deficient students to participate in that program prior to retaking the test.

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System Institution.

In order to implement effectively the goals of the Testing Program:

1. Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. Students, including transfer students and/or readmitted students, may take the Test after they have completed the required

basic core English courses. They may be required to take the Test in the quarter after they have completed their 45 hours of degree credit if it has not been passed previously. Institutions, however, may not delay initial testing beyond the student's having earned the 60th hour of degree credit.

2. All students who have taken and have not passed the Regents' Test during the quarter in which they will have earned 75 hours of degree credit shall take the appropriate non-degree credit course or courses in each quarter of attendance until they have passed all components of the Test.
3. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from within the System shall be subject to all provisions of this policy. Students from institutions outside the System who transfer into a System institution with 60 or more degree credit hours shall take the Test during the initial quarter of enrollment and in subsequent quarters shall be subject to all provisions of this policy.
4. Students whose mother tongue is other than English may be exempted from taking the Regents' Test by the institution, provided appropriate local procedures are employed to certify the literacy competence of those students earning a degree.
5. For extraordinary situations, each institution shall develop special procedures for certifying the literacy competence of students. A written description of these procedures shall be submitted to the Chancellor for approval. A record of the action shall be reported by the Chancellor to the Education Committee of the Board of Regents. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination will equal or exceed the standards of the Regents' Testing Program.
6. A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded *and* if the student has successfully completed the courses in English composition required by the local institution. This review will be conducted in accordance with Board-approved procedures.
7. These revised procedures shall be followed by all students effective January 1, 1980.
8. Remedial work as required under the above policy shall be in keeping with regulations in satisfaction of federal and state student financing assistance and such other eligibility programs.
9. These regulations shall not prohibit institutions from increasing requirements affecting the Regents' Testing Program, provided such increased requirements are authorized by the Chancellor, and provided further that such requirements are published in the official catalog of the institution prior to implementation. Such additional requirements shall in no way affect the transfer students from one institution to another or the readmission of students to University System institutions. (Minutes, April, 1972, pp. 554-55; November, 1972, p. 166; June 1973, pp. 481-85; November, 1978, pp. 88-9)

GEORGIA COLLEGE TESTING PROCEDURE

The purpose of the Regents' Examination is to insure that no student will receive a degree from Georgia College who does not possess the basic competence of academic literacy. The examination will be given each quarter to all eligible 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 upon the completion of their English course requirements which should be no later than the completion of 45 quarter-credit hours. The Regents' Examination must be taken and passed by students enrolled in Baccalaureate degree programs prior to the completion of 60 quarter-credit hours. Students who do not pass either or both parts of the examination are required to take and pass a remedial course in the area/s in which deficiency is revealed. This procedure must be followed each time the test is failed until the student passes both parts of the examination. Remedial courses carry institutional credit. As such they are utilized to establish quarter-hour credit loads and for purposes of determining fee payment.

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 of their School to determine if they have satisfied the requirements.

Students whose mother tongue is other than English will certify their literacy competence by taking a locally developed examination which recognizes their cultural and ethnic backgrounds. Testing procedures will be similar to the Regents' Test except that the test will be scored locally and if remediation is necessary the student will have to complete the work before re-taking the examination.

Handicapped students are examined in a manner dependent on their individual circumstances that verifies their literacy without discriminating against them because of their handicap.

REGENTS' EXAM REGULATIONS

All students must register to take the Regents' Examination in the office of the Department of Developmental Studies, Kilpatrick 202, no later than the announced deadline in the quarter in which they will take the Exam. All students must take the Exam as soon as they are eligible, which is described above under the heading, "Georgia College Procedure."

When a student has completed the Regents' Examination requirement, his grade report will contain the statement, "Regents' Reading/Writing passed." If a student has passed 45 quarter hours of college level credit and has not taken and passed the Examination, the statement, "Must pass Regents' Exam next quarter" is printed on the grade report. These students must register to take the Regents' Examination the next quarter of their enrollment at Georgia College. However, if the student has taken and failed the Exam, he must complete the prescribed remedial course before being eligible to repeat the exam. The phrase, "Must take Regents' Course next quarter" is printed on the grade report.

"Regents' Exam required next quarter" will be printed on the grade report of any student who has passed 60 quarter hours of college level credit and who has not taken the exam. Students who have passed 105 quarter hours of college level credit and who have not taken the exam will be notified of being in violation of Regents' requirements by the phrase "Regents' Exam Probation" being printed on the grade report. Students who have passed 60 hours or more of college level credit without taking the Regents' Exam must

report to Kilpatrick 202 and register for the exam before they will be permitted to register for courses. College level credit hours do not include course work which carries institutional credit such as Developmental Studies.

Messages that describe the student's progress toward completion of the Regents' requirement will be printed on the grade report as follows: (1) Regents Reading Passed/-Regents Writing Passed, or (2) Regents Reading Passed/Regents Writing Failed, or (3) Regents Writing Passed/Regents Reading Failed, or (4) Regents Reading Failed/Regents Writing Failed.

All questions concerning the Regents' Exam should be directed to the Testing Center, Kilpatrick 202, Georgia College.

ESSAY REVIEW PROCESS FOR REGENTS' EXAM

1. Student access to the review process is not retroactive. Essays from the Fall Quarter, 1979, may, however, be reviewed since the student will initiate the process after January 1, 1980 — the implementation date of the revised Regents' Test Policy.
2. The formal review process should not be considered to be automatically open to *all* students who meet the "eligibility" requirement (lack of rater unanimity). The purpose of the process is to correct errors in the rating of essays. It should be emphasized to students and faculty that the review is intended to deal with perceived errors and that few rating errors occur.
3. A student must initiate the review procedure by mid-term of his/her first quarter of enrollment after the quarter in which the essay was failed. The review must be initiated, however, within one calendar year from the quarter in which the failure occurred.
4. All the applicable regulations of the Regents' Test Policy remain in effect for those students whose essays are under review, including those regulations relating to remediation and to retaking the Test.
5. A decision by the on-campus review panel to terminate the review process is final; this decision cannot be appealed through any other office.

ON-CAMPUS REVIEW FOR REGENTS' EXAM

1. Student initiates the review of his essay with the Regents' Test Coordinator, Kilpatrick 202. To determine if there is some basis for a formal review, the student should be requested to meet with a designated person on campus for initial review of the failed essay. This conference, in most cases, will answer the "why" of the failure. If after this conference, there remain questions about the accuracy of the scoring of the essay, the formal review process may be initiated.
2. Students should understand that they do not automatically have the right to request review simply because there was lack of rater unanimity in the scoring of the essay. There must be substantial question concerning the accuracy of the scoring.
3. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the re-scoring of the essay by the Regents' Testing Program central office. The student will be notified concerning the results of the on-campus review.

4. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with a copy of the essay, to the office of the System's Director of the Regents' Testing Program. The Director will utilize the services of three (3) experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the essay component of the Regents' Test. The decision of this panel on the merits of the essay will be final, thus terminating the review process. The student will be notified, through the institution, concerning the results of the review.

ADMISSION TO TEACHER EDUCATION

Students completing programs which lead to teacher certification must take the professional education sequence, meet other specified criteria, and be admitted to teacher education at the end of their junior year. The teacher education process is designed to identify students who can qualify for certification in their respective teaching fields upon graduation from Georgia College and to insure that only students fully qualified to become classroom teachers are permitted to complete the program. See page 214 for further details.

ACADEMIC DEGREE PROGRAM ASSESSMENT

SENIOR EXIT EXAMS

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 the completion of degree requirements. It is the student's responsibility to apply for this examination before the application deadline date. Students should check with the Testing Office in Kilpatrick Education Center 202 to determine the type of test and application procedures and deadlines required for their exams by the first Friday after registration. Timely inquiry, correct application, and registration is primarily the responsibility of the student.

Students being certified to teach are required to take the NTE exam at their expense. The NTE exam requires a minimum one-month application deadline prior to the test date. Students majoring in Nursing or Recreation register for their exams based on information and instructions supplied to them through the office of the chairperson of the department of their major.

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, Kilpatrick 202. 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.
6. Among English courses, only ENG 101, 200, 301, 302, 303, and 304 are subject to the CLEP program.

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 School. 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 45 quarter hours credit can be awarded through the course-challenge procedure and it is limited by the policy that 45 of the last 60 and 60 of the last 90 hours of credit must be 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 School 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.

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. These designations apply only to students receiving baccalaureate degrees; no honors are granted for associate degrees or for master's degrees.

Credits earned on a "Pass/Fail" (or equivalent basis) or through CLEP and other similar examinations are not counted since quality points are not assigned for these credits. All recorded grades, including transfer grades and physical activities grades, are used to determine the level of distinction.

To be eligible for the baccalaureate degree with any of the aforementioned honors, a student must have earned (on all academic work attempted as stated above) minimum cumulative and Georgia College 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

If a student's cumulative average and his Georgia College average differ, than the lower of the two averages shall determine the honors designation awarded.

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 in Phi Sigma, sophomore honor society. Sixteen quarter hours may be transferred from some other college. The invitation to join Phi Sigma must be accepted before a student can be initiated.

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.

HONORS PROGRAM

Students who have completed the requirements of the Honors Program are also recognized at graduation, and a special seal is attached to their diplomas.

HONORS DAY

Outstanding students are recognized annually on Honors Day in May. The groups recognized are Phi Kappa Phi, Phi Sigma, Honors Program, Outstanding Departmental Majors, Presidential Scholars, and the scholarship awards recipients. The Distinguished Service Award is given annually by the faculty to a person of outstanding reputation who (1) was born in Georgia and has gained exceptional recognition or (2) has either lived or worked in Georgia, thereby bringing esteem and renown to the state. The recipient delivers the principal address on Honors Day.

THEORY OF THE EARTH

The theory of the earth is a branch of geology which deals with the origin and development of the earth and its various parts.

1. THE ORIGIN OF THE EARTH

The origin of the earth is a subject which has been the subject of much speculation and controversy.



The earth is a sphere, and its internal structure is as follows:

2. THE INTERNAL STRUCTURE OF THE EARTH

The earth is a sphere, and its internal structure is as follows:

The earth is a sphere, and its internal structure is as follows:

The earth is a sphere, and its internal structure is as follows:

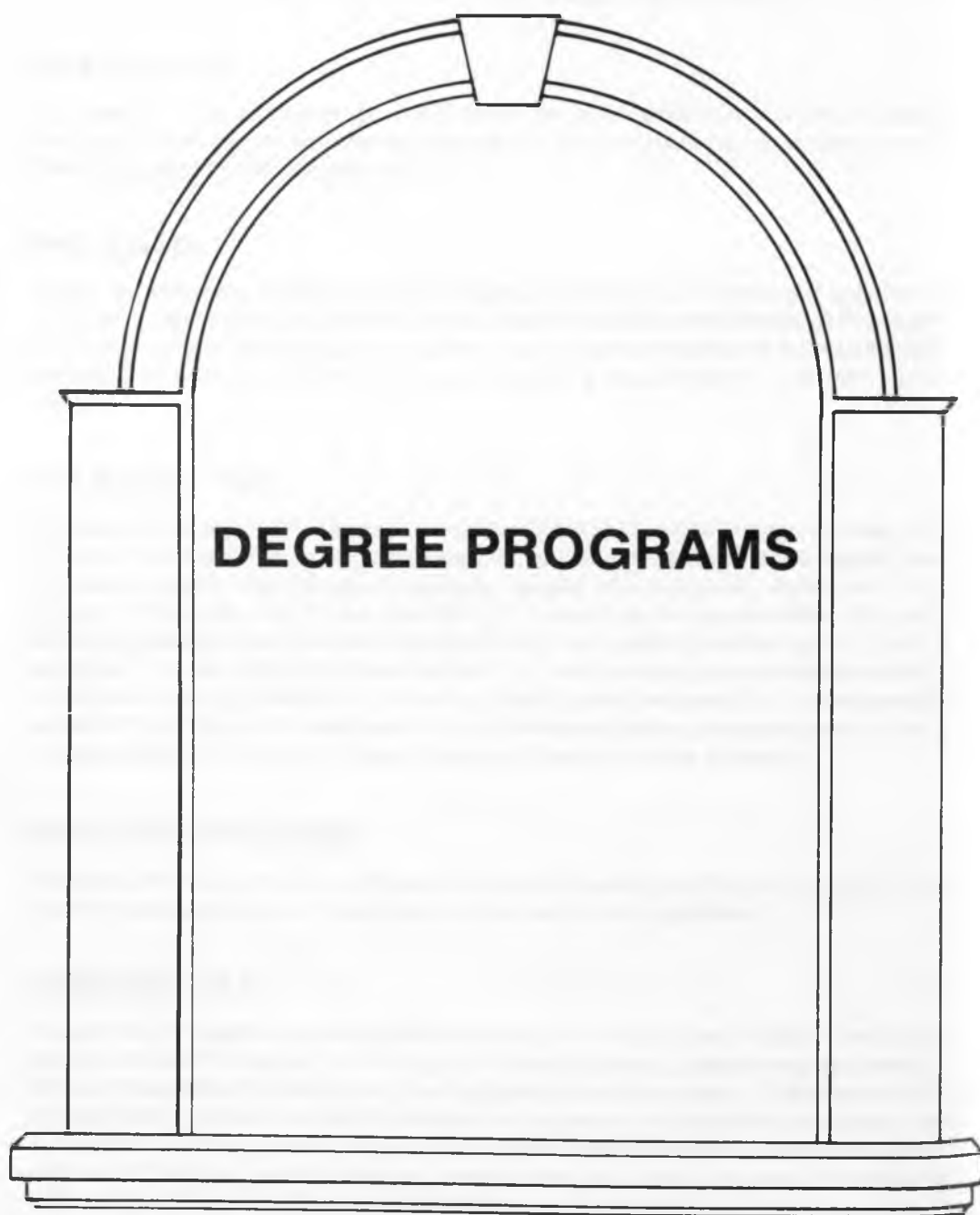
The earth is a sphere, and its internal structure is as follows:

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DEGREE PROGRAMS

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

COURSE NUMBERS

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 School. Undergraduate students are not permitted to enroll in courses numbered at the 600 level.

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. Developmental Studies courses, indicated by the prefix DST, carry institutional credit only. These courses cannot be applied for credit toward any degree and are not transferrable to another college or university.

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.

OFFICIAL DISCIPLINE ABBREVIATIONS

ACT	ACCOUNTING	ELM	LIBRARY MEDIA
ANT	ANTHROPOLOGY	ENG	ENGLISH
ART	ART	ENS	ENVIRONMENTAL SCIENCE
AST	ASTRONOMY	FIN	BUSINESS FINANCE
BIO	BIOLOGY	FRE	FRENCH/MFL
BIS	BUSINESS INFO SYSTEMS	GEO	GEOGRAPHY
BOA	BUSINESS EDUCATION AND OFFICE ADMINISTRATION	HCF	HOME EC—CHILD & FAMILY
BOT	BOTANY	HCT	HOME EC— CLOTHING & TEXTILES
BUA	BUS. ADM.	HEA	HEALTH
CHE	CHEMISTRY	HED	HOME EC EDUCATION
CIS	COMPUTER INFORMATION SYSTEMS	HFN	HOME EC—FOODS & NUTRITION
CRJ	CRIMINAL JUSTICE	HHM	HOME EC— HOME & CONSUM. MGMT.
DRA	DRAMA	HIS	HISTORY
DST	DEVELOPMENTAL STUDIES	HOE	HOME EC—(GENERAL)
ECO	ECONOMICS	JRN	JOURNALISM
EEC	EARLY CHILDHOOD EDU.	LAW	BUSINESS LAW
EMG	MIDDLE GRADES EDU.	MAT	MATHEMATICS
EEX	SPECIAL EDUCATION	MGT	MANAGEMENT
EFE	FIELD EXPERIENCES	MKT	MARKETING
EFS	FOUNDATIONS AND SEC.	MUA	APPLIED MUSIC

MUE	MUSIC EDUCATION	PSY	PSYCHOLOGY
MUP	MUSIC ENSEMBLES	PUA	PUBLIC ADMINISTRATION
MUS	MUSIC	REC	RECREATION
MUT	MUSIC THERAPY	REL	RELIGION
NUR	NURSING	SOC	SOCIOLOGY
PED	PHYSICAL EDUCATION	SPA	SPANISH/MFL
PHI	PHILOSOPHY	SPE	SPEECH
PHY	PHYSICS	SWE	SOCIAL WELFARE
POS	POLITICAL SCIENCE	ZOO	ZOOLOGY

GENERAL EDUCATION PROGRAM

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 established 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 Area I, II, and III (Courses not listed here are not approved for these areas.)

	Hours
Area I. Humanities † _____	20
ENG 101, 102, or 102 H	5-10*
ENG 200 or 201	5
Choice of one or two courses from the following list:	5-10*
ART 103**; MUS 102; Modern Foreign Language	
PHI 200, 250	

†Nursing students consult the Nursing Section of this Catalog (page 169).

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

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

Area II. Mathematics and Natural Sciences _____	20
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
BIO 123 or 123H, 124 or 124H	
"Physical" Sciences	0-10
CHE 101, 102, 121, 122, 123; PHY 101, 102; PHY 201, 202 or 203	
AST 101; ENS 210 or 211	
Mathematics	5-10
MAT 101 or 130***, Required	
MAT 111, or 140 Elective	

***MAT 200, required of elementary education majors, may be substituted for MAT 101.
MAT 130, required of science majors (check with faculty adviser.)

Students who have received credit for MAT 110, 120, 130, or an equivalent course taken at another institution and who desire to take another course as partial fulfillment of the requirements of Area II should take MAT 111 or 140.

Area III. Social Sciences	20
HIS 110 or 110H, 111 or 111H.....	10
POS 101 or 101H	5
Choice of one of the following	5
ECO 270; PSY 201; SOC 101 or 101H	
(Business majors take ECO 271 instead of ECO 270;	
Business Education and Office Administration majors should take ECO 270.)	
Area IV. Courses appropriate to the major field of the student	30
(Listed under each department)	
Physical Education Activities	6
Total Basic Requirements for all Bachelor's degrees	96

CORE CURRICULUM GUIDE

All students are strongly advised to complete their core requirements as early as possible and preferably during their freshman and sophomore years. The following chart has been prepared as a basic guide for the convenience of students. Because of the diverse nature of Area IV of the core curriculum, no attempt has been made to include this area in the chart. Area IV requirements are listed in each department's section of the catalog.

The Associate (2-year) degree program in Business has a modified core curriculum that is described in the School of Business section.

Some programs are more flexible than others. Students should consult with their faculty advisers whenever choices and/or alternatives might be available but are unclear.

REQUIRED courses are indicated on the chart by "R". If a specific course is required but not listed in the heading, this is shown by the course number followed by the notation (R).

PREFERRED OR SUGGESTED ELECTIVES are indicated by "E". If one elective course might be preferable over another, the course number plus (E) is used.

CORE CURRICULUM GUIDE

KEY

R = Required Course(s)

E = Preferred Elective

F = French; S = Spanish

AREA I — HUMANITIES (20 Hours)

DEPARTMENT Major Program	ENG 101 & 102 ¹	ENG 200 or 201	ART 103	MUS 102	Foreign Language	PHI 200 or 250
ART						
Art or Art Education	R	R	R			
Art Marketing (AB)	R	R	R			
BIO/ENVIRON. SCIENCES						
Biology	R	R				
BUS. ADM./ECONOMICS						
Accounting	R	R	E			E
Art Marketing (BBA)	R	R	R			
Business Education	R	R				
Economics	R	R	E			E
Fashion Market. (BBA)	R	R	E			
Logistics	R	R				
Management	R	R			E	
Marketing	R	R				
Office Adm.	R	R				
Gen. Bus.	R	R				
CHEMISTRY/PHYSICS						
Chemistry	R	R				
Medical Technology	R	R				
EDUCATION						
Early Childhood	R	R	R	or R		
Middle Grades	R	R	R	or R		
Special Education	R	R	E	E		
ENGLISH/SPEECH						
English (AB)	R	R (Both)				
English Ed.	R	R (Both)				
H P E R.						
Health Education	R	R				
Physical Education	R	R				
Recreation	R	R				
HISTORY/GEOGRAPHY						
History	R	R			R	
HOME ECONOMICS						
Consumer Merchandising (Fashion Mktg.)	R	R	101(2)			
Foods & Nutrition (Dietetics)	R	R	101			
Human Ecology (Home Economics)	R	R	101		E	
Home Ec. Education	R	R	101			
MATHEMATICS						
Mathematics	R	R			E	250(E)
MOD. FOREIGN LANGUAGES						
French	R	R			S (E)	
Spanish	R	R			F (E)	
MUSIC						
Music	R	R		R	E	
Music Education	R	R		R		
Music Therapy	R	R		R		
POL. SCI./PUB. ADM.						
Criminal Justice	R	R			E	E
Political Science	R	R			E	E
Public Administration	R	R			E	E
PSYCHOLOGY						
Psychology	R	R				
Psyc. Technician	R	R				
SOCIOLOGY						
Sociology	R	R				E

NOTES: ¹ English 101 may be exempted with SAT Verbal score of 550 or higher.² Home Ec. (all sub-disciplines) substitute ART 101 for 103.

CORE CURRICULUM GUIDE

AREA II — MATH./SCIENCE (20 Hours) See Footnote

	(A) MATH.		(B) BIOL.		(C) PHYSICAL SCIENCES							
	MAT 101 or 130 ¹	MAT 111 or 140	BIO 123	BIO 124	CHE 101 or 121	CHE 102 or 122	PHY 101	PHY 102	PHY 201	PHY 202 or 203	AST 101	ENS 210 or 211
ART												
Art or Art Education	R											
Art Marketing (AB)	R											
BIO/ENVIRON. SCIENCES												
Biology	R		R		R	R						
BUS. ADM./ECONOMICS												
Accounting	R	E	E	E								
Art Marketing (BBA)	R											
Business Education	R											
Economics	R		E	E								E
Fashion Market. (BBA)	R											
Logistics	R											
Management	R		E	E								E
Marketing	R											
Office Adm.	R											
Gen. Bus.	R											
CHEMISTRY/PHYSICS												
Chemistry	R	E	R		R	R			E			
Medical Technology	R	E	R		R	R						
EDUCATION												
Early Childhood	200(R)		E	E								
Middle Grades	200(R)		E	E								
Special Education	200(R)		E	E								
ENGLISH/SPEECH												
English (AB)	R											
English Ed.	R											
H.P.E.R.												
Health Education	R		R	R	R							
Physical Education	R		R	R								
Recreation	R		R	R								R
HISTORY/GEOGRAPHY												
History	R											
HOME ECONOMICS												
Consumer Merchandising (Fashion Mktg.)	R		E		R							
Foods & Nutrition (Dietetics)	R		R		R	R						
Human Ecology (Home Economics)	R				R							
Home Ec. Education	R		E		R							
MATHEMATICS												
Mathematics	R(130)	R(140)					E	E	E	E		
MOD. FOREIGN LANGUAGES												
French	R										E	E
Spanish	R										E	E
MUSIC												
Music	R		E	E								
Music Education	R		E	E								
Music Therapy	R		E	E								
POL. SCI./PUB. ADM.												
Criminal Justice	R											
Political Science	R											
Public Administration	R											
PSYCHOLOGY												
Psychology	R											
Psyc. Technician	R											
SOCIOLOGY												
Sociology	R		E	E								

NOTE: ¹ Must take 5 hours Math and 10 hours laboratory science sequence. No more than 10 hours may be counted in either Mathematics, Biology, or Physical Sciences (sub sections A, B, or C). MAT 111 or MAT 140 are possible electives.

CORE CURRICULUM GUIDE

AREA III — SOCIAL SCIENCES (20 Hours)

	HIS 110 & 111	POS 101	ECO 270	ECO 271	PSY 201	SOC 101
ART Art or Art Education Art Marketing (AB)	R R	R R				
BIO/ENVIRON. SCIENCES Biology	R	R				
BUS. ADM./ECONOMICS Accounting Art Marketing (BBA) Business Education Economics Fashion Market. (BBA) Logistics Management Marketing Office Adm. Gen. Bus.	R R R R R R R R R R R	R R R R R R R R R R R	R R R R R	E E R R	E E E	
CHEMISTRY/PHYSICS Chemistry Medical Technology	R R	R R				
EDUCATION Early Childhood Middle Grades Special Education	R R R	R R R	E E E		E E E	E E E
ENGLISH/SPEECH English (AB) English Ed.	R R	R R				
H.P.E.R. Health Education Physical Education Recreation	R R R	R R R			E E	E E
HISTORY/GEOGRAPHY History	R	R				
HOME ECONOMICS Consumer Merchandising (Fashion Mktg.) Foods & Nutrition (Dietetics) Human Ecology (Home Economics) Home Ec. Education	R R R R R	R R R R R	R R		R R	
MATHEMATICS Mathematics	R	R	E			
MOD. FOREIGN LANGUAGES French Spanish	R R	R R			E E	E E
MUSIC Music Music Education Music Therapy	R R R	R R R			E E E	E E
POL. SCI./PUB. ADM. Criminal Justice Political Science Public Administration	R R R	R R R				
PSYCHOLOGY Psychology Psyc. Technician	R R	R R				
SOCIOLOGY Sociology	R	R			E	

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)

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.H.E.	BACHELOR OF SCIENCE IN HOME ECONOMICS
B.S.N.	BACHELOR OF SCIENCE IN NURSING
M.A.	MASTER OF ARTS (HISTORY)
M.B.A.	MASTER OF BUSINESS ADMINISTRATION
M. Ed.	MASTER OF EDUCATION
M.S.	MASTER OF SCIENCE (BIOLOGY or PSYCHOLOGY)
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 and Specialist's degrees are found in the Graduate Catalog.

BASIC REQUIREMENTS FOR ALL ASSOCIATE DEGREES

The college offers Associate in Science degrees in Nursing and Business Administration. The Associate degree in Nursing is scheduled to be phased out at end of 1982-83. The Associate degree in Business Administration is described on page 202.

BASIC REQUIREMENTS FOR ALL BACHELOR'S DEGREES

BASIC REQUIREMENTS	Hours
Core Curriculum Areas I, II, III and IV	90
Physical Education Activities	6

FRESHMAN ENGLISH POLICY

Students should enroll in English 101 not later than the first quarter they register following completion of 15 quarter hours of Georgia College credit and each successive quarter until

successful completion of English 101. Students who complete English 101 should enroll in English 102 the following quarter and successive quarters until successful completion. Students who exempt English 101 should enroll in English 102 no later than the first quarter they register following completion of thirty hours of Georgia College credit.

MAJOR REQUIREMENTS

A major program is composed of a minimum of 40 quarter hours, 25 of which must be in the upper division, of academic credit in an approved program.

MULTIPLE MAJORS

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.

TEACHER EDUCATION

The standard certificate 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 at Georgia College as follows:

Certificate Areas

Early Childhood Education (K-4)
 Middle Grades Education (4-8)
 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 and Physical Education (1-12)
 Health Education (1-12)
 Music Education (1-12)
 Special Education (MR) (1-12)
 Library Media Specialist (Supplementary Field only)

Degrees

B.S.
 B.S.
 B.S.
 B.A.
 B.A.
 B.S.H.E.
 B.S., B.A.
 B.S.
 B.S., B.A.
 B.S., B.A.
 B.S.
 B.S.
 B.S., B.A.
 B.S.
 B.S.

MINORS

A student has the option of selecting one or more minor areas of concentration, if offered by the department, 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.

Minors are available in the following areas:

Art	Elementary Physical Education
Biology	English
Business Information Systems	French
Chemistry	Geography
Computer Information Systems	Health Education
Dance	History

Home Economics	Sociology
Journalism	Spanish
Political Science	Speech and Drama
Professional Writing	Urban Studies
Psychology	Women's Studies
Public Administration	

BACHELOR OF ARTS

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

	Hours
Basic Requirements (Core plus 6 credit hours of PED)	96
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	45-30
Minimum Hours for Bachelor's Degree	186

*Some of these credits will be specified in Area IV for all major programs.

BACHELOR OF SCIENCE

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

	Hours
Basic Requirements (Core plus 6 credit hours of PED)	96
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	40*
Minimum Hours for Bachelor's Degree	186

*Some of these credits will be specified in Area IV for all major programs.

Note: A minimum of five (5) hours of a modern foreign language, in addition to the general core curriculum (Areas I, II, and III), is required for the Bachelor of Science degree for all majors offered in the School of Arts and Sciences.

BACHELOR OF MUSIC

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

Instrumental Major—piano, organ, or wind instruments

	Hours
Basic Requirements (Core plus 6 credit hours of PED)	106*
Music courses (see page 157)	<u>92</u>
	198

*Including 10 hours in foreign language.

Voice Major

Basic Requirements (Core plus 6 credit hours of PED)	116**
Music Courses (see page 157)	<u>86</u>
	202

**Including 20 hours in foreign language.

BACHELOR OF MUSIC EDUCATION

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

	Hours
Basic Requirements (Core plus 6 credit hours of PED)	96
Music courses (see page 157)	94
Professional Education	<u>30</u>
	220

BACHELOR OF MUSIC THERAPY

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

	Hours
Basic Requirements (Core plus PED)	96
Music and Music Therapy courses (see page 158)	86
Professional courses (see page 158)	25
Six-month Internship	<u>4</u>
	211

BACHELOR OF BUSINESS ADMINISTRATION

The following are the requirements for the degree of Bachelor of Business Administration:

	Hours
Basic Requirements (Core plus PED)	96
Business Requirements	
Common body (see page 197)	40
Major in the following:	50*
General Business	Art Marketing
Accounting	Fashion Marketing
Management	Logistics
Business Information Systems	Economics
Marketing	

*Includes 15-25 hours of electives.

BACHELOR OF SCIENCE IN HOME ECONOMICS

The following are the requirements for the degree of Bachelor of Science in Home Economics:

	Hours
Basic Requirements (Core plus PED)	96
Common Discipline in Home Economics	42
Major Area of Concentration*	10-43
Elective and other non-major support courses	<u>45-27</u>
*Minimum and maximum varies with selected concentration.	193-208

BACHELOR OF SCIENCE IN NURSING

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

	Hours
Basic Requirements (Core plus PED)	96
Elective, Pre-nursing, and non-major requirements	25
Nursing courses	<u>75</u>
	196

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.

INDEPENDENT STUDY

Independent study courses are offered by the departments which list them in the catalog. Independent study courses include only those areas of research, study or investigation beyond those normally offered in the department curriculum.

INDIVIDUAL INSTRUCTION

Departments may offer courses by individual instruction. This is considered only in an emergency situation demanding that a student have the course immediately and only with the consent of the appropriate instructor and the department chairman.

CORRESPONDENCE OR HOME STUDY

The Georgia Center for Continuing Education of the University of Georgia maintains an Independent Study office at Georgia College. Students must be in good standing academically in order to register for a course through the Independent Study program.

For further information, write to Coordinator of Independent Study, Georgia College, Milledgeville, Georgia 31061, or call 453-5091. The office is located in Kilpatrick 207.

MAJOR DEGREE PROGRAMS

Biological Sciences

Bachelor of Arts (with major in)

Biology

Bachelor of Science (with major in)

Biology

Master of Science (with major in)

Biology

Business and Management

Bachelor of Science (with majors in)
 Economics
 Office Administration
 Bachelor of Arts (with major in)
 Economics
 Bachelor of Business Administration
 (with major in)
 Accounting
 Management
 Art Marketing
 Fashion Marketing
 Logistics
 Marketing
 Economics
 Business Information Systems
 General Business
 Master of Business Administration
 Master of Science in Administration
 (with major in)
 Management

Computer Information Systems

Bachelor of Science (with major in)
 Computer Information Systems

Education

Bachelor of Science (with majors in)
 Early Childhood Education
 Middle Grades Education
 Special Education — Mentally
 Retarded
 Art Education
 Physical Education
 Health Education
 Bachelor of Arts (with teaching
 fields in)
 Biology
 Chemistry
 English
 History
 Political Science
 Behavioral Science
 Mathematics
 French
 Spanish
 Bachelor of Science (with teaching
 fields in)
 Biology
 Business Education
 Chemistry
 Political Science
 Behavior Science

Mathematics

Bachelor of Science in
 Home Economics (with major in)
 Home Economics Education
 Bachelor of Music Education
 (with majors in)
 Instrumental Music
 Voice
 Master of Education (with majors in)
 Business Education
 Early Childhood Education
 Middle Grades Education
 English
 Health and Physical Education
 Home Economics
 Library Media
 Mathematics
 Natural Science
 Reading Specialist
 Social Science
 Special Education (with
 teaching fields in)
 Behavioral Disorders
 Interrelated
 Mildly Handicapped
 Mental Retardation
 Learning Disabilities
 Specialist in Education (with majors in)
 Early Childhood Education
 Middle Grades Education
 Health and Physical Education
 Natural Science
 Social Science
 Business Education

Engineering

Bachelor of Science (See Dual Degree
 Program, page 101)

Fine and Applied Arts

Bachelor of Arts (with major in)
 Art
 Art Marketing
 Bachelor of Science (with major in)
 Art Marketing
 Bachelor of Music (with majors in)
 Instrumental Music
 Voice

Foreign Languages

Bachelor of Arts (with majors in)
 French
 Spanish

Health Professions

Bachelor of Music Therapy (with major in)

Music Therapy

Bachelor of Science in Nursing

Home Economics

Bachelor of Science in

Home Economics (with majors in)

Human Ecology

Consumer Merchandising

Foods and Nutrition

Letters

Bachelor of Arts (with major in)

English

Library Science

Bachelor of Science (with certification in)

Library Science

Mathematics

Bachelor of Arts (with major in)

Mathematics

Bachelor of Science (with major in)

Mathematics

Physical Science

Bachelor of Arts (with major in)

Chemistry

Bachelor of Science (with major in)

Chemistry

Psychology

Bachelor of Arts (with major in)

Psychology

Bachelor of Science (with major in)

Psychology

Master of Science (with major in)

Psychology

Public Affairs and Services

Bachelor of Arts (with majors in)

Public Administration

Sociology (Social Welfare)

Bachelor of Science (with majors in)

Public Administration

Recreation

Sociology (Social Welfare)

Criminal Justice Administration

Master of Public Administration

Social Sciences

Bachelor of Arts (with majors in)

Political Science

History

Sociology

Bachelor of Science (with majors in)

History

Political Science

Sociology

Master of Arts (with major in)

History

Business and Commerce Technologies

Associate of Science

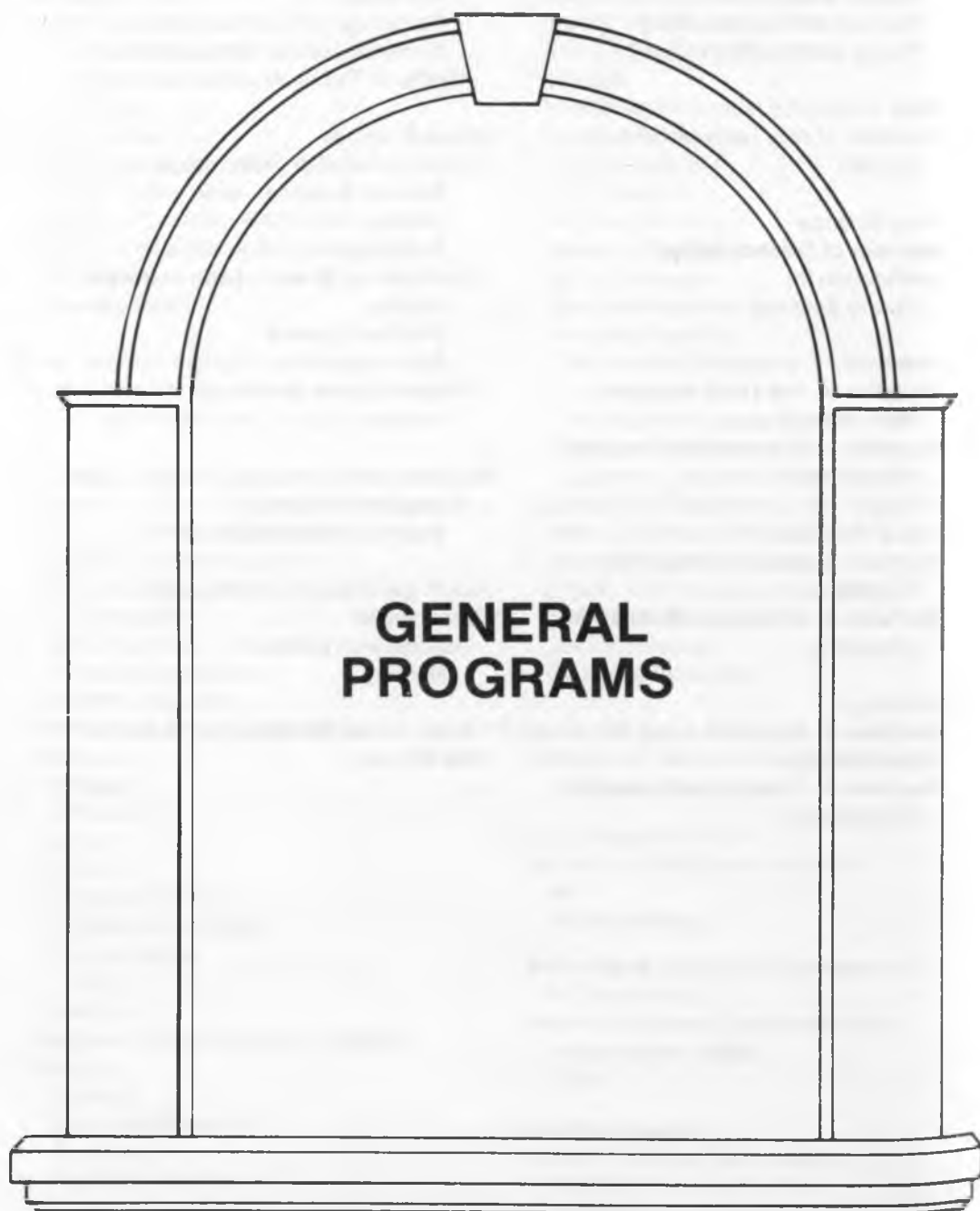
Business Administration

*Health Services and Paramedical**Technologies*

Associate of Science*

Nursing

*Under review for phase-out at end of 1982-83 year.



GENERAL PROGRAMS

GENERAL PROGRAMS

ACADEMIC ADVISEMENT PROGRAM

**JOHN E. SALLSTROM, COORDINATOR, Parks 206, (912)
453-4463**

Georgia College maintains a comprehensive academic advisement system whose objectives include:

1. Providing students access to a mutually trusting faculty-student relationship through which they can grow in confidence and the ability to make decisions.
2. Helping students to clarify their values and goals and to understand themselves.
3. Providing accurate information about educational options, requirements, policies and procedures.
4. Assisting students in planning an educational program consistent with their abilities and stated interests.
5. Assisting students in a continual monitoring and evaluation of their progress toward their educational goals.
6. Encouraging the use of the institution's resources to meet the student's educational, recreational, social, and vocational needs.

ASSIGNMENT OF ADVISERS

All students, except transient and special students, are assigned a faculty adviser when they are accepted for admission. Those who are required to take developmental studies courses are given advisers in that department to help them individually in their efforts to succeed in college. Other students, including those who exit developmental studies successfully, are assigned to advisers in the departments of their intended major, which should be indicated on the initial application form or declaration of major form. Foreign students also have a general adviser, who sponsors the International Students Association.

UNDECIDED STUDENTS

A selected corps of faculty advisers, working through the Advisement Center, helps students who are undecided on a major field. The foreign student adviser assists undecided foreign students. Individuals may be referred to Student Affairs staff for career counseling or to the Career Services Office for job information. Although some academic programs require an early decision to complete in four years, students should not feel pressured to decide on a major at first. Many students benefit from exploring various opportunities carefully, and others change their choices. At least by the third quarter of enrollment the student is advised to begin deciding on a major. A student should select a major no later than the end of the sixth quarter of enrollment, but he may make his choice at any time, regardless of the number of quarters enrolled.

DECLARATION OR CHANGE OF MAJOR

A major may be declared or changed by completing a declaration of major form supplied by the chairperson of the proposed major. The same form may be used to declare a second major or minor. The adviser assigned by the chairperson in the student's major department is responsible for the student's advisement until he either changes his major, graduates, or withdraws. No adviser is assigned for minors, and the student is responsible for completing all minor requirements with the assistance of his major adviser.

ADVISER'S RESPONSIBILITIES

Faculty advisers will make a conscientious effort to be available during regular posted office hours and for special appointments, including allotted times during schedule planning week. Within limited time and consistent with other responsibilities, a faculty adviser will (1) help the student define and develop realistic goals, (2) identify special needs, (3) match the student to available resources, (4) assist the student to plan a program consistent with his abilities and interests, (5) monitor progress toward educational/career goals, and (6) discuss linkage between academic preparation and the world of work. Advisers may refer students to other College staff. The adviser is responsible for approving the student's proposed course work and signing the schedule planning sheet/registration form. **THE FACULTY ADVISER CANNOT BE HELD RESPONSIBLE FOR ANY ACTION TAKEN BY THE STUDENT CONTRARY TO THE ADVISER'S RECOMMENDATION.**

ADVISEE'S RESPONSIBILITIES

The responsibilities of meeting all academic and graduation requirements as stated in this catalog rests ultimately with the student. Each advisee also has the responsibility of (1) clarifying his personal values and goals, (2) gathering all relevant decision-making information, (3) becoming knowledgeable about policies, procedures, and requirements, and (4) accepting responsibility for his decisions. Students are expected to contact their advisers at the following times: (1) pre-registration/registration, (2) prior to any change in classes, (3) prior to declaring or changing a major, (4) following any report of unsatisfactory performance or attendance.

SCHEDULE PLANNING WEEK

The eighth week of each quarter is set aside for currently enrolled students to plan their next quarter's schedule. The week before is sign-up time, when students are expected to arrange an appointment with their advisers. Each adviser will post a list of available times on the office door, and students are expected to keep these appointments to avoid inconveniencing their adviser and fellow students. During this period students must obtain a signed and validated schedule planning sheet in order to register early or at the assigned time on registration day.

ACADEMIC ORIENTATION

Academic programs and procedures are explained to freshmen and transfer students during orientation each quarter. In the summer and fall, students attend career exploration meetings in the academic departments to see what it's like to major in different areas. A special career guidance session is held for undecided students. General sessions give students an opportunity to ask questions and learn basic information. Mini-orientations are held on registration day in the winter and spring.

ADVISEMENT CENTER

The Advisement Center, located in Parks 206, assists students in finding out who their advisers are and provides general information to all students. Veterans' services are also available in Parks 206.

IGC 101—STUDENT SUCCESS

New students at Georgia College are encouraged to enroll in IGC 101, a course designed to assist new students to better understand the college and its services, understand the purposes of higher education, make career decisions and develop good interpersonal relationships with students and faculty. The course includes "Survival Skills", decision-making and examination of personal goals.

IGC 101 is a three credit hour elective course taught by volunteer faculty, staff and administrators who are genuinely interested in the student's welfare. The course is offered each quarter except summer. Further information is available from the Coordinator of IGC 101 in Kilpatrick Education Center 278.

101. TRANSITION TO COLLEGE. (3-0-3) F,W,S

An elective course for freshman and transfer students to introduce them to the college, the resources available, and the process of self-development in higher education and life. Emphasis is placed on increasing self-awareness and establishing communication between individual needs and available resources in the college community.

CAREER SERVICES

**BEVERLY KIRCHNER, ACTING DIRECTOR, MAXWELL 132
(912) 453-5384**

Career information and exploration opportunities are available to students who desire assistance concerning their involvement in the world of work. These services are provided by the Office of Career Services, located in the Maxwell College Union, 132.

COOPERATIVE EDUCATION & INTERNSHIP PROGRAMS

Georgia College encourages off-campus educational experiences through Cooperative Education and Internship 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.

The Cooperative Education program provides for educational enrichment through combining meaningful full-time work in the public or private sector in an alternating pattern with classroom studies at Georgia College. The work period is equal to the study time which is consistent with the quarter system at Georgia College. The College is responsible for the development and coordination of the work sequence in cooperation with the employer's representative. The work activities shall be of such a nature as to provide for a substantial learning experience that will complement the student's classroom studies on campus. Students will normally work two or more quarters under the co-op program.

All Cooperative Education students are required to enroll in the appropriate co-op course and earn academic credit in accordance with the policies and procedures as outlined by the academic department and handbook on Cooperative Education.

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.

The Cooperative Education and Internship Programs are designed to provide career-related educational experiences to those students who have no such experience. Students may not challenge or Clep cooperative education and internship credit. Those students with career-related experience may obtain cooperative education and internship credit by accepting a higher level position in which the student is in a learning situation.

Approval for student participation in both programs is determined by the Department Chairperson and the Director of Career Services. 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 Career Services located in Maxwell 132.

PLACEMENT SERVICES

The Office of Career Services provides assistance to students and alumni who seek part-time, summer, or permanent employment. The office does not place candidates, but assists them in adequately preparing for their job search through the identification of possible employers, resume development and interview techniques. Students may utilize the Placement Library, which consists of reference books and literature provided by a variety of companies and agencies.

The Career Services Office maintains a current listing of positions available in business, industry, federal, state, and local government agencies. Many of these employers visit the Georgia College campus to recruit personnel. The Career Services Office coordinates the visits, and students who wish to take advantage of these opportunities must register with the Career Services Office.

A Credentials Service is available for those students who wish to have their confidential qualifications available for visiting employers or to be mailed to employers at a future date. Students are asked to register with the Career Services Office at the beginning of their senior year.

The Office of Career Services also provides literature on a variety of career subjects and conducts job search workshops for interested students. For further information on Placement Services, contact the Office of Career Services, located in Maxwell 132.

HONORS PROGRAM

JOHN E. SALLSTROM, COORDINATOR, Parks 206, (912) 453-4463

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.

ADMISSION

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 102H. Others who do well in English 101 may be invited by the department chairman to take English 102H. 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 will be invited to enter the program. Those who do not meet these specific requirements may petition to take some honors courses and may be accepted after an interview with the coordinator. The Honors Program is intended to serve all students who qualify for admission any time during their undergraduate career.

REQUIREMENTS

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.

RECOGNITION

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. Honors Day recognition is given to all students who take any honors courses during the year. The Alumni Association annually awards a scholarship to an outstanding freshman participant.

FRESHMAN HONORS SECTIONS

Freshman level courses are offered in each of the three areas — humanities, natural sciences and social sciences — of the general education program. These sections of regular courses are small, allowing students close contact with some of the best faculty and providing opportunity for more than routine lectures. Honors sections allow students to do different types of work suited to their individual abilities and interests rather than increase the workload. Students are graded as in a normal course.

HONORS SEMINARS

Students above freshman level may enroll in interdepartmental seminars offered for two hours' credit each quarter. The seminars consider topics of general interest and help students broaden their horizons by exposure to insights from many fields, thus enabling them to see life's basic problems from a multiple viewpoint.

HONORS INDEPENDENT STUDY

Seniors have the opportunity to do a thesis or other creative independent project. They work closely with a study director and an examiner. Upon completion students present their projects to the Honors Committee and explain the significance of their work. The following guidelines apply:

1. To be eligible for independent study for honors credit, a student must have completed 20 hours in his major, with a 3.0 overall average and a 3.2 average in the major.
2. The project will normally be done in the major area but may be undertaken in a closely-related field.
3. The project should be complete within itself and should not be a continuation of incomplete work by another student or professor.
4. A student must register for five hours of independent study to receive honors credit. The scope and topic of the project should determine the length of the paper.
5. A student registering for independent study should obtain three application forms from the Honors Program coordinator and submit a transcript or letter of recommendation from his department chairperson certifying he has met the requirements.
6. In consultation with his study director, who must be an assistant professor or higher, the student will work out a proposal on these forms.
7. 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.
8. The application must be approved by the chairperson of the student's major department.
9. The application should be received and approved by the Honors Program coordinator 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 coordinator's files.
10. 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.
11. 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.
12. 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.

13. The project should be submitted to the Honors Committee in proper format—standard English and typed double space. The student should provide sufficient copies for the committee members to read.
14. Before the project is presented to the committee, the study director will sign a checklist indicating that all steps have been followed up to that point.
15. The Honors Program coordinator will circulate copies of the project to the Honors Committee members and call a meeting with the student and study director to discuss the project.
16. Questions concerning the project will be directed to the student. The study director may be present but may not enter into the discussion unless called upon by the committee.
17. If the committee concurs that the project meets honors standards, it will award honors credit, and the Honors Program coordinator will notify the registrar to indicate it on the student's record.
18. If the student's work does not meet honors standards, the study director or the committee may recommend no honors credit.

HONORS STUDENT ASSOCIATION

All participants in the Honors Program are eligible to be members of the Honors Student Association. This association, which sponsors regular activities, including speakers and social events, provides a liaison between the honors students and faculty and promotes a sense of unity among the honors students. In addition it helps develop and evaluate the program. The officers serve on the Honors Committee.

PRE-PROFESSIONAL PROGRAMS

COORDINATOR: KENNETH S. SALADIN, HERTY 236, 453-5290.

GENERAL SCOPE OF PRE-PROFESSIONAL PROGRAMS

Pre-professional programs are those in which a student completes two to four years of college as a prerequisite for admission to a professional school. They may be divided into two categories: (1) **Pre-baccalaureate programs**, usually two or three years long, in which a student transfers to professional school after the sophomore or junior year to work for a baccalaureate there. These programs are in engineering, health therapy, medical technology, and pharmacy. (2) **Pre-doctoral programs**, in which a student normally completes four years of college and earns a baccalaureate degree before matriculation (entry) into a doctoral program at the professional school. These include dentistry, law, human medicine, optometry, and veterinary medicine. After completing the professional degree one must normally pass a state licensing examination to be entitled to practice in the profession; engineering is the only exception among the above. Pre-professional requirements may be met at almost any accredited college. Georgia College maintains a coordinated program of pre-professional advisement in all the above nine fields to assure that students here can meet professional school requirements and to assist them in gaining admission to professional school. A faculty adviser is assigned to each of these nine areas as described in the following pages. A few students may be interested in professional schools of associated dental sciences, chiropractic,

medical illustration, medical records administration, physician's assistant training, osteopathy, podiatry, or radiologic technology. There is no adviser specifically assigned to these but the above Coordinator can provide basic information about admission requirements and preparatory undergraduate curricula.

SERVICES OF PRE-PROFESSIONAL ADVISERS

The pre-professional adviser may or may not be your academic adviser, but if not he will nevertheless work with you and your academic adviser to plan a curriculum which will not only meet the requirements of your major but also qualify you for professional school. The primary function of the pre-professional adviser is to assist in curriculum planning, but he may also be consulted as an authority on current admissions standards and trends, how to prepare for admissions examinations, and how to apply to professional school, and he will generally have a supply of professional school catalogs and application forms. Regardless of major, any student may consult whichever pre-professional adviser pertains to his interests. Students with undecided interests, or with interests in one of the miscellaneous programs above, may consult the Program Coordinator. Professional school and career counseling, and career literature, are also available from the Coordinator of Counseling Services, Dr. Arnold Wade, Maxwell Union 134, 453-5331. Some handbooks are also available in the union bookstore.

PLANNING FOR CAREER FLEXIBILITY

Students considering a professional school must, from the very beginning, face the reality that admissions are often very competitive. The great majority of pre-professional freshmen find, by their junior year, that they clearly do not have the grades seriously to consider professional school. Of those who do apply to professional school, sometimes two-thirds or more are not accepted. These realities leave many students with the need to consider alternative careers. A foremost consideration of the pre-professional adviser is **not** to counsel you into a curriculum that will make you suitable for professional school and nothing else, but into one that leaves your options open to enter an alternative career consonant with your individual talents and interest.

CHOOSING A MAJOR

There are no pre-professional majors *per se* at Georgia College; the pre-medical student may be a biology major or the pre-law student a history major, but there is no "pre-medical major" or "pre-law major." The choice of majors is wide open. Very few of the above professional schools require or even necessarily prefer that applicants come from any particular undergraduate major. Many of them, notably law and medical schools, encourage intellectual diversity among applicants. While it is true, for example, that biology and chemistry majors comprise 60-75% of the applicants to medical school, it is equally true that history, music, English, and other non-science majors often have higher percentages of acceptance to medical school than science majors. Business administration is suggested by some admissions authorities as a good pre-dental major. Rarely is any particular major likely to enhance one's chance of acceptance. Pre-professional students should major in whatever they enjoy and do well. A wise choice of major should take into account (1) what field holds the most interesting career prospects in the event that professional school plans do not materialize, and (2) the fact that majoring in something one enjoys, rather than feels compelled to pursue, is likely to stimulate that quality of superior academic performance that is of utmost importance in professional school admissions.

PRE-PROFESSIONAL CURRICULA

The following pages outline the minimum courses an undergraduate must take to qualify for admission to professional school. The subject area and number of credit hours required by most professional schools is given, followed by Georgia College courses that will meet those requirements. Within any one field, different professional schools vary slightly in requirements, and the student should consult the pre-professional adviser about the specific requirements of a school in which he or she may be interested. The requirements listed here omit some courses that every student ordinarily takes, anyway, as part of the Core Curriculum (p. 78). For example, English is not listed although **every one** of the professional schools discussed requires 10-15 hrs of English.

CURRICULUM PLANNING VIS-A-VIS PROFESSIONAL SCHOOL APPLICATION DEADLINES

Pre-professional students must be aware from the beginning that most professional schools require applications to be received a full year in advance of the intended date of admission (matriculation), and sometimes more. Furthermore, many pre-professional students must schedule their professional school admissions test even earlier (required for dental, law, medical, optometry, pharmacy, and veterinary schools). By overlooking a deadline even by a few days, some students delay their admission to professional school by a full year. Most professional schools admit new students only in the fall quarter. Deadlines must be carefully observed.

Especially in the four-year programs, this also means students must plan their curriculum well in advance, for they have essentially only three years of college to meet admissions criteria and prepare for admissions examinations. It would be disastrous, for example, for a pre-medical student to delay physics or organic chemistry until the senior year. He or she would do poorly on these sections of the Medical College Admissions Test, taken at the end of the junior year, and face rejection by the medical school for not having met basic prerequisites, since admissions applications are usually made near the beginning of one's senior year. Also, a professional school will evaluate a student based on a grade point average (GPA) earned predominantly in the first three years of college. Several A's earned in the senior year may be too late to help counter the effect of several C's and a few D's in the freshman and sophomore years.

Such considerations make it imperative that a pre-professional student see one of the pre-professional advisers immediately upon entering Georgia College, to be sure among other things that the right courses will be taken by the appropriate dates.

PRE-DENTISTRY

ADVISERS

John P. Hargaden, Associate Professor of Chemistry, Herty 334, 453-4565

Kenneth S. Saladin, Assistant Professor of Biology, Herty 236, 453-5290

CAREERS IN DENTISTRY

Dentistry is devoted not only to the repair of teeth but also to the treatment and health maintenance of all the oral tissues. Most dentists engage in general practice, while about 10% take additional training beyond the D.D.S. or D.M.D. degree to enter one of the eight recognized dental specialties: dental public health, endodontics, oral pathology, oral surgery, orthodontics, pedodontics, periodontics, or prosthodontics. A few enter dental

education or research. The median 1978 income of dentists practicing in Georgia was \$44,952, with higher income in the specialties. Young dentists, however, average about \$17,000 and must face a few postgraduate years of debt, both for dental school and the cost of setting up a practice.

UNDERGRADUATE MAJOR AND CURRICULUM

About 51% of those who apply to dental school are biology majors, 11% chemistry, and the remaining 38% are from a wide variety of backgrounds. Any undergraduate major is acceptable so long as the basic requirements for admission are met. Nearly everyone must complete a baccalaureate degree; only exceptionally good students are accepted early. The minimum coursework includes:

10 hrs biology	(BIO 123, 124)
10 hrs general chemistry	(CHE 121, 122)
10 hrs organic chemistry	(CHE 336, 337)
10 hrs physics	(PHY 101, 102)

Most dental schools, however, recommend you take a third quarter of each if offered at your college. At Georgia College one would normally add CHE 123 and 338, and take ZOO 124 and BOT 124 instead of BIO 124. Some dental schools also recommend biochemistry, and some require mathematics, embryology, genetics, psychology, foreign language, or machine shop. Courses that develop one's spatial perception and manual dexterity are highly recommended, including some music and art courses, especially metalwork, jewelry making, or sculpture.

APPLICATION TO DENTAL SCHOOL

A candidate must take the Dental Aptitude Test (DAT), offered annually in April and October. The optimum time to take the DAT is the spring quarter of the junior year. The DAT tests your basic knowledge of biology, general chemistry, and organic chemistry, your quantitative reasoning ability, reading comprehension, and two- and three-dimensional spatial perception. Spatial perception is more important to dental school applicants than other pre-professionals, considering the dentist spends a lifetime working on objects the size of a nailhead within a space as big as a teacup. Dental admissions interviews often ask the candidate what he or she does that demonstrates an ability for fine manual tasks. Applications are sent in during the summer after the junior year. The Medical College of Georgia takes applications directly from the student, while Emory University and many other dental schools use a national, centralized application service, the American Association of Dental Schools Application Service (AADSAS). The student submits one application to the AADSAS, which partially processes the data and forwards it to each dental school designated by the applicant. Other requirements for admission include letters of evaluation and an admissions interview. The pre-dental advisers can provide DAT registration forms and AADSAS materials.

ADMISSIONS STANDARDS

Competition for dental admissions has relaxed considerably the last several years because of a decline in the number of applicants. About two-thirds of those who apply are admitted, although many are rejected by the school of their first choice and attend elsewhere. Dental students admitted in 1980 had a mean cumulative GPA of 3.25, a science GPA of 3.06, and composite DAT scores of 5 on both the academic and perceptual portions. DAT scores range -1 to +9. The mean of each year's test group is set

at 4, and many dental schools automatically reject applicants with scores below 3. Pre-dental students are advised to purchase the very helpful book, *Admission Requirements of U.S. and Canadian Dental Schools*, for \$7.50 from the American Association of Dental Schools, 1625 Massachusetts Avenue, N.W., Washington, DC 20036.

PRE-ENGINEERING

ADVISER

William H. Lamb, Jr., Associate Professor of Physics, Herty 135, 453-4287

THE DUAL DEGREE PROGRAM AND ENGINEERING CAREERS

Georgia College students may transfer to any of several engineering schools, although the majority enroll in the Dual Degree Program established by Georgia College and the Georgia Institute of Technology (GIT). The candidate completes 141 credit hours (about three years) at Georgia College. GIT agrees by contract to accept transfer students from Georgia College who meet this requirement and are recommended by the pre-engineering adviser. The student completes two more years at GIT and then receives both an "undesigned" Bachelor of Science degree from Georgia College (with no major indicated), and a Bachelor of Science from GIT in any one of several engineering specialties—aerospace, ceramic, chemical, civil, electrical, industrial, mechanical, nuclear, or textile engineering—or in engineering science, textile chemistry, or such non-engineering fields as applied biology, chemistry, information and computer science, applied mathematics, physics, applied psychology, behavioral management, industrial management, and management science. Beginning salaries for engineering graduates commonly range from \$20,000 to \$25,000 per annum.

PRE-ENGINEERING CURRICULUM

This is one of the few pre-professional programs that places some constraint on the choice of major. The student is almost always enrolled as a Dual Degree candidate and receives the undesigned degree from Georgia College after finishing at GIT. One can feasibly major in a specific department at Georgia College and receive a designated baccalaureate indicating a major, but this would entail meeting both the requirements of the major and the rigorous pre-engineering requirements. Pre-requisites for transfer to GIT vary with the engineering field in which one plans to major there, but a representative program is:

- 35 hrs mathematics (MAT 130, 140, 223, 240, 241, 242, 343)
- 20 hrs physics (PHY 201, 202, 203, 331)
- 10 hrs chemistry (CHE 121, 122)
- 5 hrs of any additional 300-400-level mathematics elective

Students should note that MAT 223, which begins the four-quarter calculus sequence, is offered only in the spring quarter and has MAT 130 and 140 as prerequisites; therefore, MAT 130 should be taken immediately upon entering Georgia College. MAT 325 or 351 is strongly recommended for the mathematics elective cited above. PHY 350 and CIS 300 are also strongly recommended as electives. As in all pre-professional programs, English and other basic Core Curriculum requirements must also be met. In Area III of the Core, the student is advised to take ECO 270. This is a **requirement** of some GIT engineering departments and an option for students interested in others, so the student

should consult the pre-engineering adviser on this. Also, among the physical education requirements of the Core, GIT requires at least one course with an "aquatic focus" (PED 123, 129, or 130; possibly PED 122 or 154 would be acceptable), and at least one with a "fitness and conditioning focus" (PED 107, 141, or 155, for example).

APPLICATION TO ENGINEERING SCHOOL

Students should apply to transfer to GIT as soon as possible after finishing their school year at Georgia College. Along with the transfer application the student must submit a high school transcript, a Georgia College transcript, and a letter of recommendation from the pre-engineering adviser. There is no admissions examination as in some other pre-professional programs, and there is no specific GPA requirement although most transfer students have above a 3.00. Admission hinges in greatest part on the recommendation from the pre-engineering adviser, and this recommendation in turn is heavily based on the student's performance in the physics and calculus courses at Georgia College.

PRE-HEALTH THERAPY

ADVISER

James Wolfgang, Assistant Professor of Health and Physical Education, HPER 202, 453-5171.

CAREERS IN HEALTH THERAPY

Health therapy consists of programs to restore and maintain a patient's normal physiological, mental, motor, and vocational functions. The health therapist may practice in any one of three areas of this vocation:

OCCUPATIONAL THERAPISTS train patients in certain arts and trades designed for their physical or mental rehabilitation. Principles of biology and behavioral science are applied to reduce or prevent abnormalities of motor or vocational performance, to restore and maintain the patient's ability to function normally in everyday life tasks and vocational adjustment, and to promote the patient's physical independence.

PHYSICAL THERAPISTS concentrate on rehabilitation of the handicapped, assessing the patient's degree of functional loss and implementing a program of therapy which may include such therapeutic agents as light, heat and cold, water, electricity, massage, and exercise.

RESPIRATORY THERAPISTS are concerned with deficiencies of respiratory function and rehabilitate patients by means of therapeutic gases, aerosols, and humidification, by medication, postural drainage, chest physiotherapy, breathing exercises, ventilatory assistance and control, assistance in cardiopulmonary resuscitation, and maintenance of natural and prosthetic airways.

UNDERGRADUATE CURRICULUM

The first two years of training toward any of these health therapy professions may be completed at Georgia College and consist of the basic Core Curriculum requirements plus 10-15 hrs of electives. The candidate then transfers to a school of health therapy such as Georgia State University or the Medical College of Georgia. The requirements of

professional schools may vary slightly from the above, and individual catalogs should be consulted. Application to the professional school should be made 12 months in advance, with exact deadlines depending on the individual school and program.

PRE-LAW

ADVISER

Malcolm Moore, Carl Vinson Professor of Political Science and Public Administration, Terrell 208, 453-4562

DECIDING ON A CAREER IN LAW

If you want to become a lawyer, both your education and extracurricular experience should be directed to that goal. The increased interest in law as a career over recent years has resulted in intense competition for places in law school classes. Some schools appear to have as many as ten applicants for each available position, and the applicants present credentials of outstanding quality. Thus it is important, when considering law school, to develop a comprehensive plan that will promote your chance of admission. Law school programs are three years long for full-time students. Most law schools admit new students only in the fall.

UNDERGRADUATE PREPARATION

Nearly all law schools require the applicant to have a college degree as a prerequisite for admission. Legal educators agree that the development of habits and skills conducive to legal reasoning are more important than the choice of major and subject matter. The student's college courses should therefore be geared to the development of: (1) verbal skills, (2) habits of thoroughness, intellectual curiosity, and scholarship, (3) the ability to organize and communicate information, and (4) a broad cultural background. Law school educators recommend that pre-law students take courses that offer opportunities for (1) a variety of reading assignments selected from well-directed class discussions, (2) ample preparation and criticism of written and oral reports, and (3) independent research projects and essay examinations. Leaders of the bench and bar have been asked in questionnaires which pre-law subjects they considered most valuable. In order of preference they listed English, government, economics, American history, mathematics, and philosophy. Accounting and public speaking were also recommended.

APPLICATION TO LAW SCHOOL

The Law School Aptitude Test (LSAT) should be taken the fall quarter of the senior year. LSAT scores and the undergraduate record are the most important selection factors in law school admissions. Application to law school is made through a centralized agency, the Law School Data Assembling Service (LSDAS), which processes your application and forwards copies to any law schools you designate. It is recommended that pre-law students write for a copy of the *Pre-Law Handbook*, published by the Law School Admission Council (LSAC), available from the Educational Testing Service, P.O. Box 944, Princeton, NJ 08540. The LSAC oversees the LSAT and LSDAS, and keeps pre-law advisers informed on matters of current importance to students. LSAT and LSDAS materials are available from the Georgia College pre-law adviser.

PRE-MEDICAL TECHNOLOGY

ADVISER

Douglas G. Pohl, Associate Professor of Chemistry, Herty 336, 453-4565

CAREERS IN MEDICAL TECHNOLOGY

Medical laboratory technology is one of the allied health professions providing the physician with information for patient diagnosis and treatment, using laboratory techniques grounded in chemistry, immunology, and biology. Most medical technologists work in physicians' or hospital laboratories, but other positions exist with veterinarians, toxicologists, pharmaceutical companies, and research centers. Employment prospects are currently very encouraging, and starting salaries range from about \$13,000 to \$15,000.

UNDERGRADUATE CURRICULUM

25 hrs biology	(BIO 123, BOT 320, ZOO 124, 210, 211)
15 hrs general chemistry	(CHE 121, 122, & 123 or 280)
5-10 hrs organic chemistry	(CHE 231 or 336 & 337)
5 hrs biochemistry	(CHE 351)
5 hrs psychology	(PSY 201)
10 hrs mathematics	(MAT 101, 325)

Individual schools of medical technology may differ in their requirements. The so-called "2 + 2 programs" of some schools entail two years of the above preparation at a school such as Georgia College, followed by transfer to the professional school for two years of clinical training. Other schools allow for three years of general college preparation followed by one year of clinical education.

APPLICATION TO MEDICAL TECHNOLOGY SCHOOL

Students apply to transfer to a clinical program in medical technology about one year in advance. Criteria for acceptance are mainly undergraduate grades and letters of recommendation. Columbus College, the Medical College of Georgia and Georgia State University operate the state's three schools of medical technology. Georgia College does not offer a degree in medical technology.

PRE-MEDICINE

ADVISERS

John P. Hargaden, Associate Professor of Chemistry, Herty 334, 453-4565

Kenneth S. Saladin, Assistant Professor of Biology, Herty 236, 453-5290

MEDICINE AS A CAREER

The urgent and unending need for more physicians and surgeons, the intellectual challenge and humane merit of these professions, the respected position of the physician or surgeon in his community, and salaries that average over \$50,000 and often exceed \$100,000 per annum, all attract many students to pursue the M.D. degree. Most medical graduates become primary care physicians with specialties in family practice, pediatrics, internal medicine, or obstetrics-gynecology. Some specialize in otolaryngology, radiology, psychiatry, urology, dermatology, or pathology; some become orthopedic, thoracic, neurological, or plastic surgeons. Several fascinating careers exist in

aerospace and occupational medicine, in public health and epidemiology, in medical education and medical research. The opportunities are almost endless and can be very emotionally, intellectually, and monetarily rewarding. Medicine is a diverse profession requiring both technical knowledge and humanistic skill. Thus there is not only room but indeed a demand for students with backgrounds in the natural sciences, social sciences, and the humanities.

UNDERGRADUATE CURRICULUM

Virtually any undergraduate major is equally acceptable, and medical school admissions requirements are purposely minimal in order to permit curricular flexibility. Pre-medical students, regardless of major, must complete:

15 hrs biology	(BIO 123, ZOO 124, BOT 124)
15 hrs general chemistry	(CHE 121, 122, 123)
15 hrs organic chemistry	(CHE 336, 337, 338)
10 hrs physics	(PHY 101, 102)

Some medical schools also require algebra, calculus, statistics, advanced chemistry, genetics, embryology, anatomy, psychology, history, political science, rhetoric, or foreign language. Some recommend biochemistry or permit it in lieu of the third quarter of organic chemistry. For competent students, PHY 201-203 are recommended as better preparation for medical school than PHY 101-102, not because it will enhance the chance of admission but because students who take only PHY 101-102 sometimes have difficulties in physiology and some other courses in medical school. However the more advanced physics is based on a knowledge of calculus and entails also taking MAT 130, 140, 223, and 240. Genetics, comparative animal physiology, cell physiology, and human or comparative anatomy are recommended as good preparation for the Medical College Admission Test (MCAT).

APPLICATION TO MEDICAL SCHOOL

The MCAT is offered annually in April and September and should be taken the spring quarter of one's junior year. It covers general biology, physics, general and organic chemistry, reading and quantitative skills, and science problem-solving ability. Application to medical school is made the summer after the junior year. Most medical schools participate in a national, centralized application service, the American Medical College Application Service (AMCAS). The candidate submits one application to AMCAS, which processes it and sends it to all medical schools designated by the candidate. Individual medical schools often send the applicant a form asking for supplementary information. Medical schools invite favorable applicants to their campuses beginning in September for interviews. Students begin receiving notices of acceptance or rejection in September, and the selection process is usually completed by spring quarter of the senior year. Students usually have an immense competitive advantage at the medical schools in their own state, especially those supported by the state government. The Medical College of Georgia is state-supported and accepts 186 students each fall, at least 180 of whom are residents of Georgia. Emory University accepts 110 students per year, but as a private university it takes half this number from out of state, and its tuition is much higher. Morehouse College is a private school with emphasis on minority enrollments. It takes 24 new medical students per year, most from within the state. Mercer University in Macon expects to open its medical school in 1982, taking about 25 students per year. Students applying to medical school may obtain MCAT and AMCAS forms from the pre-medical advisers.

ADMISSION STANDARDS

Medical school admissions are very competitive. The Medical College of Georgia rejects nearly seven applicants for every one it accepts, and Emory University rejects about 43 for every one accepted. However this gloomy picture is mitigated by the fact that most students apply to several medical schools, and about 45% are accepted somewhere even if not the school of their first choice. The number of applicants has declined in recent years and it is expected that by 1982 half of all applicants will be accepted. Acceptance hinges on many factors, most importantly the undergraduate record, MCAT scores, admissions interview, and letters of evaluation. The mean GPA of accepted applicants is about 3.60. MCAT scores range 1-15 and accepted students average 9 on all six sections of the test. Interviews and letters of evaluation also help reveal the students best suited for medicine: those intelligent, articulate, thoughtful men and women who have planned years in advance and steadfastly pursued their goal from the very beginning of their college work. Pre-medical students are advised to purchase the very helpful book, *Medical School Admission Requirements*. \$5.00 from the Association of American Medical Colleges, Attn: Membership and Subscriptions, One Dupont Circle, N.W., Suite 200, Washington, DC 20036.

PRE-OPTOMETRY

ADVISER

Douglas G. Pohl, Associate Professor of Chemistry, Herty 336, 453-4565

CAREERS IN OPTOMETRY

The optometrist is licensed to examine, diagnose, and treat conditions of the visual system, and prescribes corrective lenses or vision therapy. Optometrists also often detect other diseases including glaucoma, cataract, diabetes, hypertension, and arteriosclerosis, and refer patients for treatment. Most optometrists engage in private practice but careers also exist in government service, teaching, and research in optics, physiology, and public health. As of 1977 the mean income of established optometrists was over \$37,400.

UNDERGRADUATE CURRICULUM

Most applicants to optometry school complete a college degree before entry, although the minimum admission requirement is three years of college for about half the optometry schools and two years for the rest. Most optometry schools require the following minimum college background:

15 hrs biology	(BIO 123, ZOO 124, BOT 124)
15 hrs general chemistry	(CHE 121, 122, 123)
10 hrs organic chemistry	(CHE 336, 337)
10 hrs physics	(PHY 101, 102)
15 hrs mathematics	(MAT 130, 140, 223)
5 hrs psychology	(PSY 201)

Some schools also require algebra, trigonometry, calculus, statistics, physiology, comparative anatomy, or microbiology.

APPLICATION TO OPTOMETRY SCHOOL

There are 15 schools of optometry in the U.S. Georgia has a contract with the University of Alabama at Birmingham and with the Southern College of Optometry in Memphis guaranteeing admission to a certain number of applicants from Georgia. There are no optometry schools within the state. The contract arrangements of some other U.S. schools strictly limit the states from which applicants are accepted and thus exclude Georgia residents among others, so opportunities to enter optometry school are very limited and this is one of the most competitive of all pre-professional areas. At the 15 U.S. optometry schools a mean of 400.9 students applied in 1980 for a mean of 81.6 positions; that is, about five students were rejected for every one accepted.

Most optometry schools (although not the Southern College for Optometry) require the Optometry College Admission Test (OCAT), taken at least a year in advance of matriculation. The sections of this examination are biology, chemistry, physics, verbal ability, quantitative skill, and reading comprehension. The OCAT is offered annually in March and October. OCAT scores are reported as percentiles; for example a student with a score of 66 did better than 66% of all candidates who took the test that month. Candidates must apply directly to the optometry school about a year in advance. Letters of evaluation are used in the selection process, and most of the schools require an interview with favorable candidates.

ADMISSIONS STANDARDS

In 1980 the candidates accepted to optometry schools in the U.S. had a mean undergraduate GPA of 3.27 and OCAT scores of 66 in biology, 66 in chemistry, 63 in physics, 54 in verbal ability, 61 in quantitative ability, and 62 in reading comprehension. OCAT scores vary widely, however, from one optometry school to another. The mean scores were as low as 35 at one school, as high as 89 at another. GPA's of accepted students ranged from 4.00 down to 2.09. Pre-optometry students are advised to write for a free copy of the booklet, *Information for Applicants to Schools and Colleges of Optometry*, Association of Schools and Colleges of Optometry, 1730 M Street, N.W., Washington, DC 20036.

PRE-PHARMACY

ADVISER

David G. Baarda, Associate Professor of Chemistry, Herty 338, 453-4565

CAREERS IN PHARMACY

Pharmacy offers an excellent opportunity for professional advancement and a secure economic future in a respected profession that makes a genuine contribution to the community's welfare. Although community pharmacists are the best-known representatives of their profession, there are other equally important positions. Teaching is one career undertaken by some pharmacists. Others are sales representatives for pharmaceutical companies, calling on physicians, dentists, and fellow pharmacists to advise them on new medicines and other products. Consultant pharmacists for nursing homes, hospitals, and clinics exemplify a developing field called clinical pharmacy. This is the practice of pharmacy in a patient care environment with emphasis on the safe and efficacious use of drugs in the patient's therapeutic regime. The Master of Science and Doctor of Philosophy degrees are also available in various specialty areas of pharmacy.

UNDERGRADUATE CURRICULUM

The Bachelor of Science in Pharmacy degree is awarded to those who successfully complete a five-year course of study. The first two years (pre-pharmacy) may be taken at any accredited institution of higher education. The last three years (professional) must be taken at an accredited school of pharmacy. Georgia residents usually apply to the pharmacy school of the University of Georgia. Applicants to a professional school must have completed at least 90 quarter hours of college work including the following:

5 hrs speech	(SPE 101)
5 hrs mathematics	(MAT 130)
10 hrs biology	(BIO 123, 124)
15 hrs general chemistry	(CHE 121, 122, 123)
15 hrs organic chemistry	(CHE 336, 337, 338)
10 hrs physics	(PHY 101, 102)

APPLYING TO PHARMACY SCHOOL

To transfer to pharmacy school the student must take the Pharmacy College Admission Test (PCAT), which is given in February, May, and November and measures general academic ability, reading comprehension, and knowledge of elementary mathematics, chemistry, and biology. Application to pharmacy school is made about a year in advance and admissions are based on undergraduate grades, PCAT scores, and letters of evaluation.

PRE-VETERINARY MEDICINE

ADVISER

Glenn D. Stokes, Assistant Professor of Biology, Herty 229, 453-4549

CAREERS IN VETERINARY MEDICINE

Veterinary medicine classically deals with the recognition, treatment, control, and prevention of disease among animals. The traditional functions including treatment of companion, sport, food, and fiber animals have continued to be a major concern of veterinarians, but new areas are rapidly emerging — cancer research, immunology, genetics, public health, and legal and environmental medicine, to name a few. Jobs for veterinarians are found in both private and public sectors including federal and state government, universities, and various cooperatives.

UNDERGRADUATE CURRICULUM

Veterinary medicine is one of the few pre-professional areas in which a particular major is strongly preferred. The usual pre-veterinary majors are biology or animal science, though the latter is not offered at Georgia College. Chemistry is also an acceptable major. The pre-veterinary curriculum must include at least 90 quarter hours for the student to qualify for any of the ten or so veterinary schools that will admit Georgia residents. Included are:

10 hrs general biology	(BIO 123, 124)
5 hrs microbiology	(BOT 320)
10 hrs general chemistry	(CHE 121, 122)

10 hrs organic chemistry	(CHE 336, 337)
5 hrs biochemistry	(CHE 351)
10 hrs physics	(PHY 101, 102)
5 hrs of any 300-400-level biology elective	
5 hrs of animal nutrition or management	

This work should be completed no earlier than eight years before the date of matriculation and no later than the spring quarter before. All required courses must be completed with a grade of C or better. BIO 301 is suggested as the additional biology elective. Georgia College does not offer animal nutrition or management courses, but the University of Georgia permits students to meet these requirements during the first year of veterinary school. Many veterinary schools have additional requirements, and students should consult the individual catalogs or the pre-veterinary adviser.

APPLICATION TO VETERINARY SCHOOL

The University of Georgia requires candidates to submit scores from the Graduate Record Examination (GRE), the Advanced Biology GRE, and the Veterinary Aptitude Test (VAT). Other veterinary schools usually also require the VAT and sometimes one or both GRE scores. The VAT is given in January, October, and November of each year, and the GRE in January, April, June, October, and December. October to December are the optimal times to take these tests. Candidates should apply directly to the veterinary school(s) by mid-November. Factors in admission include undergraduate grades, examination scores, letters of evaluation, and an admissions interview. Candidates are favored who have a farm background or other form of large and small animal experience and an acquaintance with the veterinary profession, perhaps through a veterinarian in one's community.

ADMISSIONS STANDARDS

Students admitted to veterinary school have nearly always completed a B.S. degree first. Applicants are not accepted whose cumulative GPA is below 2.70, and those accepted average about 3.60. Test scores of accepted applicants average about 1200 on the GRE, 650 on the Advanced Biology GRE, and 78 on the VAT. Veterinary schools being few in number, competition for admissions is relatively intense. The University of Georgia, for example, rejects about 25 applicants for every one admitted.

MILITARY SCIENCE

Lawrence R. Kenyon, Lieutenant Colonel, Coordinator

Adjunct Faculty: Major Tyner, Captain Chabot, Captain Odell, CPT Radunzel.

GENERAL INFORMATION

Georgia College participates in a cross-enrollment program which permits students to take Military Science Courses. Military Science courses conform to the subject requirements of the Senior Division Reserve Officers Training Corps (ROTC) program established by the Department of the Army. The objectives of the ROTC program are to attract, motivate, and prepare selected students with high potential to serve as commissioned officers in the Regular Army or the US Army Reserve. In addition to providing courses required to earn a commission through the ROTC program, Military Science instruction and associated activities have the aim for all students of developing leadership and managerial potential, providing an understanding of the requirements and organization for national security, and instilling a strong sense of personal integrity and

individual responsibility. Additional information and applications may be obtained by calling collect 912/452-3149 or writing Georgia College, Army ROTC Opportunities, Box 718, Milledgeville, Georgia 31061.

COURSE STRUCTURE

Military Science courses are grouped into basic course ROTC subjects and advanced course ROTC subjects. The basic course is comprised of Military Science I (MS I) and MS II courses in the 100 and 200 series. The advanced courses (MS III and MS IV) consist of 300 and 400 series courses.

Leadership laboratory periods, an integral part of Military Science instruction in addition to the classroom work, will be held for special training and applied leadership experience. Occasional ceremonies highlight the presentation of awards or the honoring of a distinguished guest.

BASIC COURSE

The basic course is designed to provide the student a basic level of military education emphasizing leadership and the understanding of fundamental concepts and principles of military art and science. This basic foundation aids the development of the leadership potential of the individual student and serves to qualify him or her for the advanced course.

ADVANCED COURSE

The objective of the advanced course is to prepare students to serve as commissioned officers in the United States Army. This is accomplished by providing qualified students with knowledge and experience in leadership, management, and tactics and by developing self-confidence and self-reliance through experience and practical application.

ADVANCED PLACEMENT

The Professor of Military Science may grant direct advanced course attendance to any qualified student. Qualification is contingent upon demonstrated prior military experience attained by veterans, successful completion of three or more years of high school ROTC instruction, or attendance at the Army's basic ROTC camp.

BASIC ROTC CAMP

This camp is available to college students during the summer between their sophomore and junior years. The purpose of the camp is to qualify students for the advanced course who might not otherwise qualify. Travel to and from the camp, uniforms, and meals are furnished by the Army. Additionally, the student will earn approximately \$800. While at camp, students have the opportunity to compete for two-year scholarships.

ADVANCED ROTC CAMP

All advanced course students attend the advanced ROTC Camp at Fort Bragg, North Carolina. This camp is conducted for six weeks during the summer and is usually attended between the junior and senior years. Each student is furnished uniforms, meals and quarters and paid at one-half the pay of a second lieutenant. Students are provided free travel both to and from the camp.

OPTIONAL ADVANCED TRAINING

During the summer periods additional training is offered to qualified students on a competitive basis. Optional training includes: Basic Parachute Instruction, Ranger Training, Air Assault Instruction, and Cadet Troop Leadership Training. In each instance, instruction is offered at no expense to the student, to include travel.

SUBSISTENCE ALLOWANCE

Students enrolled in the advanced course under ROTC contract are paid a monthly subsistence allowance 10 months each year. The allowance is currently \$100 per month, not to exceed \$2000 during a two year period.

MILITARY SCIENCE (MS)

BASIC COURSE

101. INTRODUCTION TO THE NATIONAL DEFENSE SYSTEM. (2-2 — Institutional credit only) F

An introduction to the organization of the national defense system with particular emphasis on the Army's total force concept, internal structure and ROTC program.

102. INTRODUCTION TO MILITARY HISTORY. (2-2 — Institutional credit only) W

An introduction to the growth and development of the Army from a historical and management perspective with particular emphasis on the significance of military courses, discipline, customs and traditions of the service.

103. INTRODUCTION TO MILITARY LEADERSHIP AND MANAGEMENT (2-2 — Institutional credit only) F

An introduction to the basic fundamentals of military leadership with an emphasis on contemporary management concepts as applied to the military environment.

201. APPLIED MILITARY LEADERSHIP AND MANAGEMENT. (2-2 — Institutional credit only) F

An expanded presentation, through practical application of the development of leadership and management skills, in terms of small unit operations for the junior leader.

202. INTRODUCTION TO LAND NAVIGATION AND ORIENTEERING. (2-2 — Institutional credit only) W

An introduction to the fundamentals of land navigation and basic individual orienteering procedures.

203. WILDERNESS SKILLS. (2-2 — Institutional credit only) S

An introduction to the fundamentals of outdoor survival and basic first aid techniques.

ADVANCED COURSE

301. LAND NAVIGATION AND ARMY TRAINING MANAGEMENT. (3-2-3) F

This course is divided into two distinct subjects. In land navigation the student will master the skills of military map and photo interpretation. Training management emphasizes the techniques of designing, implementing, supervising, and evaluating training programs at the platoon level.

302. OPERATIONS AND TACTICS I. (3-2-3) W

An introduction to the principles of war which have been studied and applied since the writings of Jomini and Clausewitz. Students learn how to organize, prepare, and execute both written and oral plans (operations orders) for the accomplishment of organizational objectives.

303. OPERATIONS AND TACTICS II. (3-2-3) S

The student continues to build upon the principles and concepts studied in MSC 302. The student will be taught individual, squad and platoon techniques for performing in a hostile environment. The art of using natural and artificial camouflage to limit detection of individuals and units will be stressed.

401. ETHICS, PROFESSIONALISM AND MILITARY LAW. (3-2-3) F

A study of military professional ethics and officership as a profession. The course employs the case study method to emphasize practical, ethical decision making. The military justice system, with emphasis on problems encountered by the junior officer, is discussed.

402. LEADERSHIP. (3-2-3) W

Management and leadership techniques that are essential to being an effective officer are analyzed. Practical exercises are used as a vehicle to develop counseling skills in such areas as performance, personal and disciplinary problems. Also included is an introduction to officer personnel management and performance evaluation, responsibilities, and command and staff relationships.

403. COMMUNICATIONS. (3-2-3) S

This course is designed to improve the students' oral and written communicative skills. Particular emphasis is placed on the preparation and presentation of staff studies, plans, reports and orders. Students will prepare and deliver oral information and decision briefings and will be required to defend recommendations made during the decision briefing.

ACADEMIC STRUCTURE

The undergraduate academic programs at Georgia College are provided through three schools: The School of Arts and Sciences, Dean William C. Simpson; the School of Business, Dean Joseph Specht; the School of Education, Dean John Lounsbury. The graduate programs are described in a separate publication, the *Graduate Catalog*, which is available from the Dean of the Graduate School, Lloyd Chestnut.

Subsequent sections of this undergraduate catalog are divided into the three undergraduate schools. Persons interested in pursuing the various programs described should contact either the dean of the school or the chairman of the department which offers the program for further information.

All applications for admission into the three undergraduate schools must be obtained from and returned to the Registrar and Director of Admissions at Georgia College, Mr. Linton Cox. No person may register for any academic program or course work until he has been admitted to the college.

SCHOOL OF ARTS AND SCIENCES

WILLIAM C. SIMPSON, DEAN

PURPOSE

The greatest asset of the School of Arts and Sciences is its 88-member teaching staff. Academic qualifications include 50 (or 58 percent) earned doctorates from 28 different major universities and a total of 237 degrees from 91 institutions. They represent natives of 27 states and three foreign countries.

Faculty of the School of Arts and Sciences are committed to provide an atmosphere and academic programs in the fine and applied arts; humanities; behavioral, social and natural sciences; and professional fields (nursing, home economics and criminal justice) that promote teaching, learning, and understanding of fundamental principles. Their philosophy is that education based only on the mastery of skills and techniques will soon be outmoded in a world characterized by rapid social, economic, scientific, and technological changes. They also feel that students deserve the opportunity to find their way to personal professional or vocational fulfillment without conflict between liberal and specialized courses of study.

In addition to providing instruction in the traditional arts and sciences fields, the School also serves students having career objectives in business and/or teaching. This is accomplished in addition to the liberal arts traditions through providing the general components of the Core Curriculum.

Approximately one-third of the faculty either published or completed scholarly works during the past year. They are also valued members of the Milledgeville/Baldwin County community, participating in civic, church, and cultural activities.

ART

GEORGE H. GAINES, CHAIRMAN

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

The Art Department is concerned with the creative, educational, and technical development of the student. The program is planned with emphasis upon the background of knowledge necessary for value 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, 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 a major in art education:

Preparation for further study.

Preparation to teach in the public schools.

3. Bachelor of Arts, Bachelor of Science (or Bachelor of Bus. Admin.) with a major in art marketing:

Prepares students in the areas of craft merchandising and marketing, guilds, state craft organizations, civic recreation programs and private enterprise.

REQUIREMENTS FOR MAJOR

1. Bachelor of Arts degree with a major in art: general education plus 18 courses in art required, including ART 204, 205, 206, 210, 211, 212, 304, 317, 318, 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, and 348. 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. A minimum of 5 hours of a modern foreign language plus 18 courses in art required, including ART 204, 205, 206, 210, 211, 212, 304, 310, 314, 316, 317, 318, 333, 335, 450, 451, 452; one of the following: 328, 347, 348, and one additional art course from the remaining areas. Electives to complete 186 hours required for graduation.

3. Bachelor of Arts degree with a major in art marketing: general education with foreign language, plus 11 courses in art required, including ART 103, 204, 205, 206, 212 (Area IV), 304, 310, 329, 333, 335-336, practicum and required courses in business administration.

4. Bachelor of Science degree with a major in art marketing: general education. A minimum of 5 hours of a modern foreign language plus 13 courses in art required, including ART 103, 204, 205, 206, 212 (Area IV), 304, 310, 317, or 318, 329, 333, 335-336, practicum and required courses in business administration.

Required courses in Business Administration for Art Marketing:

BUA 301
LAW 307
MGT 340
MKT 361, 362, 366
MKT 367 or 364 or 370

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
ART 204, 205, 206		ANT 120, PSY 201, or SOC 101	5
210, 211, 212	20	EFS 204	5
ART 103 or MUS 102	0-5	MUS 102, ART 103, SPE 101, or	
FRE 101, 102 or SPA 101, 102	5-10	DRA 211	5
		ART 204, 205, 206, 210	15
	30		30

Area IV: Art Marketing

ART 204, 205, 206, 212	15
ACT 251, 252	10
ECO 270 (if not elected under Area III)	5
BIS 209 (if ECO 270 elected under Area III)	
	<hr/> 30

NOTE: Portfolio required of transfer students prior to registration. Grades of D in art courses not accepted for art degree credit. *Any digression from standard Area IV requirements will be verified by examination.*

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 19 graphic works, the Mamie Padget Collection of 21 works, and the Departmental Collection of 26 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 140 strips and over 6,000 color slides including the 1,500-slide set of *The Arts of the United States* compiled by the Carnegie Corporation of New York.

ART

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

Principles 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 words and ideas for intelligent and discriminating appreciations.

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

Drawing, design, and introduction to graphic techniques.

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

Drawing, design, and introduction to painting.

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

Drawing, design, and introduction to sculpture.

210. ART HISTORY SURVEY. (2-0-2) 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.

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

216. DRAWING. (0-10-5) F, W, S

Drawing from still life, landscape, and figure. Various media. Fee for model and materials. Open as elective to non-art majors.

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

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdisciplinary seminar.

301. WOMEN IN THE ARTS (5-0-5) Alternate years

A survey of the ways in which traditional subjects and materials have been incorporated into the work of women artists/musicians from diverse backgrounds to transform their ideas into powerful visual and aural statements. Emphasis is placed on the social, political, and religious influences which shaped this work. This course will serve as an elective and as one of the four required courses for a Minor in Women's Studies. Crosslisted with MUS 301.

304. DRAWING AND PAINTING. (0-10-5) W, S

Prerequisite: ART 205. Picture structure through design and composition. Studio and lecture.

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

Prerequisite: ART 206 or permission of instructor.

314. ART IN THE ELEMENTARY AND MIDDLE SCHOOL. (K-6) (3-4-5) W, S

This course is designed to develop an understanding of art education theories and teaching methods as well as a knowledge of materials and resources for use by the prospective teacher in the general classroom. The acquisition of sufficient knowledge and skills for classroom practice are emphasized through classroom participation.

315. ART EDUCATION. (K-6) (3-4-5) F

A study of art curriculum and methods for art education majors on the elementary and middle school level. This course is designed to develop an understanding of teaching methods in relation to the behavioral sciences and art teaching theories applicable to these levels. Included in this study will be lecture, curriculum planning, resources, planning an art room, etc., studio, and practicum.

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

A curriculum and methods course for art education majors. Includes curriculum planning, sources of supplies, art room planning, and adaptations of studio experiences to various teaching levels. Lecture, studio practicum

317. SCULPTURE. (0-10-5) each. (Alternate years)

Prerequisite: ART 206. Problems in creative arrangements of three-dimensional forms. Experience in various sculpture media.

318. GRAPHIC DESIGN. (0-10-5) (Alternate years)

Problems in creative arrangements and the composition of two-dimensional forms. Experience in a variety of printmaking processes.

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) F

Prerequisites: ART 204 and 205 or permission of instructor. A course designed to enable the student to make effective visual response to still life, landscape, and the human figure (with particular emphasis given to figure drawing through experience with the model and through analysis of 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 stonemasonry. 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.

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

Prerequisites: ART 304 and 333. Various media. Technical consideration of preparation of grounds, and 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.

48E. INDEPENDENT STUDY. (0-0-5) 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.

49B-Q. INTERNSHIP/COOPERATIVE EDUCATION. (2-15 hrs.) F, W, S

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

DAVID J. COTTER, CHAIRMAN

Professors: Chesnut, Cotter, Whipple. Associate Professors: Barman, Caldwell, Daniel
Assistant Professors: Saladin, Stokes, Wall. 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.

MAJOR IN BIOLOGY

The departmental major includes BIO 123, BOT 124, ZOO 124, BIO 301, BIO 441, BIO 442, and BIO 490. Four additional upper level 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, Pre-professional, and Teacher Certification.

Botany: BOT 320, 360, 361, 402, 465

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

Pre-professional: BOT 320, ZOO 305, 434, BIO 440, ZOO 444, 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.

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, and 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, and 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. There is no minor available in environmental science.

Area IV: Biology

Courses	Hours
BOT 124 and ZOO 124	10
Select from:	
PHY 101, 102, or 201, 202	
CHE 121, 122, 123, 231, 280	
CIS 201; FRE 101, 102;	
SPA 101, 102	20
	30

**Area IV: Biology
(with Teaching Certificate)**

Courses	Hours
ANT 120, PSY 201, or SOC 101	5
EFS 204	5
DRA 211, MUS 102, ART 103, or SPE 101	5
BOT 124 or ZOO 124;	
ZOO 210; ZOO 211	15
	30

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 a prerequisite for all advanced courses and should precede BIO 124.

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, and 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 materials in higher biology courses.

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

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

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.

350. CONSERVATION (4-2-5)

Prerequisite: BIO 123. A consideration of the basic biological aspects of the conservation of man's renewable and non-renewable natural resources.

425. LIMNOLOGY. (4-2-5)

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, Su

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.

469. FRESHWATER BIOLOGY. (3-4-5) W, Su

Prerequisite: BOT 124, ZOO 124. Study of freshwater organisms, their identification, natural history, and environmental relationships.

47A-Q. SPECIAL TOPICS. (Var.) on demand

Prerequisite: Permission of instructor. A course designed to cover certain specialized areas not currently offered by the department.

48A-E. INDEPENDENT STUDY. (Var.) on demand

Prerequisite: Permission of instructor. Special problems in biology.

49B-Q. 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)

Prerequisite: BIO 123. A course designed to provide the student with a general background of the fundamental topics in botany. For biology majors in lieu of BIO 124.

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.

360. NON-VASCULAR PLANTS. (2-6-5)

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)

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)

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.

485. ADVANCED MICROBIOLOGY. (2-6-5)

Selected topics covering freshwater bacteria, fungi, algae, protozoa, and microcrustacea.

ZOOLOGY (ZOO)

124. GENERAL ZOOLOGY. (4-2-5)

Prerequisite: BIO 123. A survey of the characteristics of invertebrate and vertebrate animal groups from protozoa to man. For biology majors in lieu of BIO 124.

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.

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

Prerequisite: BIO 301. The study of the organ functions in various animals, vertebrate and invertebrate, emphasizing and introducing instrumentation and techniques.

305. COMPARATIVE VERTEBRATE ANATOMY. (2-6-5)

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)

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. COMPARATIVE ANIMAL BEHAVIOR. (3-4-5)

Prerequisite: ZOO 124. A study of animal behavior and the factors influencing behavior patterns.

403. FIELD ZOOLOGY. (2-6-5)

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)

Prerequisite: ZOO 124. The biology, classification, morphology, behavior, and distribution of fishes.

446. PARASITOLOGY. (2-6-5)

Prerequisite: ZOO 124 or permission of instructor. The biology, identification, and control of protozoa, worms, and insects that commonly parasitize man and domestic animals.

455. MAMMALOLOGY. (4-2-5)

A study of taxonomy, behavior, distribution, and natural history of North American Mammals.

460. BIOLOGICAL FOUNDATION OF BEHAVIOR. (5-0-5)

(See PSY 460)

467. GENERAL ENTOMOLOGY. (2-6-5)

Prerequisite: ZOO 124. An introduction to the biology, classification, morphology, and behavior of insects.

ENVIRONMENTAL SCIENCES (ENS)

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

An introduction to the study of the origin and structure of earth materials and processes. (Cannot be used in Area II if ENS 211 is.)

211. HISTORICAL GEOLOGY. (4-2-5) (Area II)

Introduction to views on the origin and geologic history of the earth. Fossils, stratigraphic relationships of rock layers, and consequences of continental drift. (Cannot be used in Area II if ENS 210 is.)

492. METEOROLOGY (4-2-5) S

Basic principles of Meteorology with applications to human activity. Suitable for teacher certification requirements.

CHEMISTRY AND PHYSICS

JOSEPH F. VINCENT, CHAIRMAN

Professors: Baarda, Simpson, Vincent. Associate Professors: Hargaden, Lamb, 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 on page 101.

CAREER INFORMATION

Financial assistance is widely available to pursue graduate study in Chemistry. A variety of employment opportunities are available to chemists at all degree levels. In addition to teaching, research, product or process development, many are able to use their technical expertise to succeed in sales, customer service, plant management, or corporate management.

Major Program: The chemistry major includes CHE 280, 301, 336, 337, 338, 491, 492, 493, and 5 hours of an elected chemistry course. In addition, six hours of seminar are required during the junior and senior years. It is strongly recommended that the student do at least one quarter of Independent Study. Departmental majors must have a GPA of 2.0 or better in all courses to be used for the major.

Graduates in chemistry are expected to be competent in the theory of inorganic chemistry, organic chemistry, and physical chemistry and to have a fundamental understanding of analytical procedures including instrumentation. A sound background in physics and mathematics is required. Competence in chemistry will be evaluated by examination.

In the related areas of physics and mathematics, the chemistry major requires a minimum of PHY 201, 202, and 203 and MAT 130 through MAT 240. It is strongly recommended that these requirements be satisfied prior to the senior year.

Minor Program: Minimum 25 hours, 10 of which are at the upper level.

CHE 121, 122	10 Hours
CHE 123, 231, 280	5 Hours
CHE 301, 320, 321	10 Hours
or 351	
	<hr/> 25 Hours

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

Area IV: Chemistry

CHE 123, 231, 280	10
MAT 130, 140, 223, 240, 241, 242	0-15
PHY 201, 202, 203	10-15
CIS 201	5
Selections from:	
ENS 210	
BIO 123, 124	
PHY 150	5
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	30

**Area IV: Chemistry
(with Teaching Certificate)**

ANT 120, PSY 201, or SOC 101	5
EFS 204	5
ART 103, MUS 102, SPE 101, or DRA 211	5
Selections from:	
ENS 210; PHY 101, 102, or 201, 202, 203	
MAT 130, 140, 223, 240, 241, 242; CIS 201	15
	<hr/>
	30

CHEMISTRY (CHE)**101. DESCRIPTIVE CHEMISTRY I. (4-2-5) F,W,S (Area II)**

Conceptual study of fundamentals of general chemistry. Primarily for non-science majors. (Students cannot receive credit for both 101 and 121.)

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

Continuation of CHE 101. (Students cannot receive credit for both 102 and 122.)

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

Analytical study of fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Must be taken in sequence. For science majors and scientifically based pre-professional programs.

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

Continuation of CHE 121.

123. GENERAL CHEMISTRY III. (4-2-5) F,S

Prerequisite: CHE 122. A study of several types of equilibria and qualitative analysis.

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

Prerequisite: CHE 102. A brief study of the principles of organic compounds.

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

Prerequisite: CHE 122. A study of techniques of chromatography, spectroscopy, oxidation-reduction reactions, and radiochemistry as they provide an introduction to modern analytical chemistry. Statistical methods are used to interpret laboratory data.

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

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

301. INORGANIC CHEMISTRY. (4-2-5) 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.

320. INSTRUMENTAL METHODS OF CHEMICAL ANALYSIS. (3-0-3) W

Prerequisite: A minimum of 15 hours of CHE. A study designed to give a broad understanding of the principles, applications, and limitations of techniques and methods in which an analytical instrument converts chemical information to a form that is more readily observable. Topics will include the interaction of electromagnetic radiation with matter, mass spectrometry, radiochemical methods, electroanalytical chemistry, and chromatography.

321. APPLICATION OF INSTRUMENTAL METHODS TO CHEMICAL SYSTEMS. (0-9-3) W

Prerequisite: Credit for or enrollment in CHE 320. Individually designed laboratory projects involving extensive student use of one or more of the instrumental methods covered in CHE 320.

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

Prerequisite: A minimum of 15 hours of chemistry, including CHE 123. 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, alcohols, 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: CHE 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

Prerequisite: CHE 231 or 336. An introduction to the chemical techniques used in toxicology and drug identification.

44E. 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: CHE 351. Introduction to enzyme kinetics and methods.

48A-Q. INDEPENDENT STUDY. (Var.) 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.

Prerequisite: CHE 123, 280, MAT 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, group theory, and determination of molecular structure. S

49B-Q. 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.

PHYSICS (PHY)

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

Prerequisite: MAT 101. A study of the elementary principles of mechanics, properties of matter, heat, and sound.

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

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

150. INTRODUCTION TO ELECTRONICS. (4-2-5) W

Prerequisite: A working knowledge of basic algebra and consent of the instructor. Introduction to the principles and techniques involved in electronic circuits, measurements, and instrumentation. Topics covered will include DC and AC circuits, semiconductor devices, amplifiers, oscillators, and analog and digital circuits and measurements. The emphasis is on solid state electronics, but vacuum tube circuits will be discussed briefly.

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

Corequisite: MAT 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: MAT 240; Prerequisite: PHY 201. Continuation of PHY 201 dealing with heat, sound, and light.

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

Corequisite: MAT 241; Prerequisite: PHY 202. Continuation of PHY 202 covering the subjects of electricity, magnetism, and modern physics.

331. MATHEMATICAL PHYSICS. (5-0-5) S

Prerequisite: MAT 242, PHY 203. Mathematical tools and techniques used in advanced physics and engineering courses with applications in classical and relativistic mechanics, electricity and magnetism, and modern physics. Topics covered include vector analysis, first and second order differential equations, functions of a complex variable, and systems of orthonormal functions.

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

Prerequisite: CIS 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 semitechnical press.

ENGLISH AND SPEECH

(JOURNALISM)

R. B. JENKINS, CHAIRMAN

Professors: Ferrell, Jenkins. Associate Professors: Gordon, Stanford. Assistant Professors: Egan, Glowka, Rankin, Viau. Instructor: Blair

THE MAJOR IN ENGLISH

The primary purpose of the Department of English and Speech and Georgia College is to introduce our students to their own literary and linguistic heritage, as well as to acquaint them with representative works of the major Continental writers. Such an introduction is made possible by offering them a wide range of courses in English and American literature, including general survey, genre, and major-figure courses, as well as survey courses in the literature of the Western World, ranging in scope from the medieval to the modern age. Courses in creative and expository writing, the history of the language, advanced grammar, speech, and journalism, as well as a variety of offerings in the dramatic arts, help our students sharpen their critical awareness, encourage clarity of thought and expression, and stimulate and develop the creative imagination. Like Cardinal Newman, we feel that a liberal education is one that "gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them." We are united in our belief that no student's education is complete until his thinking has been challenged by the world's great writers, nor that the educative process has been fully refined until he can express his thoughts in the clear, concise measures of his own language. In brief, our aim is to contribute to the overall growth of the student's intellect and to do our part in producing humane, as well as literate, citizens.

In addition to course work leading to the Bachelor of Arts degree with a major in English, the department also offers undergraduate courses in English, speech, drama, and journalism that may be taken in the fulfillment of both elective and teacher-certification requirements. Minors are available in English, journalism, professional writing, and speech and drama. An interdisciplinary minor is also available in women's studies. The department also offers a number of graduate courses in English that fulfill subject-area requirements for the Master of Education degree with a concentration in English. (Detailed policies regarding graduate study in the department are found in the *Georgia College Graduate Catalog*, published separately.)

The objectives of the major in English are to provide a broad cultural understanding; a high level of competence in reading, writing, and speaking skills; education and training for occupations that may be entered at the bachelor's degree level, including business, public relations, journalism, government service, secondary school teaching, and the media; preparation for further study of English on the graduate level; and background for graduate and professional study in related fields, such as law, philosophy, theology, business, and librarianship.

CAREER OPPORTUNITIES

The major in English is becoming increasingly popular as students more clearly understand not only its intrinsic value as one of the most effective means of acquiring a liberal education but also its value in the marketplace as a stepping-stone to law and other

professions that regard an English background as highly desirable. Linwood E. Orange, in *English: The Pre-Professional Major* (1979), quotes a number of professionals whose attitude toward English majors is representative of a large number of distinguished leaders in law, medicine, and business. For example, Dean Ernest A. Raba, St. Mary's School of Law, writes, "An English major is considered to be the very best for those who intend to enter law school." According to deans of medical schools, English is also desirable as a pre-medical major. Dean D. J. Klepper, University of New Mexico School of Medicine, writes, "We like to have English majors apply to the medical school. I observed that their communication skills are of considerable benefit to them in medicine." Like the fields of law and medicine, the world of business has long recognized the value of a liberal arts education and has consistently regarded English as one of the most highly desirable undergraduate majors. Mr. Edward Mandt, Personnel Manager of Borden, represents the view of an ever-widening sector of business opinion when he writes: "I could . . . lay to rest the myth that an English major can expect difficulty in securing a position in other than the teaching profession. Many companies recognize the value of a liberal education. In fact, several have had to send their trained (but not educated) executives back to school in later years in an attempt to acquire it. It is far preferable for a man to get his liberal education before the job and his technical training on the job or in night school than the other way around."

REQUIREMENTS FOR THE ENGLISH MAJOR AND MINOR

1. English Major: ENG 301, 302, 303, 304, 321, 424, and four English electives at the 300-400 levels, as well as satisfactory competence through the second intermediate course in a modern foreign language. By the end of the fall quarter of the senior year, the English major must take the Graduate Record Examination. English majors must earn a C or better in all English courses that count toward their major, including ENG 200 and ENG 201.
2. English Major (with teaching certificate): ENG 301, 302, 303, 304, 321, 422, 424, 449, 460, and one elective at the 300-400 levels, as well as satisfactory competence through the first intermediate course in a modern foreign language. By the end of the fall quarter of the senior year, the major must take the National Teacher Examination. The student must register with the chairman of the Department of English and Speech and with a chairman of the School of Education in one of the approved programs for certification. English-Education majors must earn a C or better in all English courses that count toward their major, including ENG 200 and ENG 201.
3. Minor in English: The two-course survey sequence in either ENG 301-302 or ENG 303-304 and two electives at the 300-400 levels.
4. Minor in speech and drama: SPE 101, DRA 211 or ENG 370, SPE 310 or 380, and ten additional quarter hours in speech or drama.
5. Minor in journalism: JRN 200, 205, 300, 310, and 5 additional quarter hours in journalism or in courses selected from BOA 427, MKT 366, ART 329, ELM 478/578, or ENG 39E (Creative Writing).
6. Minor in professional writing: JRN 311, BOA 427 (Technical Writing) or ENG 424, and ten additional quarter hours from the following: ENG 39E (Creative Writing), 422, 48E, and 49E.
7. Interdepartmental minor in women's studies: ENG 325, HIS 370, ART/MUS 301, SOC 372, and one course from the following: ENG 444, HIS 413, HIS 443, SOC 426, and SOC 428.

English Major Prerequisites: ENG 101 and 102 (or 102H) are prerequisites for ENG 200 and 201; ENG 200 or 201 are prerequisites for all English courses numbered 300 or above. Students who score 550 or above on the verbal section of the Scholastic Aptitude Test may exempt ENG 101 but will receive no credit hours.

Area IV: English		Area IV: English (with Teaching Certificate)	
Courses	Hours	Courses	Hours
FRE 103, 221 or SPA 103, 221	10-15	ANT 120, PSY 201, or SOC 101 EFS 204	5 5
Selections from: ART 103; DRA 211; HIS 201, 202; MUS 102; PHI 200	15-20	ART 103, MUS 102, DRA 211. or SPE 101 SPA 101, 102, 103 or FRE 101, 102, 103	5 15
	30		30

For Freshman English Policy see page 83.

ENGLISH (ENG)

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

A course emphasizing theme writing and English fundamentals. Readings in selected essays. **Students who score 550 or above on the verbal section of the Scholastic Aptitude Test may exempt English 101 but will receive no credit hours.** A grade of C or better required for admission to ENG 102.

102. GENERAL COLLEGE COMPOSITION. (5-0-5) F, W, S, Su (Area I)

Prerequisite: A grade of C or better in ENG 101. Emphasis on theme writing and English fundamentals continued. Introduction to literature as a basis for writing. Students must pass a final departmental theme in order to pass the course.

102H. COMPOSITION AND LITERATURE. (5-0-5) (Area I)

Admission criteria: verbal SAT score of 550 or above or approval by department chairman. An honors course emphasizing essay writing and literature.

200. WESTERN WORLD LITERATURE I. (5-0-5) F, W, S, Su (Area I)

Prerequisite: ENG 101 and 102. An introduction to literary masterpieces from the classical period to the seventeenth century.

201. WESTERN WORLD LITERATURE II. (5-0-5) F, W, S, Su (Area I)

Prerequisite: ENG 101 and 102. An introduction to literary masterpieces from the seventeenth century to the present.

290, 291, 292H. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisite: Sophomore or higher standing and admission to Georgia College Honors Program. A general interdepartmental seminar.

301. ENGLISH LITERATURE I. (5-0-5) F

Prerequisite: ENG 200 or 201. A study of representative writers from the Old English period through the eighteenth century.

302. ENGLISH LITERATURE II. (5-0-5) W

Prerequisite: ENG 200 or 201. A study of representative English writers from the Romantic period to the present.

303. AMERICAN LITERATURE I. (5-0-5) F

Prerequisite: ENG 200 or 201. A study of representative writers from the Colonial period to Whitman.

304. AMERICAN LITERATURE II. (5-0-5) W

Prerequisite: ENG 200 or 201. A study of representative writers from Whitman to the present.

321. SHAKESPEARE. (5-0-5) F, 1982

A study of Shakespeare and his dramatic art.

325. LITERARY WOMEN. (5-0-5) W

A study of the contributions of women writers and critics to the development of literature.

332. ENGLISH NOVEL. (5-0-5) W

A survey of the development of the English novel from the eighteenth century to the present.

370. ENGLISH DRAMA. (5-0-5) S

A study of the development of English drama from the Middle Ages to the present, exclusive of Shakespeare.

411. MILTON. (5-0-5) Su 1

A study of the major and selected minor works.

412. RESTORATION AND EIGHTEENTH CENTURY. (5-0-5) Su 2

A study of major restoration and neoclassical writers.

422. ADVANCED GRAMMAR AND SYNTAX. (5-0-5) F, 1982

A comprehensive study of grammar and sentence structure.

424. ADVANCED COMPOSITION. (5-0-5) S

A course emphasizing theory and practice in writing expository prose.

434. MODERN POETRY. (5-0-5)

A study of twentieth-century British and American poetry.

435. MODERN FICTION. (5-0-5) S

A study of twentieth-century American and British fiction.

437. ROMANTIC POETRY. (5-0-5) F

A study of major romantic poets.

438. VICTORIAN POETRY. (5-0-5) S

A study of major Victorian poets.

439. CHAUCER. (5-0-5) W

A study of *The Canterbury Tales* and selected minor poems. Read in Middle English.

444. FLANNERY O'CONNOR. (5-0-5) Su 2

A study of the short stories, novels, and critical essays of Flannery O'Connor with access to the O'Connor Collection.

449. HISTORY OF THE ENGLISH LANGUAGE. (5-0-5) W

A study of the development of the English language from the Old English period to the present.

450. THE SOUTHERN RENAISSANCE. (5-0-5) Su 1

A study of the Fugitive Movement and recent Southern authors influenced by it.

452. LITERARY CRITICISM. (5-0-5) Su 2

A study of literary criticism from Aristotle to the present.

460. PRACTICUM IN ENGLISH. (4-2-5) F, W, S, Su 1, 2

A course designed to prepare the student to teach grammar and literature on the secondary level. Required of all English majors seeking teaching certification prior to student teaching.

39A-E. SPECIAL TOPICS IN ENGLISH. (Var. 1-5)

Topics of special interest that are not listed in the catalog.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Tutorial investigation of a topic or author of special interest. Department chairman's approval required.

49B-Q. 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.

SPEECH AND DRAMA

In 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 may add practical experience to classroom theory by working on Georgia College Theatre productions, staging other campus programs, and participating in organizations like Roges and Vacaboundes, our drama club. Russell Auditorium provides excellent facilities for rehearsal and staging.

THE MINOR IN SPEECH AND DRAMA:

Students may obtain a minor in speech and drama by taking SPE 101, 310 or 380, DRA 211 or ENG 370, and ten additional quarter hours in speech or drama courses.

SPEECH (SPE)

101. FUNDAMENTALS OF SPEECH. (5-0-5) W

A study of the basic principles governing effective speaking.

208. VOICE AND DICTION. (5-0-5) F

A practical study of the human voice and sound production.

309. PUBLIC SPEAKING. (5-0-5) F

Practice in speaking before an audience and a consideration of speaker-subject-audience relationship.

310. ORAL INTERPRETATION. (5-0-5) S

Training in the art of reading aloud and conveying the author's meaning through voice and body.

380. SPEECH FOR TEACHERS. (5-0-5) S

Development of voice and diction skills for classroom and related professional communication.

39A-E. SPECIAL TOPICS. (Var. 1-5)

Topics of special interest that are not listed in the catalog.

487A-E. INDEPENDENT STUDY. (Var. 1-5)

Tutorial study of special interest topics in speech. Department chairman's approval required.

DRAMA (DRA)

101. DRAMA PRACTICUM. (5-0-5) F, W, S

Admission with instructor's approval. A conference and critique course for students involved in acting, staging, or other aspects of Georgia College Theatre productions.

211. INTRODUCTION TO THE THEATRE. (5-0-5) F

An introduction to the major forms and styles of theatre, exploring representative plays and playwrights.

323. PLAY PRODUCTION. (5-0-5) S

Fundamentals of stagecraft. Practical experience in scene building and painting, lighting, make-up, costuming, and stage management.

39A-E. SPECIAL TOPICS IN DRAMA. (Var. 1-5)

Topics of special interest that are not listed in the catalog.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Tutorial investigation of a topic of special interest. Department chairman's approval required.

JOURNALISM

Journalism courses offer students both theoretical and practical experience in mass media communications. The minor in journalism, when combined with a major in arts

and sciences or business, prepares students for further academic or professional work and for careers in the following: newspaper, radio, or video journalism, public relations, and advertising. Students may add practical experience to classroom theory by working with college publications, broadcast media, or other related activities.

THE MINOR IN JOURNALISM

Students may obtain a minor in journalism by completing JRN 200, 205, 300, 310, and 5 additional quarter hours in journalism or in courses selected from BOA 427, MKT 366, ART 329, ELM 478/578 (Photography-Library Media), or ENG 39E (Creative Writing).

JOURNALISM (JRN)

200. PRINCIPLES OF JOURNALISM. (5-0-5) F

The basics of newspaper reporting, editing, and layout, with some emphasis on communication techniques of mass media.

205. NEWSWRITING AND REPORTING. (5-0-5) W

Introduction to the skills of journalism writing and reporting, conducting interviews, examining news stories and periodicals.

300. EDITORIAL AND FEATURE WRITING. (5-0-5) S

Prerequisite: ENG 101-102. Theory and practice in writing news features and editorials and a study of necessary criteria for effective feature and editorial copy.

305. HISTORY OF AMERICAN JOURNALISM. (5-0-5) F

Prerequisite: ENG 101-102. A chronological survey of the development of the free press in the United States.

310. BROADCAST JOURNALISM. (5-0-5) W

Prerequisite: ENG 101-102. Introduction to the development and process of broadcast journalism with emphasis on radio and television production.

315. GOVERNMENT AND PUBLIC AFFAIRS REPORTING. (5-0-5) W

Prerequisite: ENG 101-102. A study of government and public affairs news sources with practical experience in reporting and writing news stories concerning government functions, legal proceedings, and public affairs.

400. PUBLIC RELATIONS. (5-0-5) S

Prerequisite: ENG 101-102. A study of the role of public relations and public opinion in determining the success of group relationships.

405. ADVERTISING. (5-0-5) F

A study of the development of effective advertising media, both printed and electronic.

39A-E. SPECIAL TOPICS IN JOURNALISM. (Var. 1-5)

Prerequisite: ENG 101-102. Topics of special interest that are not listed in the catalog.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Prerequisite: ENG 101-102 and department chairman's approval. Tutorial investigation of a topic of special interest.

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

Prerequisite: ENG 101-102 and department chairman's approval; 20 or more hours in journalism courses or permission of the instructor. An individually designed course involving off-campus journalistic experience and study in the private or public sector.

PROFESSIONAL WRITING

The courses in professional writing are designed to prepare the student to become a staff writer or editor in business, industry, or government. The minor can also be tailored

to prepare the student to become a teacher of business, industrial, or government writing. All learning activities in this minor are geared toward practical types of editing and writing.

THE MINOR IN PROFESSIONAL WRITING

Students may obtain a minor in professional writing by taking JRN 311, BOA 427 (Technical Writing) or ENG 424, and ten additional quarter hours from the following: ENG 39E (Creative Writing), 422, 48E, and 49E.

INTERDEPARTMENTAL MINOR IN WOMEN'S STUDIES

Students may minor in Women's Studies by taking ENG 325, HIS 370, ART/MUS 301, SOC 372, and one course from the following: ENG 444, HIS 413, HIS 443, SOC 426, SOC 426, and SOC 428. For further information regarding the interdepartmental minor in Women's Studies, students should consult the coordinator, Dr. Rosemary E. Begemann, Department of History and Geography.

HISTORY AND GEOGRAPHY

ORVILLE W. TAYLOR, CHAIRMAN

Professors: Hair, Taylor. Associate Professors: Armstrong, Begemann, Vinson. Assistant Professors: Chandler, Turner.

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 Bachelor of Science degree with a major in history.
3. The Master of Arts degree in history.

The department also offers (1) undergraduate courses in geography which may be used to fulfill certain teacher certification requirements and as electives, and (2) graduate courses in history which fulfill subject-area requirements for the Master of Education and Specialist in Education degrees with a concentration in Social Science. In addition, the department offers minors in History and Geography and cooperates in offering minors in Urban Studies and Women's Studies.

Detailed regulations governing graduate study in the department may be found in the Graduate Catalog, 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 HIS 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: 311, 315, 316, 318, 321, 413, 414, 415, 417, 419, 429.
3. One course in Non-Western or "Third World" history selected from the following: 351, 352, 380, 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) sociology or anthropology. The courses must be beyond or outside of general education requirements.

Professional education courses must be planned with the School of Education.

Entering students contemplating a major in history are urged to take HIS 110 and 111 as early as possible. Prospective majors are also reminded that they must fulfill general requirements for either the Bachelor of Arts degree or the Bachelor of Science degree as given in the section on Degree Programs in this catalog.

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 in 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, nonfiction. 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 department regularly has available internships which will help prepare students for careers in history. Further details may be obtained from Dr. Armstrong.

THE MINOR IN HISTORY

Students majoring in other disciplines may minor in history by completing twenty quarter hours of history above HIS 110 and 111 (at least ten at the 300 or 400 level) as follows:

1. Either HIS 201 or 202.
2. Additional courses in history to complete 20 quarter hours.

Area IV: History		Area IV: History (with Teaching Certificate)	
Courses	Hours	Courses	Hours
HIS 201, 202, 212	10-15	ANT 120, PSY 201, or SOC 101	5
FRE 101, 102, 103, 221 or SPA 101, 102, 103, 221	0-10	EFS 204	5
Selections from: ANT 120; BIS 209; CIS 201; ECO 270; GEO 200; POS 200, 201, 210; SOC 101, 205; SWE 200; PSY 201, 210, 250	10-20	MUS 102, ART 103, DRA 211 or SPE 101	5
	30	Selections from: HIS 201, 202; POS 200, 201, 210; GEO 200	15
			30

THE MINOR IN GEOGRAPHY

Students majoring in other disciplines may minor in geography by completing twenty quarter hours of geography as follows:

1. GEO 200.
2. Additional courses at the 300 or 400 level 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. HIS 440, POS 301, and SOC 465.
2. One course selected from the following: HIS 202, POS 201, PUA 471, SOC 310, and SOC 444.

Students desiring more information on the Urban Studies minor should contact Dr. Armstrong in the Department of History and Geography.

THE MINOR IN WOMEN'S STUDIES

Students majoring in English, history, music, sociology, or other disciplines may minor in Women's Studies by completing twenty-five quarter hours as follows:

1. ENG 325, HIS 370, ART/MUS 301, and SOC 372.
2. One course selected from the following: ENG 444, HIS 413, HIS 443, SOC 426, and SOC 428.

For more information on the minor, students should contact the coordinator, Dr. Begemann, in the Department of History and Geography.

HISTORY (HIS)

110. WORLD CIVILIZATION. (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 HIS 111 is prerequisite to all other history courses. HIS 110 and 111 may not be taken concurrently.

110H.* WORLD CIVILIZATION. (5-0-5) F (Area III)

Prerequisite: admission to the College Honors Program. Special honors section of HIS 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 HIS 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 HIS 110H, with same restrictions applying.

201. THE UNITED STATES TO 1865. (5-0-5)

Prerequisite: HIS 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: HIS 110 and 111. A continuation of HIS 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: HIS 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, discussions, and audio-visual presentations.

215. ENGLAND TO 1660. (5-0-5)

Prerequisite: HIS 110 and 111. A survey of the history of England from earliest times to the Restoration.

216. ENGLAND SINCE 1660. (5-0-5)

Prerequisite: HIS 110 and 111. The history of England from the Restoration to the present.

290, 291, 292H. 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: HIS 110 and 111. The history of Greece and Rome, stressing the transmission of classical culture to later periods.

311. EUROPE IN THE TWENTIETH CENTURY. (5-0-5)

Prerequisite: HIS 110 and 111. Contemporary European problems and their background, with emphasis on social and political changes growing out of World War I.

318. THE AGE OF ABSOLUTISM, 1648-1789. (5-0-5)

Prerequisite: HIS 110 and 111. Europe in the era of the great dynasties, from 1559 to the French Revolution.

321. EUROPE IN THE NINETEENTH CENTURY. (5-0-5)

Prerequisite: HIS 110 and 111. The history of Europe in its world setting from the Congress of Vienna to the end of the century.

*Substitutes for HIS 110 in satisfying core curriculum and history prerequisite requirements.

**Substitutes for HIS 111 in satisfying core curriculum and history prerequisite requirements.

341. ECONOMIC HISTORY OF THE UNITED STATES. (5-0-5)

Prerequisite: HIS 110 and 111. An examination of economic factors affecting the history of the United States from the colonial period to the present.

351. TRADITIONAL CHINA AND JAPAN. (5-0-5)

Prerequisite: HIS 110 and 111. A thematic approach to the history and culture of China and Japan before the impact of Westernization, with special emphasis on philosophy, political structure, and society.

352. MODERN CHINA AND EAST ASIA. (5-0-5)

Prerequisite: HIS 110 and 111. An outline of the history of modern China, with some attention to Japan and other adjacent areas. Special attention given to the twentieth century.

370. THE ROLE OF WOMEN IN HISTORY. (5-0-5)

Prerequisite: HIS 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.

380. MIDDLE EAST AND EARLY RUSSIA. (5-0-5)

Prerequisite: HIS 110 and 111. Byzantine, Arabic, and Islamic civilizations, the spread of culture into Eastern Europe and Russia through the early modern period, and a brief treatment of modern conditions.

39A-E. SPECIAL TOPICS IN HISTORY. (Var.)

Prerequisite: HIS 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: HIS 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: HIS 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: HIS 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: HIS 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: HIS 110 and 111. The United States from World War I to the present.

413. MODERN ENGLISH SOCIAL HISTORY. (5-0-5)

Prerequisite: HIS 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: HIS 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: HIS 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.

417. SOVIET RUSSIA. (5-0-5)

Prerequisite: HIS 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.

419. THE FRENCH REVOLUTION AND NAPOLEON. (5-0-5)

Prerequisite: HIS 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: HIS 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: HIS 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: HIS 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: HIS 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: HIS 110 and 111. Major trends and events from the Indian background to the present.

438. MAN AND HIS ENVIRONMENT. (5-0-5)

Prerequisite: HIS 110 and 111. 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: HIS 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. TOPICS IN AMERICAN SOCIAL HISTORY TO 1875. (5-0-5)

A topical examination of social movements, institutions, and cultural trends in the formative years of the American nation.

443. TOPICS IN AMERICAN SOCIAL HISTORY SINCE 1850. (5-0-5)

An examination of topics relating to the social, cultural, and intellectual responses to the twin themes of industrialization and urbanization.

451. TROPICAL AFRICA TO 1875. (5-0-5)(5-0-5)

Prerequisite: HIS 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: HIS 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 POS 455.) (5-0-5)

48B-E. 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.

49C-Q. INTERNSHIP/COOPERATIVE EDUCATION. (Var. 3-15) 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.

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 of and relationship to his environment.

39A-E. 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 relation 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 American, including physical, cultural, and economic characteristics of the various regions.

48B-E. INDEPENDENT STUDY. (Var.) Each quarter.

Prerequisite: Approval of chairman of department. Investigation of topic or area of special interest, with reports to the instructor. Open only to juniors and seniors with superior records. Two to five hours.

49C-Q. INTERNSHIP/COOPERATIVE EDUCATION. (Var. 3-15) Each quarter.

Prerequisite: selection for participation 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 organization.

HOME ECONOMICS

THERRY N. DEAL, CHAIRMAN

Professor: Deal. Associate Professors: DuPree, Callaway, Rhodes. Assistant Professor: Stein. Instructor: Moylan.

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.

Through the academic program in home economics, Georgia College students are afforded opportunities to think critically and independently, to prepare for meaningful work in the home and other professional positions associated with it, and to select values which are worthwhile and humane. These opportunities are in accord with the College Purpose.

CURRICULA

Degree: All students in home economics receive the BSHE degree. This is the professional degree.

Majors: Students may select from one of four majors: Consumer Merchandising, Foods and Nutrition, Home Economics Education, and Human Ecology.

Minors: The following courses constitute a general minor for students in other departments who wish to declare a minor: HFN 324, HCT 224, HCF 351, HHM 435. A specialized minor in a specific area in home economics may also be planned with the approval of the department chairman.

Accreditation: The majors in home economics meet the standards of the American Dietetics Association for pre-professional approved programs and of the State Department of Education for home economics certification. All of the programs fall under the accreditation of the American Home Economics Association. Georgia College's Department of Home Economics was the first program to be accredited by the Council on Professional Development of the American Home Economics Association in the State of Georgia and among the first fifty programs in the United States.

Area IV: Home Economics		Area IV: Home Economics (with Teaching Certificate)	
Courses	Hours	Courses	Hours
HCT 120, 224; HFN 215;		ANT 120, PSY 201, or SOC 101	5
HCF 293	15	EFS 204	5
SOC 101; PSY 201; ECO 270	5-10	MUS 102, ART 103, DRA 211	
BIO 123; CHE 101, 102	5-15	or SPE 101	5
		Selections from:	
		HCT 120, 224; HFN 215;	
		HOE 293	15
	30		30

Grades: If an F or a D is earned in any Home Economics Course required in a major, the course must be repeated and grade C or better earned.

COMMON DISCIPLINE

Core courses required of all Home Economics majors: HOE 110, 293, 305, 331, 417, 479, HFN 324, HCT 224, HCF 351, HED 472, HHM 435.

CONSUMER MERCHANDISING MAJOR

CAREER INFORMATION

The major is designed to prepare students for a variety of fashion related positions in the retailing of clothing, textiles, and home furnishings items. The major is for men and women interested in careers as managers, buyers, consultants, coordinators, and representatives in the fashion/consumer merchandising field. A consumer merchandising major also is prepared to serve as a home economist in business and industry positions involving consultation with and education of consumers in non-sales areas. Emphasis is placed on understanding needs and protection of the family as a consuming unit in the American society.

A survey of recent graduates indicates that those seeking employment have been placed shortly after graduation in a related occupation. Beginning salaries vary with the experience of the person and the demands of the career setting. A beginning salary range of \$9,000-\$12,000 is where most new graduates find themselves. Currently within two years after graduation the salary range will vary from \$10,000-\$16,000 depending upon individual performances. National statistical sources indicate a demand for graduates in this cluster exceeding the supply—an unmet demand of 26 percent.

REQUIREMENTS

Common Discipline in Home Economics and ART 101, CHE 101, ECO 270.

Major Courses: HCT 214, HCT 418, HCT 316, HCT 419, 420, 421. Choice of 15 hours from among any other HCT or HHM course. MGT 340, MKT 361, MKT 366, MAT 325, PSY 201, ACT 251.

Total of 193 hours, including electives, required for graduation.

FOODS AND NUTRITION MAJOR

CAREER INFORMATION

This curriculum, open to men and women, prepares students for careers in food service management and dietetics. Students are encouraged to gain additional practical experience through summer employment in dietary departments or health care facilities.

The requirements for this curriculum comply with those which are prescribed by the American Dietetic Association for a pre-professional approved program.

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 eighteen months, depending on the quantity of graduate level course work included. Upon completion of the internship, the individual is eligible to take the examination to become a Registered Dietitian (R.D.) and to apply for active membership in the American Dietetic Association.

Entry-level salary for 12-month positions in this state is approximately \$10,000 for the Non-Registered Dietitian. State merit positions begin at \$12,780.

REQUIREMENTS

Home Economics Common Discipline and ART 101, CHE 101-102, ECO 270, BIO 123 or 125.

Major Courses: HFN 215, 341, 342, 343, 423, 424, 427, CHE 231, 351, ZOO 211, BOT 320, SOC 101, PSY 201, CIS 201, ACT 251, MGT 340, PSY 448 or 460.

Total of 193 hours, including electives, is required for graduation in this major.

HOME ECONOMICS EDUCATION MAJOR

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.

The salary for an entry-level B-4 was \$11,111 in 1981. Supplements for vocational responsibilities and local supplements are often available.

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 the School of Education at the time of regular registration one quarter prior to enrollment in EFS 405.

Common Discipline in Home Economics and ART 101, CHE 101, ECO 270.

Major Courses: HCF 453, HCT 120, HCT 311, HFN 215. Choice of HFN 341 or 423, HHM 332, HHM 432, HED 466, EFS 204, 395, 405, 490, 493, EEX 464, 1 additional science and 1 additional social science in addition to those required in college core.

Total of 193 hours is required to graduate in this major.

HUMAN ECOLOGY MAJOR

CAREER INFORMATION

The human ecology major affords the student the opportunity to develop basic competencies in home economics. The student may pursue this major for purposes of a liberal education. A specialized concentration in child and family development or housing and management may be planned with adviser and departmental approval.

Courses from the other departments are recommended to prepare the student for job opportunities in business, social agencies, or educational settings. An internship is highly recommended. Due to the degree of flexibility within this major individual initiative is very important. Concentration can be planned so that graduates with this major may work in child care agencies, extension, housing, furnishings, residential lighting, and human services agencies.

Survey of graduates in this major during the past two years indicates an average entry-level salary of approximately \$10,000. Time from graduation to employment tended to be longer in this major than for other home economics majors.

REQUIREMENTS

Common Discipline required of all Home Economics majors and ART 101, CHE 101, ECO 270.

Supporting courses in addition to college core requirements:

- a. 10 hrs. Foreign languages or
10 hrs. Science, or
10 hrs. Math and computer science
- b. 5 additional hours in ART
- c. 5 additional hours in Science or Social Science

Major: 25 hours above common discipline in home economics; internship is recommended.

Of the 40 additional elective hours at least one-fourth *must* be taken outside Home Economics.

A total of 193 hours is required for graduation in this major.

HOME ECONOMICS

GENERAL (HOE)

110. INTRODUCTION TO HOME ECONOMICS. (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.

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

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

293. MARRIAGE AND INTIMATE HUMAN RELATIONSHIPS. (3-0-3)

A study of various individual life styles: dependency, independency, and interdependency.

305. THE FAMILY AND SOCIETY. (3-0-3)

A study of interactional patterns in the American family across the developmental life cycle, Interactions of various family forms in the division of labor, decision-making processes, social relationships, and utilization of resources. Impact on family of social and political systems.

331. MANAGEMENT PRACTICES FOR THE HOME. (3-4-5)

Relationship of management concepts and skills to the quality of human life. Managing, valuing, evaluating, and decision-making as integrative concepts in home economics. Application to resource utilization, food preparation, and energy conservation. An integrative theory and practice course using Home Management House as nonresident laboratory.

417. CONSUMER RESOURCES. (3-0-3)

Prerequisite: ECO 270. The study of consumer behavior as it impacts upon the family system. Emphasis is placed on an overview and understanding of the theory of consumer behavior and its application to personal and family finance and budgeting. Exposure to consumer research.

479. HOME ECONOMICS PROFESSIONAL SEMINAR. (2-0-2)

Prerequisite: senior standing. Ethics and attitudes of the profession. Focus on philosophy and practice of the profession at the job-entry level.

48A-K. 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: One to ten hours.

49E-Q. 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. Open to those with junior standing or above on recommendation of adviser and department chair approval.

CLOTHING, TEXTILES, AND FASHION (HCT)

120. DRESS FOR THE INDIVIDUAL. (3-4-5)

Prerequisite: ART 101. Focus on: figure analysis, garment and accessory selection and basic clothing construction techniques. An exemption exam is available: See instructor. Exemption from this course will place you in a more advanced clothing construction course.

214. AESTHETICS IN THE NEAR ENVIRONMENT. (1-4-3)

Prerequisite: ART 101. Emphasis is placed on improving the quality of human life through basic application of art principles to the near environment of figure and home. Laboratory experiences in home and commercial display techniques as well as in presentation of self.

224. CLOTHING AND TEXTILES FOR CONSUMERS. (3-4-5)

Prerequisite: CHE 101. Consumer-oriented study of textiles. Emphasizes fibers, fabric construction, and finishes in relation to use, service-ability, and care of apparel and household fabrics.

311. ADVANCED CLOTHING CONSTRUCTION. (3-4-5)

Prerequisite: HCT 120. A study of design applied to garment construction at an advanced level. Special emphasis is given to fitting and pattern alterations, creative use of patterns, "difficult" fabric problems, and advanced construction techniques.

316. FASHION MARKETING AND INNOVATION. (5-0-5)

A study of the fashion world from designing to marketing; fashion cycles; fashion as a social force. A study of the textile industry and the needle trades as they impact upon fashion. Emphasis is placed on the practical ability to coordinate fashion activities within a retail setting.

412. TAILORING. (2-6-5)

Prerequisite: 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)

Prerequisite: 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 AND FURNISHINGS. (5-0-5)

Prerequisite: junior standing. An examination of the cultural, functional, and economic aspects of clothing and furnishing. Fashion cycles in historical perspective related to social forces.

419-420-421. FIELD EXPERIENCE IN FASHION MARKETING A, B, C. (5 hours each)

Prerequisite: senior standing, 2.0 gpa, and a minimum grade of 2.0 in HCT 316. The student must enroll in all three courses simultaneously and may not take any other courses that quarter. Students participate in an off-campus supervised merchandise experience through a cooperative program and will be governed by appropriate policies. Application to do field training must be made upon the completion of HCT 316.

CHILD AND FAMILY DEVELOPMENT (HCF)

351. CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)

Study is made of current principles of growth and development and of factors which contribute to the physical, intellectual, social, and emotional life of human beings in the family. Introduction to participation. Weekly observations are made of children.

453. ADVANCED CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)

Advanced study of theories of child development and child study. The child in the family and guidance techniques. Participation in school and home settings.

455. PARENT-CHILD INTERACTION. (4-2-5)

Prerequisite: HCF 305, 351 or permission of instructor. 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. ISSUES IN CHILD AND FAMILY. (5-0-5)

Prerequisite: HCF 305 and 351 or equivalent and permission of instructor. Study of research, current issues, and theories related to the family.

FOOD, HUMAN NUTRITION AND FOOD SYSTEMS ADMINISTRATION (HFN)

215. PRINCIPLES OF FOOD PREPARATION. (3-4-5)

A study is made of the basic scientific concepts of food preparation in relation to quality and nutritional value.

324. NUTRITION. (5-0-5)

Prerequisite: CHE 101. Food nutrients and basic nutrition principles are applied to the functions 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 early childhood and nursing majors.

326. MEAL MANAGEMENT. (3-4-5)

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. Non-major course.

341. QUANTITY FOOD PRODUCTION AND PURCHASING. (4-2-5)

Principles of organization and management are applied to the purchasing of food in large quantities and to the purchasing of equipment required in quantity food production. Individual experiences related to design of food service facilities are provided.

342. QUANTITY FOOD PRODUCTION AND EQUIPMENT. (4-2-5)

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. Catered functions are included in the laboratory experiences.

343. FOOD SERVICE ORGANIZATION AND MANAGEMENT. (4-2-5)

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.

423. EXPERIMENTAL FOODS. (3-4-5)

Prerequisite: CHE 101, HFN 215. Study of chemical and physical properties affective food preparations. Controlled experimentation will be used to test principles and techniques. Group and individual projects.

424. ADVANCED NUTRITION. (5-0-5)

Prerequisite: HFN 324, CHE 231, 352. This course deals with current knowledge of the metabolic functions of food in the human organism. Experiences include planning and conducting a simple research study utilizing animals.

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.

HOME AND CONSUMER MANAGEMENT (HHM)**314. FURNISHING THE HOUSE. (2-2-3)**

Prerequisite: ART 101. 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.

332. LIGHTING AND EQUIPMENT FOR CONSUMER USE. (3-4-5)

Principles in selection, use, care, and expected performance of household equipment. Residential lighting concepts.

432. HOME MANAGEMENT RESIDENCE. (1-10-5)

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. FAMILY HOUSING. (5-0-5)

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. (3-4-5)**

Prerequisite: HCF 351, EFS 204, overall average of 2.25, senior standing, or consent of instructor. Facts, trends, and needs of different ages and ethnic groups which relate to home economics curriculum. Observation and participation in selected school and community settings.

472. COMMUNICATING HOME ECONOMICS. (3-4-5)

Prerequisite: HED 466, EFS 395/405, senior standing, or permission of instructor. HED 472 and EFS 395/405 may be taken concurrently. Presentation methods, techniques, and procedures used in planning, executing, and evaluating home economics-related experiences with individuals of all ages in selected school and community settings.

MATHEMATICS AND COMPUTER INFORMATION SYSTEMS

DICK L. GEORGE, CHAIRMAN

Professors: George, H. Gonzalez. Associate Professors: Farmer, Mayberry.

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 or computer science above the freshman level. The major must include CIS 201 and MAT 223, 240, 241, 242, 343, 350, 351 and either 320 or 325. The balance of the major is to be selected from MAT 320, 321, 410, 411, 460, 461, 470, 475, 480 or CIS 300, 310, 320, 340, 430, 440. The student must also complete twenty hours of French or twenty hours of Spanish or be able to demonstrate competency equivalent to FRE 103 or SPA 103.
2. *Bachelor of Science degree:* A major must include at least sixty-five hours of mathematics or computer science above the freshman level. The major must include CIS 201 and MAT 223, 240, 241, 242, 343, 350, 351 and either 320 or 325. The balance of the major is to be selected from MAT 320, 321, 410, 411, 460, 461, 470, 475, 480 or CIS 300, 310, 320, 340, 430, 440. The student must also complete ten hours of French or ten hours of Spanish or be able to demonstrate competency equivalent to FRE 102 or SPA 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 MAT 400 and it is strongly recommended that they take MAT 470 in addition to the degree requirements and to register with the School of Education in one of the approved programs which lead to certification.

CAREER INFORMATION

The study of mathematics at Georgia College prepares a person for further study at the graduate level in mathematics, statistics, computer science, and mathematics education. A degree in mathematics is also excellent training for entering professional school in law, medicine, and business.

Opportunities are available for the person who wishes to enter the job market after the baccalaureate degree in industry, government service, and private enterprise as computer scientists, teachers, systems analysts, statistical consultants, salespersons for the computer industry, and as mathematicians in industry. Although the demand for persons who are trained at the baccalaureate degree level in mathematics has been low for several years, recent trends have indicated that opportunities are increasing for mathematicians. The demand for teachers of mathematics is critical. Positions for mathematics teachers are available throughout the nation.

Area IV: Mathematics**Area IV: Mathematics
(with Teaching Certificate)**

Courses	Hours	Courses	Hours
FRE 101, 102, 103, 221 or SPA 101, 102, 103, 221	10-20	ANT 120, PSY 201, or SOC 101	5
MAT 223, 240, 241, 242	10-20	EFS 204	5
		MUS 102, ART 103, SPE 101, or DRA 211	5
		MAT 223, 240, 241	15
	<hr/> 30		<hr/> 30

MATHEMATICS (MAT)

101. COLLEGE ALGEBRA WITH APPLICATIONS. (5-0-5) F, W, S, Su (Area II)

Prerequisite: Open only to those students who have *not* received credit for MAT 110, 120, 130 or a course equivalent to one of these taken at another institution. Students who wish to take a second course in Area II of the core should take MAT 111 or MAT 140. Number systems, polynomials, rational functions, radicals, solution of algebraic equations and inequalities, exponential and logarithmic functions, elementary matrix theory, systems of equations and inequalities, sequences, series, and linear programming. Applications of algebra including the mathematics of finance.

111. ELEMENTARY ANALYSIS. (5-0-5) F, W, S, Su (Area II)

Prerequisite: MAT 101. A survey of analytic geometry and single variable calculus with applications from the social and life sciences.

130. PRECALCULUS MATHEMATICS (5-0-5) F,W,S,Su (Area II)

Prerequisite: None, however, students who have received credit for MAT 101 or equivalent course may not receive credit for this course. An in-depth study of those topics from Algebra which are fundamental to an understanding of the Calculus.

140. TRIGONOMETRY AND ANALYTIC GEOMETRY. (5-0-5) F, W, S, Su (Area II)

Prerequisite: MAT 101. The basic trigonometric functions, graphs of the trigonometric functions, amplitude and periodicity, trigonometric identities and equations, triangles, the law of sines and the law of cosines, inverse trigonometric functions, distance, the conic sections, coordinate transformations, vectors, and solid geometry.

200. MATHEMATICS FOR ELEMENTARY EDUCATION MAJORS I. (4-2-5) F, W, Su (Area II)

Prerequisite: Declared major in Elementary 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

Prerequisite: MAT 140. Basic concepts, derivatives of algebraic, trigonometric and inverse trigonometric functions. Applications of derivatives.

240. CALCULUS WITH ANALYTIC GEOMETRY II. (5-0-5) F

Prerequisite: MAT 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) W

Prerequisite: MAT 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) S

Prerequisite: MAT 241 with a grade of C or higher. Vectors and the calculus of real-valued functions of several real variables.

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

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

300. MATHEMATICS FOR ELEMENTARY EDUCATION MAJORS II. (4-2-5) On demand

Prerequisite: MAT 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. ALGEBRA FOR MIDDLE SCHOOL TEACHERS. (5-0-5) W Odd years

Prerequisite: MAT 300. Algebraic systems, equations and inequalities, elementary concepts from the theory of numbers and selected topics from abstract algebra.

302. MIDDLE SCHOOL PROBABILITY AND STATISTICS. (5-0-5) W

Prerequisite: MAT 300. Emphasis on counting methods, discrete variables, estimation, decision-making, tables and graphs, averages, the normal distribution, and applications.

303. FOUNDATIONS OF TEACHING MIDDLE SCHOOL MATHEMATICS. (5-0-5) S

Prerequisite: MAT 300. Selected topics from the history of mathematics and theories of mathematics instruction. A look at problem-solving techniques and the role of the calculator and computer in the middle school.

320. MATHEMATICAL STATISTICS I. (5-0-5) On demand

Prerequisite: MAT 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) On demand

Prerequisite: MAT 320. A continuation of MAT 320.

325. PROBABILITY AND STATISTICS. (5-0-5) W

Prerequisite: 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) F

Prerequisite: MAT 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) W, Su Odd years

Prerequisite: MAT 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) S, Su Odd years

Prerequisite: MAT 241. Vectors and vector spaces, systems of linear equations, matrices, determinants and linear transformations.

39E. SPECIAL TOPICS. (5-0-5) On demand

Prerequisite: 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)

On demand

Prerequisite: 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) On demand

Prerequisite: MAT 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) On demand

Prerequisite: MAT 410. A continuation of MAT 410.

460. ANALYSIS I. (5-0-5) On demand

Prerequisite: MAT 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 variables.

461. ANALYSIS II. (5-0-5) On demand

Prerequisite: MAT 460. Functions of bounded variation, rectifiable curves. Reimann-Stieltjes integration, sequences and series.

470. INTRODUCTION TO HIGHER GEOMETRY. (5-0-5) F

Prerequisite: Consent of the instructor. A review of Euclidean geometry and an introduction to Non-Euclidean geometry.

475. TEACHING THE MODERNIZED METRIC SYSTEM. (5-0-5) On demand

Prerequisite: None. Techniques of measurement so that the students may become adept in the uses and applications of the modernized metric system. Numerous "hands-on" metric activities in various subject areas.

480. NUMERICAL ANALYSIS. (5-0-5) On demand.

Prerequisites: CIS 201, MAT 242 and 351. A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adapted to computer solution.

48E-Q. INDEPENDENT STUDY. (Var. 5-15)**49A-Q. 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 INFORMATION SYSTEMS (CIS)

PROGRAM COORDINATOR: NOREEN MORRISON

The Computer Information Systems (CIS) degree program attempts to develop an in-depth understanding of computers. Several computer languages are required as well as work designed to help students understand how a computer functions. Particular emphasis is given to the writing of coherent, well-documented computer programs and procedures. The aims of this program are fourfold. First is the desire to train students to work in the computer industry as programmers, systems analysts, etc. A second goal of the program is to prepare students for graduate study in the computer area. The third emphasis is in microcomputers. Whenever appropriate, microcomputer concepts and systems are stressed. The fourth goal of the program is to provide significant computer experiences (through the CIS minor) for students in other majors.

COMPUTER INFORMATION SYSTEMS MAJOR

Bachelor of Science Degree: A CIS major must include the following courses: MAT 130, 140, 223, 241, 325, and 351. The computer courses included are CIS 201, 230, 300, 310, 320, 340, 350, 400, and 420 or 430 or 440. Thus 30 hours of MAT courses and 45 hours of CIS courses are required.

COMPUTER INFORMATION SYSTEMS MINOR

The CIS minor includes CIS 201, 230, 300, 310 and CIS 320, 340, or 350. It is designed to teach students how to write programs in the BASIC, FORTRAN, and COBOL programming languages. In addition, the principles of data storage and computer operation are studied. The CIS minor will complement any major, and a student getting the CIS minor should be able to develop computer applications and software in his chosen major.

CAREER INFORMATION

The CIS program is aimed at providing information students need in order to get a variety of jobs in the computer area. Those students getting the CIS minor will probably work within their chosen majors. There are many career opportunities for students receiving the CIS major. About one out of every 10 jobs in the computer area is unfilled,

and the area is growing rapidly. Most CIS graduates will be qualified for programming, systems analysts, and computer marketing positions. Those choosing to further their education will find themselves well prepared for graduate school in a variety of areas.

COOPERATIVE ASPECT OF CIS PROGRAM

The Georgia College School of Business offers a Business Information Systems program which contains all (except CIS 201) of the CIS courses. The BIS courses are all cross-listed. The BIS program also contains a Bachelor of Business Administration in BIS and a Minor in BIS. See the BIS section for more information on that program.

COMPUTER USE STATEMENT

In the CIS program, only class-authorized computer use is permitted. Unauthorized use of computer time and equipment (for example, game playing, developing systems for personal or outside business use, etc.) subjects a student to a failing grade in the course, disciplinary action, and possible prosecution. Thus unauthorized computer use must be avoided. If there are any questions about what uses are authorized, contact your instructor.

Area IV: Computer Information Systems

	Hours
FRE 101 or SPA 101	5
CIS 201, 230	10
MAT 223, 240	10
ECO 270 270	5
	<hr/> 30

COMPUTER INFORMATION SYSTEMS (CIS)

201. INTRODUCTION TO COMPUTER SCIENCE. (5-0-5)

Prerequisite: MAT 130 or its equivalent. A course designed to introduce the use of the computer for solving problems in the physical and social sciences and mathematics. The computer as a social force will be studied. The programming language PASCAL will be used.

230. COBOL (5-0-5)

Prerequisite: CIS 201 with a grade of C or better. This course will present a detailed look at the COBOL programming language. The student will be expected to write 5-10 programs including some advanced programs. Business applications will be stressed.

300. FORTRAN AND ALGORITHMS. (5-0-5)

Prerequisite: MAT 130 and CIS 201 or BIS 209 with grade "C" or higher. This course will teach the FORTRAN language. It will stress algorithmic development, and the student will be expected to write many and varied programs.

310. DATA STRUCTURES. (5-0-5)

Prerequisite: CIS 201 with grade "C" or higher. This course will teach the student how different data sets are stored, computed with, and organized within the computer.

320. OPERATING SYSTEMS.

Prerequisite: CIS 201 with grade "C" or higher. This course will cover in detail how a general computer system works. Some specific computer systems will also be covered.

340. ASSEMBLY LANGUAGE PROGRAMMING. (5-0-5)

Prerequisite: CIS 201 with grade "C" or higher. Assembly level programming will be stressed, and the student will write assembler programs for a variety of tasks.

350. MICROCOMPUTERS. (5-0-5)

Prerequisite: CIS 201. A hardware oriented course designed to teach a student how a microcomputer functions. Binary arithmetic and assembly language will be presented. Also costs and comparisons of existing microcomputer systems will be covered.

39E. SPECIAL TOPICS. (5-0-5) On demand

Prerequisite: Consent of the Coordinator of the CIS Program. Selected topics in Computer Information Systems which are not available in any other course offered by the college.

400. SYSTEMS ANALYSIS AND DESIGN. (5-0-5)

Prerequisite: BIS/CIS 230. This course will be an introduction to computer systems. Topics included will be the writing of software systems and the cost of computer hardware to implement computer systems.

410. DATA BASE MANAGEMENT SYSTEMS. (5-0-5)

Prerequisite: BIS/CIS 310 and BIS 400. Review of I/O devices. File operations, accessing, merging, sorting, updating, and maintenance. Design of effective data bases for managerial decisions.

420. ADVANCED COBOL PROGRAMMING. (5-0-5)

Prerequisite: CIS 230. Advanced work in the COBOL language including creating, updating, and maintaining sequential, indexed sequential, and direct access files.

430. SURVEY OF PROGRAMMING LANGUAGES. (5-0-5)

Prerequisite: CIS/BIS 320 with grade "C" or higher. Analysis of other programming languages such as PL1, SNOBOL, LISP, and RPG2. Students will write several programs in each language.

440. MODELING AND SIMULATION. (5-0-5)

Prerequisites: CIS/BIS 310 and MAT 325 or BUA 301 with grade "C" or higher. General simulation theory including a high level simulation language. A survey of existing computer simulations. Simulation project in the student's own discipline.

49A-Q. 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 CIS Program Coordinator.

MODERN FOREIGN LANGUAGES

JEAN M. GUITTON, CHAIRMAN

Professors: J. Gonzalez, Guitton. Assistant Professor: Walters.

BASIC COURSES: 101, 102, 103

These courses are designed to enable the student to gain an adequate working knowledge of the language. With the addition of 221 or 311 or 312 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:

FRE 321, 322, 421, 422, 423, 445, and two additional courses at the senior college level. FRE 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.

SPA 321, 322, 420, 433, 441, 445, and two additional courses at the senior college level. SPA 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: FRE (SPA) 101, 102, 103, 221, 311, 312, 321 or 322 or 445.

Completion of the Study Abroad Sequence (495, 496, 497) can replace the three following courses: 311, 312, and 321 or 322 or 445.

STUDY ABROAD PROGRAM

Foreign Language students have the opportunity to participate in the University System Study Abroad Programs in France, Germany, Mexico and Spain to enhance their knowledge and broaden their education.

Full credit is granted at the undergraduate and graduate levels.

The Study Abroad Program offerings are not limited to the study of foreign languages. They also include such areas as classical culture in Greece and Italy, Japanese studies in Japan and Latin American studies in Mexico.

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. A survey of our recent graduates revealed that seven out of the 10 graduates who replied were teaching foreign languages and 3 of them had also been asked to teach some English courses and history courses (they had wisely obtained a minor in those areas).

Area IV: Modern Foreign Languages		Area IV: Foreign Language (with Teaching Certificate)	
Courses	Hours	Courses	Hours
FRE 103, 221, SPA 103, 221	10-20	ANT 120, PSY 201, or SOC 101	5
Electives from:		EFS 204	5
ART 101, 103; ECO 270;		MUS 102, ART 103, DRA 211,	
ENG 200, 201; HIS 201,		or SPE 101	5
202; PSY 210; SOC 101,		Selections from:	
205	10-20	FRE 101, 102, 103;	
		SPA 101, 102, 103	15
	<hr/> 30		<hr/> 30

FRENCH (FRE)

101, 102, 103. ELEMENTARY FRENCH. (5-0-5) each course (Area I)

Prerequisite: each course is a prerequisite for the next one. The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary French prose.

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 principally in the language. Reading of representative French novels, plays, and poetry.

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

Prerequisite: sophomore classification and admission to the College Honors Program. A general interdisciplinary seminar.

311. ADVANCED CONVERSATION. (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 AND COMPOSITION. (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: FRE 221. A study of the development of French literature from the beginning to the present day. Study of principal trends. Reading of representative authors.

395, 396, 397. STUDIES ABROAD. SELECTED TOPICS. (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.

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 French literature in the twentieth century with emphasis on the last twenty-five years.

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.

48A-Q. INDEPENDENT STUDY. (Var)**495, 496, 497. STUDIES ABROAD. SELECTED TOPICS. (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.

49A-Q. 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, 103. ELEMENTARY SPANISH. (5-0-5) each course (Area I)**

Prerequisite: each course is a prerequisite for the next one. The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary Spanish prose.

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 principally in the language. Readings of representative Spanish and Spanish-American novels, plays, poems, and short stories.

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

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdisciplinary seminar.

311. ADVANCED CONVERSATION. (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 AND COMPOSITION. (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: SPA 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.

395, 396, 397. STUDIES ABROAD. SELECTED TOPICS. (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 System of Georgia.

420. LITERATURE IN 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 nineteenth century drama and poetry.

441. MODERN SPANISH LITERATURE. (5-0-5)

Contemporary Spanish Literature. The essay, novel, poetry, and 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 influence on 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. STUDIES ABROAD. SELECTED TOPICS. (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 System of Georgia.

48A-Q. INDEPENDENT STUDY. (Var.)

49A-Q. 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.

MUSIC

ROBERT F. WOLFERSTEIG, CHAIRMAN

Professor: Wolfersteig. Associate Professors: Benton, Underwood, Willoughby. Assistant Professors: Douglas, Fortier, Tipton.

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.

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 freshmen 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.

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 a transfer student to retake any theory courses if the student cannot satisfy the requirements of the theory placement test.

Bachelor of Music

Instrumental Major (Piano, Organ, Wind Instruments)

	Hours
Basic Requirements*	106
Music Courses	92
Applied Music (including Senior Recital MUS 412)	33
Ensemble (including Accompanying-piano ensemble)	10
MUS 332, 333 or 338, 339	4
MUS 340, 341, 342, 343	12
MUS 364, 365, 380	11
MUS 368, 369, 370, 400, 462, 470	18
MUS 439, 440	4
	<hr/> 198

*Including 10 hours in foreign language study.

Bachelor of Music

Voice Major

Basic Requirements*	116
Music Courses	86
Applied Music (including Senior Recital, MUS 412)	33
Ensemble	10
MUS 336, 337	4
MUS 340, 341, 342, 343	12
MUS 364, 365, 380	11
MUS 368, 400, 470	9
MUS 439, 440, 465	7
	<hr/> 202

*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.

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:

Basic Requirements*	96
Music Courses (Vocal Concentration)**	94
Applied (may include class Piano)***	26-31
Ensemble	11-16
MUS 217, 218	4
MUS 316, 317, 318	6
MUS 341, 342, 343	9
MUS 364	5
MUS 365	3
MUS 380, 381	6
MUS 465	3
MUE 330, 331, 332, 461	12
MUE 495, 496	5
Professional Education	<hr/> 30
	220

Basic Requirements*	96
Music Courses (Instrumental Concentration)****	94
Applied (may include class Piano)***	26-31
Ensemble	11-16
MUS 213, 214, 215, 216	8
MUS 316, 364, 365	10
MUS 341, 342, 343	9
MUS 380, 381	6
MUS 462	3
MUE 330, 331, 332, 333	12
MUE 497, 498	5
Professional Education	30
	220

*Including PED 256

**This degree is for those students planning to teach general music in the elementary school and direct choral ensembles in the secondary schools.

***Applied and ensemble must total 44 hours.

****This degree is for those students planning to teach instrumental music in the elementary and secondary schools.

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 of 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*	96
Music Courses	56
Applied Music (to include MUS 316)**	19-22
Ensemble***	8-11
MUS 364	5
MUS 380, 381	6
MUS 341, 342, 343	9
MUS 462 or 465	3
MUE 330	3
Music Therapy Courses	30
MUT 101, 112	4
MUT 212	3
MUT 313, 314, 315	9
MUT 412, 413, 414	3
MUT 419, 420, 421	9
MUT 422	2
Professional Courses (in addition to PSY 201 taken in Area III or the Core Curriculum)	25
PSY 448	5
BIO 125 or ZOO 210	5
EEX 364	5
Chosen from PSY, SOC, or HCF	10
Six-Month Internship (MUT 423, 424)	4
	211

*Including PED 256.

**Includes a minimum of 11 hours piano and 1 hour of class voice instruction.

***Hours in applied/ensemble must total 44 hours.

MUSIC MINOR

For a student who wishes to pursue music without declaring it his major, these courses would offer a sampling of general music knowledge. A minor in music may be obtained by completing 29 quarter hours as follows:

Courses	Hours
MUS 158, 159, 261	9
MUS 102	5
MUS 341, 342, 343	9
Applied*	3
Ensemble*	3
	<hr/> 29

*At least one hour of applied or ensemble must be completed at the 300 or 400 level.

OTHER REQUIREMENTS

All music majors are required (1) to enroll for at least one hour in an ensemble during each quarter in College, and (2) to attend a designated percentage of recital and master classes, faculty and student recitals, and special concerts at the college during the year.

ENSEMBLE PARTICIPATION

In order to meet the required hours in ensemble in the degree programs:

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 quarter 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.

The one quarter hour credit 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-Performance

Courses	Hours
Applied Music (MUA)	6-8
Ensemble (MUP)	6-8
MUS 158, 159, 261, 262	12
MUS 266	4
	<hr/> 30

Area IV: Music-Education

Courses	Hours
ANT 120, SOC 101, PSY 201	5
EFS 204	5
ART 103, SPE 101, MUS 102, or DRA 211	5
MUS 158, 159, 261, 262	12
Applied/Ensemble	3
	<hr/> 30

Area IV: Music Therapy

Courses	Hours
Applied Music (MUA)/ Ensemble (MUP)	14
MUS 158, 159, 261, 262	12
MUS 217, 218	4
	<hr/> 30

WOMEN'S STUDIES MINOR

Students majoring in English, history, business, sociology, psychology, political science, public administration, or other disciplines may minor in Women's Studies by completing 25 quarter hours as follows:

1. HIS 370, ENG 325, ART/MUS 301, SOC 372.
2. One course selected from the following: HIS 413, HIS 443, SOC 426, SOC 428, or ENG 444.

For more information on the minor, students should contact the coordinator, Dr. Bege-mann in the Department of History.

MUSIC (MUS)**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.

121. CLASS PIANO INSTRUCTION FOR NON-MUSIC MAJORS. (2-0-2)

Open to students with no formal background in music. Emphasis on basic music reading, chord construction, and playing standard folk songs.

122, 123. CLASS PIANO INSTRUCTION. (2-0-2) each F, W

Prerequisite: Placement audition. Emphasis on beginning piano skills; introduction to piano repertoire through assigned listening reports.

158, 159. 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 diction, and written and keyboard harmony. Designed to coordinate the visual, aural, and mental factors involved in well-rounded musicianship.

213, 214, 215, 216. CLASS INSTRUCTION IN WOODWINDS, BRASS, PERCUSSION, AND STRINGS. (2-0-2) each. Alternate years

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, 218. INSTRUMENTAL SURVEY. (2-0-2) each, F, W alternate years

A survey course in brasses, woodwinds, strings, and percussion instruments for BME (vocal) and BMT majors. Designed to familiarize students with basic principles of timbre, production, pedagogy, and teaching materials.

221, 222, 223. CLASS PIANO INSTRUCTION. (2-0-2) each

Prerequisite: MUS 158 and placement audition. Emphasis on more complex skills required for Piano Proficiency Examination for Bachelor of Music Education and Bachelor of Music Therapy degrees.

240. INTRODUCTION TO CHURCH MUSIC. (2-0-2) F

A study of the relationship of music and worship as it relates to the church musician.

261, 262. INTERMEDIATE THEORY. (5-0-3) each

Prerequisite: MUS 158, 159. Continuation of elementary theory with emphasis on aural, keyboard, analytical, and compositional procedures. Includes the study of non-harmonic tones, modulations, and chromatic harmony.

266. TONAL COUNTERPOINT. (4-0-4)

Prerequisite: MUS 262. A study of traditional contrapuntal procedures, particularly those of the 18th century, with emphasis on score analysis and written projects.

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

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdisciplinary seminar.

294. JAZZ IMPROVISATION. (3-0-3)

Discussion and performance of harmonic units and jazz patterns and their relationship to improvisational jazz.

301. WOMEN IN THE ARTS. (5-0-5)

A survey of the ways in which traditional subjects and materials have been incorporated into the work of women artists/musicians from diverse backgrounds to transform their ideas into powerful visual and aural statements. Emphasis is placed on the social, political, and religious influences which shaped this work. This course will serve as an elective and as one of the four required courses for a Minor in Women's Studies. Crosslisted with ART 301.

316, 317, 318. CLASS INSTRUCTION IN VOICE. (2-0-2) each

These courses for music majors only, designed to complement MUE 330, 331, and 332, are an in-depth study of the development of the voice from childhood to maturity, including such techniques as breathing, vowel and consonant production, phrasing, good tone development, posture, diction, and the interpretation of sample literature for these voices.

332, 333. ORCHESTRAL INSTRUMENTAL LITERATURE. (2-0-2) each

Analytical study principally of a selected orchestral instrument. Special emphasis is given to musical structure and style. Offered alternate years.

334, 335. PIANO LITERATURE. (5-0-5) each

Analytical study of the solo literature for piano. Special emphasis given to musical structure and style. Offered alternate years.

336, 337. VOCAL LITERATURE. (2-0-2) each

A study of solo vocal literature concentrating on oratorio, cantatas, and selected repertoire for the church musician.

338, 339. ORGAN LITERATURE. (2-0-2) each

A study of the literature for the organ from the Renaissance through the Contemporary Period with emphasis on use of materials in the church service.

340. HISTORY OF MUSIC I. (3-0-3)

Prerequisite: MUS 102. A general survey of Western music from ancient times to the 15th century.

341. HISTORY OF MUSIC II. (3-0-3) F

Prerequisite: MUS 102. A survey of musical developments during the period 1420-1760.

342. HISTORY OF MUSIC III. (3-0-3) W

Prerequisite: MUS 102. A survey of musical developments during the Classic-Romantic period (1760-1900).

343. HISTORY OF MUSIC IV. (3-0-3) S

Prerequisite: MUS 102. A survey of twentieth century music.

363. SERVICE PLAYING AND IMPROVISATION. (2-0-2) W

Prerequisite: MUS 266. A course designed to teach the church music major how to play a service of worship, including the skills of basic improvisation.

364. FORM AND ANALYSIS. (5-0-5)

Prerequisite: MUS 261, 262. A study of forms of the 18th and 19th centuries.

365. TWENTIETH CENTURY COMPOSITION AND ELECTRONIC MUSIC. (3-0-3) F

Prerequisite: MUS 261 and 262. An analytical study of the compositional techniques of the twentieth century, including the historical background, basic literature, and notation techniques of electronic music. Original exercises will be created by the student and performed for the class and teacher.

366. HYMNOLOGY. (3-0-3) F

The chronological study of the heritage of Latin and Greek hymnology to the modern period, including some emphasis on liturgies. Elective course for non-majors.

367. CHURCH MUSIC ADMINISTRATION. (2-0-2) S

The study of the administration of a church music program, including budget, scheduling, multiple choir programs and other matters pertinent to the professional church musician.

368, 369, 370. SURVEY OF MUSIC LITERATURE, I, II AND III. (3-0-3) each

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: MUS 262. Content of this course includes basic baton technique, choral score reading, and rehearsal technique.

381. CONDUCTING. (3-0-3) W

Prerequisite: MUS 380. Content of this course includes advanced baton technique, instrumental transpositions, and advanced choral score reading.

39A. SPECIAL TOPICS-CLASS GUITAR. (1-0-1)

Open to students with no formal background in music. Emphasis on chords, strums, picking styles, and playing standard folk songs.

39B. SPECIAL TOPICS-FUNCTIONAL CLASS GUITAR. (2-0-2)

Prerequisite: MUS 158. Emphasis on folk and jazz guitar skills, including chords, strums, tunings, and picking styles.

400. SEMINAR IN MUSIC HISTORY AND THEORY. (3-0-3)

Prerequisite: MUS 340, 341, 342, 365. Basic concepts of music in reference to a variety of compositions 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.

441, 442, 443. PIANO PRACTICUM. (2-0-2) each, F, W, S

Prerequisite: MUS 444. Weekly lessons will be scheduled and supervised as follows: MUS 441: private lessons for the elementary pupil; MUS 442: private lessons for the middle school pupil; MUS 443: private lessons for the high school pupil or adult beginner. Each lesson will include aural development, notational development, and keyboard experience. Offered alternate years.

439, 440. PEDAGOGY OF ORGAN, VOICE OR SELECTED ORCHESTRAL INSTRUMENT. (2-0-2) each

Prerequisites: 332-333/336-337/338-339. Techniques of teaching organ, voice, or a selected orchestral instrument with emphasis on the selection, organization, and supervised teaching of appropriate materials.

444. PIANO PEDAGOGY. (5-0-5)

Prerequisites: MUS 441, 442, 443. Techniques of teaching piano with emphasis on the selection and organization of teaching materials.

462. ORCHESTRATION. (3-0-3)

Prerequisite: MUS 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)

Prerequisite: MUS 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 IV. (3-0-3)

Continuation of MUS 370. 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.

48A-Q. 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. Special emphasis on movement as it relates to music, with introduction to the Dalcroze, Orff, and Kodaly systems, the notation of rhythm, the use of simple percussion instruments, and the study of form in music.

321. MUSIC IN THE ELEMENTARY SCHOOL. (5-0-5)

Prerequisite: EFS 204, 301, EEC/EMG 351. The 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 early childhood education.

330, 331. GENERAL MUSIC-KINDERGARTEN THROUGH SIXTH GRADE. (3-0-3) each course F, W

Prerequisite: Junior standing. For music majors only. 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 in early childhood; second course is designed for intermediate 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 middle and secondary school music program. Stress is put on study and evaluation 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.

461. CHORAL METHODS. (3-0-3)

Prerequisite: MUE 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. (4-40-14) F, W, S

Prerequisite: EFE 490 and completion of professional sequence. A quarter of full-time student teaching in grades 7-12 in off-campus centers designated by the School of Education. Crosslisted with EFE 493.

495. PRACTICUM IN MUSIC IN EARLY CHILDHOOD (1). (0-5-2) , W, S

Prerequisite: Senior standing. 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 EFE 495.

496. PRACTICUM IN MUSIC IN INTERMEDIATE GRADES (2). (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 EFE 496.

497. PRACTICUM IN MUSIC WITH AN INSTRUMENTAL CONCENTRATION. (0-5-3) F, W, S**498. PRACTICUM IN MUSIC WITH AN INSTRUMENTAL CONCENTRATION. (0-5-2) F, W, S**

Prerequisite: MUE 497.

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) S

Field experience through supervised music therapy projects at Central State Hospital and other community-service facilities.

212. MUSIC AND RECREATION. (3-0-3) 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 physiology of music problems through examination of selected research studies.

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 and behavior modification.

412, 413, 414 SUPERVISED PRACTICUM. (0-2-1) each

Two hours per week of music therapy work in a clinical facility, supervised by faculty. Taken in conjunction with MUT 419, 420, 421.

419. MUSIC THERAPY WITH ADULT PSYCHIATRIC CLIENTS. (3-0-3) F

Lectures, projects, and demonstrations exploring the influences of music on behavior and principles underlying applications in music therapy with adult psychiatric clients.

420. MUSIC THERAPY WITH THE DEVELOPMENTALLY DISABLED OR EMOTIONALLY DISTURBED CLIENT. (3-0-3) W

Prerequisite: EEX 364, MUT 419. Basic approaches and techniques of music therapy applied in mental retardation and with emotionally-disturbed children and adolescents.

421. MUSIC THERAPY WITH GERIATRIC, TERMINALLY ILL, OR SUBSTANCE ABUSE CLIENTS. (2-0-3) S

Prerequisite: MUT 420. Lecture and field projects to study influence of music and application of therapy techniques, with geriatrics, chronic illness, and alcohol/drug addiction problems.

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)

Prerequisite: 423: (1) Successful completion of Regents' test, (2) Successful completion of Piano Proficiency Exam., (3) A score of at least 74% 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, 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=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 with previous choir experience or by audition.

111-413. THE WOMEN'S ENSEMBLE. (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

Open to all students, faculty, and staff who can play either violin, viola, cello or double-bass with moderate proficiency. The group meets one evening a week in Porter Fine Arts and presents a concert each spring.

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 by audition.

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. JAZZ ENSEMBLE. (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 by audition. Beginning and advanced sections offered.

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 majors/minors who are enrolled for lessons in applied music must take these examinations.

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 to take 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.

*Students are advised to enroll in Class Piano (221, 222, 223) to assist them in passing the Piano Proficiency Exam.

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 one-half hour lesson per week)

Minor Instrument—2 hours (two one-half hour lessons per week)

1 hour (one one-half hour lesson per week)

**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 fees in expenses section, page 35.)

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.

MUA 101-403 Piano; MUA 104-406 Harpsichord; MUA 107-409 Voice; MUA 111-413 Organ

Band and Orchestral Instruments

114-416 Baritone

121-423 Clarinet

124-426 Cornet or Trumpet

127-429 Flute or Piccolo

131-433 French Horn

137-439 Percussion

141-443 Saxophone

144-446 Sousaphone or Tuba

147-449 Trombone

151-453 Violin

154-456 Viola

157-459 Violoncello

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.

MUSIC THERAPY SOCIETY

The Music Therapy Society is an organization for any students interested in the profession of music therapy and in service work to the community. MTS is involved in the National Association of Music Therapy Students (NAMTS) both regionally and nationally. MTS sponsors quarterly service projects, volunteer work, and field trips to mental health clinics throughout the state.

While any interested student may join MTS, student membership in NAMT and the Southeastern Chapter of NAMT is open only to declared music therapy majors. Membership privileges in these groups include receiving all publications and (in SEC/NAMT) the right to vote in all elections.

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.

NURSING

PATRICIA J. BALDWIN, CHAIRPERSON

Professor: Baldwin. Associate Professors: Cook, Summerlin. Assistant Professors: Ashfield, Collins, Glawson, McGavick, Paul, Peavy, Steil.

BACHELOR OF SCIENCE IN NURSING

The Department of Nursing offers an upper divisional nursing major. It is built on a two-year core curriculum which provides the student with a knowledge base for personal growth and professional development. The philosophy and objectives of the program are consistent with those of Georgia College. Professional nursing education incorporates concepts and theories from the humanities and the natural, social and behavioral sciences throughout the curriculum. The theoretical knowledge of nursing is presented in the classroom and operationalized in practice laboratories and selected clinical facilities. Upon successful completion of the baccalaureate program, the graduate is eligible to write the State Board Test Pool Examination required for becoming a registered nurse.

This program is designed to satisfy the present educational requirements to enable one to take the licensure examination in nursing. However, the licensing board may change these requirements prior to the completion of the course of study. While reasonable efforts will be made to enable one to satisfy additional requirements, no assurances can be made that the college will be able to offer these additional courses or if taken, that such courses will entitle one to take the examination.

ADMISSION REQUIREMENTS

Pre-Nursing — An applicant who meets Georgia College requirements may be admitted to the College for any academic term and be classified as a pre-nursing student. This enables the student to take general education courses only. Acceptance as a pre-nursing student does not guarantee progression into the upper division nursing major.

Nursing Major—Enrollment in the nursing major is limited to the most qualified students as determined by the Admission and Progression Committee of the Department of Nursing.

The criteria upon which admission to the upper division nursing major is based are:

1. Completion of all core curriculum requirements.
2. Attainment of a cumulative G.P.A. of 2.25.
3. Attainment of a grade of "C" or better in each of the following courses: Anatomy, Physiology, Microbiology and ENG 101.
4. Successful completion of the Regents' English Examination.
5. Personal interview, if requested by the department.

Students who have met these criteria must apply to the Department of Nursing Admission and Progression Committee for acceptance into the upper division nursing major. No request for acceptance to the Fall Junior class will be considered after August 1.

Students who are accepted into the Junior nursing class will be required to have a current physical examination, liability insurance and uniforms.

PROGRESSION REQUIREMENTS

Nursing majors must make at least a "C" grade in each nursing course that counts toward their degree. Students may repeat one nursing course, but may repeat it only once and may not repeat another nursing course.

Criteria for graduation will be determined by the curriculum that was current at the time the student entered the nursing major. A student who withdraws from the nursing sequence must re-enter under the current catalog. Academic credit for nursing courses will be valid for a five-year period.

Although an adviser works closely with each student to plan the program, it is the student's responsibility to meet course prerequisites as required. The student is expected to follow the program as planned with the assigned academic adviser.

Any student may be denied permission to continue enrollment in the Department of Nursing if, in the opinion of the faculty, the student's knowledge, character, mental or physical fitness cast grave doubts upon his/her potential capabilities as a registered professional nurse.

In order to provide appropriate learning experiences, it is necessary to utilize selected facilities within a 50-mile radius of Milledgeville. The student is expected to provide transportation to these facilities.

TRANSFER CREDIT

Applicants transferring general education credits not earned in a unit of the University System of Georgia are required to meet the general requirements of the core curriculum of the University System of Georgia. College policy permits completion of certain subject examinations offered through the College Level Examination Program (CLEP) to be accepted for credit in the core curriculum.

REGISTERED NURSES

The program accommodates students who have completed associate degree or diploma programs, are licensed to practice nursing, and wish to earn a Bachelor of Science in Nursing degree. Registered nurses who meet Georgia College requirements may be admitted as transfer students to the College for any academic term, and will be classified as pre-nursing students. This enables them to take core curriculum courses and begin validation of selected nursing courses. Upon completion of core curriculum requirements, they will then have opportunities for advanced placement in the baccalaureate program, according to performance on validation examinations. Information about validation examinations may be obtained from the Department of Nursing.

CORE CURRICULUM REQUIREMENTS

Area I—Humanities	Quarter Hours
English Composition I	5
English Composition II	5
English Literature	5
Humanities Elective	5

Area II—Mathematics and Natural Sciences

Human Anatomy	5
Human Physiology	5
College Algebra	5
General Chemistry	5

Area III—Social Sciences—History

World Civilization I	5
World Civilization II	5
Political Science	5
Introductory Sociology	5

Area IV—Major Support

HFN 324	5
EFS 295	5
BOT 320	5
PSY 201 or SOC 101	5
Selections from: ACT 251, 253; ART 210, 211, 212; BED 125; BIS 209; CIS 201; ECO 270; HOE 293; HCT 214; MUT 101, 212; PHI 200, 250; POS 201; PSY 250; REC 200; SOC 205; SOC 101	10
Physical Education	6

Nursing Major Requirements

NUR 314 Nursing Process—Theory and Practice	5
*NUR 324 Nursing Process—Concepts and Intervention	6
NUR 334 Life Span, Family and Group Concepts in Nursing Process	5
*NUR 344 Nursing Process with Adults I	5
*NUR 354 Nursing Process for Mental Health Promotion I	5
*NUR 364 Nursing Process—Expectant Phase of the Family Life Cycle	5
*NUR 366 Nursing Process—Childbearing Phases of the Family Life Cycle	5
NUR 404 Leadership and Change	5
NUR 414 Nursing Research	5
NUR 434 Nursing Process for Mental Health Promotion II	5
*NUR 444 Nursing Process with Adults II	5
NUR 454 Nursing Process with the Community	5
NUR 458 Nursing Process with Adults III	5
NUR 464 Issues, Trends and Projections in Professional Nursing	5
NUR 484 Practicum in Professional Nursing	10
MAT 325 or PSY 315 (Statistics)	5
Relevant Upper Division Elective	5

TOTAL 187

*RN's may validate

NURSING (NUR)**314. NURSING PROCESS—THEORY AND PRACTICE. (4-3-5) F**

Prerequisite: Acceptance into Nursing Major. Provides the student with an orientation to use of the nursing process. It includes basic assessment skills and basic nursing concepts upon which sequential courses are founded.

***324. NURSING PROCESS—CONCEPTS AND INTERVENTIONS. (4-6-6) F**

Prerequisite or Corequisite: NUR 314. A study of concepts and skills foundational to application of the nursing process in helping individuals meet their basic needs. Guided clinical experiences with selected elderly clients in nursing homes will be included.

334. LIFE SPAN—FAMILY AND GROUP CONCEPTS IN NURSING PROCESS. (5-0-5) F

Prerequisite or Corequisite: NUR 314, 324. Introduction to family and group concepts with emphasis on establishment of positive adaptation patterns and enhancement of growth and development throughout the life span. The course focus is on the utilization of need developmental theories within the nursing process.

*Preceding course means RN's may validate.

***344. NURSING PROCESS WITH ADULTS, I (3-6-5) W**

Prerequisite: NUR 334. This course focuses on the use of the nursing process in providing holistic care for clients with simple health problems. The course begins with an orientation to the adults, their developmental tasks, and their health considerations. Concentration is upon commonly occurring minor health problems and nursing care plans for resolution of identified problems. Students will work with clients within this age group who are at various levels of health and illness in secondary care settings.

***354. NURSING PROCESS FOR MENTAL HEALTH PROMOTION I. (3-6-5) S**

Prerequisite: NUR 334. The focus of this course is on mental health concepts and psychotherapeutic nursing intervention relative to the life span of man. Emphasis is placed on therapeutic, helping relationships and on contemporary mental health influence.

***364. NURSING PROCESS—EXPECTANT PHASE OF FAMILY LIFE CYCLE. (3-6-5) W**

Prerequisite: NUR 334. Parent-child nursing with clients and families experiencing the developmental crisis of pregnancy. Major emphasis is invested in establishment of positive coping patterns and enhancement of growth and development through nursing intervention with individuals and families at various points along the childbearing health-illness continuum.

***366. NURSING PROCESS—CHILDBEARING PHASES OF FAMILY LIFE CYCLE. (3-6-5) S**

Prerequisite: NUR 334, 344. Parent-child nursing with children and families experiencing the childbearing phase of the family life cycle. The major emphasis of this course is on those conditions which interfere with the maximum wellness potential of the child and his family. The content is invested in the establishment of positive coping patterns and enhancement of growth and development through nursing intervention with children and families.

404. LEADERSHIP AND CHANGE. (5-0-5) W

Prerequisite: Completion of Level III. 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: problem-solving/decision-making, leadership styles, organizational theories, management and supervision, work groups, power, authority, delegation, accountability, responsibility, nursing audit, and peer review are studied.

414. NURSING RESEARCH. (5-0-5) F

Prerequisite: Statistics course. Study of nursing theories and nursing research, including the 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.

434. NURSING PROCESS FOR MENTAL HEALTH PROMOTION II. (3-6-5) F

Prerequisite: Completion of Level III. The focus of the course is on crisis intervention in the practical application. Emphasis is placed on why and how a crisis develops and on the development of the positive and negative outcomes that can occur as a result of crisis.

***444. NURSING PROCESS WITH ADULTS, II. (3-6-5) F**

Prerequisite: NUR 344. This course is designed to provide theory and practice with clients in the adult age group in providing holistic health care through the nursing process with well and ill clients. Commonly-encountered considerations, needs and problems in each developmental parameter will be explored. Complex health problems will be stressed. Students will experience each phase of the nursing process with clients and their families who are coping with these needs and problems.

454. NURSING PROCESS WITH THE COMMUNITY. (3-6-5) W

Prerequisite or Corequisite: NUR 404, 434. The course is designed to provide the student with opportunities to analyze ideas, concepts and theories relative to the impact of the nursing process on the delivery of health care to the total population. Attention is focused on the effects of man's environment and the resulting implications for health care delivery. Theories and principles of management, group decision-making, and comprehensive health planning are applied to the promotion and maintenance of health and prevention of disease.

458. NURSING PROCESS WITH ADULTS III. (3-6-5) W

Prerequisite: Completion of Level III. The focus of this course is on chronic and acute health problems in relation to ecological factors, especially in regard to the person's job, living centers, and geography. Cause and effect relationships and prevention will be included. Cancer and acute and chronic respiratory dysfunction and the concurrent multiple system alterations will serve as the model for study. Rehabilitation concepts and care principles will continue to utilize the nursing process as the vehicle through which provision of holistic care is accomplished with selected clients.

*Preceding course means RN's may validate.

464. ISSUES, TRENDS, AND PROJECTIONS IN PROFESSIONAL NURSING. (5-0-5) S

Prerequisite: Completion of Level III. This course is designed to provide the professional nursing student with a forum in which to examine trends, issues and projections in nursing and the interdisciplinary health care system which have and are influencing and being influenced by the world's present and future social, economic, philosophic, educational, political, legal, ethical and moral realities, interests and welfare. Through the modality of debate students operationalize professional nursing roles by formally discussing their beliefs about selected issues in a reasoned, articulate manner. Knowledge of cognitive content is gained through guided independent study.

484. PRACTICUM IN PROFESSIONAL NURSING. (4-18-10) S

Prerequisite: NUR 414, 454, 458. This course is designed to provide the framework in which the student makes final progress toward operationalizing the program's objectives through faculty-supervised practice in clinical agencies. In doing this the student synthesizes and applies the cognitive, psychomotor, and affective abilities and skills learned throughout the curriculum. Mutual problem-solving and decision-making will be facilitated through weekly faculty/student seminars. The theory portion of the course will be directed at preparation of the student in areas of practical concern for entry into practice and establishment of responsibility for his own professional role.

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.

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)

200. INTRODUCTION TO PHILOSOPHY. (5-0-5) F, W, S, Su (Area I)

A first study of the major themes and issues of philosophy.

250. INTRODUCTION TO LOGIC. (5-0-5) (Area I)

A study of the requirements of clear thinking in all areas of human experience.

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

Prerequisite: 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)

Philosophical issues in religion.

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.

48B-E. 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.

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 ADMINISTRATION)

LARRY ELOWITZ, CHAIRMAN

Professors: Hemphill, Moore. Associate Professors: Elowitz, Digby, Mabie. Assistant Professors: DeVaney, O'Donnell.

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 administration 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/or who want to attend graduate school in political science, public administration, or law.

The Master of Public Administration degree provides a sophisticated preparation in management skills, personnel techniques, and public policy-making for professional careers in the administration of government. The department has one of the largest graduate public administration programs in the Southeast. 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 may be obtained from the College Registrar for undergraduate programs and the Dean of the Graduate School for graduate degrees. Applications for admission may be obtained from the office supplying the catalog.

CAREER INFORMATION

In 1982 many students graduating with Bachelor's degrees in political science or public administration entered law school or graduate school in those fields. Of those graduates who entered the job market immediately after graduation, survey results conducted of the 1980-1981 graduates of the department's Public Administration Master's Degree Program revealed a mean annual salary of \$24,000. All responding graduates were employed by public sector agencies, and a majority of these were employed by the federal government. All rated the public administration program at Georgia College as either good or excellent.

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.

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 the 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 his desired career setting. 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 anonymously to 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 the 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 the late 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 joint program in criminal justice administration.
4. The Master of Public Administration degree.
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 School 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 POS 101, distributed as follows:
 - (a) POS 300.
 - (b) Either POS 201 or 301.
 - (c) Either POS 210 or PUA 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 PUA 341 and four of the courses in the public administration course description 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 POS 101, distributed as follows:
 - (a) POS 300.
 - (b) POS 201 or 301.
 - (c) POS 210 or PUA 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 341 and four of the courses in the public administration course description that follows.

In consultation with his adviser, the student must also fulfill quantitative course requirements in order to obtain a Bachelor of Science degree in political science or public administration.

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 School 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, Political Science (with Teaching Certificate).

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 that counts 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 POS 101 (at least ten at the 300 or 400 level).

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. HIS 440, POS 301, and SOC 465.
2. One course selected from the following: HIS 202, POS 201, PUA 471, SOC 310, and SOC 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.

Area IV: Political Science		Area IV: Political Science (with Teaching Certificate)	
Courses	Hours	Courses	Hours
FRE 101, 102, 103, 221 or SPA 101, 102, 103, 221	0-10	ANT 120, PSY 201, or SOC 101	5
POS 200, CIS 201 or BIS 209	10	EFS 204	5
Selections from:		MUS 100, ART 103, DRA 211, or SPE 101	5
POS 201, 210, 290H; HIS 201, 202; ECO 271, 272; SOC 101; PSY 201; GEO 200; ANT 120	0-20	Selections from:	
		POS 200, 201, 210, 290H, 291H, 292H	15
	30		30

Area IV: Criminal Justice Administration

Courses	Hours
Introductory Criminal Justice Courses	0-30
Selections from: SPE 101; SPA 101, 102; FRE 101, 102; ENG 200, 201	0-10
Selections from: PSY 201, 210, 250; SOC 101	0-20
	<hr/> 30

CRIMINAL JUSTICE ADMINISTRATION

Criminal Justice Administration involves the Departments of Political Science and Public Administration, Psychology, Sociology, and History in a joint program of study. Coordination of the program and its substantive emphasis falls within the Department of Political Science and Public Administration. Persons who have completed a two-year degree or certificate program are eligible to apply. In addition, those individuals with no background in criminal justice may also be admitted to the program with the permission of their criminal justice adviser and the POS/PUA Chairman. Students wishing to pursue studies in this field should follow the requirements outlined below.

PREREQUISITES FOR ADMISSION

1. A two-year degree or certificate in criminal justice from an accredited institution or expressed interest and presumed ability to fulfill the program's requirements.
2. No academic or social probation at college of current enrollment.
3. No current indictment or conviction of any United States or Georgia laws that would prohibit employment in a Criminal Justice agency.

GENERAL EDUCATION REQUIREMENTS

1. Satisfactory completion of core curriculum, or equivalent, at an accredited college (including physical education).

Total 96 hours

2. Required courses, if not taken in core curriculum:
 - (a) First course in Psychology (PSY 201)
 - (b) First course in Sociology (SOC 101)
 - (c) First course in American Government (POS 101)

Total 15 hours

REQUIRED COURSES IN CRIMINAL JUSTICE ADMINISTRATION

- CRJ. 301. Corrections Organization and Administration
- CRJ. 311. Correctional Treatment and Counseling
- CRJ. 401. Criminal Investigation
- CRJ. 411. Criminal Behavior.
- CRJ. 421. Police-Community Relations
- CRJ. 431. Criminal Justice Planning
- CRJ. 39A-E. Special Topics in Criminal Justice Administration
- CRJ. 48A-E. Independent Study (Var.)
- CRJ. 49B-Q. Internship for Pre-Service Majors (Var.)

Total 25-55 hours

JOINT PROGRAM RECOMMENDED ELECTIVES

CRJ. 220. Introduction to the Law in America
CRJ. 342. Criminal Justice Administration
CRJ. 412. Organized Crime in America
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. 444. Labor Relations
PUA. 445. Collective Bargaining
PUA. 458. Public Personnel Administration
PUA. 468. Legal and Ethical Environments of Public Administration
PUA. 471. Urban and Regional Planning
PUA. 480. Public Finance
HIS. 442. American Society and Life Since 1850
PSY. 432. Adolescent Psychology
PSY. 448. Abnormal Psychology
PSY. 463. Theories of Personality
SOC. 205. Social Problems
SOC. 444. Race and Ethnic Relations
SOC. 474. Sociology of Deviant Behavior
SWE. 200. Introduction to Social Welfare

(Total Varies)

GRADUATION REQUIREMENTS

1. Complete a minimum of 186 quarter hours. (Including transfer credits.)
2. Have at least a 2.00 academic average at Georgia College.
3. Pass Regents' 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 deadline in college calendar in front of this catalog.

CRIMINAL JUSTICE ELECTIVES

Students majoring in other disciplines may select courses from CRJ 301, 311, 342, 401, 411, 412, and 431 in order to strengthen their knowledge in this field while enriching their total college experience.

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 his academic program.

FINANCIAL ASSISTANCE

Inquiries concerning financial assistance should be addressed to Coordinator, Financial Assistance Programs, Georgia College, Milledgeville, 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 the Department of Political Science and Public Administration, Georgia College, Milledgeville, Georgia 31061 or call (912) 453-4562 or (912) 453-4789.

CRIMINAL JUSTICE ADMINISTRATION (CRJ)

220. INTRODUCTION TO LAW IN AMERICA. (5-0-5)

A basic introduction to the nature of American law, with students being given an overview of the nature, functions, limits, and future of the law.

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.

342. CRIMINAL JUSTICE ADMINISTRATION. (5-0-5)

An introduction to the elements of America's criminal justice process using a public policy/public administration approach. The student will study and analyze the criminal justice process in America as an exercise of public administration.

39A-E. SPECIAL TOPICS IN CRIMINAL JUSTICE ADMINISTRATION. (Var. 1-5)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Topics to be chosen from: elements of criminal justice administration, problems in criminal justice administration, judicial intervention, and other relevant themes.

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.

412. ORGANIZED CRIME IN AMERICA. (5-0-5)

To familiarize the student with the origins, nature, and activities of organized crime in America as well as the nation's efforts to control such crime in the past, present, and future.

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.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Investigation of a topic of special interest, with reports to instructor. Prior approval of department chairperson is required.

49B-Q. 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 structure 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 POS 101. Substitutes for POS 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.

220. INTRODUCTION TO THE LAW IN AMERICA. (5-0-5)

A basic introduction to the nature of American law, with students being given an overview of the nature, functions, limits, and future of the law.

290, 291, 292H. HONORS SEMINAR. (2-0-2, each qtr.)

Prerequisite: Sophomore or higher standing and admission to College Honors Program. A general interdisciplinary seminar.

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 PROCESSES. (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 are 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 governments 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 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.

39A-E. SPECIAL TOPICS IN POLITICAL SCIENCE. (Var. 1-5)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Topics to be chosen from: politics in the Soviet Union, political novel, constitutional law, energy politics and other relevant themes.

400. PUBLIC POLICY-MAKING. (5-0-5)

A study of the institutions and processes 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 POS 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 HIS 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.

453. THE PRESIDENCY. (5-0-5)

A study of the presidential institution and the men who have occupied the Oval Office. Attention will be given to the topics of presidential roles, powers, politics, and policy-making.

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.

48A-Q. INDEPENDENT STUDY. (Var. 1-15)

Investigation of a topic of special interest, with reports to the instructor. Prior approval by department chairman is required.

49B-Q. 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.

444. LABOR RELATIONS. (5-0-5)

An analysis of the development of labor-management relations and public policy in the United States. (See ECO and MGT)

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

Models and simulations of labor-management negotiating and bargaining in the private and public sectors of the United States. (See ECO and MGT)

458. PUBLIC PERSONNEL ADMINISTRATION. (5-0-5)

The human relations aspects of the procedures and problems of governmental personnel administration.

468. LEGAL AND ETHICAL ENVIRONMENTS OF PUBLIC ADMINISTRATION. (5-0-5)

The legal principles, practical, and ethical doctrines involved in public administration.

471. URBAN AND REGIONAL PLANNING. (5-0-5)

A study of the principles and practice of planning at the substate level. Special attention will be paid to such topics as land-use, transportation, and economic development planning. Political, legal, and social influences on the process and implementation of planning will also be emphasized.

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.

48A-Q. INDEPENDENT STUDY. (Var. 1-15)

Investigation of a topic of special interest, with reports to the instructor. Prior approval by department chairperson required.

49B-Q. 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.

PSYCHOLOGY

WILLIAM W. NISH, CHAIRMAN

Professors: Nish, Wildman*. Associate Professors: Cheek, Prewett. Assistant Professors: McDaniel, Nida

The Department of Psychology offers instruction leading to the Bachelor of Arts or Bachelor of Science degree with a major in psychology and to the Master of Science degree in psychology. Information concerning graduate study in the department may be found in the Graduate School Catalog, published separately. Undergraduate courses in the department are designed for students who seek 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 PSY 201, 315, and 320, plus at least thirty additional hours in psychology selected in conference with the major adviser.

In addition, the Bachelor of Arts student must meet the Georgia College requirements for foreign languages, and the Bachelor of Science student must complete at least five hours of foreign language and at least ten hours of courses in mathematics or natural sciences. The five hours in foreign language must be in addition to any hours in foreign language used to satisfy the requirements of core curriculum Area I, and the ten hours of courses in mathematics or natural sciences must be in addition to any hours in mathematics or natural sciences used to satisfy the requirements of core curriculum Area II.

No more than a total of ten hours of independent study and internship may be used toward the thirty additional hours in psychology required for the major.

Psychology Minor: A minor in psychology consists of PSY 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 and internship may be used toward the fifteen additional hours in psychology required for the minor.

Psychology Services Program: A psychological services concentration may be taken along with the regular psychology major by completing a prescribed sequence of courses. The psychological services program is designed to prepare students with a bachelor's degree in psychology to 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 includes PSY 448, 456, 457, 487, 488, at least ten hours of PSY 49E-Q, and two courses chosen from PSY 210, 430, and 463.

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 School of Education.

CAREER INFORMATION

The Psychology Services Program, described above, is designed to increase the student's opportunities for employment in psychology at the bachelor's degree level. It has been our experience that students who complete the 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. Depending upon the state and agency involved, the job might be described as a psychology technician, behavior specialist, human services worker, case worker, psychiatric aide, psychologist's assistant, clinical services worker, or mental health technician. The starting salary varies between approximately \$10,000 and \$13,000.

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 \$11,000-\$13,000.

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, 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 about \$10,000-\$16,000 and a median salary of about \$13,000.

The American Psychological Association publishes a pamphlet which goes into detail concerning job opportunities available to those trained in psychology at various education 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.

Area IV: Psychology

Courses	Hours
PSY 201	5
Selections from:	
ART 103; ECO 270; DRA 101, 211; GEO 200; HIS 201, 202, 212; MUS 102; MUT 101; POS 200, 201, 210; PHI 200, 250; FRE or SPA 101, 102, 103, 221; MAT 101, 130, 111, 223, 340; BIO 123, 124, 125; CHE 101, 102, 121, 122, 123, 231, 280; PHY 101, 102, 150, 201, 202, 203; SOC 101, 205; SWE 200; ANT 120; PSY 210, 250, 290H, 291H, 292H; AST 101; CIS 201; ENS 210; SPE 101, 208; ZOO 124, 210, 211	
	<u>25</u>
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**Area IV: Psychology
(with Teaching Certificate)**

Courses	Hours
ANT 120, PSY 201, or SOC 101	5
EFS 204	5
MUS 102, ART 103, SPE 101, or DRA 211	5
PSY 210, 250; SOC 205	<u>15</u>

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PSYCHOLOGY (PSY)

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

Prerequisite: PSY 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) S

Prerequisite: None. An introduction to personality development and adjustment problems.

290, 291, 292H. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisite: Sophomore standing and admission to Honors Program. A general interdepartmental seminar.

315. STATISTICS. (5-0-5) W, S

Prerequisite: MAT 101 or permission of instructor. An introduction to the basic descriptive and inferential statistical methods used in the behavioral sciences.

320. EXPERIMENTAL PSYCHOLOGY. (3-4-5) F, S

Prerequisite: PSY 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: PSY 201. The physiological, intellectual, social, and emotional factors in child development.

351. SOCIAL PSYCHOLOGY. (5-0-5) S

Prerequisite: PSY 201. The origin and development of psychological aspects of social behavior in man.

374. COMPARATIVE ANIMAL BEHAVIOR. (3-4-5)

(Same as ZOO 351)

430. INTRODUCTION TO CLINICAL PSYCHOLOGY. (5-0-5) S

Prerequisite: PSY 201 and 448 or permission of instructor. The history and trends of clinical psychology's role in the delivery of mental health services, including its relationship with other helping professions, ethical considerations, a survey of common therapy procedures, possible roles and responsibilities of clinical psychologists, and organization and administration of psychological services.

432. ADOLESCENT PSYCHOLOGY. (5-0-5) Su

Prerequisite: PSY 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: PSY 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) Su

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: PSY 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: PSY 201. Recommended prerequisite: PSY 315. The construction, use, and interpretation of psychological tests, and an evaluative survey of available tests.

457. TESTING PRACTICUM. (5-0-5) S

Prerequisite: PSY 456. The administration, scoring, interpretation, and reporting of psychological tests, with emphasis on individual intelligence tests.

460. BIOLOGICAL FOUNDATIONS OF BEHAVIOR. (5-0-5) S

Prerequisite: PSY 201, ZOO 302, or permission of instructor. An examination of the relationship between the internal environment of organisms, including humans, and such classes of behavior as eating and drinking, reproduction, aggression, emotion, learning, memory, etc.

463. THEORIES OF PERSONALITY. (5-0-5) F

Prerequisite: PSY 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) S

Prerequisite: PSY 201. A critical examination of recent work in the areas of perception, memory, imagination, thinking, and communication.

475. 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.

48B-E. INDEPENDENT STUDY. (Var.) F, W, S, Su

Prerequisite: 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 supervising faculty member and approved by the department chairman by the last day of classes of the quarter immediately preceding the quarter of the independent study. Credit two to five hours.

487. PSYCHOLOGY OF LEARNING, MEMORY, AND MOTIVATION. (5-0-5) F

Prerequisite: PSY 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 and motivation.

488. BEHAVIOR MODIFICATION. (5-0-5) W

Prerequisite: PSY 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.

49E-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.) F, W, S, Su

Prerequisite: Status as junior or senior psychology major, completion of at least fifteen hours of course work in the Georgia College Psychology Department (at least ten of which must be upper division), and permission of Department Coordinator of Off-Campus Education. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Application must be made to the Department Coordinator of Off-Campus Education by the last day to drop a class without academic penalty in the quarter immediately preceding the quarter of the internship. Credit, five to fifteen hours.

SOCIOLOGY

DOROTHY E. PITMAN, CHAIRMAN

Professor: Pitman. Assistant Professors: Byram, Fly. Instructor: Wright.

The Sociology Department supports the over-all purposes of the College by introducing the student to the intricacies of human society, by providing a broad understanding of human social behavior for those entering a variety of service professions, and by preparing students for graduate study in areas where these understandings are essential. In an era of specialization, the department offers the student an opportunity to see a comprehensive picture of society by an examination of its component parts.

The department houses two academic disciplines: sociology and anthropology, and two professional disciplines: social welfare and social administration. The undergraduate degrees offered are the Bachelor of Science and Bachelor of Arts in sociology. Within these degree programs, the student may also include the Behavioral Sciences Teacher Education Program and/or the concentration in social welfare. The Behavioral Sciences Teacher Education Program has as its purpose the preparation of teachers qualified for teaching the behavioral sciences in the secondary schools. The concentration in social welfare is designed to provide knowledge and skills competency for persons working as baccalaureate-level employees in a variety of social service agencies.

Sociology Major

A departmental major for the Bachelor of Arts or Bachelor of Science degrees includes SOC 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. SOC 101 is prerequisite to all sociology courses at the 200 or higher levels.

Sociology Minor

A departmental minor includes SOC 315, 352, and a minimum of two additional upper division courses approved by the department chairman.

Women's Studies Minor

Students majoring in English, history, music, sociology, or other disciplines may minor in women's studies by completing 25 quarter hours as follows:

1. ENG 325, HIS 370, ART/MUS 301, SOC 372
2. One course selected from the following: ENG 444, HIS 413, HIS 443, SOC 426 or SOC 428.

For more information on the minor, students should contact the coordinator, Dr. Bege-mann in the Department of History.

Urban Studies Minor

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. HIS 440, POS 301, and SOC 465.
2. One course selected from the following: HIS 202, POS 201, PUA 471, SOC 310, and SOC 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 School 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 SWE 200, 300, 400, 40A-Q. The sequence may be taken by students majoring in any department.

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 baccalaureate 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.

Many Georgia College students who have majored in sociology over the past years have continued their study beyond the baccalaureate level. Fields selected for graduate study include sociology, social work, education, social administration, speech therapy, library science, business administration, public administration, theology, counseling, urban planning, and law. Stipends are available through graduate schools for graduate study in some of these fields.

The American Sociological Association publishes two brochures, CAREERS IN SOCIOLOGY and MAJORING IN SOCIOLOGY: A GUIDE FOR STUDENTS that give infor-

mation about career possibilities open to the sociology major. Copies of these brochures may be obtained from the department chairman or by writing The American Sociological Association, 1722 N. Street, N.W., Washington, D. C. 20036.

Area IV: Sociology

Courses	Hours
Selections from:	
SOC 101, 205; ANT 120	5-15
Selections from:	
MAT 111; CIS 201; PHI 250;	
FRE or SPA 101, 102, 103,	
221	5-15
Selections from:	
ECO 270; POS 201, 210;	
PSY 201, 210; GEO 200;	
SWE 200	5-15
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Area IV: Sociology (with Teaching Certificate)

Courses	Hours
ANT 120, PSY 201, or SOC 101	5
EFS 204	5
MUS 102, ART 103, DRA 211,	
or SPE 101	5
SOC 101, 205; GEO 200	15
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SOCIOLOGY (SOC)

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.

205. SOCIAL PROBLEMS. (5-0-5)

Pathological societal conditions with emphasis on causes, consequences, and corrective social action.

290, 291, 292H. HONORS SEMINAR. (Var.) F, W, S

Prerequisite: sophomore or higher standing and admission to College Honors Program. A general inter-departmental seminar.

310. POPULATION. (5-0-5)

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)

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 PSY 315.) Prerequisite: MAT 101.

352. SOCIOLOGY OF ORGANIZATIONS. (5-0-5)

Structure of social organizations with emphasis on large scale social organizations.

370. INDUSTRIAL SOCIOLOGY. (5-0-5)

Study of the sociology of occupations and the relationships that affect production in work groups.

372. SOCIOLOGY OF WOMEN. (5-0-5)

A course designed to explore the position of women in American society and to assess the impact of woman's changing position.

39A-E. SPECIAL TOPICS IN SOCIOLOGY. (Var. 1-5)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Subject matter varies. Credit: one to five hours.

424. CRIMINOLOGY AND PENOLOGY. (5-0-5)

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)

Nature, types, and causes of social change; technological and cultural factors underlying social change.

428. SOCIOLOGY OF THE FAMILY. (5-0-5)

Cross-cultural study of the family, both as a social group and a social institution.

430. SOCIOLOGY OF RELIGION. (5-0-5)

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.

442. METHODS OF RESEARCH IN SOCIAL RELATIONS. (5-0-5)

Prerequisite: SOC 315, PSY 315, or MAT 325. Processes of research on social relations; emphasis upon application of the scientific method to social data. A research project is required.

444. RACE AND ETHNIC RELATIONS. (5-0-5)

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)

Prerequisite: SOC 352. 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)

A study of spatial distribution and relationships of people in urban centers.

474. SOCIOLOGY OF DEVIANT BEHAVIOR. (5-0-5)

Study of individual and group behaviors which violate institutional expectations.

48A-E. INDEPENDENT STUDY. (Var.) F, W, S, Su

Open to seniors majoring in sociology. Reading and research under guidance of departmental faculty. Credit: one to five hours.

49E-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 5-15)

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)

Fields of anthropology with attention to problems and method in each field. Focus on physical anthropology, archaeology, and pre-history.

452. CULTURAL ANTHROPOLOGY. (5-0-5)

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: ANT 452. Study of Indian tribes of prehistoric and contemporary North, Central, and South America.

454. CULTURES OF AFRICA. (5-0-5)

Prerequisite: ANT 452. Study of aboriginal peoples and tribes in Africa south of the Sahara.

455. CULTURES OF OCEANIA. (5-0-5)

Prerequisite: ANT 452. Study of contemporary cultures of Melanesia, Micronesia, and Polynesia.

SOCIAL WELFARE (SWE)

200. INTRODUCTION TO SOCIAL WELFARE. (5-0-5) F

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

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: SWE 200 and 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.

40A-Q. FIELD EXPERIENCE IN SOCIAL WELFARE. (Var. 1-15) S

Prerequisite: SWE 400. Students will spend one quarter in a social welfare agency, with weekly meetings with the faculty member responsible for the field experience.

SCHOOL OF BUSINESS

JOSEPH F. SPECHT, DEAN

PURPOSE

The School of Business at Georgia College has as its central aim the development of individuals with: communication skills, action orientation, judgment, leadership, imagination, initiative, practicality, and integrity.

The School of Business is well equipped to provide its students with preparation that will enable them to succeed in modern organizations and institutions. The faculty of the School is composed of professors who have exceptional educational backgrounds and practical business experience. An Advisory Cabinet of leading business executives serves as a close link between the faculty and the business community.

The student who enrolls in the School of Business is first provided with educational opportunities in the broad areas of arts and humanities, natural sciences, and the social sciences. During the junior and senior years there is an opportunity for in-depth understanding of the entire field of business, as well as for the selection of a major field of study that is consistent with individual career objectives.

BACHELOR OF BUSINESS ADMINISTRATION

The School of Business offers the Bachelor of Business Administration with majors in accounting, general business, management, business information systems, logistics, economics, marketing, art marketing,* and fashion marketing.** 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.

ASSOCIATE DEGREE IN BUSINESS ADMINISTRATION

The Associate in Science Degree in Business Administration 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.

BACHELOR OF SCIENCE DEGREE

Specific majors in business administration for the Bachelor of Science degree are business education and office administration. An economics major may be taken under the Bachelor of Science or Bachelor of Arts degree program.

MINOR IN BUSINESS INFORMATION SYSTEMS (BIS)

A minor is offered in business information systems. The student selects twenty hours of BIS courses beyond BIS 209. Approval for enrollment in these courses must be obtained through the Department of Management and Information Systems.

PROGRAM OPTIONS

Students are encouraged to broaden their college experience and enhance their career opportunities by taking business courses as electives. Many governmental positions

*in cooperation with the Art Department

**in cooperation with the Home Economics Department

require one or two accounting courses beyond the principles courses. Significant "hands-on" business experience can be gained through the Small Business Institute, as well as through the internship and cooperative education programs in business. Academic credit is granted for work in these areas (see "Special Programs" section).

CAREER INFORMATION

Graduates in business at the graduate and undergraduate level continue to find employment to match academic qualifications in the areas of accounting, economics, 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.

SPECIAL BUSINESS SERVICES

SMALL BUSINESS DEVELOPMENT CENTER

JEFF GIBBS, DIRECTOR

Georgia College, Macon Junior College, the Greater Macon Chamber of Commerce and the Milledgeville Chamber of Commerce have formed a consortium to join the Small Business Development Center at the University of Georgia to operate the Central Georgia Small Business Development Center. The center is housed in the Macon Chamber of Commerce building. Jeff Gibbs, a member of the Georgia College School of Business staff, directs the center. The center provides counseling services for small business operators, continuing education programs, and linkage with the University of Georgia Small Business Development Center, the Small Business Administration, and the Service Corps of Retired Executives.

SMALL BUSINESS INSTITUTE

DR. KENNETH JONES, DIRECTOR

The School of Business is active in community service programs, providing both instructional and other support services to the Middle Georgia business community. The School of Business operates the Georgia College Small Business Institute (SBI).

Under the leadership of Dr. Kenneth Jones, the Small Business Institute works with small businessmen throughout middle Georgia, providing business advisory services in areas such as:

- Long and short-range planning
- Marketing strategy
- Managerial accounting
- Management techniques and strategies
- Financing alternatives

One main benefit of the Small Business Institute is the opportunity it provides for students to gain realistic experience in resolving problems. The Small Business Institute director utilizes students as consultants in providing business advisory services, and academic credit is given for the experience (see MGT 446, Small Business Management).

COOPERATIVE EDUCATION PROGRAMS/INTERNSHIPS

MRS. BEVERLY KIRCHNER, ACTING DIRECTOR

In cooperation with area businesses and other local organizations, the School of Business is able to provide realistic business experience for students by placing them in entry-level positions and awarding appropriate academic credit. Credit to be awarded, and learning objectives, are agreed upon in advance, and must be approved by the department chairman in the area chosen for study.

Interested students should contact the Internship/Cooperative Education Director.

GENERAL EDUCATION REQUIREMENTS

All students majoring in any program in the School of Business are strongly advised to complete their core requirements as early as possible and preferably during their freshman and sophomore years. See General Education Program in the catalog section under Degree Program (page 78).

Some programs are more flexible in their requirements than others. Students should consult with their faculty advisers whenever choices and/or alternatives appear to be available.

COURSE REQUIREMENTS FOR SCHOOL PROGRAMS

Bachelor of Business Administration

Area IV: Accounting, General Business, Economics, Management,
Business Information Systems, Marketing, and Logistics

ECO 271, 272; ACT 251, 252; BIS 209; BOA 237 30 hours

Area IV: Fashion Marketing

ECO 270; ACT 251, 252; BIS 209; BOA 237; HCT 224 30 hours

Area IV: Art Marketing

ECO 270; ACT 251, 252; ART 204, 205, 206, 212 30 hours

Bachelor of Science

Area IV: Business Education

PSY 201; EFS 204; SPE 101; ACT 251, 252; BOA 237 30 hours

Area IV: Office Administration

ACT 251, 252; BIS 209; BOA 227, 237; ECO 270 30 hours

Area IV: Economics

ECO 271, 272; ACT 251, 252; BIS 209; BOA 237 30 hours

Bachelor of Arts

Area IV: Economics

ECO 271, 272; FRE 101, 102 or SPA 101, 102;

ACT 251; BIS 209 30 hours

UPPER DIVISION REQUIRED CURRICULUM

The curricula objectives of the School of Business adhere to those of the American Assembly of Collegiate Schools of Business. All students are required to acquire a "common body of knowledge" concerning business. Toward this end, all students seeking a baccalaureate degree in the School are required to complete an upper division curriculum as follows, consisting of seven 5-hour courses:

FIN 300 Business Finance

MGT 301 Introduction to Economic and Business Statistics

LAW 307 Legal Environment in Business

MGT 340 Principles of Management

MKT 361 Principles of Marketing

ECO 377 Money and Banking

MGT 499 Business Policy

GENERAL BUSINESS ADMINISTRATION MAJOR

The general business major will appeal to students who do not specialize, or who have interest in law or other specialized areas at the master's level where an advanced major is developed. The major in general business will find employment at the entry level where the position requires knowledge of all fields, but without the special emphasis of the other particular special topics in management, marketing, accounting, or economics.

REQUIREMENTS FOR THE GENERAL BUSINESS MAJOR

Students are required to take:

1. 10 hours in three of the following five areas: Accounting, BIS, Economics, Management, or Marketing (30 hours)
2. 10 hours of approved upper division School of Business courses, (5 hours in each of the two departments not chosen in (1) (10 hours)
3. 5 hours of approved upper division School of Business courses from any of the five departments or BOA 329 or BOA 428.
4. 10 hours of free electives

ACCOUNTING & BUSINESS LAW

EUGENE H. SHEPARD, CHAIRMAN

Professor: Shepard. Associate Professors: Mortensen, Rouk. Assistant Professor: Goff. Instructor: Quinn.

The Accounting & Business Law Program is concerned with the development of the full potential of the student as an individual as well as his educational and technical development. The program is planned with emphasis upon the technical knowledge necessary to enter the wide range of career opportunities and with emphasis on developing the student's ability to choose acceptable alternatives in any given situation. There is flexibility in the program to aid the student in career planning.

CAREER INFORMATION

A Bachelor of Business Administration degree with a major in accounting prepares the student for graduate study in the area of accounting or is preparation to enter the areas of public, financial, cost, tax, governmental, managerial, or social accounting.

REQUIREMENTS FOR MAJOR

In addition to the general education core, and the School of Business core, all students are required to take ACT 351, 352, 356, 451, 454, 457, LAW 308, one of the following: ACT 354, 453, or 455; two electives from upper division School of Business courses; and two electives chosen from courses outside the School of Business. A final grade of C or better is required for all Accounting and Business Law coursework.

ACCOUNTING (ACT)

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

A study of the underlying principles of accounting, recognizing 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: ACT 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. (5-0-5)

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. Open only to non-accounting students.

290, 291, 292H. HONORS SEMINAR (2-0-2) F, W, S

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

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

Prerequisite: ACT 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, and plan and equipment acquisition and use.

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

Prerequisite: ACT 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.

354. MANAGERIAL ACCOUNTING. (5-0-5)

Prerequisite: ACT 252. Analysis of information provided by the accounting system with emphasis upon the special information needs of management. A study of the special reports that may be prepared and the related modifications in accounting techniques.

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

Prerequisite: ACT 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.

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

Prerequisite: ACT 351. Methods of accounting for the elements of production with emphasis on the development of cost information for costing, budgeting, and control. The job order, process, and standard cost systems are studied.

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

Prerequisite: BIS 209; ACT 352, 451. 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: ACT 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 for individuals.

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

Prerequisite: ACT 454. A continuation of ACT 454. Emphasis is placed on the determination of income and legal deductions in order to determine taxable net income for partnerships, corporations, estates, trusts, and other entities.

457. AUDITING. (5-0-5)

Prerequisite: ACT 352. 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 topics emphasized.

461. CPA REVIEW. (5-0-5)

Prerequisite: Senior standing and approval of accounting adviser. An in-depth analysis of several areas of accounting with emphasis on the techniques available to resolve problems in these areas.

44E. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the students and/or community. Approval of the department chairman is required prior to registering.

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

Individually designed and planned learning experience involving off-campus field experience and study in the private and public sector. Must be approved by the department chairman.

BUSINESS LAW (LAW)

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

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

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

Prerequisite: LAW 307. Law involved with business organizations, real property, insurance, bankruptcy, estates and trusts, security devices, and government regulations.

BUSINESS EDUCATION AND OFFICE ADMINISTRATION

DORIS D. ENGERRAND, CHAIRMAN

Professor: Engerrand. Associate Professor: A. Jones. Assistant Professors: Bloodworth, Wise.

The Program of Business Education and Office Administration is concerned with the business education major's development of professional leadership skills and the knowledge and abilities to serve both educational and social agencies within the community. The Program is also concerned with the office administration major's development of the leadership skills and the professional and personal competencies necessary to succeed in office administration.

The Associate in Science Degree in Business Administration is designed as a terminal degree program. The courses required for this degree, however, will adapt to the Bachelor of Science program should a student choose to continue in the full undergraduate program.

CAREER INFORMATION

Historically and currently graduates with a major in business education at the graduate and undergraduate levels have been and are sought by public school administrators. These graduates are qualified to teach in the public schools of Georgia and in the area vocational technical schools. In addition, the Master of Education and Education Specialist graduates are qualified to teach in colleges.

Graduates of the four-year office administration and the two-year associate degree programs are eagerly sought by employers. The graduates of the four-year program are qualified to become either executive, legal, or medical secretaries as well as administrative assistants. The two-year associate degree graduates are qualified to become secretaries.

REQUIREMENTS FOR MAJOR

Bachelor of Science Degree with a major in Business Education.* In addition to the general education core and the School of Business core, all students are required to take: Education—EFS 204, 395, 405; EEX 364, EFE 490, 493, BOA 426**. Comprehensive Concentration—BOA 228 or 329, 322, 323, 328. Bookkeeping and Business Management Concentration—ACT 351, BOA 328, 329, or 420. Data Processing and Accounting Concentration—ACT 351, BOA 328, 329, or 420, BIS 300.

*ECO 270 Required in Area III

**Seven-hours credit

Bachelor of Science Degree or Bachelor of Arts* with a major in Office Administration.** In addition to the general education core and the School of Business core, all students are required to take: BOA 324, 328, 329, 49B-Q. Students choose one of the following areas for concentration: (1) Executive Emphasis—(a) with shorthand: a shorthand sequence, BOA 420, MGT 478 or 443, (b) without shorthand: LAW 308, MGT 478, MGT 443; (2) Legal Emphasis—a shorthand sequence, BOA 326, LAW 308; (3) Medical Emphasis***—a shorthand sequence, BOA 326, BIO 210.

*For the Bachelor of Arts Degree, students must meet the Georgia College requirements for modern foreign language

**ECO 270 required in Area III

***Students following the Medical Emphasis should choose BIO 123 and 124 for the natural science sequence in the core and CHE 101 for the natural science non-sequence course.

Associate in Science Degree in Business Administration: General Education, ENG 101, 102; ECO 270; HIS 111; POS 101; 2 general education electives; 4 one-hour physical education courses; Business courses, BOA 227, 228, 237, 324, 328, ACT 251, LAW 307, 1 business elective; Shorthand Sequence, BOA 320, 322, 323; or Machine Shorthand Sequence, BOA 421, 422, 423; or Data Processing Sequence, BIS 209, 300, BOA 420.

BUSINESS EDUCATION & OFFICE ADMINISTRATION (BOA)

123. 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 writing letters and term papers.

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: BOA 226 or typing speed of 40 wpm. Increased development of skill through speed building and job production activities. Filing is included in this course.

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

Prerequisite: BOA 227. Production typing of letters, manuscripts, tabulations, and business forms. Office etiquette, office duties, and responsibilities are included.

237. BUSINESS COMMUNICATION AND REPORT WRITING. (5-0-5)

Prerequisite: ENG 102. An analysis and application of the external and internal communications of people within the structure of the business organization.

290, 291, 292H. HONORS SEMINAR. (2-9-2) F, W, S

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

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 80 words a minute.

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

Prerequisite: BOA 320. 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. (5-0-5)

Prerequisite: BOA 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, judgment, and the ability to organize and plan work in order to meet deadlines. Every effort is made to offer a challenge and prepare the student to think through the problems that confront the administrative secretary.

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

Prerequisite: BOA 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: BOA 323. Skill in legal transcription and vocabulary. A consideration of the work of a legal secretary.

328. OFFICE MACHINES. (5-0-5)

Prerequisite: BOA 226. Introduction to the use of calculators, dictating or transcribing equipment, electronic typewriters, and automatic typewriters.

329. WORD PROCESSING. (5-0-5)

Prerequisite: BOA 227, 328. Theory and application of up-to-date methods of processing data.

330. BEGINNING MACHINE SHORTHAND. (5-0-5)

A study of the theory and operation of the stenograph shorthand machine. This course is designed to develop a knowledge of stenograph's computer-compatible theory, machine dexterity, fluent reading, and the ability to take dictation between 60 and 80 wpm for three minutes with 95% accuracy.

331. INTERMEDIATE MACHINE SHORTHAND. (5-0-5)

Prerequisite: BOA 330. Development of vocabulary and skill building through concentrated emphasis on transcription of notes dictated at 80 to 100 wpm.

332. ADVANCED MACHINE SHORTHAND. (5-0-5)

Prerequisite: BOA 331. Development of the knowledge of machine shorthand theory to a mastery level through concentrated emphasis on dictation and transcription of notes dictated at 100 to 120 wpm.

420. ADMINISTRATIVE SYSTEMS MANAGEMENT. (5-0-5)

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

421. WORD PROCESSING FOR MANAGERS. (5-0-5)

Prerequisite: MGT 340. This course is designed to introduce and analyze the role of those managers who supervise and manage word processing operations as this new office technology fits into the information processing cycle.

424. HISTORY AND PHILOSOPHY OF VOCATIONAL 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 1976.

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

Prerequisite: EFS 395, 405. Methods of teaching skill subjects as well as basic subjects. Motivation of students, lesson planning, evaluation, and techniques for presentation of subject matter emphasized. Current business textbooks and instructional aides are examined.

427. TECHNICAL WRITING. (5-0-5)

Prerequisite: ENG 102. 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.

428. MANAGERIAL COMMUNICATION. (5-0-5)

This course is designed to meet the needs of all students planning a career in business. Included are the communications carried out by managers in organizations and the variables which influence these communications.

430. COURT REPORTING I. (5-0-5)

Prerequisite: BOA 332. Development of legal vocabulary through concentrated emphasis on dictation and transcription of notes dictated at 120-150 wpm.

431. COURT REPORTING II. (5-0-5)

Prerequisite: BOA 430. Continuation of the study of legal terminology and the development of a writing speed of 150-180 wpm. Two voice testimonies and court proceedings are introduced.

432. COURT REPORTING III. (5-0-5)

Prerequisite: BOA 431. Development of a writing speed of 180-220 wpm. Participation in legal proceedings and courtroom situations.

44E. SPECIAL TOPICS IN BUSINESS EDUCATION OR OFFICE ADMINISTRATION.

Prerequisite: Senior standing and permission of instructor. This course is designed to cover topics which are not taught on a regular basis but are needed by the student to learn new skills or to improve his/her skills in specialized areas.

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

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.

ECONOMICS AND FINANCE

JO ANN JONES, CHAIRMAN

Professor: Speir. Associate Professor: J. Jones.

The Economics Program exists for three main purposes. The first purpose is to be a service program for students majoring in the business areas. The second purpose is to serve as a service program for disciplines other than business. The third purpose is to prepare students for positions in the various fields of economics or for further study in economics or business. The department offers a business economics program.

CAREER INFORMATION

The Bachelor of Business Administration and Bachelor of Science Degrees are business economics degrees designed primarily for students preparing for jobs in business or planning to pursue the Master of Business Administration degree. The Bachelor of Arts degree in economics is designed primarily for students preparing for further study in the specialized fields of economics.

REQUIREMENTS*

For the Bachelor of Business Administration or Bachelor of Science degree in economics: the student is required to take the general education core, and School of Business core, ECO 370, 444, 471, 472, 473, 478 and two approved upper division School of Business electives. In addition, 15 hours of free electives will be chosen with the adviser.

For the Bachelor of Arts degree in economics: the student is required to take the general education core, the School of Business core, ECO 370, 444, 471, 472, 473, 478, 10 hours of foreign language and 5 hours of approved free electives.

ECONOMICS (ECO)

270. INTRODUCTION TO ECONOMICS. (5-0-5) Area III

Prerequisite: None. A survey of economic concepts as they apply to national problems and to business behavior for general education purposes. The course places little stress on the mechanics of economic analysis. Recommended for non-business majors.

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

Prerequisite: None. 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)

Prerequisite: None. 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, prices, and price determination under conditions of competition, monopoly, and imperfect competition.

290, 291, 292H. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

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

Prerequisite: ECO 271, 272. A study of the various forms of organization and 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)

Prerequisite: ECO 271, 272. 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.

*If ECO 271 has not been taken in Area III of the core curriculum, it must be taken in the major, reducing the free electives to 10 hours.

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)

Prerequisite: ECO 271, 272. 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.

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

Prerequisite: ECO 271, 272. 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.

444. 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.

470. THE FREE ENTERPRISE SYSTEM. (5-0-5)

A survey of current issues in a free enterprise system.

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

Prerequisite: 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.

473. HISTORY OF ECONOMIC THOUGHT. (5-0-5)

Prerequisite: ECO 271, 272. The development of contemporary economic theory from early economic ideas. A study of the development of economic methods of analysis and philosophies and their relation to current theory.

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.

44E. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the students and/or community. Approval of the department chairman is required prior to registering.

FINANCE (FIN)

300. BUSINESS FINANCE. (5-0-5)

Prerequisite: MGT 301; ACT 251, 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.

401. INVESTMENT ANALYSIS. (5-0-5)

Prerequisite: ECO 271, 272; FIN 300. An analysis of alternative investment opportunities. Analysis of types of securities, financial statements, and business factors to determine prerequisites of a sound investment program for the individual and institutional investor.

44E. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the students and/or community. Approval of the department chairman is required prior to registering.

ECONOMIC EDUCATION CENTER

JO ANN JONES, DIRECTOR

The Georgia College Economic Education Center is an affiliate of the Joint Council on Economic Education. The purposes of the center are:

- To aid teachers in teaching economics and personal finance by conducting in-service and pre-service programs in economic education.
- To coordinate economic education efforts with local civic groups, chambers of commerce, and other groups interested in economic education.
- To act as a source of materials and speakers on the topic of economic education. A library of curriculum guides, films, and other materials is housed in the School of Business building on the Georgia College campus and is available for public use.

MANAGEMENT AND INFORMATION SYSTEMS

NORMAN OGLESBY, CHAIRMAN

Professors: Oglesby, Specht. Associate Professors: Brumfield, Griffin, K. Jones. Assistant Professors: Coleman, Greene, Moore, Mulherin, Olsen.

The Management and Information Systems Program provides students the leadership skills, management techniques, and decision-making tools required in modern organizations and institutions. Students have an opportunity to explore all phases of management, from the behavioral to the quantitative aspects. Students also have the opportunity to specialize in one of several management areas. The Business Information Systems program provides practical experience in designing and utilizing business information systems, and applying them to business problem-solving situations.

CAREER INFORMATION

Management majors are prepared for administrative careers in large and small organizations at the entry level. The attention to human factors in organizations opens opportunities in personnel and related areas; quantitative training prepares the student for production and related aspects of business and non-business endeavors; business information systems training provides basic computer literacy, as well as more advanced skills in this fast-growing area.

REQUIREMENTS

In addition to the general education core and the School of Business core, all students are required to take: MGT 342, 364, 442, 443, 444 and any three approved upper division School of Business courses approved by the faculty adviser. In addition, 15 hours of free electives are to be selected.

MANAGEMENT (MGT)

290, 291, 292H. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

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

Prerequisite: MAT 101. Fundamentals of theory and application of statistical methods. Data collection, usage, and analysis including hypothesis testing and inferential aspects.

302. ADVANCED STATISTICS. (5-0-5)

Prerequisite: MGT 301. A continuation of MGT 301 including index numbers, time series and cyclical analysis, analysis of variance, and regression and correlation analysis.

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

An introduction to the management process, including planning, organizing, directing, and Controlling.

342. ORGANIZATIONAL BEHAVIOR. (5-0-5)

Prerequisite: MGT 340. Provides exposure and increased sensitivity to behavioral phenomena that exist in organizational relationships. Develops an understanding of the behavioral aspects related to management and organizations.

364. QUANTITATIVE METHODS. (5-0-5)

Prerequisite: MGT 301. A study of quantitative tools which have been found most useful in the management of organizations. Topics include linear programming, inventory theory, scheduling models, queueing theory, and forecasting.

404. DEVELOPMENT OF COMPUTER-BASED MANAGEMENT INFORMATION SYSTEMS. (5-0-5)

Prerequisite: MGT 209, BUA 301 or MGT 301, MAT 101. Of primary concern is the implementation of management information systems employing both large and small scale computing systems.

421. WORD PROCESSING FOR MANAGERS. (5-0-5)

Prerequisite: MGT 340. This course is designed to introduce and analyze the role of those managers who supervise and manage word processing operations as this new office technology fits into the information processing cycle.

442. PRODUCTION OPERATIONS MANAGEMENT. (5-0-5)

Prerequisite: MGT 301. Transformation of inputs (materials-labor-management-capital) into outputs (goods and services) in manufacturing and non-manufacturing organizations; management, design, analysis, and control of production systems. Completion of MGT 364, Quantitative Methods, is suggested prior to enrollment in this course, for those students having little previous exposure to classical optimization techniques.

443. HUMAN RESOURCE MANAGEMENT. (5-0-5)

Prerequisite: MGT 340. Examines the overall personnel function in business; acquisition and utilization of human resources; desirable working relationships; effective integration of the worker with company goals; and emergent issues in human resources management.

444. 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.

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

Prerequisite: MGT 444 or permission of instructor. Contract formation, negotiation, and interpretation. 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.

446. SMALL BUSINESS MANAGEMENT. (5-0-5)

Prerequisite: MGT 340. Management problems and responsibilities in organizing, financing, and operating a small business. Conducted under the direction of the Georgia College Small Business Institute (SBI), utilizing actual small business cases.

447. INTERNATIONAL BUSINESS. (5-0-5)

Prerequisite: MGT 340. This course surveys the environmental, economic, political, and social constraints of doing business abroad; effects of overseas business investments on domestic and foreign economics; and management and operational strategies of firms engaged in international business.

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.

499. BUSINESS POLICY. (5-0-5)

Prerequisite: senior standing, FIN 300, MKT 361, and MGT 340. A capstone course designed to integrate knowledge gained in the various functional business areas and to exercise the student's analytical skills.

44E. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the students and/or community. Approval of the department chairman is required prior to registering.

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

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.

BUSINESS INFORMATION SYSTEMS (BIS)

KEN GRIFFIN, PROGRAM COORDINATOR

The Business Information Systems Program is designed to develop an in-depth understanding of computers. Several computer languages are required, as well as work designed to help students understand how a computer functions. Particular emphasis is

given to the writing of coherent, well-documented computer programs and procedures, and applying them to the solution of realistic business problems.

CAREER INFORMATION

Career opportunities for students receiving the Business Information Systems degree are excellent. Graduates will be qualified for entry-level programming and systems programming positions. Those choosing to continue their education will find themselves well prepared for graduate school.

REQUIREMENTS

In addition to the general education core and the School of Business core, all students are required to take: BIS 220, 230, 340, 400, 420 and two upper-level BIS courses chosen from those remaining. In addition, fifteen hours of free electives and one upper-level business elective are to be selected.

BUSINESS INFORMATION SYSTEMS (BIS)

209. INTRODUCTION TO COMPUTERS IN BUSINESS. (5-0-5) F, W, S, Su

Prerequisite: MAT 101. 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. Programming assignments are in BASIC.

220. PASCAL (5-0-5)

Prerequisite: BIS 209. Emphasis is on problem-solving methods which lead to the construction of correct, well-structured programs. Other topics include an introduction to data representation and computer system organization, simple data types and control structures, procedures and functions, and structured data types. Programming assignments in Pascal.

230. COBOL. (5-0-5)

Prerequisite: CIS/BIS 220. This course will present a detailed look at the COBOL programming language. The student will be expected to write 5-10 programs, including some advanced programs. Business applications will be stressed.

300. FORTRAN AND ALGORITHMS. (5-0-5)

Prerequisite: One college math course and CIS 201 or BIS 209. This course will teach the FORTRAN language. It will stress algorithmic development, and the student will be expected to write many and varied programs.

310. DATA STRUCTURES. (5-0-5)

Prerequisite: BIS 220 or CIS 201. This course will teach the student how different data sets are stored, manipulated, and organized within the computer.

320. OPERATING SYSTEMS. (5-0-5)

Prerequisite: CIS/BIS 310. This course will cover in detail how a general computer system works. Some specific examples will also be covered.

340. ASSEMBLY LANGUAGE PROGRAMMING. (5-0-5)

Prerequisite: BIS 220. Programming in an assembly language will be stressed. The student will write assembler programs for a variety of tasks.

350. MICROCOMPUTERS. (5-0-5)

Prerequisite: BIS 209 or CIS 201. This course will cover the operation of a microcomputer from the ground level. Topics covered will be base 2 and computer arithmetic, power supplies, ROM and RAM, memories, peripherals, and programming a microcomputer in assembly and/or machine language. The costs of assembling micro systems as well as relative advantages of current systems will also be discussed.

400. SYSTEMS ANALYSIS AND DESIGN. (5-0-5)

Prerequisite: BIS/CIS 230. This course will be an introduction to general systems theory. Topics will include information gathering, methods of analysis, simplification, simulation, and implementation of systems with attention given to both the function and elements of the system.

403. COMPUTER SIMULATION IN BUSINESS. (5-0-5)

Prerequisite: BIS 209, MGT 301, and MAT 101. Development and use of systems models for simulating administrative decision-making processes.

410. DATA BASE MANAGEMENT SYSTEMS. (5-0-5)

Prerequisite: BIS 310 and MGT 301. Review of I/O devices. File operations, accessing, merging, sorting, update, and maintenance. Design of an effective data base for managerial decisions.

420. ADVANCED BUSINESS PROGRAMMING. (5-0-5)

Prerequisite: BIS/CIS 230. Advanced work in COBOL programming. A survey of other programming languages including RPGII and PLI. Programming assignments in several languages including design of a business programming system.

430. SURVEY OF PROGRAMMING LANGUAGES. (5-0-5)

Prerequisite: BIS 220 or CIS 201. Analysis of other programming languages such as PLI, SNOBOL, LISP, RPG2. Students will write several programs in each language.

440. MODELLING AND SIMULATION. (5-0-5)

Prerequisites: BIS 209 or CIS 201, plus MGT 301. General simulation theory including learning a high level simulation language. A survey of existing computer simulations. Simulation project in the student's own discipline.

44E. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the students and/or community. Approval of the department chairman is required prior to registering.

MARKETING

J. GORDON LONG, CHAIRMAN

Professors: Long, Thompson. Associate Professors: Gaetz, Pritchett, Watkins.

The Marketing Program has objectives which include a broad-based business curriculum for general marketing, and a focused education in business for specific majors in art marketing, fashion marketing, and logistics. Students are provided with the theoretical and conceptual material, which is further extended into experiential learning as a usual track to the B.B.A. degree. Marketing students may expect to have significant exposure to concepts of small business operation as well as the requirements of major corporations.

CAREER INFORMATION

General Marketing concentration: Preparation for all aspects of marketing and sales at the operational and managerial level.

Art Marketing concentration: Prepares students for art and craft merchandising, civic recreational programs, camps, and guild organizations. The student is prepared to handle both artistic and quality aspects, as well as marketing considerations.

Fashion Marketing concentration: Career opportunities in clothing and textile marketing and sales, including ownership of business.

Logistics concentration: The logistics concentration is designed for students who have interests in public or private aspects of transportation, inventory, purchasing, and controlling the materials aspects of business.

REQUIREMENTS

In addition to the general education core and the School of Business core, all students are required to take:

General Marketing Major: Required of all: MKT 362, 366, 461, 469; Select 15 hours from: MKT 364, 367, 368, 370, 462, 49B-Q, LOG 363, 365, 369, MGT 302.

Electives; Senior Division Business Electives (10 hours); Free Electives (10 hours). MKT 49B-Q is a maximum of 5 hours major credit; added credit as business or free elective with recommendation of adviser.

Logistics Major: Required of all: LOG 363, 365, 369, MGT 442, 443; Select 10 hours from: MKT 367, LOG 463, MGT 302, 342, 478. Senior division business electives (10 hours), free electives (10 hours).

Art Marketing Major; MKT 362, 366, 367 plus 1 senior division marketing course chosen with consent of adviser, (MKT 370 is recommended) MKT 49B-Q, BIS 209, ART 304, 310, 329, 335, 336. MKT 49B-Q may be taken for 5-15 hours credit.

Fashion Marketing Major; MKT 362, 366, 367, 370, 400 level Marketing (5 hours), HCT 316, 419, 420, 421. Senior division business electives (10 hours), Free electives (5 hours); 5 hours);

MARKETING (MKT)

290, 291, 292H. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

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

Prerequisite: ECO 270 or 271. 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, organizational 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: MKT 361. A multi-disciplinary approach to consumer behavior and the development of marketing strategies.

364. QUANTITATIVE METHODS. (5-0-5)

Prerequisite: MKT 361. A study of quantitative tools which have been found most useful in the management of marketing organizations. Topics include linear programming, inventory theory, scheduling models, queueing theory, and forecasting.

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

Prerequisite: MKT 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. RETAILING. (5-0-5)

Prerequisite: MKT 361. The policies, practices, and problems of efficiently-operated retail stores, including the study of store location, layout, organization, merchandise planning, and sales promotion.

368. MARKETING CHANNELS. (5-0-5)

Prerequisite: MKT 361. A study of the nature, types, and economic roles played by marketing institutions and channels of distribution. The course focuses on the role and the type of distribution channels used in determining the marketing mix.

370. PROFESSIONAL SELLING. (5-0-5)

Prerequisite: MKT 361. This course is intended to develop an awareness of knowledge about what professional personal selling entails, as well as to enhance the student's persuasive abilities and skills, which are valuable in any area of business endeavor.

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

Prerequisite: MKT 361, 362. A study of the development of the basic methodology in research design, including requirements for collection, analysis, editing, coding, and presentation of data for solving marketing problems.

464. SALES MANAGEMENT. (5-0-5)

Prerequisite: MKT 361, plus another advanced marketing course. Principles and practices of sound organization and administration of a sales force. Includes consideration of: sales department organization, selecting, training, compensation and supervision sales planning, setting up sales territories, and quotas.

469. MARKETING MANAGEMENT. (5-0-5)

Prerequisite: MKT 361, plus 2 other advanced 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 is stressed.

44E. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the student and/or community. Approval of the department chairman is required prior to registering.

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

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.

LOGISTICS (LOG)

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

Prerequisite: MKT 361. 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: MKT 361. Development of transportation modes and systems. Includes analysis of rates and their effects upon commerce and industry, competitive factors, and the future of the economy. Attention is also given to government regulation of transportation agencies.

369. PURCHASING/ACQUISITION MANAGEMENT. (5-0-5)

Prerequisite: LOG 363 or permission of the instructor. The course provides the student with a basic understanding of the importance of purchasing materials and products for resale and the relationship to the efficient operation of a business or organization.

463. GOVERNMENT LOGISTICS. (5-0-5)

Prerequisite: LOG 363. 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.

SCHOOL OF EDUCATION

JOHN H. LOUNSBURY, DEAN

The School of Education offers undergraduate and graduate programs to prepare personnel for teaching in schools and for positions in the fields of health and recreation. It also provides the special program for beginning freshmen who need additional assistance in the basic communication skills. The Peabody Kindergarten and the Museum and Archives of Georgia Education are other entities operated by the School of Education.

Many of the teaching programs are offered in cooperation with the School of Arts and Sciences and the School of Business, for teacher education is a college-wide enterprise. The School of Education seeks to focus necessary resources in that endeavor and provide leadership in organizing and developing appropriate programs. As a Regional Education Center, the School of Education also serves the middle Georgia region by providing needed courses both on campus and in various field sites and by sponsoring conferences and supporting school faculty in-service efforts.

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-4)
- Middle Grades Education (4-8)
- 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 and Physical Education (1-12)
- Health Education (1-12)
- Music Education (1-12)
- Special Education (MR) (1-12)
- Associate Library Media Specialist
- (supplementary field only)

These programs are designed to satisfy the present educational requirements to enable one to take the licensure examination in education. However, the licensing board may change these requirements prior to the completion of the course of study. While reasonable efforts will be made to enable one to satisfy additional requirements, no assurances can be made that the college will be able to offer these additional courses or if taken, that such courses will entitle one to take the examination.

CAREER INFORMATION

Fields of critical need change from year to year; therefore, a prospective teacher should carefully check the subject area before selecting a major. Currently, there is a general shortage of teachers and a severe shortage in some fields such as science, mathematics, and areas in special education. A beginning teacher in Georgia with an NT-4 certificate earns \$11,815 according to the 1981-82 state salary schedule. Most school systems provide additional supplements which can, in some instances, raise a beginning salary to approximately \$13,000. Additional college degree work, years of teaching experience, and upgrading of the salary schedule by the General Assembly also raise a teacher's salary.

TEACHER EDUCATION GUIDANCE AND ADMISSION

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 associate teaching. Students interested in pursuing one of the planned programs listed above are encouraged to identify as early as possible with the School of Education so that appropriate guidance may be provided.

I. Identification Folder

Any student enrolled in Georgia College is permitted to take 200-300 level education courses, but enrollment in those courses does not automatically guarantee admission to teacher education. Everyone enrolled in a 400-level course should have gained admission to teacher education. A student who is interested in pursuing a professional education sequence should provide information for his folder during enrollment in EFS 204. This identification folder will be on file in the School of Education. Transfer students who are interested in teacher education should complete the identification folder during the first quarter in which they are enrolled at Georgia College if they already have transfer credit for EFS 204. Upon completion of the identification folder, the student will be assigned an education adviser. Completion of the information folder, however, does not constitute application for admission to teacher education.

II. Advisers

Professional education advisers are assigned as follows:

1. Each middle grades education, early childhood education, and special education major is assigned an adviser in the School of Education who helps to plan the student's total program and offers guidance and counseling whenever necessary.
2. Each secondary and K-12 student is assigned an adviser in the School of Education who helps plan the professional sequence. In addition, the secondary and K-12 students have an adviser in the subject matter area who is responsible for planning the major course of study and advising the student. Each student must see both advisers each quarter.

III. Procedure for Admission to Teacher Education

Secondary students enrolled in the EFS 395-405 block apply for admission to teacher education during that block. The quarter prior to the early childhood sequence (EEC 494), middle grade sequence (EFE 403, EFS 450, EMG 451) or special education sequence (EEX 471, EEC 452) students should apply for and be admitted to teacher education.

IV. Criteria 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. A cumulative grade-point average of 2.25 or better.
3. A grade of C or better in each of the courses comprising the teaching field.
4. A level of oral and written language proficiency suitable for the teaching profession as certified by the education faculty.
5. A grade of C or better in each professional education course.
6. Acceptable history of mental, emotional, and physical health.
7. Acceptable record of personal and professional behavior.
8. Successful completion of the Regents' Examination.
9. Completion of core requirements.
10. Successful completion of a practicum experience supervised by Georgia College in a public school.

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. A student will be considered for admission to teacher education no more than three times. Complete details concerning admission to teacher education are available in Room 269, Kilpatrick Education Center.

TEACHER CERTIFICATION TEST

Teacher certification in the state of Georgia requires that the prospective teacher achieve at least a minimum score on the appropriate Teacher Certification Test. The test measures the candidate's knowledge of his teaching field and must be taken in that field. The Teacher Certification Test is administered by National Evaluation Systems several times a year in public schools in regional centers across the state of Georgia. It is not available on the Georgia College campus. Information about the test is available from the Department of Educational Field Experiences.

ASSOCIATE TEACHING

The quarter prior to associate teaching, the student must register for EFE 490—Seminar for Associate Teachers. 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 associate teaching is being selected. Prerequisites for associate teaching are admission to teacher education, completion of all professional education courses, and a 2.25 academic grade point average.

Associate teaching, the culminating activity of the professional education sequence, is provided in selected off-campus public school centers only. A college supervisor assists the associate 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.

During associate teaching, the student will be evaluated with the Teacher Performance Assessment Instruments. The associate teacher, the college supervisor, and the supervising teacher are all involved in completing the instruments.

The full quarter of associate teaching is arranged cooperatively by the Department of Educational Field Experiences, the public school system, and the supervising teacher. A prospective associate 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 School of Education as teacher education centers for a given quarter. If a student has special placement needs, they will be considered. The School of Education necessarily reserves final judgment in determining placement.

Associate teachers are not allowed to hold week day employment during the associate teaching quarter. Students with financial needs will have to make plans well in advance in order to have the associate teaching quarter free of outside interference. Likewise, associate teachers may not enroll in additional courses during associate teaching or participate in curricular activities that would take them away from their assigned schools during the hours set for teachers in the school. Associate 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 associate teaching program operates are available from the Educational Field Experiences Department.

Students seeking to graduate in any teacher education program must arrange to take the National Teachers Examination (Commons 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. Information about the examination is available from the School of Education office.

CERTIFICATION PROGRAMS

While teacher education at the College is a campus-wide responsibility, the School of Education provides the professional portion of the various teacher education programs, and teaching field courses in early childhood, middle grades, special education, and health and physical education. These majors are the advisement responsibility of the School of Education.

Also, the Foundations and Secondary Education Department (EFS) of the School of Education coordinates the program in professional education required for certification at the secondary level (grades 7-12) and in the K-12 areas. Every student's program is planned so that the undergraduate preparation and the competencies required for professional certification shall complement and strengthen each other.

Students themselves should plan to fulfill the K-12 and 7-12 requirements by working closely with both the major department and the Foundations and Secondary Education (EFS) advisers.

The standard professional sequence for secondary and K-12 majors consists of EFS 204, 395, 405, 455, EEX 364, EFE 490 and 493. However, certain programs vary from this sequence. The student should check with his assigned adviser for exact requirements.

THE EARLY CHILDHOOD EDUCATION major consists of the following required teaching field courses: ART 314; MUS 321; PED 315; EEC 314, 315, 351, 410, 450, 452, 460, and 490.

The professional sequence for Early Childhood Education majors consists of EFS 204 and 301; EFE 402, 490, and 491; EEC 493 and 494; EEX 364; and ELM 400.

The MIDDLE GRADES MAJOR has two areas of concentration selected from language arts, social studies, science, mathematics and physical education. The focus of the teaching field courses is on the knowledge, skills, and competencies necessary for successful middle grades teaching.

Required teaching field courses are: EMG 315, 351, 410, 450, 452, 460; MAT 300; and HEA 325.

The professional sequence for middle grades education majors consists of EFS 204, 301, 450; EMG 451; EFE 403, 490, 492; ELM 400 and EEX 364. The scheduling of teaching field and professional courses is done in such a way that middle grades majors are enrolled in three sequences or blocks during the last seven quarters.

The SPECIAL EDUCATION (Mental Retardation) major is made up of the following courses: 10 hours of 300/400 level psychology courses preferably PSY 448 and PSY 456; a professional sequence of 23 hours comprised of EFS 204, EFS 301, EEC 351 and ELM 459; 11 hours of teacher education course work made up of REC 357; EEC 452; and EFE 490; 40 quarter hours of special education course work including EEX 365; EEX 467; EEX 471; EEX 472; EEX 474; EEX 475; EEX 477 and EEX 479; and, 17 quarter hours of supervised placement in special education settings by enrollment in EFE 480 and EFE 494.

CHILDHOOD EDUCATION

NELL WISER, CHAIRMAN

Professor: Thompson. Associate Professors: Sheppard, Wiser, Thurston. Assistant Professor: McLaughlin. Instructors: Powell, Richter*.

The Childhood Education Department offers two majors on the undergraduate level: Early Childhood Education, a degree program leading to teaching certification in kindergarten through grade four; and Middle Grades Education, a degree program designed for certification to teach in grades four through eight.

Each program provides courses and several practicum experiences which enable a prospective teacher to develop the competencies necessary for the successful teaching of children on the various levels within each certification area.

The Early Childhood program includes participation in the Peabody Kindergarten and/or Nursery School on campus and a Reading practicum that is an extension of a course in Reading. There are also other field experiences and observations related to child study or content areas.

All Middle Grades majors have at least one basic course in the teaching of science, social studies, health, and mathematics. A dual emphasis in a block of reading and language arts methods courses is the reading process and the application of that process across the content areas. Two content areas are selected as concentrations for additional courses.

Both programs have a full quarter of associate teaching that is preceded by field experiences appropriate for the major.

Area IV: Early Childhood Education

Courses

MUS 102, EFS 204

Select HIS 201 or HIS 202

Selections from:

ANT 120, SOC 101, PSY 201,
GEO 200, SPE 101, SOC 101,
PHI 200, PHI 250, ECO 270,
FRE 101, ENG 200, ENG 201,
SPA 101, HIS 212, HEA 201

Area IV: Middle Grades Education

Courses

MUS 102, EFS 204

Select HIS 201 or HIS 202

Selections from:

ANT 120, SOC 101, PSY 201,
ECO 270, GEO 200, PHI 200,
PHI 250, SPE 101, BIO 125,
HEA 201, ENG 200, ENG 201,
MAT 101, MAT 130, MAT 111,
CSC 201

EARLY CHILDHOOD EDUCATION (EEC)

[EFS 204 and Sequence I (EFS 301, EEC 351, and ELM 400) are prerequisites to all the teaching field courses.]

314. CHILDREN'S LITERATURE. (3-0-3)

Designed to acquaint students with a wide variety of classical and contemporary literature for the young child. Emphasis will be given to responding to literature as well as exploring instructional options for the intellectual, social, and emotional development of young children.

*Part time

315. GENERAL SCIENCE FOR EARLY CHILDHOOD EDUCATION. (0-10-5)

The basic processes of science appropriate for teaching young children. Includes participation in a field experience with science and children.

351. READING AND LANGUAGE ARTS I. (3-2-3)

Methods and materials for teaching listening skills, oral communication, manuscript and cursive writing, spelling, and basic word recognition skills. A component of Sequence I.

410. SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION. (5-0-5)

Basic social studies concepts are reviewed and examined in terms of an overview of elementary social studies curriculum (K-8). Special emphasis is given to social studies instruction in the early childhood grades.

450. READING IN THE CONTENT FIELDS. (2-0-2)

An exploration of instructional strategies and resources appropriate for integrating reading and content instruction for young children, with special emphasis on the fields of language arts, social studies, mathematics, science, art, music, and health.

452. READING AND LANGUAGE ARTS II. (3-0-3)

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. Methods and materials for teaching practical and creative writing and oral communication are also included.

460. WRITING INSTRUCTION FOR YOUNG CHILDREN. (3-0-3)

A study of the writing process with an emphasis on the stimulation, production, and evaluation of oral and written language of young children.

490. DEVELOPMENT OF LOGICAL THOUGHT IN YOUNG CHILDREN. (4-2-5)

Focuses on the development of the thinking processes of young children. Particular emphases are placed on the learning of mathematics and reading. Principles of child development are applied to mathematical learnings and to the development of reading in the early childhood years. Concepts of mathematics appropriate for teachers of young children are included.

493. EARLY CHILDHOOD EDUCATION CURRICULUM. (5-0-5)

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 AND INTERPERSONAL RELATIONS. (3-7-10)

Prerequisite or corequisite: EEC 493 and Admission to Teacher Education. Provides for supervised experiences with young children in organizing the instructional day, team teaching, and personal professional behavior. Interaction with parents, co-workers, and paraprofessionals are important components of the course.

495, 496. PROBLEMS IN TEACHING IN EARLY CHILDHOOD EDUCATION. (10-0-10)

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 early childhood teachers in applying research results and professional knowledge to the solution of various instructional problems.

MIDDLE GRADES EDUCATION (EMG)

[EFS 204 and Sequence I (EFS 301, EMG 351, and ELM 400) are prerequisites to all the teaching field courses for Middle Grades Education majors]

314. CHILDREN'S LITERATURE. (5-0-5)

Designed to acquaint students with a wide variety of classical and contemporary literature for the early adolescent. Emphasis will be given to responding to literature as well as exploring instructional options for the intellectual, social, and emotional development of the early adolescent.

315. SCIENCE FOR THE MIDDLE GRADES. (0-10-5)

A content course in science with emphasis on experimenting, for teachers of grades four through eight.

316. METHODS OF TEACHING SCIENCE IN THE MIDDLE SCHOOLS. (2-6-5)

A methods course in which generic teaching skills are developed. Topics appropriate for the middle school science teacher are utilized as the content through which the teaching skills are developed.

351. READING AND LANGUAGE ARTS I. (3-2-3)

Methods and materials for teaching listening skills, oral communication, manuscript and cursive writing, spelling, and basic word recognition skills. A component of Sequence I.

410. SOCIAL STUDIES IN MIDDLE GRADES. (5-0-5)

Basic social studies concepts are reviewed and examined in terms of an overview of elementary social studies curriculum (K-8). Special emphasis is given to social studies instruction in the middle grades.

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

An exploration of instructional strategies and resources appropriate for integrating reading, writing and content instruction, with special emphasis on the fields of literature, social studies, science, mathematics, and health. Provisions will be made for both self-contained and departmentalized classroom structures, with special attention to the student's areas of concentration. (Designed also to fulfill the 5 hour Reading requirement for English majors.)

451. METHODS OF ORGANIZING INSTRUCTION FOR THE MIDDLE GRADES. (3-0-3)

Prerequisite: A majority of teaching field courses and admission to teacher education. A survey of instructional strategies which are appropriate for the developmental level of the middle school pupil and adaptable to the content of the middle school curriculum. Special emphasis on techniques of questioning, grouping for instruction, individualizing instruction, stimulating inquiry and research, utilizing the text and other media, and evaluating pupil progress.

452. READING AND LANGUAGE ARTS II. (4-2-5)

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. Methods and materials for teaching practical and creative writing and oral communication are also included.

460. WRITING INSTRUCTION IN THE MIDDLE GRADES. (5-0-5)

A study of the writing process, with an emphasis on the stimulation, production, and evaluation of written language of the early adolescent.

495, 496. PROBLEMS IN TEACHING IN THE MIDDLE GRADES. (10-0-10)

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 middle grade teachers in applying research results and professional knowledge to the solution of various instructional problems.

DEVELOPMENTAL STUDIES

JOHN A. BRITT JR., CHAIRMAN

Elizabeth E. Hoke, Counselor & Coordinator of Testing: Mary Jo Thompson, Assistant Coordinator of Testing, Professor: Britt, Assistant Professors: Sanders, K. Willoughby. Instructors: Culberson, Monroe

The Department of Developmental Studies at Georgia College is designed to provide a supportive environment for beginning freshmen who need additional background in communication skills and mathematical concepts. The department directs a student's growth over three quarters through a controlled curriculum made up of specially designed courses. Close personal contact with faculty provides individualized guidance and counseling to help the student meet his immediate goal of success in college.

Freshmen who have scored less than 351 on either the Verbal or Math sections of the Scholastic Aptitude Test and who have a combined score of less than 701 will be required to take preliminary course work in the area(s) of deficiency identified by the Basic Skills Evaluation which is administered to all incoming freshmen. This policy also applies to transfer students who have earned 17 hours credit or less. Areas in which deficiencies may be identified by the placement test are mathematics, reading, and English. Students who have combined scores above 700 and who feel the need for special work in one of the skill areas may register for a course in that area.

Some students need work only in one area. Some require work in several areas. The program provides for flexibility according to student need. It may guide the student up to three quarters. While in the program, a student is not placed on academic probation. If, at the end of a quarter's work in a given area, a student does not make the necessary progress, he receives an "in progress" grade and continues without penalty to work on the deficiency during the next quarter that he is enrolled. At the end of the quarter in which the student completes his special work and demonstrates competency at a pre-determined level he may leave the program and undertake regular college degree credit work. Developmental Studies courses do not carry credit for graduation. They do carry institutional credit and do provide foundational support for the future college work.

DEVELOPMENTAL STUDIES (DST)

Studies courses (designated by the prefix G in the course number) carry institutional credit and may not be applied toward a degree nor will they be accepted for transfer credit to another institution. Grades for these courses will be either IP or one of the final grades listed on page 62. No quality points are awarded.

DEVELOPMENTAL STUDIES MATHEMATICS G50, G51, and G52 are designed to prepare students for further work in mathematics. Students who are required by BSE scores to take G50 will be required to take at least one other Developmental Studies Mathematics course. DST G52 is the only exit from Developmental Studies Mathematics to MAT 101 or 130.

G50. DEVELOPMENTAL STUDIES MATHEMATICS I. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination or approval of the Developmental Studies Office. A course to review basic skills of arithmetic, i.e., common and decimal fractions, computational skills, and ratio and proportion.

G51. DEVELOPMENTAL STUDIES MATHEMATICS II. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination, G50, recommendation of major department or approval of the Developmental Studies Office. A course to introduce elementary algebraic concepts, i.e., variables, polynomials, solutions of simple equations, and graphing.

G52. DEVELOPMENTAL STUDIES MATHEMATICS III. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination, G51, recommendation of G50 Math Instructor or approval of the Developmental Studies Office. A continuation of G51 covering rational, radical, and quadratic equations, and complex numbers. General preparation for MAT 101 or 130.

DEVELOPMENTAL STUDIES ENGLISH G60 and G61 are designed to prepare students for ENG 101 and 102.

G60. DEVELOPMENTAL STUDIES ENGLISH I. (4-2-5) F, W, S, Su

Prerequisite: Placement by examination or approval of the Developmental Studies 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. DEVELOPMENTAL STUDIES ENGLISH II. (4-2-5) F, W, S, Su

Prerequisite: Placement by examination, G60 or approval of the Developmental Studies Office. A continuation of G60 for those students who need additional work on developing writing competencies.

G62. DEVELOPMENTAL STUDIES ENGLISH III. (4-2-5) F, W, S, Su

Prerequisite: Inadequate success on the Regents' English Examination or approval of the Developmental Studies Office. A course designed to eliminate serious problems in writing. Content and writing activities are directed toward specific student needs.

DEVELOPMENTAL STUDIES READING G70 and G71 are designed to help students improve reading skills that are vital to success in many of their regular college courses.

G70. DEVELOPMENTAL STUDIES READING I. (0-5-5) F, W, S, Su

Prerequisite: Placement by examination or approval of the Developmental Studies 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.

G71. DEVELOPMENTAL STUDIES READING II. (0-5-5) F, W, S, Su

Prerequisite: Placement by examination, G70 or approval of the Developmental Studies Office. A continuation of G70. Emphasis on more individualized skill needs.

G72. DEVELOPMENTAL STUDIES READING III. (0-5-5) F, W, S, Su

Prerequisite: Inadequate success on the Regents' Examination in the area of reading or approval of the Developmental Studies Office. A course designed to eliminate serious problems in reading. Improved comprehension with supportive activities in vocabulary development provides the major focus of the course.

EDUCATIONAL FIELD EXPERIENCES

JEROME D. FRANSON, CHAIRMAN

Associate Professors: Callaway, Franson, Smith. Assistant Professors: Abdi, Mortensen. Instructor: Wiggins.

The Department of Educational Field Experiences has as its primary objective the provision of opportunities for students to gain practical experience in actual classroom settings. These experiences allow students to test their motivation for teaching, put theory into practice, and synthesize learning from all previous educational experiences. Such experiences are possible through practicums, associate teaching, and staff development opportunities.

EDUCATIONAL FIELD EXPERIENCES (EFE)

402. PRACTICUM IN EARLY CHILDHOOD EDUCATION. (0-6-3)

Prerequisite: Sequence I, admission to teacher education, and a majority of the teaching field courses. Intensive three-week practicum in a public school classroom is provided to perfect skills in teaching reading and language arts. The student must be passing with a grade of C or better the corequisite courses to accept placement for the practicum, which begins in the latter part of the quarter. Corequisite: EEC 452 unless waiver by department chairman.

403. PRACTICUM IN MIDDLE GRADES EDUCATION. (0-6-3)

Prerequisite: Sequence I, admission to teacher education, and a majority of the teaching field courses. Intensive three-week practicum in a public school classroom is provided to perfect skills in teaching reading and social studies. The student must be passing with a grade of C or better the corequisite courses listed below to accept placement for the practicum, which begins in the latter part of the quarter. Corequisites: EFS 450 and EMG 451.

457. PRACTICUM IN OPERATING A LIBRARY MEDIA CENTER. (Var. 5 or 10)

Prerequisite: ELM 354 and two of the three following 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.

480. PRACTICUM IN SPECIAL EDUCATION. (0-6-3)

Prerequisite: Sequence I, admission to teacher education, a majority of the teaching field courses and specifically EEX 477. Intensive three-week practicum in a special education self-contained or resource classroom is provided to perfect skills in teaching the mentally retarded. The student must be passing with a grade of C or better the corequisite course listed below to accept placement for the practicum, which begins in the latter part of the quarter. Corequisite: EEX 479.

490. SEMINAR FOR ASSOCIATE TEACHERS. (1-0-1)

Prerequisite: (1) admission to teacher education and (2) a 2.25 academic grade point average at Georgia College. Prospective associate teachers must register for the seminar the quarter before they plan to teach. Information concerning placement, supervision, and actual associate teaching will be provided. Issues and problems related to teaching will be discussed.

491. ASSOCIATE TEACHING IN EARLY CHILDHOOD. (0-40-14)

Prerequisite: EFE 490 and completion of professional sequence. A quarter of full-time teaching in grades K-4 in off-campus centers designated by the School of Education. Performance-based assessment included.

492. ASSOCIATE TEACHING IN THE MIDDLE GRADES. (0-40-14)

Prerequisite: EFE 490 and completion of the professional sequence. A quarter of full-time teaching in grades 4-8 in off-campus centers designated by the School of Education. Performance-based assessment included.

493. ASSOCIATE TEACHING IN SECONDARY AREAS. (0-40-14)

Prerequisite: EFE 490 and completion of the professional sequence. A quarter of full-time teaching in grades 7-12 in off-campus centers designated by the School of Education. Performance-based assessment included.

494. ASSOCIATE TEACHING IN SPECIAL EDUCATION. (0-40-14)

Prerequisite: EFE 490 and completion of the professional sequence. A quarter of full-time teaching in programs designed for the mentally retarded in off-campus centers designated by the School of Education. Performance-based assessment included.

FOUNDATIONS AND SECONDARY

ALDA HARPER, CHAIRMAN

Professors: Britt, Ivie, Lounsbury. Associate Professors: Bartos, Baugh, Harper, Souter.

The Department of Foundations and Secondary Education (EFS) serves all the approved teacher education programs by offering the professional education courses needed for teacher certification. These course offerings provide the historical, philosophical, psychological, and sociological bases necessary to develop the strategic or technical skills and competencies required for effective functioning as a teacher.

FOUNDATIONS AND SECONDARY (EFS)

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

Examines the profession of teaching, its nature and requirements; systematic information about schools, their development, functions, and organizational patterns; current trends and issues in education. A practicum in a public school classroom further helps the student to decide about the choice of teaching as a profession.

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

An overview of theories of human development to develop competencies in comprehension, application, and analysis of principles of growth and development through various lifespan circumstances. Emphasizes themes of growth and development; origins of child study; models, theories, and research findings in developmental psychology; self across seven stages of development. Enrollment limited to students in nursing and helping professions other than teaching.

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

Prerequisite: EFS 204, plus completion of core requirements. Corequisite: EEC or EMG 351. Explores scientific principles which explain human growth and development, growth characteristics and behavior influences of children and youth, and the learning process. A practicum is provided in a public school classroom. Student must be making a C or better to be placed in the practicum.

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

Prerequisite: EFS 204 or its equivalent, and completion of core requirements. Corequisite: EFS 405. An introduction to scientific facts and principles which explain human growth and development especially at the adolescent stage. The attempt is made to collect, interpret, and synthesize findings so as to work out the implications of scientific knowledge for specific educational situations. A practicum in secondary school classroom is provided. The student must be passing the course with a grade of C or better to be placed in the practicum. Students register for EFS 395-405 concurrently.

405. EDUCATIONAL PSYCHOLOGY. (5-0-5)

A study of psychological principles of learning to develop competencies in identification, application, and analysis relevant to the educational context. Emphasis on the development of individuals, differences among individuals, motivation, interpersonal relationships, and methods of assessment. Meets ten hours each week with the corequisite EFS 395 its practicum. Students apply for admission to teacher education during the EFS 395/405 block.

412. SOCIAL SCIENCE IN THE SECONDARY SCHOOL. (Var. 3-5)

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. CURRICULUM FOR THE MIDDLE SCHOOL. (5-0-5)

Prerequisite: EFS 204, EFS 301. Corequisites: EMG 451, EFE 403, and ELM 459. A study of history of education as it affects the development of the middle school. Emphasis on characteristics of pre- and early adolescents, personalizing curriculum for the middle school student, and strategies for motivating the transescent learner.

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 SECONDARY SCHOOL. (0-15-10)

Prerequisite: A year of teaching experience with the B-4 Certificate. This approved substitute for student teaching 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. Summers only.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

FLOYD V. ANDERSON, CHAIRMAN

Professors: F. Anderson, Poindexter, Walton. Associate Professors: Aldridge, Osborne, Peeler, L. Taylor. Assistant Professors: Hall, Martiny, Trueheart, Wolfgang. Instructor: Kurtz.

CAREER PROGRAMS

The Department of Health, Physical Education, and Recreation offers programs for persons interested in teacher education, health and social welfare, or recreation. Students obtain their preparation from a choice of four undergraduate degree programs.

TEACHER EDUCATION

In health and physical education, the Bachelor of Science or the Bachelor of Arts degree prepares the students in the basic knowledge, skills, understandings, and competencies necessary to demonstrate, teach, administer, and supervise activities required for teaching in kindergarten through the twelfth grade.

In health education, the Bachelor of Science degree is designed as an interdisciplinary approach to prepare the student to teach, coordinate, and administer school health education from kindergarten through the twelfth grade.

The Master of Education degree program provides the fifth-year certification to teachers who wish to have a content concentration in health and physical education. The Specialist in Education degree program provides the sixth-year certification to teachers in health and physical education.

HEALTH AND SOCIAL WELFARE

This degree program is designed as an interdisciplinary approach with a specialization in social welfare to prepare the student to perform the tasks of a health educator in community agencies or institutions other than schools. In addition, the student is prepared to perform the duties of the social worker in private and public sectors.

RECREATION

This degree program is designed to prepare the student to function capably in various governmental, private, and commercial settings. The major in recreation is an interdisciplinary approach with emphasis upon art, music, health, science, social science, physical education, and recreation. Required lab and practicum experiences provide excellent opportunities for students to gain practical working experiences while still in school. The student may choose an area of specialization in public recreation, therapeutic recreation, or outdoor recreation.

CAREER INFORMATION

TEACHER EDUCATION

A survey conducted of recent graduates from the department's baccalaureate degrees in health education and health and physical education indicated that the range of salary for

beginning teachers was approximately \$11,500 to \$13,000 for nine months. These are graduates who teach at the elementary, middle school, or the secondary school level. In many instances, coaching duties are a part of the secondary health and physical education teaching assignments.

Practically all of the respondents, regardless of the degrees received, are planning to further their education by seeking additional degrees.

There are teaching positions 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. Individuals entering the teaching profession should anticipate completing the Master's degree program.

HEALTH AND SOCIAL WELFARE

As this major program is relatively new, there are not enough graduates to provide meaningful data. The general information provided as a state guide indicates starting salaries range from \$10,000 to \$11,412 for twelve months. Positions are readily available, provided the individual is willing to move within the state.

RECREATION

Due to society's increased amount of leisure time and the increased availability of leisure pursuits, it is evident that there is a need and a challenge to train effective recreation professionals. The rapidly expanding field of leisure services increases career opportunities for employment and service. Many factors indicate that college-trained and college-educated recreation professionals will enjoy a developing job market in the years ahead.

Professional level positions are more plentiful in the area of therapeutic recreation due to increased government regulations requiring recreation programs in institutions and also due to the fact that there is an increase in our society's therapeutic population. Entry level positions in outdoor recreation and in public recreation are available at the supervisory level, but in most cases, not at the administrative level, due to the student's lack of experience.

Entry level salaries compare favorably with those in the teaching education area. With experience and increased responsibility, salaries mount accordingly.

STUDENT PROGRAMS

ADVISEMENT

Each student in the department, whether undergraduate or graduate, has a departmental adviser who assists the student in all matters related to the academic program and career counseling. The advisers are assigned by the chairman of the department. In addition, those students in teacher education are assigned an adviser in the Education School.

STUDENT EVALUATION

Students are assigned responsibilities in practicing situations to gain experience in their chosen areas. These assignments are in conjunction with courses in the major programs and include assisting in the local schools, or agencies and institutions other than

schools. Students and faculty work together on common projects, and students are encouraged to participate in departmental planning and activities. In addition to maintaining a creditable academic average, students are evaluated on a competency-based performance. Students have an opportunity anonymously to evaluate their courses and instructors.

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.

INTERCOLLEGIATE ATHLETIC PROGRAMS

The intercollegiate programs are for both highly skilled men and women and open to all students at Georgia College. Men's competition consists of soccer, basketball, baseball, and tennis; women's competition consists of basketball, gymnastics, and softball. Both men and women compete on the tennis team. The department is a member of the National Association of Intercollegiate Athletics and the Georgia Intercollegiate Athletic Conference.

GENERAL EDUCATION REQUIREMENT

A variety of activities is offered to meet the general education requirement of six hours in physical education. Activities may be selected according to interest and capacity of the student.

Students enrolled in physical education activity classes are required to wear a uniform prescribed for the activity. The uniforms may be purchased from the College Bookstore.

Students are encouraged to complete the activity course requirement during the freshman and sophomore years of study.

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.

Activity courses to meet the general education requirement: (Two hours per week. Credit, one hour per quarter).

Number	Activity	Number	Activity
PED 101	Beginning Archery	PED 112	Beginning Golf
PED 102	Beginning Badminton	PED 113	Intermediate Golf
PED 103	Bait Casting	PED 115	Gymnastics (M)*
PED 104	Basketball (M)*	PED 116	Gymnastics (W)*
PED 105	Basketball (W)*	PED 117	Advanced Gymnastics
PED 106	Intermediate Badminton	PED 118	Beginning Modern Dance
PED 107	Bicycling	PED 119	Intermediate Modern Dance
PED 108	Fencing	PED 121	Recreation Games
PED 109	Intermediate Basketball (W)*	PED 122	Sailing and Boating
PED 110	Folk Dance	PED 123	Advanced Life Saving
PED 111	Intermediate Folk Dance	PED 124	Soccer

Number	Activity	Number	Activity
PED 125	Speedball	PED 147	Intermediate Tumbling
PED 126	Social Dance	PED 148	Shooting
PED 127	Softball (M)*	PED 149	Square Dance**
PED 128	Softball (W)*	PED 153	Intermediate Volleyball (W)*
PED 129	Beginning Swimming	PED 154	Canoeing
PED 130	Intermediate Swimming	PED 155	Jogging
PED 131	Swimming for Non-Swimmers	PED 156	Disco**
PED 133	Beginning Tap Dance	PED 157	Mod Body
PED 135	Beginning Tennis	PED 175	Weight Training
PED 136	Intermediate Tennis	PED 249	Intermediate Square Dance**
PED 137	Advanced Tennis	PED 253	Rhythms for Children
PED 138	Flag Football	PED 254	Stunts, Tumbling, Apparatus for Children
PED 139	Track and Field	PED 255	Movement Education for Children
PED 141	Tumbling	PED 256	Movement for Music
PED 143	Volleyball (M)*	PED 257	White Water Canoeing
PED 144	Volleyball (W)*	PED 258	Handicrafts
PED 145	Water Safety Instruction		
PED 146	Wrestling		

*Activities marked (M) only men enroll; (W) only women enroll

**Classes must have equal number of men and women to be offered

DEGREE PROGRAMS

The Department of Health, Physical Education, and Recreation offers instruction leading to the following degrees:

1. Teacher Education (K-12)
 - (a) Bachelor of Arts in Health and Physical Education.
 - (b) Bachelor of Science in Health and Physical Education.
 - (c) Bachelor of Science in Health Education.
 - (d) Courses which fulfill the health education and health and physical education subject area certification requirements for the Master of Education degree program of the School of Education.
 - (e) Courses which fulfill the health and physical education subject area certification requirements for the Specialist in Education degree program of the School of Education (Graduate Programs are in the Graduate Catalog).
2. The Bachelor of Science degree with a major in Health and Social Welfare.
3. The Bachelor of Science degree with a major in Recreation, specializing in Public Recreation, Therapeutic Recreation, or Outdoor Recreation.

DEGREE REQUIREMENTS

TEACHER EDUCATION

1. Students in teacher education programs must satisfy both the major department requirements and the professional education requirements in the School of Education to be eligible for consideration in teacher education certification, grades K-12.

2. Students must make at least a "C" grade in any course in the teaching field and professional education.
3. Students must take the Regents' English Examination between the quarter they are accumulating 45 quarter hours and the completion of 91 credit hours. (Requirements for eligibility to take this examination are under the Regents' Testing Program described in this catalog.)
4. Students in the Health and Physical Education major program must take the National Teacher Examination during either one of the last two quarters prior to student teaching. Students in the Health Education major program must take the exit examination during the quarter prior to graduation. (This examination is administered by the Health Education coordinator.)
5. Department requirements for health and physical education.
 - (a) Satisfactory completion of Areas I, II, and III of the general education core curriculum described in the General Education Program in this catalog.
 - (b) Satisfactory completion of Area IV which includes:

**Area IV: Health and Physical
Education**

Courses	Hours
EFS 204	5
MUE 200	5
ZOO 210	5
HEA 201	5
PSY 201, SOC 101, or ANT 120	5
PED 150, 151, 160, 250, 260	5
	<u>30</u>

- (c) Satisfactory completion of HEA 333, 445, 460; PED 161, 170, 171, 261, 270, 271, 308, 309, 310, 315, 322, 329, 331, 350, 351, 352, 353, 360, 411, 433; Elect two courses from PED 341, 342, 343, 344, 345, 346; and the professional education courses required for teacher certification.
6. Department requirements for Health Education:
 - (a) Satisfactory completion of Areas I, II, and III of the general education core curriculum described in the General Education Program in this catalog.
 - (b) Satisfactory completion of Area IV which includes:

Area IV: Health Education

Courses	Hours
EFS 204	5
ZOO 210 and 211	10
HEA 201	5
SPE 101	5
ANT 120, PSY 201, or SOC 101	5
	<u>30</u>

- (c) Satisfactory completion of BOT 320, HFN 324, HOE 293, SOC 444 or ANT 452, HEA 325, 333, 340, 350, 353, 420, 445, 460; and the professional education courses required for teacher certification.

MINOR AREAS

The Department offers three minor areas for the general college student. These minor areas do *not* certify a person to teach in the public schools.

1. The health education minor is intended for persons expecting to work in agencies or institutions which are concerned with the realm of human well-being and the promotion of health. The minor may be of particular benefit to biology, home economics, sociology and psychology majors. Twenty hours of course work must be selected from HEA 325, 333, 340, 350, 353, 420, and 445.
2. The elementary physical education minor may be of particular benefit to persons in early childhood education, middle school education, or special education. The courses required are HEA 201, 333; PED 253, 254, 255, 308, 315, 328, and 433.
3. The dance minor may be of particular benefit to persons in teacher education, regardless of area of concentration, who wish to develop skills to enrich their subject matter. The courses required are PED 110, 118, 126, 149, 256, 411, 450; MUE 200.

HEALTH AND SOCIAL WELFARE

1. Students in health education specializing in social welfare must make at least a "C" grade in any course they count toward their degree.
2. Students must take the Regents' English Examination between the quarter they are accumulating 45 quarter hours and the completion of 91 credit hours. (Requirements for eligibility to take this examination are under the Regents' Testing Program described in this catalog.)
3. Students must take an exit examination during the quarter prior to graduation. (The examination is administered by the health education coordinator.)
4. Department requirements for health and social welfare.
 - (a) Satisfactory completion of Areas I, II, and III of the general education core curriculum described in the General Education Program in this catalog.
 - (b) Satisfactory completion of Area IV, which includes:

Area IV: Health and Social Welfare

Courses	Hours
HEA 201	5
ZOO 210 and 211	10
SWE 200	5
SPE 101	5
ANT 120, PSY 201, or SOC 101	5
	<hr/> 30

- (c) Satisfactory completion of HEA 333, 340, 350, 353, 420; REC 357; BOT 320, HFN 324; SOC 444 or ANT 452, ELM 458; PSY 451; SWE 300, 400, 401.

RECREATION

- Students in recreation, regardless of specialization, must make at least a "C" in any course they count toward their degree.
- Students must take the Regents' English Examination between the quarter they are accumulating 45 quarter hours and the completion of 91 credit hours. (Requirements for eligibility to take this examination are under the Regents' Testing Program described in this catalog.)
- Students must take the exit examination during their senior year, normally the final quarter. Currently, major students take the Supervisors Examination of Georgia Board of Recreation Examiners.
- Students must have a grade point average of 2.25 to enter the practicum in recreation.
- Department requirements for recreation:
 - Satisfactory completion of Areas I, II, and III of the general education core curriculum described in the General Education program in this catalog.
 - Satisfactory completion of Area IV, which includes:

Area IV: Recreation

Courses	Hours
ART 101, MUS 102, MUT 212, or MUE 200	10
SOC 101 or PSY 201	5
SPE 101	5
REC 200	5
HEA 201	5
	<hr/> 30

- Satisfactory completion of:
 - Public Recreation:** REC 320, 335, 357, 400, 402, 423, 447, 497, 498, 499; ART 310 or 335 or 336; PED 320, 370, 123 or 145; PED Major Activity Laboratory 5 hours; SOC 312, 444; POS 301; HEA 333; electives 7 hours; one summer of camp work or its equivalent on a non-credit basis.
 - Therapeutic Recreation:** REC 320, 335, 400, 402, 423, 447, 497, 498, 499; ART 310 or 335 or 336; PED 320, 370, 123 or 145; PED Major Activity Laboratory 5 hours; PSY 448; EEX 467; SOC 312 or 424; HEA 333; electives 7 hours; one summer of camp work or its equivalent on a non-credit basis.
 - Outdoor Recreation:** REC 320, 335, 357, 400, 402, 423, 447, 497, 498, 499; ART 310 or 335 or 336; PED 103, 123 or 145, 122, 148, 320, 370; PED Major Activity Laboratory 4 hours; BIO 350, 402 or 403, 442; HEA 333; electives 5 hours; one summer of camp work or its equivalent on a non-credit basis.
- Students may elect additional hours as needed from any area of the College relative to the major.

HEALTH (HEA)

201. PERSONAL HEALTH. (5-0-5) F, W, S, Su

Methods of promoting good health in the individual.

325. SCHOOL HEALTH AND HEALTH EDUCATION FOR THE ELEMENTARY TEACHER. (5-0-5) S

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, Su

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.

334. CARDIOPULMONARY RESUSCITATION. (1-0-1) Variable

Techniques of combining external cardiac massage and mouth-to-mouth breathing as a life-saving process. Satisfactory completion of requirements qualifies the student for certification from the American Red Cross.

340. COMMUNITY HEALTH. (4-2-5) F

A survey of community health problems and methods of solving them.

350. TOBACCO, ALCOHOL, AND DRUGS. (5-0-5) S

A study of the physiological and pathological results of substance abuse.

353. COMMUNICABLE AND NON-COMMUNICABLE DISEASES. (5-0-5) S

The causes, effects, epidemiology, and prevention of diseases.

355. TEACHER PREPARATION IN HUMAN SEXUALITY. (5-0-5) F

An investigation and development of the skills, knowledge, methodology and abilities necessary to deal with sex education in a home, school, or community setting.

420. MENTAL HEALTH EDUCATION. (5-0-5) W

Use of effective methods of promoting positive mental health.

445. HEALTH EDUCATION METHODS. (5-0-5) W

Prerequisite: HEA 201 and 460. Innovative methods of affecting attitudes, knowledge, and behavior regarding health practices.

460. EDUCATIONAL FOUNDATIONS OF HEALTH. (5-0-5) F

Principles and practices of curriculum development and program implementation in the schools.

49B-Q. 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, 160, 161, 170, 171. FRESHMAN MAJOR LABORATORY. (0-4-1) 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 methods course sequence (309, 310, 411).

250, 260, 261, 270, 271. SOPHOMORE MAJOR LABORATORY. (0-4-1) 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 methods course sequence (309, 310, 411).

308. EFFECTIVE TEACHING METHODS IN SECONDARY EDUCATION. (5-0-5) F

Materials, methods, and techniques utilized in organizing and teaching physical education activities.

309. TEAM SPORTS METHODS. (4-2-5) W

Prerequisite: PED 308 and team sports laboratories. Leadership methods for the various team sports, including the principles and techniques involved in organizing and administering team sports in physical education programs.

310. INDIVIDUAL SPORTS METHODS. (4-2-5) S

Prerequisite: PED 308 and individual sports laboratories. Leadership methods for the various individual sports, including the principles and techniques involved in organizing and administering individual sports in physical education programs.

315. METHODS IN ELEMENTARY PHYSICAL EDUCATION. (4-2-5) F, S

Prerequisite: 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.

320. CREATIVE LEISURE. (1-4-3) S

Recreational skills for lifetime enjoyment; better understanding and appreciation 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

Prerequisite: BIO 210 and 211. Joint and muscular action involved in the fundamental body movements and common motor activities in physical education.

329. HISTORY AND PRINCIPLES 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 and 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

346. TECHNIQUES OF OFFICIATING. (2-0-2) Variable S

Prerequisite: basketball and volleyball activity labs. A study of the rules, mechanics, and principles of officiating team sports.

350, 351, 352, 353. JUNIOR MAJOR LABORATORY. (0-4-1) 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 methods course sequence (309, 310, 411).

360. PHYSIOLOGY OF EXERCISE. (5-0-5) W

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. Experience in recognizing athletic injuries, and preventive and corrective measures that could be practiced.

411. METHODS IN TEACHING DANCE. (4-2-5) W

Prerequisite: MUE 200, major laboratories 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
Prerequisite: PED 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.

49B-E. INDEPENDENT STUDY IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. (Var.)
Prerequisite: Senior classification and department chairman's approval.

RECREATION (REC)

200. INTRODUCTION TO RECREATION. (3-4-5) F

The history, philosophy, and theories of recreation and leisure; acquaints the student with 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.

335. SOCIAL RECREATION. (1-4-3) W

Planning social recreation activities; party planning, special games, quiet games, trips and picnics, and decoration. Students will be able to gain practical experience by working with different age groups on community projects.

357. RECREATION FOR SPECIAL GROUPS. (3-4-5) S

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; interrelationships 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, 498, 499. PRACTICUM IN RECREATION (0-30-15) F, W, S, Su

Prerequisite: Senior classification and a 2.25 cumulative grade point average. Students will intern in an approved agency under a professional recreator.

LIBRARY MEDIA

KATHERINE DAVIS, COORDINATOR

Associate Professors: Becham, Fennell, Harman. Assistant Professors: Davis, M. Mortensen, Sayles. Instructor: Carmichael.

Approved by the State Department of Education, the Education Library Media Program provides students interested in a career as a school library media specialist with a well-rounded education in the library media field. The program covers such areas as information sources, selection, production, processing, and administration of print and non-print materials. Additionally, extensive practical experiences are provided.

The present forty-hour certification program recognizes that certain competencies must be met in order for a person to obtain a position as a school media-specialist. A person must either hold a T-4 certificate in a teaching field or obtain the T-4 in conjunction with the M-4. The MS-4 certificate is valid for three years and can be renewed only once.

Students who complete the following requirements will be eligible to receive the MS-4 (Media Specialist 4) Certificate: (1) obtain the Teacher's Associate Professional four-year Certificate (T-4); (2) complete forty hours of acceptable college credit in library media; and (3) pass the Teacher Certification Test in Media.

LIBRARY MEDIA (ELM)

354. OPERATION OF THE LIBRARY MEDIA CENTER. (5-0-5)

Media Center objectives, organization, services, and standards. Major functions including acquisitions, circulation and stimulation of the use of print and non-print library materials. Personnel, public relations, and evaluation of services are covered.

355. TECHNICAL PROCESSING OF LIBRARY MEDIA MATERIALS. (5-0-5)

Prerequisite: 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. (5-0-5)

Survey of the standard print and non-print reference tools emphasizing the selection and implementation of reference media in school libraries. The reference interview technique is included.

400. THE USE OF MEDIA IN THE CLASSROOM. (3-0-3)

Designed to meet the unique needs of prospective teachers. Emphasis on planning, selection, production of media and equipment operation.

457. PRACTICUM IN OPERATING A LIBRARY MEDIA CENTER. (5-0-5)

Prerequisite: ELM 354, and two of the following three courses: ELM 355, 356, or 468. 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. (3-2-5)

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 develop a rationale for selecting the best type of media for every instructional situation.

459. UTILIZATION OF MEDIA. (5-0-5)

Emphasis on evaluation, selection, use and relationships of various media to the school curriculum. Laboratory experiences stress production of proper care and use of media equipment.

468. SELECTION OF LIBRARY MEDIA. (5-0-5)

Acquaintance with print and non-print materials, standard selection aids, and application of criteria of selection in building media collections.

478. PHOTOGRAPHY. (2-3-5)

Basic principles, skills, and techniques of photography and their application to problems. Emphasis is placed on introductory skills in camera handling, film use, lighting, composition, and on display, mounting and preservation of materials. Darkroom demonstrations will include black-and-white processing and printing.

48B-E. INDEPENDENT STUDY. (Var.)

Investigation of a topic of special interest with reports and project submitted to the faculty supervisor.

49B-E. INTERNSHIP. (Var.)

Prerequisite: Approval by the instructor. Open only to library media students participating in the Georgia Internship Program. An individually designed course involving off-campus or campus study and research in a governmental agency for academic credit.

SPECIAL EDUCATION

MICHAEL S. HICKMAN, CHAIRMAN

Associate Professor: Hickman, Assistant Professors: Coombe, Travers.

The philosophy of special education encompasses the right of all human beings to participate in educational and career planning experiences which will develop their capabilities to the greatest extent. Gradual acceptance of this philosophy by society has created an increasing demand for highly-skilled teachers of exceptional individuals. The Department of Special Education provides courses and field experience guidance designed to develop the skills and competencies required of the teacher of exceptional students. The department offers an undergraduate program leading to teacher certification in mental retardation. Graduate programs are offered which lead to teaching credentials in the areas of mental retardation, behavior disorders, learning disabilities, interrelated resource, and gifted; and to administrative credentials as director of special education. These programs are designed in accordance with Georgia teacher certification requirements. In addition, the department offers the course in exceptionality for the regular classroom teacher as required by House Bill 671.

Area IV: Special Education

Courses	Hours
EFS 204	5
PSY 201	5
SOC 101	5
and 15 quarter hours chosen in consultation with Special Education adviser	

SPECIAL EDUCATION (EEX)

364. EXCEPTIONAL INDIVIDUALS IN REGULAR CLASS. (5-0-5)

(Non-special education major) Focuses on the identification and basic techniques of teaching exceptional individuals in the regular classroom. Meets requirements of House Bill 671.

365. EXCEPTIONAL INDIVIDUALS. (5-0-5)

Prerequisite: Documentation of 200 hours of volunteer work with exceptional individuals prior to enrollment in the course, and identification as a special education major. Overview and discussion of the educational, social, physical, and emotional characteristics of exceptional individuals and their implications for educational and special programming.

467. NATURE OF MENTAL RETARDATION. (5-0-5)

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.

471. COUNSELING PARENTS OF THE MENTALLY RETARDED. (5-0-5)

Prerequisite: EEX 365. Discussion of the impact of an exceptional child 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)

Prerequisite: EEX 365. Discussion of the speech and language problems in the mentally retarded. Review of the literature, psycholinguistic theory, verbal communication skills, and language development programs.

474. CAREER EDUCATION FOR THE MENTALLY RETARDED. (5-0-5)

Prerequisite: EEX 365. Principles, materials, and methods for implementing career education programs for all educational levels of the mentally retarded.

475. BEHAVIOR MANAGEMENT. (5-0-5)

Prerequisite: EEX 364 or 365. Theory and practice of behavior management techniques appropriate in classrooms for the exceptional child. Review of relevant literature.

477. CURRICULUM AND METHODS FOR MENTALLY RETARDED I. (5-0-5)

Prerequisite: EEX 467. Current instructional planning for the moderate and severe mentally retarded students will be reviewed and evaluated. Attention will be focused upon techniques for effective innovative curricula for individuals at the preschool through postschool levels.

479. CURRICULUM AND METHODS FOR MENTALLY RETARDED II. (5-0-5)

Prerequisite: EEX 467. Methods of organizing and planning education programs for mild mentally retarded students. Study of special class organization; mainstream placement; curriculum practices; and, methods and techniques useful in instruction.

485. DIRECTED READINGS, SPECIAL EDUCATION. (5-0-5)

Prerequisite: EEX 467. Focuses on topics of current interests and developments in the field of exceptional children.

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1801.

2. The second part is a report from the Secretary of the Navy, dated January 1, 1801.

3. The third part is a report from the Secretary of the Treasury, dated January 1, 1801.

4. The fourth part is a report from the Secretary of the War, dated January 1, 1801.

5. The fifth part is a report from the Secretary of the Interior, dated January 1, 1801.

6. The sixth part is a report from the Secretary of the State, dated January 1, 1801.

7. The seventh part is a report from the Secretary of the War, dated January 1, 1801.

8. The eighth part is a report from the Secretary of the Interior, dated January 1, 1801.

9. The ninth part is a report from the Secretary of the State, dated January 1, 1801.

10. The tenth part is a report from the Secretary of the War, dated January 1, 1801.



**ADMINISTRATION,
FACULTY,
AND STAFF**

UNIVERSITY SYSTEM OF GEORGIA

The University System of Georgia includes all state-operated institutions of higher education in Georgia—4 universities, 14 senior colleges, 15 junior colleges. These 33 public institutions are located through the state.

A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members—five from the state-at-large and one from each of the state's 10 Congressional Districts—are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction; Public Service/Continuing Education; Research.

INSTRUCTION consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

A Core Curriculum, consisting of freshman and sophomore years of study for students whose educational goal is a degree beyond the associate level, is in effect at the universities, senior colleges, and junior colleges. This Curriculum requires 90 quarter-credit-hours, including 60 in general education—humanities, mathematics and natural sciences, and social sciences—and 30 in the student's chosen major area of study. It facilitates the transfer of freshman and sophomore degree credits within the University System.

PUBLIC SERVICE/CONTINUING EDUCATION consists of non-degree activities, primarily, and special types of college-degree-credit courses.

The non-degree activities are of several types, including such as short courses, seminars, conferences, lectures, and consultative and advisory services, in a large number of areas of interest.

Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortiums.

RESEARCH encompasses investigations conducted primarily for discovery and application of knowledge. These investigations, conducted on campuses and at many off-campus locations, cover a large number and a large variety of matters related to the educational objectives of the institutions and to general societal needs.

Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy of high degree for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

State appropriations for the University System are requested by, and are made to, the Board of Regents. Allocations of the appropriations are made by the Board. The largest share of the state appropriations—approximately 52 percent—is allocated by the Board for Instruction. The percentages of funds derived from all sources for Instruction in the 1980-81 fiscal year were: 77 percent from state appropriations, 20 percent from student fees, 3 percent from other internal income of institutions.

INSTITUTIONS OF THE UNIVERSITY SYSTEM OF GEORGIA

h—On-Campus Student Housing Facilities
Degrees Awarded: A—Associate; B—Bachelor's; J—Juris Doctor;
M—Master's; S—Specialist in Education; D—Doctor's

UNIVERSITIES

Athens 30602	Atlanta 30303
University of Georgia—h; B,J,M,S,D	Georgia State University—A,B,M,S,D
Atlanta 30332	Augusta 30912
Georgia Institute of Technology—h; B,M,D	Medical College of Georgia—h; A,B,M,D

SENIOR COLLEGES

Albany 31705	Marietta 30061
Albany State College—h; B,M	Kennesaw College—A,B
Americus 31709	Marietta 30060
Georgia Southwestern College—h; A,B,M	Southern Technical Institute—h; A,B
Augusta 30910	Milledgeville 31061
Augusta College—A,B,M	Georgia College—h; A,B,M,S
Carrollton 30118	Savannah 31406
West Georgia College—h; A,B,M,S	Armstrong State College—A,B,M
Columbus 31993	Savannah 31404
Columbus College—A,B,M	Savannah State College—h; A,B,M
Dahlonega 30597	Statesboro 30460
North Georgia College—h; A,B,M	Georgia Southern College—h; A,B,M,S
Fort Valley 31030	Valdosta 31601
Fort Valley State College—h; A,B,M	Valdosta State College—h; A,B,M,S

JUNIOR COLLEGES

Albany 31707	Barnesville 30204
Albany Junior College—A	Gordon Junior College—h; A
Atlanta 30310	Brunswick 31523
Atlanta Junior College—A	Brunswick Junior College—A
Bainbridge 31717	Cochran 31014
Bainbridge Junior College—A	Middle Georgia College—h; A
	Dalton 30720
	Dalton Junior College—A
	Douglas 31533
	South Georgia College—h; A
	Gainesville 30403
	Gainesville Junior College—A
	Macon 31297
	Macon Junior College—A
	Morrow 30260
	Clayton Junior College—A
	Rome 30161
	Floyd Junior College—A
	Swainsboro 30401
	Emanuel County Junior College—A
	Tifton 31793
	Abraham Baldwin Agri. College—h; A
	Waycross 31501
	Waycross Junior College—A



University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334

**ADMINISTRATION, FACULTY,
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JOHN E. SKANDALAKIS, Atlanta	State-at-Large	1988
ERWIN A. FRIEDMAN, Savannah	First District	1983
WILLIAM T. DIVINE, JR., Albany	Second District	1989
JOHN H. ROBINSON, III, Americus	Third District	1986
SCOTT CANDLER, JR., Decatur	Fourth District	1984
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LAMAR R. PLUNKETT, Bowdon	Sixth District	1985
LLOYD L. SUMMER, JR., Rome	Seventh District	1987
THOMAS H. FRIER, SR., Douglas	Eighth District	1985
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Systems and Procedures

MARY ANN HICKMAN, Assistant Vice Chancellor-Academic Affairs

H. GUY JENKINS, JR., Assistant Vice Chancellor-Facilities

THOMAS E. MANN, Assistant Vice Chancellor-Facilities

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ROGER C. MOSSHART, Assistant Vice Chancellor-Fiscal Affairs-Budgets

JACOB H. WAMSLEY, Assistant Vice Chancellor-Fiscal Affairs

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BRUCE C. BRUMFIELD, B.B.A., M.B.A., D.B.A., Acting Dean of Graduate School and Research Services
WILLIAM C. SIMPSON, B.A., M.S., Ph.D., Dean of School of Arts and Sciences
JOSEPH F. SPECHT, B.S., M.S., Ed.D., Dean of School of Business
JOHN H. LOUNSBURY, B.A., M.A., Ed.D., Dean of School of Education
TERRY N. DEAL, B.S.H.E., M.S., Ph.D., Director of Continuing Education and Public Services

THE FACULTY

(Year in parentheses is year of first appointment at Georgia College)

EDWIN G. SPEIR, JR., President and Professor of Political Economy (1981)

B.S., Davidson College; M.A., Ph.D., University of Denver

EMILY ELAINE ABDI, Assistant Professor of Educational Field Experiences (1978)

B.A., Winthrop College; M.A., Indiana University of Pennsylvania; Ed.S., Ph.D., Georgia State University

FLOYD VAN WERT ANDERSON, Chairman and Professor, Department of Health, Physical Education and Recreation (1967)

B.S., University of Pittsburgh; M.A., George Peabody College for Teachers

RICKEY G. ANDREWS*, Assistant Professor of Music (1982)**

B.M., M.M., Southern Methodist University

THOMAS F. ARMSTRONG, Associate Professor of History (1974)

B.A., M.A., University of Colorado; Ph.D., University of Virginia

JANET BOWDEN ASHFIELD, Assistant Professor of Nursing (1974)

B.S.N., M.S.N., Medical College of Georgia

DAVID GENE BAARDA, Chairman and Professor, Department of Chemistry and Physics (1965)

B.A., Central College; M.S., Ph.D., University of Florida

PATRICIA J. BALDWIN, Chairman and Professor, Department of Nursing (1981)

B.S., Florida Southern College; M.S.N., Medical College of Georgia; D.Sc.N., Catholic University

EVERETTE H. BARMAN, JR., Associate Professor of Biology (1973)

B.S., Central State University; M.S., University of Arkansas; Ph.D., Cornell University

ROBERT BRYAN BARTOS, Associate Professor of Foundations and Secondary Education (1979)

B.A., Salem College; M.Ed., University of Cincinnati; Ed.D., West Virginia University

***Temporary

MARY ROSE BAUGH, Associate Professor of Foundations and Secondary Education (1971)
B.S., University of Georgia; M.Ed., University of Maryland; Ph.D., University of Georgia.

ROSEMARY EDITH BEGEMANN, Associate Professor of History (1974)
B.S., College of Charleston; M.A., Ph.D., Emory University

JOHN P. BLAIR, JR., Instructor in Speech and Drama (1976)
B.A., University of North Carolina at Wilmington; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Georgia

KAYE G. BLOODWORTH, Assistant Professor of Business Education and Office Administration (1974)
B.S., M.Ed., Georgia College

JOHN A. BRITT, JR., Chairman, Department of Developmental Studies, Professor of Foundations and Secondary Education and Developmental Studies (1963)
B.S., Troy State College; M.S., Florida State University; Ed.D., Auburn University

DOROTHY D. BROWN, Assistant Professor of Art (1974)
B.S.Ed., M.S.T., Georgia Southern College

BRUCE C. BRUMFIELD, Acting Dean of Graduate School and Research Services, Coordinator of Graduate Management Programs in Business and Associate Professor of Management and Information Systems (1978)
B.B.A., M.B.A., Georgia Southern College; D.B.A., Mississippi State University

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

GRACE B. CALLAWAY, Associate Professor of Educational Field Experiences and Home Economics (1978)
B.S.H.E., University of Georgia; M.Ed., Georgia College; Ed.S., Ed.D., University of Georgia

JAMES V. CARMICHAEL, JR. Librarian and Instructor in Library Media (1977)**
A.B., M.Ln., Emory University

VICTORIA CHANDLER, Assistant Professor of History (1978)
A.B., M.A., University of Georgia; Ph.D., University of Virginia

BARBARA JEANNE CLINTON, Assistant Professor of Management and Information Systems (1982)
A.B., Wesleyan College; M.A.T., Emory University; Ed.D., University of Georgia

MARY B. COLLINS, Assistant Professor of Nursing (1973)
B.S.N., Medical College of Georgia; M.Ed., Georgia College

MARY M. COOK, Associate Professor of Nursing (1969)
B.S.N., The Winston-Salem Teachers College; M.S., University of Maryland

EDMUND J. COOMBE, Assistant Professor of Special Education (1981)
B.A., Pennsylvania State University; M.Ed., Bloomsburg State College; Ed.D., Temple University

DAVID J. COTTER, Chairman and Professor, Department of Biological and Environmental Sciences (1966)
B.S., A.B., M.S., University of Alabama; Ph.D., Emory University

NANCY B. CULBERSON, Instructor in Developmental Studies (1979)
B.A., Georgia State University; M.Ed., Georgia College

CHARLES PACK DANIEL, Associate Professor of Biology (1967)
B.S., Furman University; M.A., University of North Carolina; M.S., Emory University

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INDEX

A

Abbreviations, Official Discipline	77
Academic Advisement	91
Academic Affairs	61
Academic Appeal Procedure, Student	64
Academic Citations	73
Academic Credit	61
Academic Degree Program Assessment	72
Academic Exclusion	63
Academic Expenses	33
Academic Honors	73
Academic Orientation	92
Academic Probation	63
Academic Programs, Major	87
Academic Regulations	61
Academic Standing	62
Academic Structure	112
Accounting and Business Law, Department of—Courses (ACT)	199
Accrediting Agencies for Georgia College	83
Activity Charges	33
Adams Hall	18
Adding Courses	65
Administration Building	17
Administration, Georgia College	248
Administrative Staff	257
Admissions	27
Adult Non-Credit Programs	23
Advanced Placement	30
Advisement, Academic	91
Advisement Center	93
Advisers, Assignment of	91
Aeolian Singers	57
Alpha Delta Pi	54
Alpha Kappa Alpha	54
Alpha Phi Alpha	54
Alumni Association	14
Alumni Association Executive Board	256
Alumni-Faculty Center	20
Alumni Scholarships	44
Amendment 23 (62 years or older) Admissions	29
Anthropology Courses (ANT)	192
Applications	27
Applied Music Courses (MUA)	166
Archives of Georgia Education	17
Areas I, II, and III (Core Curriculum)	78
Armed Forces, Credit for Educational Experiences in	67
Army ROTC	109
Art, Department of—Courses (ART)	113
Art Education Major	114
Art Exhibitions	57, 115
Art Marketing Major	114, 211
Arts and Sciences, School of	113
Associate Degree Requirements	83
Associate Teaching	216
Astronomy Courses (AST)	125

Athletic Complex	15
Athletics	20
Atkinson Hall	15
Attendance Policy	65
Auditing Courses	65

B

Baccalaureate Degree, Second	87
Bachelor's Degree Requirements	83
Band	57
Baptist Student Union	55
Basic Educational Opportunity Grants (BEOG)	45
Basic Requirements	83
Beeson Hall	18
Behavioral Science Teacher Program	185
Bell Hall	18
Beta Beta Beta	56
Biological and Environmental Sciences, Department of—Courses (BIO)	118
Board of Regents	245
Board of Visitors, Georgia College	246
Bone House	15
Bookstore	38, 258
Botany Courses (BOT)	120
Brass Choir	58
Buckley Amendment (Family Educational Rights and Privacy Act) .. Inside Front Cover	
Buildings, Grounds, and Services	15
Bulletins	55
Business Administration—General	198
Business and Commerce Technologies, Associate of Science Degree in	89
Business and Financial Affairs	33, 265
Business and Management, Majors in	88
Business Course Requirements	197
Business Education and Office Administration, Department of— Courses (BOA)	201
Business Information Systems— Courses (BIS)	208
Business Law—Courses (LAW)	200
Business Office	258
Business, School of	194

C

Cafeteria	17
Calendar, College	6
Calendar, College Test	10
Campus Police	265
Career Development Services	52, 93
Career Information (See also Departmental Listings)	93
Career Services	93, 265
Carl Vinson Professorship and Endowed Chair	176
Catalog Changes	2
Cathy Alumni-Faculty Center	20
Certification, Teacher Education	217
Challenging Courses	73
Change of Major	92

Chappell Hall	15
Checks, Returned	35
Chemistry and Physics, Department of—Courses (CHE)	122
Child and Family Center, Home Economics	20
Child and Family Development Courses (HCF)	145
Childhood Education, Department of—Courses (EEC and EMG)	219
Choral Groups	57
Chorus, Mixed	57
Citations, Academic	73
Citizenship Requirements	37
Class Attendance	65
Class Organization	61
CLEP (College Level Examination Program)	72
Clothing, Textile, and Fashion Courses (HCT)	144
Clubs, Departmental and Social	56
College Credit for Educational Experiences in the Armed Forces	67
College Government Association	54
College Level Examination Program (CLEP)	72
College Publications	54
College Test Calendar	10
College Union	17
College Work-Study Program	47
Colonnade	54
Color Slide Collection	115
Columns	54
Community Services	23
Computer Center	258
Computer Information Systems— Courses (CI S)	149
Computer Use Statement	150
Concert Band	57
Concerts and Lectures	57
Constitutional Amendment 23 Admissions	29
Consumer Merchandising Major	141
Contents, Table of	3
Continuing Education	20, 23
Cooperative Education	43, 196
Core Curriculum	78
Core Curriculum Guide	79
Correspondence Study	87
Costs (See Expenses and Fees)	
Counseling and Career Development Services	52
Course, Adding a	65
Course, Dropping a	63
Course Load	61
Course Numbers, Explanation of	77
Course Offerings	77
Course, Refund for	35
Courses, Reduction of	63
Credentials Service	94
Credit and Course Load	61
Criminal Justice Administration Courses (CRJ)	179

Cum Laude	74
Cumulative Grade Point Average	61
Curriculum Guide, Core	79

D

Dance, Minor in	232
Dean's List	74
Declaration of Major	92
Degree Programs	77
Degree Requirements	83
Degrees Awarded	83
Degree, Second	87
Delta Sigma Pi	56
Delta Sigma Theta	54
Delta Zeta	54
Dental School Preparation	99
Departments, Academic (See Table of Contents for list of Schools and their Departments) Deposits	34
Developmental Studies, Department of—Courses (DST)	222
Directory for Information and College Action	265
Discipline Abbreviations	77
Discipline, Student	53
Discrimination—Non-Discrimination Policy	Inside Front Cover
Distinguished Service Award	74
Dormitories (See Residence Halls)	
Double Major	84
Drama Courses (DRA)	130
Drama Minor, Speech and	130
Dramas	57
Dropping Courses	63
Dual Degree Program	101

E

Early Admission of Freshmen	28
Early Childhood Courses (EEC)	219
Economic Education Center	206
Economics and Finance, Department of—Courses (ECO)	204
Education, Foundations and Secondary, Department of— Courses (EFS)	225
Education, Majors in	88
Education Program, General	78
Education, School of	214
Education, Special, Department of—Courses (EEX)	239
Educational Experiences, Credit for	67
Educational Field Experiences, Department of—Courses (EFE)	224
Educational Library Media Courses (ELM)	237
Educational Opportunity Grants	45
Elementary Physical Education, Minor in	232
Employment, Student	47
Endowed Chair	176
Endowments and Scholarships	42
Engineering, Major in	88

English Building	15
English and Speech, Department of—Courses (ENG)	126
Ennis Hall	15
Environmental Sciences Courses (ENS)	121
Exclusion, Academic	63
Exit Exams, Senior	72
Expenses (See also Fees)	33
Expulsion	53
Extension Study	87
Extracurricular Activity	58

F

Faculty-Alumni Center	20
Faculty Directory	248
Family Educational Rights and Privacy Act (Buckley Amendment)	Inside Front Cover
Fashion Marketing Major	211
Fees (See also Expenses)	33
Fees, Special	34
Field Services	24
Finance Courses (FIN)	205
Financial Affairs	33, 265
Financial Aid	41
Fine and Applied Arts, Majors in	88
Flannery O'Connor Room	19
Food, Human Nutrition, and Food Systems Administration— Courses (HFN)	145
Foods and Nutrition, Major in	141
Food Service	33
Foreign Languages, Majors in	88
Foreign Students	28
Foundation, Georgia College	246
Foundations and Secondary Education, Department of— Courses (EFS)	225
Fraternities	54
French Courses (FRE)	153
Freshman Classification	61
Freshman English Policy	83
Freshman Placement Tests	28
Full-time Equivalent Student	61

G

GA ARNG Tuition Assistance Program	48
General Business Administration Major	198
General Degree Requirements	66
General Education Program	78
General Information	13
General Programs	91
Geography Courses (GEO)	138
Geography, Minor in	135
Georgia College Board of Visitors	246
Georgia College Foundation	246
Georgia College, History of	13
Georgia College Information	13, 265
Georgia College Radio Station	55
Georgia College Theatre	57

Georgia College Work-Study Program	48
Georgia Education, Museum and Archives of	17
Georgia Intern Program	97
Georgia National Guard Student Loan Program	46
Georgia, University System of	243
Good Academic Standing	62
Governor's Mansion	16
Grade Point Average, Cumulative	61
Grades	62
Grading Policy	62
Graduate Record Exam (GRE)	10
Graduate School	30, 265
Graduate Students, Admission of	30
Graduation Requirements	65
Grants	45
GRE (Graduate Record Exam)	10
Greek Life	54
Green Street Home Management House	16
Grounds	15
Guaranteed Loans	47
Guild Student Group, American Guild of Organists	167

H

Handbook, Student	54
Handicapped Students	59
Health and Physical Education Building	16
Health and Social Welfare Major	228
Health Courses (HEA)	234
Health Education Major	227
Health Expenses	33
Health, Physical Education, and Recreation, Department of	227
Health Professions, Majors in	89
Health Services	58
Health Services and Paramedical Technologies, Degree in	89
Health Therapy Preparation	102
Herty Science Hall	16
History and Geography, Department of—Courses (HIS)	133
History of Georgia College	13
History of Milledgeville	13
Home and Consumer Management Courses (HHM)	146
Home Economics Child and Family Center	20
Home Economics, Department of— Courses (HOE)	140
Home Economics Education Courses (HED)	146
Home Management House	16
Home Study	87
Honors, Academic	73
Honors Day	74
Honors Independent Study	95
Honors Program	74, 94
Honors Section, Freshman	95
Honors Seminars	95

Honors Student Association	97
House Councils and Leaders	52
House Programs	52
Housing, Student (See Residence Halls)	
Human Ecology Major	142
Humanities Core Requirements	
(Area I)	78

I

Identification Card	58
IGC 101	93
Independent Study	87
Individual Instruction	87
Infirmery, Parks Memorial	17
Information Directory	265
Institutes, Specialized	23
Institutional Credit	63
Instrumental Music Major	157
Intercollegiate Athletics	20, 229
International Students	28
Internship Programs	93
Intramural Sports	55
Items	54

J

Jazz Ensemble	58
Job Placement	94
Jobs, Student	47
Joint Enrollment	28
Journalism Courses (JRN)	131
Junior Classification	61

K

Kappa Alpha	54
Kappa Alpha Psi	54
Kappa Sigma	54
Key Deposit	34
Kilpatrick Education Center	16

L

Laboratory Fee	34
Lake Laurel	16
Language Building	16
Languages (See Modern Foreign Languages)	
Lanier Hall	16
Late Payment	34
Law, Business Courses in (LAW)	200
Law School Preparation	103
Lectures and Concerts	57
Legislative Requirement, Special	66
Letters, Major in	89
Library	18
Library Media Courses (ELM)	237
Library Science, Certification in	89
Library Services	18
Loan Funds	45
Logistics Courses (LOG)	213
Logistics Major	211
Loudspeaker	55
Lyceum	56

M

Magna Cum Laude	74
Major Area Exams	72
Major, Declaration or Change of	92
Major Programs	87
Major Requirements	84
Majors, Multiple	84
Management and Information Systems, Department of—Courses (MGT)	207
Mansion, Governor's	16
Map of Georgia College	Inside Back Cover
Marketing, Department of—	
Courses (MKT)	211
Mathematics Core Requirement	
(Area II)	78
Mathematics, Department of—	
Courses (MAT)	146
Maxwell College Union	17, 55
Meal Plans	33
Media Services	19
Medical Record Form	59
Medical School Preparation	104
Merchandising Major, Consumer	141
Middle Grades Education	
Courses (EMG)	220
Military Science Courses (MS)	109
Milledgeville, History of	13
Miller Memorial Hall	17
Minors	84
Modern Foreign Languages,	
Department of	152
Money (see Expenses and Fees)	33
Multiple Majors	84
Museum and Archives of	
Georgia Education	17
Music Activities	166
Music, Applied—Courses (MUA)	166
Music, Department of—	
Courses (MUS)	156
Music Education—Courses (MUE)	163
Music Educators National	
Conference	167
Music Ensembles Courses (MUP)	164
Music Fees	35
Music Minor	159
Music Organizations	167
Music Therapy Courses (MUT)	164
Music Therapy Society	167

N

Napier Hall	18
National Direct Student Loans	45
National Teacher Exam (NTE)	216
Natural Sciences Core Requirements	
(Area II)	78
Newsletters	55
Newspaper, Student	54
Non-Academic Personnel Office	265
Non-Credit Auditing	65
Non-Credit Courses	23
Non-Discrimination	
Policy	Inside Front Cover

Non-Resident Students	36
NTE (National Teachers Exam)	216
Nursery School (Child and Family Center)	20
Nursing Degrees	87
Nursing, Department of— Courses (NUR)	168
Nursing Student Loan Program	46
Nutrition Major, Foods and	141

O

O'Connor Room, Flannery	19
Off-Campus Courses, Fees for	34
Office Administration Courses (BOA)	201
Officers and Staff, University System	245
Optometry School Preparation	106
Orchestra	58
Orientation	53
Outdoor Recreation Specialization	233
Outstanding Departmental Majors	74

P

Parents, Special Note to Inside Front Cover	
Parkhurst Hall	17
Parking, Student	18
Parking Violations	35
Parks Hall	17
Parks Memorial Infirmary	17
Part-time Applicants, Admission of	29
Payment of Expenses	34
Pell Grants	45
Personnel, Non-Academic	265
Petitions	64
Pharmacy School Preparation	107
Phi Alpha Theta	56
Phi Delta Theta	54
Phi Kappa Phi	74
Phi Mu	54
Phi Mu Alpha Sinfonia	56, 67
Phi Sigma	74
Phi Upsilon Omricon	56
Philosophy and Religion, Department of—Courses (PHI)	173
Physical Education Courses (PED)	234
Physical Education—General Education Requirement	229
Physical Plant	17, 258
Physical Science, Majors in	89
Physics Courses (PHY)	124
Pickett and Hatcher Educational Fund	47
Pi Kappa Alpha	54
Pi Omega Pi	56
Pi Tau Chi	56
Placement, Advanced	30
Placement Services	94
Placement Tests, Freshman	28
Plays	57
Police, Campus	265
Political Science and Public Administration, Department of— Courses (POS)	175

Porter Fine Arts Building	17
Preface	2
Pre-Dentistry	99
Pre-Engineering	101
Pre-Health Therapy	102
Pre-Law	103
Pre-Medical Technology	104
Pre-Medicine	104
Pre-Optometry	106
Pre-Pharmacy	107
Pre-Professional Programs	97
Pre-Veterinary Medicine	108
Presidential Scholars	74
Presidents, Former	14
Privacy Act	Inside Front Cover
Private Lessons	35, 166
Probation, Academic	63
Professional Writing, Minor in	131
Programs, Major Academic	87
Projects, Specialized	23
Psychiatric Consultative Services	59
Psychology, Department of— Courses (PSY)	185
Psychology Services Program	185
Public Affairs and Services, Majors in	89
Public Administration Courses (PUA)	183
Public Recreation Specialization	223
Public and Community Services	20, 23
Publications, College	54
Purpose, Statement of	14

Q

Quarter System	61
----------------------	----

R

Radio Station	55
Readmission of Former Students	30
Recitals	166
Records, Student	266
Recreation and Park Society	229
Recreation Courses (REC)	236
Recreation Specialization, Outdoor	233
Refund Policy	35
Regents, Board of	245
Regents' Exam	68
Regents' Policy on Admissions	27
Regents' Testing Program	68
Registration	92
Regulations, Academic	61
Religion Courses (REL)	174
Religious Life	55
Requirements, Admission	27
Requirements, Associate Degree	83
Requirements, Bachelor's Degree	83
Requirements, Basic	83
Requirements, Certification	217
Requirements, Citizenship	37
Requirements, Course	78
Requirements, General Degree	66
Requirements, Graduation	65
Requirements, Honors Program	95
Requirements, Legislative	66
Requirements, Major	84

Requirements, Residency	37
Research Services	20
Reserve Officers' Training	
Corps (ROTC)	109
Residence, Definition of	37
Residence Hall Accommodations	17, 51
Residence Hall Charges	33, 35
Residence Hall Regulations	51
Returned Checks, Charge for	35
Right of Petition	65
Room Reservation Deposit	34
ROTC (Reserve Officers' Training	
Corps)	109
ROTC Subsistence Allowance	48
Russell Auditorium	17

S

Sanford Hall	18
Schedule Planning Week	92
Scholarships and Endowments	42
Schools in Georgia College (See Table of	
Contents for list of Schools and their	
Departments)	
Senior Citizens	29
Senior Classification	61
Senior Exit Exams	72
Sigma Alpha Iota	57, 167
Small Business Development Center	196
Small Business Institute	196
Social Life	55
Social Sciences, Core Requirements in	
(Area III)	79
Social Sciences, Majors in	89
Social Welfare Courses (SWE)	192
Sociology, Department of—	
Courses (SOC)	189
Sophomore Classification	61
Sororities	54
Spanish Courses (SPA)	154
Special Business Services	196
Special Education, Department of—	
Courses (EEX)	239
Special Fees	34
Special Legislative Requirement	66
Special Students	29
Specialized Institutes and Projects	23
Speech and Drama Minor	130
Speech Courses (SPE)	130
Staff	257
Statement of Purpose	14
State Scholarship Commission	47
String Ensemble	58
Student Academic Appeal Procedures	64
Student Activities	54
Student Affairs	51
Student Citizenship	53
Student Employment	47
Student Government	54
Student Handbook	54
Student Identification Cards	58
Student Life	53
Student Parking	18
Student Records	266
Student Services	51

Student Success, IGC 101	93
Student Teaching (Associate)	216
Student Vehicles	18
Students, Part-time	29
Students, Special Note to .. Inside Front Cover	
Students Undecided	91
Study Abroad Program	152
Summa Cum Laude	74
Supplemental Educational Opportunity	
Grants	45
Supplies and Textbooks	38
Suspension	53

T

Table of Contents	3
Teacher Certification Test	216
Teacher Education Guidance and	
Admission	72, 215
Teacher Education	84, 214
Teaching, Associate	216
Terrell Hall	17
Test Calendar	10
Testing Center	266
Testing Program, Regents'	68
Tests	10
Textbooks and Supplies	38
Theatre, Georgia College	57
Therapeutic Recreation Specialization	223
Traffic and Parking Violations	35
Transcripts, Fee for	35
Transfer Students	28
Transient Students	29, 65
Tuition (See Expenses)	

U

Undecided Students, Advisement of	91
University System of Georgia	243
Urban Studies, Minor in	135, 178, 189

V

Vacations	6, 52
Vehicles, Student	18
Veteran Students, Admission of	30
Veterans' Services	266
Veterinary Medicine School	
Preparation	108
Vinson, Carl, Professorship and	
Endowed Chair	176
Visitors, Georgia College Board of	246
Voice Music Major	157

W

Wells Hall	18
Wesley Foundation	55
Who's Who in American Colleges	
and Universities	57
Withdrawal from College	36, 63
Women's Studies,	
Minor in	132, 135, 160, 189
Work Study Program	47
WXGC Radio	55

Z

Zoology Courses (ZOO)	120
-----------------------------	-----

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|---------------------------|---------------------------|-----------------------|
| 1 Parkhurst Apts | 13 Parks Hall | 25 Beeson Dorm |
| 2 Home Mgt House | 14 Atkinson Hall | 26 English Bldg |
| 3 Wells Dorm | 15 Terrell Hall | 27 Library |
| 4 Napier Dorm | 16 Bell Dorm | 28 Chappell Hall |
| 5 Sanford Dorm | 17 Porter Hall | 29 Language Bldg |
| 6 Adams Dorm | 18 H.P.E.R. Bldg | 30 Lanier Hall |
| 7 Public Relations, Info. | 19 Herby Hall | 31 Russell Auditorium |
| 8 Educ. Museum | 20 Miller Gym | 32 Cathy Alumni House |
| 9 Mayfair Hall | 21 Physical Plant | |
| 10 Governors Mansion | 22 Parks Infirmary | |
| 11 Ennis Hall | 23 Kilpatrick Educ Center | |
| 12 Maxwell Student Union | 24 Gilbert Pool | |

GEORGIA COLLEGE

Campus Map

