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Spring 1988

## undergraduate catalog 1988-1990

Georgia College and State University

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# GEORGIA COLLEGE



1889

*Centennial*, 1989



UNDERGRADUATE CATALOG 1988-90

## **SPECIAL NOTE TO STUDENTS:**

The academic and administrative policies of the College subscribe 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 policies of the College also subscribe 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 Commission on Colleges of the Southern Association of Colleges and Schools, the National Council for Accreditation of Teacher Education, the National Association of Schools of Music, the National Association for Music Therapy, and the National League for Nursing. The College is a member of the American 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 Public Affairs and Administration, and the Georgia Association of Colleges. Women graduates 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, that contain information directly related to the student and by 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 Director of Admissions and Records, Georgia College.

Georgia College

A Senior Comprehensive College of the University System of Georgia

UNDERGRADUATE CATALOG

Milledgeville, Georgia 31061

LXVI

June, 1988

# UNDERGRADUATE CATALOG

1988-1990



Volume LXVI  
Bulletin

Milledgeville, Georgia 31061  
Phone: (912) 453-5234  
GIST: 324-5234

Admissions and Records  
Toll-Free Number:  
1-800-342-0471

## PREFACE

The catalog is for students, parents, and high school counselors. All the material in it is important to prospective and new students.

Statements are for informational purposes only and are not to be construed as a contract between a student and this institution. While every effort has been made to ensure accuracy of information, Georgia College reserves the right to change any provision listed in this catalog, including, but not limited to, academic requirements for graduation, without notice to individual students. Every effort will be made to advise students of such changes.

Information regarding graduation requirements is available in the offices of the Director of Admissions and Records, Vice President for Student Affairs, and Deans of Schools. Students are responsible for keeping themselves apprised of current graduation requirements for the degree programs in which they are enrolled.

Important divisions of information may be found by referring to the Table of Contents. Specific topics are listed in the Index.

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**GEORGIA COLLEGE OFFICIAL CALENDAR**

**1988-1989**  
**Milledgeville Campus**

**SUMMER QUARTER 1988 First Term—June 13 - July 13 (890)**

- |      |    |   |
|------|----|---|
| June | 12 | Residence halls open at 10:00 a.m.  |
|      | 13 | Orientation and registration  |
|      | 13 | Registration for those who have not preregistered and paid fee  |
|      | 14 | Classes begin   |
|      | 16 | Last day to add a course  |
|      | 16 | Last day to drop a course without fee penalty   |
|      | 28 | Deadline to apply for graduation for students completing requirements Fall Quarter 1988 (for graduate students completing requirements Summer Quarter 1988) |
| July | 5  | Last day to drop a first-term course without academic penalty (unless previously assigned an F by professor for absences)                                   |
|      | 13 | First term ends after last class period   |
|      | 13 | For full length summer courses, last day to drop a course without academic penalty  |

**Second Term—July 14 - August 11 (891)**

- |        |      |  |
|--------|------|--|
| July   | 14   | Registration for those who have not preregistered and paid fee   |
|        | 18   | Classes begin  |
|        | 20   | Last day to add a course   |
|        | 20   | Last day to drop a course without fee penalty  |
|        | 27   | Last day to drop a second term course without academic penalty (unless previously assigned an F by professor for absences) |
| August | 4-10 | Developmental Studies schedule planning period   |
|        | 10   | Developmental Studies preregistration  |
|        | 11   | Grades for all DEGREE CANDIDATES due in Admissions and Records   |
|        | 11   | Second term ends after close of last class period  |
|        | 11   | Residence halls close at 6:00 p.m.   |
|        | 13   | Graduation   |

**NEW STUDENT**  
**ORIENTATION DATES FOR SUMMER 1988**

JULY 6 - 7  
 AUGUST 3 - 4

**FALL QUARTER 1988 (892)**

- |           |       |  |
|-----------|-------|--|
| August    | 25    | Recommended last day to apply for admissions for Fall Quarter 1988 |
| September | 13    | Residence halls open at 2:00 p.m. for new students                 |
|           | 14-15 | Orientation of new students  |

- 15 Registration for new freshmen, new transfers and graduate students
- 16 Residence halls open for returning students
- 16 Registration for returning students who have not preregistered and paid fee
- 19 Classes begin
- 21 Last day to add a course
- 21 Last day to drop a course without fee penalty
  
- October
  - 7 Deadline to apply for graduation for those completing requirements Winter Quarter, 1989
  - 24 Mid-Quarter
  - 28 Last day to drop a course without academic penalty (unless previously assigned an *F* by professor for absences)
  - 31-4 Schedule planning period for currently enrolled students planning to attend the Winter Quarter, 1989
  
- November
  - 1-7 Preregistration for Winter Quarter, 1989 (Preregister at your assigned time)
  - 18 Thanksgiving Holidays begin at the end of last class period
  - 28 Classes resume after holiday
  
- December
  - 1-2 Developmental Studies schedule planning period
  - 2 Preregistration for Developmental Studies students
  - 2,5,6 Fall Quarter examinations
  - 6 Christmas Holidays begin after last examination
  - 6 Fall quarter classes end
  - 6 Residence halls close at 6:00 p.m.

**WINTER QUARTER 1989 (893)**

- January
  - 2 Residence halls open at 10:00 a.m.
  - 3 Orientation and registration for new freshmen, transfers and graduate students
  - 4 Registration for returning students who have not preregistered and paid fee
  - 5 Classes begin
  - 9 Last day to add a course
  - 9 Last day to drop a course without fee penalty
  - 16 Martin Luther King Holiday (No Classes)
  - 27 Deadline to apply for graduation for students completing requirements Spring Quarter, 1989
  
- February
  - 6 Mid-Quarter
  - 10 Last day to drop a course without academic penalty (unless previously assigned an *F* by professor for absences)
  - 13-17 Schedule planning period for currently enrolled students planning to attend Spring Quarter, 1989
  - 14-20 Preregistration for Spring Quarter 1989 (Preregister at your assigned time)
  
- March
  - 14-16 Developmental Studies schedule planning period
  - 16 Preregistration for Developmental Studies students
  - 14,15,16 Winter Quarter examinations
  - 16 Spring Holidays begin after last examination
  - 16 Winter Quarter classes end
  - 16 Residence halls close at 6:00 p.m.

**SPRING QUARTER 1989 (894)**

March	26	Residence halls open at 10:00 a.m.
	27	Orientation and registration for new freshmen, transfers and graduate students
	28	Registration for returning students who have not preregistered and paid fee
	29	Classes begin
	31	Last day to add a course
	31	Last day to drop a course without fee penalty
April	14	Deadline to apply for graduation for students completing requirements Summer Quarter, 1989 (Graduate students have until June 27, 1989)
	27	Mid-Quarter
May	3	Last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	15-19	Advisement period for currently enrolled students planning to attend Summer I, Summer II and Fall Quarters
	16-22	Preregistration for Summer I, Summer II and Fall Quarters (Preregister at your assigned time)
June	7	Grades for all DEGREE CANDIDATES due in the Office of Admissions and Records
	5-7	Developmental Studies schedule planning period
	7	Developmental Studies Preregistration
	5,6,7	Spring Quarter examinations
	7	Spring Quarter classes end
	7	Residence halls close at 6:00 p.m.
	10	Graduation

**SUMMER QUARTER 1989 First Term—June 13 - July 13 (900)**

June	11	Residence halls open at 10:00 a.m.
	12	Orientation and registration
	12	Registration for those who have not preregistered and paid fee
	13	Classes begin
	19	Last day to add a course
	19	Last day to drop a course without fee penalty
	30	Deadline to apply for graduation for students completing requirements Fall Quarter, 1989 (For graduate students completing Summer Quarter, 1989)
July	3	Last day to drop a first term course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	13	First Term ends after last class period
	13	For full length summer courses, last day to drop a course without academic penalty

**Second Term—July 18 - August 16 (901)**

July	17	Registration for those who have not preregistered and paid fee
	18	Classes begin
	20	Last day to add a course

- 20 Last day to drop a course without fee penalty
- 29 Last day to drop a second term course without academic penalty (unless previously assigned an *F* by professor for absences)
  
- August 14-16 Developmental Studies schedule planning period
- 16 Developmental Studies Registration
- 16 Grades for all DEGREE CANDIDATES due in the Office of Admissions and Records
- 16 Second term ends after last class period
- 16 Residence halls close at 6:00 p.m.
- 19 Graduation

**NEW STUDENT ORIENTATION DATES FOR SUMMER 1989**

- July 10-11
- August 9-10

**OFFICIAL CALENDAR****1988-1989****GEORGIA COLLEGE IN MACON  
GEORGIA COLLEGE ROBINS GRADUATE CENTER****SUMMER QUARTER 1988 (890)**

June	15	Registration
	16	Classes begin
	16	Last day to pay fee without penalty
	20	Last day to drop a course without fee penalty
	28	Deadline for graduate students to apply for August graduation
	28	Deadline to apply for graduation for students completing requirements Fall Quarter, 1988.
August	8-11	Examinations
	13	Graduation

**FALL QUARTER 1988 (892)**

September	19	Registration
	20	Classes begin
	20	Last day to pay fee without penalty
	22	Last day to drop a course without fee penalty
October	7	Deadline to apply for graduation for those completing requirements Winter Quarter, 1989
	28	Last day to drop a course without academic penalty
December	1-7	Examinations
	7	Fall Quarter classes end

**WINTER QUARTER 1989 (893)**

January	9	Registration
	10	Classes begin
	10	Last day to pay fee without penalty
	12	Last day to drop a course without fee penalty
	27	Deadline to apply for graduation for those completing requirements Spring Quarter, 1989
February	10	Last day to drop a course without academic penalty
March	13-16	Examinations
	16	Winter Quarter classes end

**SPRING QUARTER 1989 (894)**

April	3	Registration
	4	Classes begin
	4	Last day to pay fee without penalty
	6	Last day to drop a course without fee penalty

- 14 Deadline to apply for graduation for students completing requirements Summer Quarter, 1989 (Graduate students have until June 30, 1989)
- May 3 Last day to drop a course without academic penalty
- June 5-8 Examinations
- 8 Spring Quarter classes end
- 10 Graduation

**SUMMER QUARTER 1989 (900)**

- June 19 Registration
- 20 Classes begin
- 20 Last day to pay fee without penalty
- 22 Last day to drop a course without fee penalty
- 30 Deadline for Graduate students completing Fall Quarter, 1989
- August 10-17 Examinations
- 17 Summer Quarter classes end
- 19 Graduation



**OFFICIAL CALENDAR****1988-1989****ROBINS RESIDENT CENTER  
LOGISTICS EDUCATION CENTER**

FOR CALENDAR INFORMATION CONCERNING THE DUBLIN OR  
 FORSYTH CENTER CONTACT THE CENTER DIRECTLY AT:  
 DUBLIN (912) 275-2830; FORSYTH (912) 994-2317

**FALL QUARTER 1988 (892)**

September	14	Registration
	19	Classes begin
	19	Last day to pay for fee without penalty
	21	Last day to drop a course without fee penalty
October	7	Deadline to apply for graduation for those completing requirements Winter Quarter, 1989
	28	Last day to drop a course without academic penalty
December	1-7	Examinations
	7	Fall Quarter classes end

**WINTER QUARTER 1989 (893)**

January	3	Registration
	4	Classes begin
	4	Last day to pay fee without penalty
	6	Last day to drop a course without fee penalty
	27	Deadline to apply for graduation for those completing requirements Spring Quarter, 1989
February	10	Last day to drop a course without academic penalty
March	13-16	Examinations
	16	Winter Quarter classes end

**SPRING QUARTER 1989 (894)**

March	28	Registration
	29	Classes begin
	29	Last day to pay fee without penalty
	31	Last day to drop a course without fee penalty
April	14	Deadline to apply for graduation for students completing requirements Summer Quarter, 1989 (Graduate students have until June 30, 1989)
May	3	Last day to drop a course without academic penalty
June	5-8	Examinations
	8	Spring Quarter classes end
	10	Graduation

**SUMMER QUARTER 1989 (900)**

June	19	Registration
	20	Classes begin
	20	Last day to pay fee without penalty
	22	Last day to drop a course without fee penalty
	30	Deadline for Graduate students completing Fall Quarter, 1989
August	10-17	Examinations
	17	Summer Quarter classes end
	19	Graduation

# GEORGIA COLLEGE OFFICIAL CALENDAR

1989-1990  
Milledgeville Campus

## FALL QUARTER 1989 (902)

August	24	Recommended last day to apply for admissions for Fall Quarter 1989
September	12	Residence halls open at 2:00 p.m. for new students
	13-14	Orientation of new students
	14	Registration for new freshmen, new transfers and graduate students
	15	Residence halls open for returning students
	15	Registration for returning students who have not preregistered and paid fees
	18	Classes begin
	20	Last day to add a course
	20	Last day to drop a course without fee penalty
October	6	Deadline to apply for graduation for those completing requirements Winter Quarter, 1990
	23	Mid-Quarter
	27	Last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
Oct/Nov	30-3	Schedule planning period for currently enrolled students planning to attend the Winter Quarter, 1990
Oct/Nov	31-6	Preregistration for Winter Quarter, 1990 (Preregister at your assigned time)
November	17	Thanksgiving Holidays begin at the end of last class period
	27	Classes resume after holiday
December	1-5	Developmental Studies schedule planning period
	5	Preregistration for Developmental Studies students
	4,5,6	Fall Quarter examinations
	6	Christmas Holidays begin after last examination
	6	Fall quarter classes end
	6	Residence halls close at 6:00 p.m.

## WINTER QUARTER 1990 (903)

January	2	Residence halls open at 10:00 a.m.
	3	Orientation and registration for new freshmen, transfers and graduate students
	4	Registration for those who have not preregistered and paid fees
	5	Classes begin
	9	Last day to add a course
	9	Last day to drop a course without fee penalty
	15	Martin Luther King Holiday (no classes)
	26	Deadline to apply for graduation for students completing requirements Spring Quarter, 1990

February	7	Mid-Quarter
	9	Last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	12-16	Schedule planning period for currently enrolled students planning to attend Spring Quarter, 1990
	13-19	Preregistration for Spring Quarter, 1990 (Preregister at your assigned time)
March	12-14	Developmental Studies schedule planning period
	14	Preregistration for Developmental Studies students
	14,15,16	Winter Quarter examinations
	16	Spring Holidays begin after last examination
	16	Winter Quarter classes end
	16	Residence halls close at 6:00 p.m.

**SPRING QUARTER 1990 (904)**

March	25	Residence halls open at 10:00 a.m.
	26	Orientation and registration for new freshmen, transfers and graduate students
	27	Registration for (returning students) who have not preregistered and paid fee
	28	Classes begin
	30	Last day to add a course
	30	Last day to drop a course without fee penalty
April	6	Deadline to apply for graduation for students completing requirements Summer Quarter, 1990 (Graduate students have until June 26, 1990)
	26	Mid-Quarter
May	2	Last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	7-11	Scheduled planning period for currently enrolled students planning to attend Summer I, Summer II and Fall Quarters
	8-14	Preregistration for Summer I, Summer II and Fall Quarters (Preregister at your assigned time)
June	1-5	Developmental Studies schedule planning period
	5	Developmental Studies Preregistration
	4,5,6	Spring Quarter examinations
	6	Spring Quarter classes end
	6	Grades for all DEGREE CANDIDATES due in the Office of Admissions and Records
	6	Residence halls close at 6:00 p.m.
	9	Graduation

**SUMMER QUARTER 1990 First Term—June 19 - July 18 (910)**

June	17	Residence halls open at 10:00 a.m.
	18	Orientation of new students
	18	Registration for those who have not preregistered and paid fee
	19	Classes begin
	21	Last day to add a course
	21	Last day to drop a course without fee penalty
	26	Deadline to apply for graduation for students completing requirements Fall Quarter, 1990 (For graduate students completing Summer Quarter, 1990)

- July            6   Last day to drop a first term course without academic penalty  
                   (unless previously assigned an *F* by professor for absences)
- 18   First Term ends after last class period
- 18   For full length summer courses, last day to drop a course  
                   without academic penalty
- Second Term—July 23 - August 16 (911)**
- July            19   Registration for those who have not preregistered and paid fee
- 23   Classes begin
- 25   Last day to add a course
- 25   Last day to drop a course without fee penalty
- August            1   Last day to drop a second term course without academic  
                           penalty (unless previously assigned an *F* by professor for  
                           absences)
- 13-15   Developmental Studies schedule planning
- 15   Developmental Studies preregistration
- 16   Grades for all DEGREE CANDIDATES due in the Office of  
                           Admissions and Records
- 16   Second term ends after last class period
- 16   Residence halls close at 6:00 p.m.
- 18   Graduation

**NEW STUDENT ORIENTATION DATES FOR SUMMER 1990**

- July            11-12
- August        8-9

**OFFICIAL CALENDAR**

1989-1990

**GEORGIA COLLEGE IN MACON  
GEORGIA COLLEGE ROBINS GRADUATE CENTER****FALL QUARTER 1989 (902)**

September	18	Registration
	19	Last day to pay fee without penalty
	19	Classes begin
	21	Last day to drop a course without fee penalty
October	6	Deadline to apply for graduation for those completing requirements Winter Quarter, 1990
	27	Last day to drop a course without academic penalty
December	4-7	Examinations
	7	Fall Quarter classes end

**WINTER QUARTER 1990 (903)**

January	8	Registration
	9	Classes begin
	9	Last day to pay fee without penalty
	11	Last day to drop a course without fee penalty
	26	Deadline to apply for graduation for those completing requirements Spring Quarter, 1990
February	9	Last day to drop a course without academic penalty
March	12-15	Examinations
	15	Winter Quarter classes end

**SPRING QUARTER 1990 (904)**

March	28	Registration
	29	Classes begin
	29	Last day to pay fee without penalty
April	2	Last day to drop a course without fee penalty
	6	Deadline to apply for graduation for students completing requirements Summer Quarter, 1990 (Graduate students have until June 28, 1990)
May	2	Last day to drop a course without academic penalty
June	4-6	Examinations
	6	Spring Quarter classes end
	9	Graduation

**SUMMER QUARTER 1990 (910)**

June	20	Registration
	21	Classes begin
	21	Last day to pay fee without penalty
	25	Last day to drop a course without fee penalty
	25	Deadline for graduate students to apply for August graduation
	26	Deadline to apply for graduation for students completing requirements Fall Quarter, 1990
August	9-16	Examinations
	16	Summer Quarter classes end
	18	Graduation

**OFFICIAL CALENDAR****1989-1990****ROBINS RESIDENT CENTER  
LOGISTICS EDUCATION CENTER**

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 FORSYTH CENTER CONTACT THE CENTER DIRECTLY AT:  
 DUBLIN (912) 275-2830; FORSYTH (912) 994-2317

**FALL QUARTER 1989 (902)**

September	20	Registration
	21	Last day to pay fee without penalty
	21	Classes begin
	25	Last day to drop a course without fee penalty
October	6	Deadline to apply for graduation for those completing requirements Winter Quarter, 1990
	27	Last day to drop a course without academic penalty
December	4-7	Examinations
	7	Fall Quarter classes end

**WINTER QUARTER 1990 (903)**

January	8	Registration
	9	Classes begin
	9	Last day to pay fee without penalty
	11	Last day to drop a course without fee penalty
	26	Deadline to apply for graduation for those completing requirements Spring Quarter, 1990
February	9	Last day to drop a course without academic penalty
March	12-15	Examinations
	15	Winter Quarter classes end

**SPRING QUARTER 1990 (904)**

March	28	Registration
	29	Classes begin
	29	Last day to pay fee without penalty
April	2	Last day to drop a course without fee penalty
	6	Deadline to apply for graduation for students completing requirements Summer Quarter, 1990 (graduate students have until June 28, 1990)
May	2	Last day to drop a course without academic penalty
June	4-6	Examinations
	6	Spring Quarter classes end
	9	Graduation

**SUMMER QUARTER 1990 (910)**

June	20	Registration
	21	Classes begin
	21	Last day to pay fee without penalty
	25	Last day to drop a course without fee penalty
	25	Deadline for Graduate students to apply for August graduation
	26	Deadline to apply for graduation for students completing requirements Fall Quarter, 1990
August	9-10	Examinations
	16	Summer Quarter classes end
	18	Graduation



## 1988

S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
<b>JAN</b>	<b>APR</b>	<b>JULY</b>	<b>OCT</b>
1 2	1 2	1 2	1
3 4 5 6 7 8 9	3 4 5 6 7 8 9	3 4 5 6 7 8 9	2 3 4 5 6 7 8
10 11 12 13 14 15 16	10 11 12 13 14 15 16	10 11 12 13 14 15 16	9 10 11 12 13 14 15
17 18 19 20 21 22 23	17 18 19 20 21 22 23	17 18 19 20 21 22 23	16 17 18 19 20 21 22
24 25 26 27 28 29 30	24 25 26 27 28 29 30	24 25 26 27 28 29 30	23 24 25 26 27 28 29
31			30 31
<b>FEB</b>	<b>MAY</b>	<b>AUG</b>	<b>NOV</b>
1 2 3 4 5 6	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8	1 2 3 4 5
7 8 9 10 11 12 13	8 9 10 11 12 13 14	7 8 9 10 11 12 13	6 7 8 9 10 11 12
14 15 16 17 18 19 20	15 16 17 18 19 20 21	14 15 16 17 18 19 20	13 14 15 16 17 18 19
21 22 23 24 25 26 27	22 23 24 25 26 27 28	21 22 23 24 25 26 27	20 21 22 23 24 25 26
28 29	29 30 31	28 29 30 31	27 28 29 30
<b>MAR</b>	<b>JUNE</b>	<b>SEPT</b>	<b>DEC</b>
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6 7 8 9 10 11 12	5 6 7 8 9 10 11	4 5 6 7 8 9 10	4 5 6 7 8 9 10
13 14 15 16 17 18 19	12 13 14 15 16 17 18	11 12 13 14 15 16 17	11 12 13 14 15 16 17
20 21 22 23 24 25 26	19 20 21 22 23 24 25	18 19 20 21 22 23 24	18 19 20 21 22 23 24
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## 1989

S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
<b>JAN</b>	<b>APR</b>	<b>JULY</b>	<b>OCT</b>
1 2 3 4 5 6 7	1	1	1 2 3 4 5 6 7
8 9 10 11 12 13 14	2 3 4 5 6 7 8	2 3 4 5 6 7 8	8 9 10 11 12 13 14
15 16 17 18 19 20 21	9 10 11 12 13 14 15	9 10 11 12 13 14 15	15 16 17 18 19 20 21
22 23 24 25 26 27 28	16 17 18 19 20 21 22	16 17 18 19 20 21 22	22 23 24 25 26 27 28
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5 6 7 8 9 10 11	7 8 9 10 11 12 13	6 7 8 9 10 11 12	5 6 7 8 9 10 11
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<b>MAR</b>	<b>JUNE</b>	<b>SEPT</b>	<b>DEC</b>
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## 1990

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7 8 9 10 11 12 13	8 9 10 11 12 13 14	8 9 10 11 12 13 14	7 8 9 10 11 12 13
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21 22 23 24 25 26 27	22 23 24 25 26 27 28	22 23 24 25 26 27 28	21 22 23 24 25 26 27
28 29 30 31	29 30	29 30 31	28 29 30 31
<b>FEB</b>	<b>MAY</b>	<b>AUG</b>	<b>NOV</b>
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4 5 6 7 8 9 10	6 7 8 9 10 11 12	5 6 7 8 9 10 11	4 5 6 7 8 9 10
11 12 13 14 15 16 17	13 14 15 16 17 18 19	12 13 14 15 16 17 18	11 12 13 14 15 16 17
18 19 20 21 22 23 24	20 21 22 23 24 25 26	19 20 21 22 23 24 25	18 19 20 21 22 23 24
25 26 27 28	27 28 29 30 31	26 27 28 29 30 31	25 26 27 28 29 30
<b>MAR</b>	<b>JUNE</b>	<b>SEPT</b>	<b>DEC</b>
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4 5 6 7 8 9 10	3 4 5 6 7 8 9	2 3 4 5 6 7 8	2 3 4 5 6 7 8
11 12 13 14 15 16 17	10 11 12 13 14 15 16	9 10 11 12 13 14 15	9 10 11 12 13 14 15
18 19 20 21 22 23 24	17 18 19 20 21 22 23	16 17 18 19 20 21 22	16 17 18 19 20 21 22
25 26 27 28 29 30 31	24 25 26 27 28 29 30	23 24 25 26 27 28 29	23 24 25 26 27 28 29
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## GENERAL INFORMATION

Georgia College, a senior college of the University System of Georgia, is a comprehensive, coeducational, residential institution with its main campus in Milledgeville. Additional residence centers are located in Macon, Warner Robins, Forsyth, and Dublin. Georgia College enrolls students from almost all counties in the state, as well as from other states and several foreign countries.

Milledgeville is less than a dozen miles from the geographic center of Georgia and is the county seat of Baldwin County. It is approximately one hundred miles from Augusta, Albany, Atlanta, and Columbus and thirty miles from Macon. The town, which is the antebellum capital of Georgia, has a population of nearly twenty thousand and is a center of history and culture. Located on the fall line in a setting of rolling hills and recreational lakes, Milledgeville's natural beauty is among its most appealing assets.

Georgia College was chartered in 1889 as Georgia Normal and Industrial College. Its emphasis at that time was largely vocational and its major task was to prepare young women for teaching or industrial careers. In 1917, in keeping with economic and cultural changes in the state, Georgia Normal and Industrial College was authorized to grant degrees, the first of which was awarded in 1921. With this change the College introduced more cultural enrichment courses, and the liberal arts degree was offered. In 1922, its name was changed to Georgia State College for Women. In 1932, the state of Georgia created the University System of Georgia to include all state-supported institutions. Since that time the College has operated as a unit of this University System under one chancellor and a Board of Regents.

A graduate program was initiated in the summer of 1958, and the first Master of Education Degree was conferred in 1959. With an emphasis on broader academic and professional programs, the name was changed to Women's College of Georgia in 1961. Integration was achieved without incident in 1964, although the number of black students remained low until after the College became coeducational in 1967. With the admission of men, the College expanded the curriculum, provided residence halls for men, and changed the name to Georgia College at Milledgeville, which was later shortened to Georgia College.

As a coeducational school, the emphasis on teacher education was expanded to include a greater emphasis on business courses, increased graduate education, additional programs in the arts and sciences, and a nursing program. Off-campus programs were also added to the college schedule. The first courses in the Master of Business Administration degree program were offered in winter quarter, 1969.

Continuation of quality and growth both on campus and at the off-campus residence centers makes Georgia College an outstanding senior college for men and women in the Middle Georgia area.

Former presidents of the college are 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

Georgia College's current Statement of Purpose as approved by the faculty, college administration, and the Board of Regents is as follows:

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 students to consider intelligently such matters as the choice of vocation, the importance of community involvement, the responsibilities of citizenship, and the achievements of their 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 interrelationships among the arts and sciences, Georgia College, by means of its general education curriculum, acquaints the students 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 a broad range of choice in the undergraduate major. Furthermore, to assure that education is not limited to the classroom experience, the college offers students programs, services, and activities designed to promote development toward academic, personal, and career goals. The long-standing and reciprocal relationship between the college and the regional community also provides many occasions for exchange and growth, including off-campus educational experiences.

Georgia College, as an integral part of the Middle Georgie 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 non-credit 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 that are worthwhile and humane.

## THE MAIN CAMPUS AND RESIDENCE CENTERS

The main campus consists of forty-three acres in the center of Milledgeville. Twenty-three acres provide the site for the major educational facilities; and twenty acres, two blocks away, are used primarily for student housing and the new multipurpose building. Many of the thirty buildings are red brick with Corinthian columns and limestone trim. The athletic complex, known as West Campus, is on a five hundred forty-six acre site just outside the city. A few miles east of campus is another extension, known as East Campus, which consists of Rocky Creek Park and Lake Laurel. Rocky Creek Park is a forty-acre recreational facility on Lake Sinclair. Lake Laurel is a teaching, conference, and recreation center with its own six-acre lake, picnic areas, nature trails, and rustic lodge.

With the approval of the Board of Regents, Georgia College provides degree programs in specific majors through residence centers in Macon, Warner Robins, Forsyth and Dublin. The Robins Residence Center and the Logistics Education Center serve a major military facility. The Forsyth Public Safety Residence Center serves Georgia's major Training Center in Forsyth. More information may be obtained from the Georgia College Admissions Office by calling 1-800-342-0471.

## CONTINUING EDUCATION AND PUBLIC SERVICES

The Office of Continuing Education and Public Services administers the college-wide program of the schools and departments in Continuing Education/Public Services. These are conducted on the campus of Georgia College as well as in communities throughout Middle Georgia.

### NON-CREDIT PROGRAMS

Each quarter, and at special times during the year, noncredit programs are scheduled for the community. These courses, which are in the form of seminars, institutes, workshops, short courses, films, concerts, and lectures are designed to promote professional capacities and enrich personal life. Admission to any noncredit course 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 noncredit offerings. Individuals are invited to suggest possible courses to the Dean of Continuing Education and Public Services.

### CONTINUING EDUCATION UNIT (CEU)

The University System of Georgia has established the use of the Continuing Education Unit (CEU) as a measuring device for noncredit programs offered by System institutions. The Office of Continuing Education and Public Services administers the implementation of the CEU. The CEU is defined as follows: "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 age or previous educational accomplishment.

There are three categories of programs in the CEU procedures. Permanent records are maintained for Category I programs only. Participants may obtain transcripts from the Office of Admissions and Records on request. Normally, only programs that are oriented toward occupational skills and knowledge or significant social issues are considered for Category I. The CEU is not transferable for academic credit.

## **COMMUNITY SERVICES**

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 by local organizations. The Office of Continuing Education and Public Services is available to provide technical assistance to individuals and groups to plan, develop, and conduct educational or educationally related projects.

As part of these community-oriented opportunities, Lake Laurel Lodge is available as a conference site. The services of the Museum and Archives of Georgia Education also provide educational opportunities to the community.

## **SPECIALIZED INSTITUTES AND PROJECTS**

Georgia College recognizes that many current problems do not lend themselves to solution within traditional academic lines of study. To direct the College's resources to these problems, special institutes have been established.

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

## **FIELD SERVICES**

The Office of Continuing Education and Public Services provides an exchange of ideas to assist in the identification and resolution of issues and concerns. The office responds to requests from groups by suggesting specialized assistance that is available. Often problems can be studied and resolved only at the location where they occur. Georgia College, therefore, provides on-site services in the Middle Georgia area.

## **TELECOURSES**

Telecourses and teleconferences are available. This service is coordinated for Georgia College through the Office of Continuing Education and Public Services.

## **ESL (ENGLISH AS A SECOND LANGUAGE)**

Students may obtain information about the English as a Second Language program through the Testing Center in Kilpatrick.

## **MUSEUM AND ARCHIVES OF GEORGIA EDUCATION**

The Museum and Archives of Georgia Education is available as part of the Public Service endeavor of the College. Exhibits, research collections, and provision of gallery space are among those services.

## **EXTRACURRICULAR CALENDAR**

Community events may be placed on the Extracurricular Calendar in the Office of Continuing Education and Public Services. For information contact: Dean, Continuing Education and Public Services, Georgia College, 912-453-5277.

## ACADEMIC COMPUTING SERVICES

An academic computer lab equipped with microcomputers, a mini-computer and terminals on-line to large mainframe computing power is located in Atkinson Hall. Designed and operated as an "open lab," this facility is accessible to faculty, staff and students. The lab is open daily and a lab assistant is available at all times. Training, consulting, and maintenance of equipment campus-wide are also provided by the staff.

Two "electronic classrooms" equipped with microcomputers and projection systems are available on a scheduled basis. These classrooms are used by all academic departments on campus.

## LIBRARY SERVICES

The Ina Dillard Russell Library is the center of research activities at the College. The resources of the Library include over 150,000 books, 1100 current magazine and newspaper subscriptions, and extensive microform collections. As a U.S. Government depository, the Library receives approximately 3500 documents annually. Some 25,000 items are added to the collection each year to support educational programs. The Library subscribes to Lockheed's DIALOG Information Retrieval Service through which access to over 200 million records in over 200 databases is provided. Searches are performed by the reference staff for faculty and students.

The Library is an attractive and comfortable building with a variety of seating arrangements, including individual study carrels and tables for group study. Copying service for print and nonprint materials is available at a nominal cost. The Library is normally open 80 hours a week with a reference librarian on duty much of this time to provide assistance and instruction in the use of the library.

The Library's Special Collections contains material on local history, Georgia history, books by and about Georgians, rare first editions and other valuable books, manuscripts, maps, and the College archival materials. 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 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.

Media Services, with headquarters in the Kilpatrick Education Center, is a component of the Georgia College Library and includes the following areas: a small curriculum library, equipment distribution center, production laboratories, and television studios. Children's and young adults' media, including print and nonprint materials, 16 mm films, and a collection of state adopted and supplementary elementary and secondary texts, manuals, and workbooks in current use are housed in the curriculum library. The equipment distribution center makes the various types of media equipment available to faculty and students. Staff deliver and, upon request, set up equipment in campus facilities. Original media may be produced in the production laboratories. Instruction in producing original media is also available. Types of materials produced include graphics, audio and video tapes, and photographs. Assistance is also provided in selecting, designing, and scripting programs. Two television studios are available for the purpose of providing remote and studio, color and black and white television capabilities for instructional purposes, public service broadcasts, and public relation needs of the College.

The Library is a member of SOLINET/OCLC (Southeastern Library Network/On-Line Computer Library Center), through which the library catalogs materials on-line, obtains catalog cards, and secures and provides interlibrary loans. Access to over eight million records is available through SOLINET/OCLC. Membership in other consortia facilitates the borrowing of material from libraries throughout Georgia, thereby increasing the resources available to Georgia College students and faculty.

## **ALUMNI ASSOCIATION**

The Georgia College Alumni Association was 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, a director, and staff in the Office of Alumni Affairs.

The Office of Alumni Affairs is responsible for maintaining files on each alumnus, publishing the alumni newspaper, organizing reunions and homecoming, encouraging alumni activity on the community level, and providing a variety of other services for alumni and friends of the college. The office is located in the Esther Cathy Alumni-Faculty Center, one and a half blocks from the main campus. Membership in the Association entitles an alumnus to receive the Georgia College alumni newspaper as well as other communications regarding activities of the Association.

The Association also provides a means by which alumni may make known to the College administration their opinions concerning present and future policies and practices of the College. Homecoming is held in April of each year in conjunction with Alumni Weekend. Alumni are encouraged to keep the Alumni Office apprised of their current address, occupational status, and community activities.

## **ADMISSIONS**

### **CALL TOLL-FREE IN GEORGIA 1-800-342-0471 OR LOCAL (912) 453-5234**

The admission policy of Georgia College is to accept those applicants who provide evidence of a reasonable potential for success in the educational program of the college. A potential student is considered for admission without regard to race, creed, sex, marital status, handicapping condition, or national origin. Admission to Georgia College is not a guarantee of admission to a particular school, department, or major area. Separate and sometimes higher requirements are described in this catalog for admission into schools, departments, and major programs. Handicap students are advised to visit the main campus in Milledgeville before admission because it is composed of historic buildings and many do not have elevators.

Application forms may be obtained from the Office of Admissions and Records, Georgia College, Milledgeville, Georgia 31061; by calling our local number: 453-5234 or our toll-free number: 1-800-342-0471 Mon.-Fri. between 8:00 a.m. and 5:00 p.m. Every applicant must submit a formal application to the Office of Admissions and Records along with a \$10.00 nonrefundable application fee. Georgia residents sixty-two years of age or older are not required to pay the application fee. After an application is submitted, the applicant receives instructions as to items needed to complete the application file and is given a decision as soon as possible after all information has been received. An applicant may not register until all required information has been received. Acceptance or denial of each application is determined by the Office of Admissions and Records, subject to the right of appeal as outlined by the College and as provided by the bylaws of the Board of Regents of the University System. Upon request, the Director of Admissions and Records will provide details of the appeals procedure.

Applicants who fail to enroll for the quarter for which they are accepted must reapply for admission if they wish to enter the institution at a later date. Students furnishing the college with false, incomplete, or misleading information relating to their application or academic record will be subject to rejection or dismissal.

### **MINIMUM REQUIREMENTS FOR REGULAR FRESHMAN ADMISSION**

An applicant will be declared eligible for admission consideration only upon compliance with the following requirements and conditions.

1. A properly completed official application form
2. A transcript of secondary school credits showing evidence of graduation from an accredited secondary school with a minimum of a 1.80 high school grade point average on a 4.00 scale on academic work only, or a GED certificate that satisfies the minimum score requirements of the state of Georgia.
3. A record of satisfactory scores on the Scholastic Aptitude Test from the College Entrance Examination Board or ACT equivalent. The minimum SAT scores for regular admission are 360 verbal SAT and 360 quantitative SAT, and a combined SAT score of 720. Students who have SAT scores lower than this are placed in Developmental Studies and have four quarters to remedy any deficiencies [A student must have a minimum of a 1.80 high school grade point average (on 4.00 scale and on academic work only), or a 250



verbal SAT, or a 280 quantitative SAT, or the ACT equivalent in order to be eligible for consideration for admission to Georgia College.]

4. A \$10.00 application fee (except Georgia residents 62 years of age or older).
5. Completion of College Preparatory Program as described in this section of the catalog.

## EXCEPTIONS TO THE FRESHMAN ADMISSIONS REQUIREMENTS

1. Students who have not attended high school or college within the previous five years and have earned fewer than 20 transferable quarter hours of college credit are not required to take the SAT or ACT. These students, however, must take the University System of Georgia Collegiate Placement Examination and complete any Developmental Studies requirements.
2. Students who have fulfilled all requirements with the exception of the College Preparatory Curriculum requirements may be admitted as provisional students under the provisional admission procedures.
3. Students who wish to enroll in college prior to the completion of high school may be admitted under the Joint Enrollment and Early Admission programs.

## COLLEGE PREPARATORY CURRICULUM

The following course of study is required of students graduating from high school in the spring of 1988, or later, who plan to enroll in public two-year college, senior college, or university programs leading to the baccalaureate degree.

**Beginning Summer 1988**, all entering freshman must meet the following standards:

<b>COURSE (UNITS)</b>	<b>INSTRUCTIONAL EMPHASIS</b>
English (4)	- Grammar and Usage - Literature (American and World) - Advanced Composition Skills
Mathematics (3)	- Two courses in Algebra and one in Geometry
Science (3)	- Physical Science - At least two laboratory courses from Biology, Chemistry, Physics, or related areas of Science
Social Science (3)	- American History - World History - Economics and Government
Foreign Language (2)	- Two courses in one language emphasizing speaking, listening, reading, and writing

Additional courses selected from the following are strongly recommended:

- Trigonometry
- An additional laboratory course in science

- A third course in a foreign language; or study in a second foreign language
- Fine arts (art, dance, drama, music)
- Computer technology
- Physical and health education
- Typing
- Speech

## **ADMISSION REQUIREMENTS OF COLLEGE PREPARATORY PROGRAM**

All students in the categories described below who enroll in any Georgia College program, including associate degree transfer programs, that leads to the baccalaureate degree will be required to satisfy the admission requirements of the College Preparatory Program. These requirements do not apply to students in two-year terminal degree or certificate programs. However, students in these programs who transfer into programs leading to the baccalaureate degree will be required to meet College Preparatory Curriculum requirements if they have not completed the freshman and sophomore years (90 quarter hours).

- A. Students graduating from Georgia or out-of-state public or private high schools in spring 1988 or later. These requirements do not apply to students who graduated prior to spring 1988, regardless of when these students enroll in a University System of Georgia institution.
- B. Students who passed the GED in lieu of high school graduation if their class graduated in spring 1988 or later. (The GED, in itself, does not indicate fulfillment of College Preparatory Curriculum requirements.)
- C. Students whose high school class would graduate in spring 1988 or later who are admitted through an Early Admission Program.
- D. Transfer students who have not completed their freshman and sophomore years, who have not completed an Associate degree or who have not completed at least ninety hours of transfer credit accepted by the receiving institution. Transfer students must take these courses immediately upon entering Georgia College.

Completion of the College Preparatory Curriculum does not by itself guarantee admission to Georgia College or exemption of Developmental Studies (remedial work), but serves as one of the minimum standards. Test scores and high school grade point average will continue to be used as minimum standards for admission and placement.

## **PROVISIONAL ADMISSION**

Georgia College provides a Provisional Admission category for students who graduate in the spring of 1988, or later, who do not meet the "regular admissions standards." Regular admission is granted only to those students who satisfy all admission standards and are not in Developmental Studies or provisional admissions. A Provisional Admission category has been established for those students not fulfilling all aspects of the College Preparatory Curriculum. Students must complete CPC requirements listed below prior to being advised or registered for regular course work. Students required to take less than 15 hours to satisfy the provisional CPC requirement may also be advised to take regular course work.

## COMPLETION OF COLLEGE PREPARATORY PROGRAM

### ENGLISH

A student graduating with fewer than the four required units of English will be required to take the Collegiate Placement Examination (CPE) regardless of the student's admission test scores or high school grade point average. Unless a student's score indicates English and reading competence equivalent to that expected of students completing this portion of the College Preparatory Curriculum, the student will be required to enroll in both English and reading Developmental Studies for up to four quarters. Those students failing to complete these requirements within four quarters will be suspended from the institution. The hours earned in Developmental Studies do not apply toward any degree and, furthermore, students will be restricted in the types of courses they may take and in the number of degree credit hours they may earn while required to enroll in Developmental Studies.

### MATHEMATICS

A student graduating with fewer than the three required units of mathematics will be required to take the Collegiate Placement Examination (CPE) regardless of the student's admission test scores or high school grade point average. Unless a student's score indicates mathematics competence equivalent to that expected of students completing this portion of the College Preparatory Curriculum, the student will be required to enroll in mathematics Developmental Studies for up to four quarters. Those students failing to complete these requirements within four quarters will be suspended from the institution. The hours earned in Developmental Studies do not apply toward any degree and, furthermore, students will be restricted in the types of courses they may take and in the number of degree credit hours they may earn while required to enroll in Developmental Studies work.

### SCIENCE

Students graduating with fewer than the three required units of science will be required to take an additional five quarter-hour course in a laboratory science chosen from the approved laboratory sciences in Area II of the System Core Curriculum. Students must complete this course with a grade of C or better, and this course does not apply toward the degree. Students are expected to complete this requirement in the first quarter of enrollment and will be prohibited from taking degree credit work if they have not fulfilled this requirement within 45 credit hours. The approved course in science is one the student did not have in high school, selected from the following: Biology 123, Chemistry 101, and Physics 101.

### SOCIAL SCIENCE

Students graduating with fewer than the three required units of social science will be required to complete one additional five quarter-hour course chosen from the approved social science courses in Area III of the System Core Curriculum. Students must complete this course with a grade of C or better, and this course does not apply toward the degree. Students are expected to complete this requirement in the first quarter of enrollment and will be prohibited from taking degree credit work if they have not fulfilled this requirement within 45 credit hours. The approved social science is one the student did not have in high school, selected from the following courses: History 110 or 201, Political Science 101, Economics 270.

### FOREIGN LANGUAGE

Students graduating with fewer than the two required units of the same foreign language will be required to complete one or two additional five quarter-hour introductory foreign language courses. Students must complete these courses with a grade of C or better, and

the courses do not apply toward the degree. Students are expected to start on this requirement in the first quarter of enrollment and will be prohibited from taking degree credit work if they have not fulfilled this requirement within 45 credit hours. At Georgia College, the student must take two courses in the same foreign language if zero to one-half unit of a foreign language was completed in high school. If one to one and a half units of a foreign language are completed in high school, the student must take one foreign language course in the same language at Georgia College. The level of the foreign language course will be determined by placement exam administered by the Foreign Language Department during orientation. The approved foreign language courses are: French 101, 102; German 101, 102; Spanish 101, 102; Portuguese 101, 102.

None of the work taken to fulfill College Preparatory Curriculum or Developmental Studies deficiencies may be counted toward a person's degree. A student who is not regularly admitted to Georgia College is not eligible for admission into a degree program.

Requirements listed above apply to students transferring to Georgia College from any University System of Georgia institution unless the student has completed both the Freshman and Sophomore years (90 qt.hrs). These requirements also apply to students seeking to change from a two-year terminal degree program to a Baccalaureate program. Financial aid is not available to students who have not removed all provisional admission requirements within forty-five hours.

## TRANSFER ADMISSIONS

All persons seeking admission who have been previously enrolled in one or more other institutions of higher education must submit to the office of Admissions and Records, Georgia College, the following items:

1. A properly completed official application form
2. A certified transcript sent directly from all colleges or universities previously attended
3. A \$10.00 application fee
4. Applicants who have completed fewer than 20 quarter credit hours with a C average (2.0 on a 4.0 scale) or better must complete all the requirements for freshmen admissions.
5. An applicant will not be considered for admission unless the transcript of the college or university last attended shows honorable discharge or eligibility to return. Students with incomplete Developmental Studies requirements at their previous institution may be admitted only in accordance with the Georgia College Developmental Studies policy.

A maximum of 101 quarter hours of credit may be accepted from two-year colleges. A maximum of 126 quarter hours may be transferred from a senior college, or a combination of two-year 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 that they plan to use to satisfy major requirements. Transfer students should review the

section of this catalog that describes the program in which they wish to major to see if this requirement applies to them.

An applicant transferring from an institution or program that did not require the College Preparatory Curriculum must submit a transcript of secondary school credits unless the applicant has completed both the freshman and sophomore years of college or graduated from high school before Spring, 1988. Transfer students who have not met the College Preparatory Curriculum requirements and who have not completed both the freshman and sophomore years may be admitted only as provisional students under the provisional admission procedures established by the University System of Georgia.

## **READMISSION OF FORMER GEORGIA COLLEGE STUDENTS**

A Georgia College student who has been out of school one quarter or more (excluding summer quarter) and who desires to be readmitted should submit a readmission application. The student should also request that official transcripts from any other institution the student may have attended since attending Georgia College be sent to the office of Admissions and Records. A student wishing to return must give the Director of Admissions and Records sufficient notice to allow action by the appropriate Dean, if necessary.

## **ADMISSION OF TRANSIENT APPLICANTS**

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 the student is to return to the student's own college at the opening of the next quarter. Transcripts of college work completed elsewhere are not usually required of such applicants, since they are not admitted to full standing at Georgia College.

An applicant who is enrolled in another college or university and seeks temporary admission must submit the following:

1. A properly completed official application form
2. A letter from the registrar of the institution in which the student is regularly enrolled, recommending admission to Georgia College as a transient student
3. A \$10.00 application fee.

## **JOINT ENROLLMENT/EARLY ADMISSION**

The University System of Georgia and Georgia College recognize the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of two organized programs: (1) a joint enrollment program in which the student, while continuing his/her enrollment in high school, enrolls in courses for college credit; and (2) an early admission program in which the student enrolls as a full-time student following completion of the junior year in high school. The following are the minimum admission standards for both the joint enrollment and early admission programs.

Admission Standards: Joint Enrollment and Early Admission

1. Minimum Scholastic Aptitude Test score of 900, combined verbal and quantitative sections or ACT equivalent
2. Minimum cumulative high school grade point average of 3.0 in academic subjects
3. Written approval (joint enrollment) or written recommendation (early admission) of high school principal
4. Written consent of parent or guardian (if the student is a minor).

### **APPLICANTS FOR CONSTITUTIONAL AMENDMENT 23 ADMISSION (Students aged 62 and older)**

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 and Records for detailed information.)

### **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. 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 *official* transcripts (in the English Language) of all previously completed education
4. Must present OFFICIAL document for *one* of the following:
  - a. Official T.O.E.F.L. (Test of English as a Foreign Language) scores of 460 or higher. Those students who score between 460-499 will be required to take an E.S.L. (English as a Second Language) course. Those students scoring 500 or above will be exempt from the E.S.L. course provided they pass the College Placement Exam administered to all incoming students
  - b. E.S.L. Language Center Level 109
  - c. American Language Program Level 5
5. Must present evidence of ability to pay the Georgia College expenses in full (complete the Georgia College declaration of finances form)
6. Must present evidence of personally acquired health insurance coverage. May be received on arrival (within ten days)
7. Must apply for a Social Security Number no later than ten days after arrival on the Georgia College campus

8. COLLEGE PREPARATORY CURRICULUM REQUIREMENTS DO NOT APPLY TO STUDENTS WHO GRADUATED FROM A HIGH SCHOOL LOCATED OUTSIDE THE UNITED STATES AND OUTSIDE OF THE JURISDICTION OF THE UNITED STATES EDUCATIONAL SYSTEM.

## ADVANCED PLACEMENT AT THE TIME OF ADMISSION

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

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

NOTE: All advanced placement is limited to 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 that appear in the CLEP brochure available from the Director of Testing, Kilpatrick Education Center.

## VETERAN STUDENTS

Georgia College 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, Georgia College 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 Georgia College.

All official supportive documents should be forwarded to the Office of Admissions and Records at least one quarter prior to registration. In addition to the regular benefits, veterans can obtain financial aid in the form of work-study. For further information, contact the Veterans Administration Regional Office, 730 Peachtree Street, N.E., Atlanta, Ga. 30365. The Georgia College Veterans Secretary in Parks 108 is available to assist you.

## AUDITORS

Students who submit evidence of graduation from an accredited high school or a GED certificate which satisfies the minimum score requirement of the State of Georgia may register as "auditors." Under extraordinary circumstances, the President may waive the requirement of a high school diploma or equivalent. Students registered as "auditors" shall be required to pay the regular fees for enrollment and shall be prohibited from receiving

credit at any later time for coursework that they completed as "auditors." Information about auditing courses for noncredit will be found in the academic section of this catalog.

## **ADMISSION OF GRADUATE STUDENTS**

Applicants desiring to enroll in the Graduate School should consult the Graduate School catalog for admission requirements and procedures. Applicants should contact the Office of Admissions and Records, Georgia College, Milledgeville, Georgia 31061, for a catalog and application forms.



## 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. Students who do not qualify as residents of Georgia must pay tuition in addition to matriculation fees shown below. Regents' guidelines for determining residency are found later in this section.

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

The basic charges are as follows:

### GENERAL FEES (1988)

	Academic	Health	Athletics	Student Activity	Total
<b>STUDENTS TAKING 12 OR MORE QUARTER HOURS:</b>					
Legal Resident of Georgia ..	\$ 382.00	\$17.00	\$28.00	\$24.00	\$ 451.00
Nonresident .....	1,145.00	17.00	28.00	24.00	1,214.00
<b>STUDENTS TAKING 6 OR MORE QUARTER HOURS BUT LESS THAN 12 QUARTER HOURS:</b>					
Legal Resident of Georgia ..	32.00 qtr hr	17.00	28.00	24.00	
Nonresident .....	96.00 qtr hr	17.00	28.00	24.00	
<b>STUDENTS TAKING 5 OR LESS QUARTER HOURS:</b>					
Legal Resident of Georgia ..	32.00 qtr hr	N/A	N/A	N/A	
Nonresident .....	96.00 qtr hr	N/A	N/A	N/A	

All Summer Quarter rates are by the quarter hour.

### RESIDENCE HALL CHARGES

Per quarter . . . . \$250.00 to \$405.00

### FOOD SERVICE

The following choices are available:

10 meals a week, Monday through Friday . . . .	\$322.00
14 meals a week .....	358.00
21 meals a week .....	378.00

All students living in the residence halls must have one of the meal plans.

### TEXTBOOKS AND SUPPLIES

Textbooks and supplies are available in the Georgia College Bookstore in Maxwell College Union. The cost of books and supplies will vary with the courses taken by the individual student. However, an estimate of this cost ranges from \$100.00 to \$150.00 each quarter.

## **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 cancel the registration of any student who fails to meet financial obligations promptly. 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, as well as printed and posted announcements.

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 check and the bank returns the check unpaid, the student is subject to payment of the maximum late payment fee, as well as a returned check charge of \$15.00 or 5% of the amount of the check, whichever is greater. 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. Deposits are nontransferable.

**ROOM RESERVATION DEPOSIT (\$50.00)**—Required of all students expecting to live in College student housing. Students registering for the first time will send this deposit with a Request for Room form to the Vice President for Student Affairs. 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 and Records or by the Student Affairs Office 30 days prior to the registration date for the specific quarter.

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

## **SPECIAL FEES**

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

**GRADUATION FEE (\$20.00 undergraduate)**—This fee is required of all degree candidates and is payable at the time that Graduation Application or Application for Degree or Diploma Request is made. The fee is nontransferable and nonrefundable. It entitles the student to one 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 (\$10.00)**—All student fees are due and payable at the time stated in the College calendar. A student is not officially registered until all fees and charges are paid. A late payment fee of \$10.00 will be charged beginning the day following the stated registration period.

**OFF-CAMPUS COURSE FEES**—The College offers courses throughout its service area. The cost for these courses is dependent 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 Campus Safety Department. Violation of these regulations can result in a traffic ticket. Tickets are issued by members of the Campus Safety Department, and every officer is a deputized law enforcement officer of Baldwin County. The fine as indicated on the ticket is payable to the cashier at the Business Office.

**TRANSCRIPTS OF RECORD FEE (\$1.00)**—Students who wish to obtain copies of their academic records should direct requests to the Records office. A fee of \$1.00 is charged for each copy.

**RETURNED CHECK CHARGE (\$15.00 minimum)**—A check is accepted provisionally, in lieu of cash, and upon the presumption that it will be honored when presented for payment at the bank. Any check returned unpaid will result in a charge of \$15.00 or 5% of the amount of the check, whichever is greater, to the accountable person.

## 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
one-hour lesson each week, each quarter . . . . .	\$40.00
Instruction in organ, one hour lesson each week	
each quarter . . . . .	\$42.00

## HOUSING COSTS

Residence Hall charges (as noted under "General Fees") are based on double occupancy. 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 Residence Life Office reserves the right to make all final decisions on assignments. Private rooms are offered at an additional charge when space is available.

## REFUND POLICY AND PROCEDURES

Students desiring refunds must fill out the "Student Request for Refund" form available at the Business Office. Students may expect requested refunds within thirty 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 fees have been paid shall receive a refund only if notice is given to the Director of Admissions and Records and to the Business Office on or before the last day to make course changes as indicated in the College calendar. The 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 eliminates all hours for that quarter, formal withdrawal is necessary. See also below.

## **REFUND FOR WITHDRAWAL**

Withdrawal from the College must begin with formal approval from the Office of Admissions and Records.

### **THE FOLLOWING REGULATIONS APPLY TO THE REGULAR FEES 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.

Students 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, Athletics, 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 from student housing, refund will be prorated for days remaining with a penalty equal to the room reservation deposit (\$50.00).

## **REFUND FOR FOOD SERVICE**

After payment for a meal ticket, refund will be prorated for meals remaining after a \$5.00 penalty, upon surrender of the meal ticket.

# NONRESIDENT POLICIES

## NONRESIDENT STUDENTS

Nonresident 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 fees.

## REGENTS' RULES FOR DETERMINING IN-STATE STUDENT STATUS

Under the Constitution and laws of Georgia, the Board of Regents of the University System of Georgia was created to govern, control and manage a system of public institutions providing quality higher education for the benefit of Georgia citizens. The State, in turn, receives a substantial benefit from individuals who are attending or who have attended these institutions through their significant contributions to the civic, political, economic and social advancement of the citizens of the state of Georgia.

Because the overwhelming proportion of financial support for the operation of the public institutions of higher education in Georgia comes from the citizens through the payment of taxes, the determination of whether a student is classified as a resident or a nonresident of the State for tuition purposes becomes a significant matter. The tuition paid by in-state students covers only about one-fourth of the total cost of their education in the University System. Therefore, Georgia taxpayers are contributing three-fourths of the necessary funds to provide quality education for the citizens of the State.

The practice followed by state colleges and universities of assessing out-of-state students a higher tuition rate is a rational attempt by states to achieve a partial cost equalization between those who have and those who have not recently contributed to the state's economy, even though there is no precise way to determine the degree to which higher tuition charges equalize the cost of educating in-state and out-of-state students.

The durational residency requirement of twelve months imposed by most, if not all, states, is considered by the courts to be a reasonable period during which the new resident can make tangible or intangible contributions to the state before being allowed to attend state colleges at the in-state rate. Courts which have been faced with challenges to residency classification procedures have consistently recognized the right of public institutions of higher education to charge higher rates to out-of-state students and to adopt reasonable criteria for determining the establishment of in-state status. Examples of recent cases are: *Martinez v. Bynum*, 51 U.S.L.W. 4524 (Sup. Ct. May 2, 1983), *Starnes v. Washington*, 368 Supp. 38 (W.D. Wa. 1973) *aff'd mem.* 414 U.S. 1057 (1973), and *Michelson v. Cox*, 476 F. Supp. 1315 (S.D. Iowa, 1979).

For the purpose of these regulations, the question to be answered is not primarily whether a student is a resident or non-resident of Georgia but, rather, whether the student meets the criteria to pay University System fees on an in-state basis. The term *resident* is confusing because of its several meanings as it relates to voter registration, driver's licenses, automobile registration, deeds, contracts, wills, income taxes, and other matters. A student may be a resident of Georgia for some purposes, but not entitled to in-state status for *tuition* purposes. To be considered as a resident for tuition purposes, one must have been a *bona fide* resident of Georgia for at least twelve months preceding the date of registration.

The Board of Regents has adopted certain policies governing the classification of students as residents and nonresidents for tuition purposes in keeping with its responsibilities to the citizens of Georgia for an appropriate assessment of fees and to ensure that out-of-state students pay a fair and reasonable share of the cost of their education. The taxpayers of Georgia are thereby assured that they are not assuming the financial burden of educating persons whose presence in the state is temporary.

## **RESIDENCY STATUS CHANGE OF CLASSIFICATION**

A student is responsible for registering under the proper residency classification. A student classified as a nonresident who believes that he is entitled to be reclassified as a legal resident may petition the Director of Admissions and Records for a change in status. The petition must be filed no later than sixty days after the quarter begins in order for the student to be considered for reclassification for that quarter. If the petition is granted, reclassification will not be retroactive to prior quarters.

Students and applicants who are classified by Georgia College as out-of-state but who later claim to qualify as in-state students must file an "Affidavit in Support of Residency Appeal" form with the office of Admissions and Records. A student's tuition status is not changed automatically, and the burden of proof that the student qualifies as an in-state student under the regulations of the Board of Regents of the University System of Georgia rests with the student.

A person's legal residence is the place where the person is generally understood to reside with the intent of remaining there indefinitely and returning there when absent. There must be a concurrence of actual residence and of intent to remain.

**CLASSIFICATION POLICIES**—To register as a legal resident of Georgia at an institution of the University System, a student must establish the following facts to the satisfaction of the registering officer.

1. (a) If a person is 18 years of age or older, he or she may register as an in-state student only upon showing that he or she has been domiciled in Georgia for a period of at least twelve months immediately preceding the date of registration.
- (b) No emancipated minor or other person 18 years of age or older shall be deemed to have gained or acquired in-state status for tuition purposes while attending any educational institution in this State, in the absence of a clear demonstration that he or she has in fact established legal residence in this State.
2. If a person is under 18 years of age, he or she may register as an in-state 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 that date of registration.
3. If a parent or legal guardian of a minor changes his or her legal residence to another state following his or her legal residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of in-state tuition. After the expiration of the twelve-month period, the student may continue his or her registration only upon the payment of fees at the out-of-state rate.
4. In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as an in-state student until the

expiration of one year from the date of court appointment, but only upon a proper showing that such appointment was not made to avoid payment of the out-of-state fees.

5. Aliens shall be classified as nonresident students; provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in-state tuition as a citizen of the United States.
6. Waivers: An institution may waive out-of-state tuition for the following:
  - (a) nonresident students who are financially dependent upon a parent, parents or spouse who has been a legal resident of Georgia for at least twelve consecutive months immediately preceding the date of registration; provided, however, that such financial dependence shall have existed for at least twelve consecutive months immediately preceding the date of registration;
  - (b) international students, selected by the institutional president or his authorized representative, provided, however, that the number of such waivers in effect at any time does not exceed one percent of the equivalent full-time students enrolled at the institution in the fall quarter immediately preceding the quarter for which the out-of-state tuition is to be waived;
  - (c) full-time employees of the University System, their spouses, and their dependent children;
  - (d) nonresident graduate students who hold teaching or research assistantships requiring at least one-third time service at such institution;
  - (e) full-time teachers in the public schools of Georgia and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver;
  - (f) 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. This waiver shall apply only to those consular officers whose nations operate on the principle of educational reciprocity with the United States;
  - (g) military personnel and their dependents stationed in Georgia and on active duty unless such military personnel are assigned as students to System institutions for educational purposes.

## APPEALS PROCEDURE

Any student wishing to appeal a decision of institution officials concerning residence classification shall file a Notice of Appeal with the appropriate review committee at the institution.

Following a review at the highest level at the institution, a student may apply to the Board of Regents for a review of the final decision of the President. Procedures are provided in the *Bylaws* and *Policies* of the Board of Regents.

## STUDENT RESPONSIBILITIES

*Student Responsibility to Register under Proper Classification*—It is the student's responsibility to register under the proper tuition classification. If there is any question of the right to in-state tuition status, it is the student's obligation, prior to or at the time of registration, to raise the question with the administrative officials of the institution in which the student is registering and have tuition status officially determined. The burden rests with the student to submit information and documents necessary to support the argument for a particular tuition classification under Regents' regulations.

*Notification of Change in Circumstances*—A student who is classified as an in-state student must immediately notify the proper administrative officials of the institution of any change in residency status or any other change in circumstances which may affect tuition classification.

*Official Change of Tuition Status*—Every student classified as a nonresident shall retain that status until such time as that student shall have petitioned for reclassification in the form prescribed by the institution and shall have been officially reclassified in writing as an in-state student by the proper administrative officers. No more than one application may be filed for a given quarter.

*Reclassification*—Every student who has been granted in-state tuition as a legal resident of Georgia shall be reclassified as an out-of-state student whenever anyone shall report, or there have been found to exist, circumstances indicating a change in legal residence to another state.



## 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 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 that regulate financial aid programs, the administration of financial aid is complex and ever-changing. To help simplify the process, the Federal government has produced a publication, *The Student Guide: Five Federal Financial Aid Programs*, to provide accurate, up-to-date information. It is important for students to understand the financial aid programs they are applying for and the requirements of those programs. Please contact the Financial Aid Office to request a copy of the publication.

Policies and procedures are subject to change without notice.

## ACADEMIC REQUIREMENTS FOR RECEIVING FINANCIAL AID

The Higher Education Act of 1965, as amended, mandates institutions of higher education to establish a standard of satisfactory academic progress for students who receive financial aid. This standard must apply to the student's entire academic history, whether Title IV financial aid was received or not. In order to remain eligible to receive aid at Georgia College, students must meet the standards specified for acceptable academic performance and for satisfactory progress toward the completion of their program of study. The standards are established within the framework of applicable federal regulations specifically for the purpose of determining the eligibility of students to receive aid under the generally funded Title IV programs, including Pell Grant, Perkins Loan (National Direct Student Loan), Supplemental Educational Opportunity Grant, College Work-Study, Guaranteed Student Loan, Georgia Incentive Grant, Supplemental Loans for Students, and PLUS Loan Programs. They should not be confused with Probation or Good Standing as defined by academic regulations.

The Georgia College definition of satisfactory academic progress for receiving financial aid includes the following components:

### Academic Standards

Georgia College uses the 4.0 grade point average system and numerical code:

4.0 = A; 3.0 = B; 2.0 = C; 1.0 = D; 0.0 = F; 0.0 = WF

Students are expected to maintain the following overall cumulative grade point average (GPA) based on the number of quarter hours attempted:

### Undergraduate Students:

Quarter hours earned (Exclusive of Developmental Studies: Inclusive of transfer work)	Required cumulative average on Georgia College hours attempted (no transfer grades included)
0-42	1.40
43-90	1.60

91-over Graduation	1.80 2.00
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**Incremental Progress**

Students are expected to successfully complete the following number of hours based upon enrollment status:

Undergraduate students

Enrollment Status	Need to Complete Each Quarter	Need to Complete Each Academic Year
12-up (full-time)	10	30
9-11 (¾ time)	7	21
6-8 (½ time)	5	15

Enrollment status will be verified by the Student Financial Aid Office staff three days after classes begin according to the following table:

	Full-time	Three-Quarter Time	One-Half Time
Undergraduate	12-up	9-11	6-8

Students who attend during the summer are expected to successfully complete the appropriate number of hours required for the summer plus the required number for the academic year based upon their enrollment status.

**Maximum Time Frame**

Students who attend on a full-time basis at Georgia College will have the following time frame (subject to individual program regulations) in which to receive consideration for financial aid:

Undergraduate students	18 quarters
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The time frame for students who attend other than full-time will be determined on a yearly basis taking into account the enrollment status of the student. Students who begin their education at another school and then transfer to Georgia College will have their standing classified by the appropriate office. For these students, financial aid eligibility is identical to that of Georgia College students with comparable hours. (e.g. Transfer students who are classified as juniors will have the same eligibility as Georgia College juniors).

Developmental Studies students may receive consideration for financial aid for up to 45 quarter hours in the Developmental Studies Program provided they meet Georgia College requirements for making satisfactory progress in the program.

**REVIEW PROCEDURE****Academic standards and/or incremental progress**

At the end of each academic year (Spring quarter), the Student Financial Aid Office will determine whether the student has successfully completed the minimum expected number of hours with the required grade point average and shown progress toward the educational degree for all completed quarters. This review, which will occur during the summer, will include all hours attempted during the student's attendance period.

The following will be considered as quarter hours successfully completed:

- |                           |                                       |
|---------------------------|---------------------------------------|
| 1. "A" through "D" grades | 3. "K" credit (credit by examination) |
| 2. "S" satisfactory       | 4. "IC" institutional credit          |

The following shall not be considered as quarter hours completed:

- |                   |                       |                                       |
|-------------------|-----------------------|---------------------------------------|
| 1. "F" grade      | 3. "W" withdrew       | 5. "V" audit                          |
| 2. "I" incomplete | 4. "U" unsatisfactory | 6. "WF" withdrew failing              |
|                   |                       | 7. "IP" used in Developmental Studies |

For repeated courses, both grades are computed in the grade point average and both courses will remain as a part of the aggregate hours attempted.

### Time frame

The minimum percentage of hours shall be the percentage represented by the number of quarters completed by the student compared to the maximum time frame set forth by Georgia College taking into account the student's course load. For example, based upon a time frame of 6 years and a required 180 hours for the degree, an undergraduate full-time student must successfully complete 1/6 of the degree requirements (30 hours) each year. For a full-time graduate student with a time frame of 3 years, 1/3 of the degree requirements (20 hours) must be successfully completed each year. For students who enroll other than full-time, the same procedure is used with the time frame being determined by the enrollment status.

## FINANCIAL AID PROBATION

A student will automatically be placed on financial aid probation in the event that student fails to meet the cumulative GPA and/or incremental progress requirements. A student in this category may receive financial aid for the next academic year, but by the end of that academic year, that student must have completed both the aggregate number of quarter hours required and attain the overall cumulative GPA required to establish satisfactory academic progress. If the student does not make up the deficiencies and remove himself/herself from financial aid probation, the student is considered to be making unsatisfactory academic progress and is placed on financial aid suspension. Financial aid suspension means the termination of all financial aid until the student has returned to a satisfactory academic progress standing.

A student who does not meet the time frame requirement will, **without warning**, become ineligible for financial aid.

## CONDITIONS FOR REINSTATEMENT

A student whose financial aid has been suspended for failure to meet the cumulative GPA and/or incremental progress requirements, can become eligible for consideration for financial aid by:

- (1) Sitting out an academic quarter (Fall, Winter or Spring), or
- (2) Without financial aid, attending Georgia College and re-establishing satisfactory academic progress.

A student who fails to meet satisfactory progress requirements a second time or who, after sitting out a quarter, fails to establish satisfactory academic progress requirements, will become ineligible for any further aid.

A student who returns to Georgia College after being on financial aid suspension is automatically on financial aid probation.

## **APPEAL**

A student whose financial aid has been suspended may appeal in writing to the Director of Financial Aid. In the appeal, the student should state the reason(s) why satisfactory academic progress was not maintained, why aid should not be terminated, and list any extenuating circumstances that should be considered. A student wishing to appeal the decision of the Director may do so, in writing, to the Financial Aid Internal Review (FAIR) Committee. A student wishing to appeal the decision of the FAIR Committee may do so, in writing, to the Vice President for Student Affairs. An appeal to the decision of the Vice President for Student Affairs may be done, in writing, to the President of the College who has final authority on the campus.

All appeals are to be submitted through the Director of Student Financial Aid and must be submitted within five (5) school days or seven (7) calendar days after suspension from financial aid, to the appropriate authority.

## **APPLICATION PROCEDURE**

To receive consideration for aid, please submit:

1. A copy of the Financial Aid Form (FAF) to the College Scholarship Service (CSS) and designate that a copy be sent to Georgia College. The FAF may be obtained from a secondary school or the Georgia College Financial Aid Office located in Parks Hall.
2. If a transfer student, a Financial Aid Transcript from each postsecondary school attended whether financial aid was received or not. Contact the Financial Aid Office at the school attended for details.
3. Other forms and documents as requested.

## **GENERAL INFORMATION**

1. To receive consideration for Title IV financial aid, the student must:
  - a) Be seeking a degree from Georgia College.
  - b) Be in compliance with the Georgia College Academic Requirements for Receiving Financial Aid.
  - c) Be in compliance with individual program requirements and regulations.
  - d) Not owe a refund on any Title IV, HEA grant or be in default on any Title IV, HEA loan received for attendance at any institution.
  - e) Sign a Statement of Educational Purpose and Registration Compliance.
2. Many loan programs require special applications. Contact the Financial Aid Office for details.
3. First consideration will be given to any student whose file is complete by 15 April.

# SCHOLARSHIPS

Georgia College has many scholarships, grants, and awards available for students. Information may be obtained from the Chairperson of the Scholarship Programs, 203 Parks Hall. Freshman and transfer students should request information in November prior to their entering Georgia College in the fall.

## SCHOLARSHIPS FOR ENTERING STUDENTS

The scholarships available for entering freshman and for transfer students include:

- Highest Academic Average Award
- Two-Year College Presidential Leadership
- Outstanding Student Scholarship
- Presidential Scholarship

Sources for these scholarships include: General Alumni Fund, Corrie Hoyt Brown Fund, Ollie Bessie Elton Fund, Georgia College Foundation, Gilbert Fund, Thomas C. Mitchell Fund and Parks Fund.

## ALUMNI ASSOCIATION SCHOLARSHIPS, AWARDS AND GRANTS

In addition to the General Alumni Fund, which supports some of the scholarships for entering students, the Alumni Association offers the following to currently enrolled students:

- The Marie Cole Anderson Award
- Atlanta Alumni Club Scholarship
- Maribel Benton Award
- Mary Burns Scholarship
- Chandler Memorial Scholarship
- Class of 1917 Scholarship
- Dorothy Colquitt Scholarship
- J. Wilson Comer Scholarship
- Harriette L. Donahoo Leadership Award
- Helen Douglas Piano Award
- Lucy Blake Carson Ferguson Grant
- Richard Russell Green Scholarship
- Annie Pettigrew Jones Nursing Grant
- Keeler Science Research Award
- Betty Boyd Love Scholarship
- McCall Sisters Scholarship
- Wayne McCants Basketball Award
- Bernice Brown McCullar Grant
- Joanne Mayberry Math Award
- Lutie Neese Foreign Language Award
- The Flannery O'Connor Scholarship
- The Gloria Ravelo Scholarship
- Ann Simpson Smith Award
- Hoy Taylor International Student Scholarship
- The Jessie Trawick Award
- The Washington D.C. Alumni Club Scholarship
- Guy H. Wells Memorial Study Abroad Scholarship

Green Barry Williams and Madeline Williams Jackson Scholarship in Marketing  
Marie E. Williams Scholarship  
Zip Kidd Williams Scholarship

**AMONG OTHER SCHOLARSHIPS AVAILABLE TO GEORGIA COLLEGE STUDENTS ARE THE FOLLOWING:**

Athletic Scholarship  
Atlanta Chapter Institute Internal Auditors Scholarship  
J.L. Beeson Scholarship  
Miller R. Bell Memorial Scholarship  
J.C. Bonner Scholarship  
J. Whitney Bunting Scholarship  
Commuter Scholarships  
Ollie Bessie Elton Scholarship  
Faculty/Staff Scholarship Fund  
Georgia College Accounting Education Association Scholarship  
Miss Georgia College Grant  
Georgia Consortium Certificate of Merit for Outstanding Performance in International Studies  
Government Employees Insurance Company Scholarship  
International Student Fellowships and Scholarships  
International Studies Scholarship  
Lowe Scholarship  
B.H. Lowe Scholarship  
Milledgeville Chapter Professional Secretaries International Scholarship  
Milledgeville Rotary Club Scholarship  
Milledgeville Music Club Scholarship  
Sylvester Mumford Memorial Fund  
National Business Education Association Award  
Max Noah Music Scholarship  
Nursing Scholarship  
Theodore Presser Foundation Award  
Martha Erwin Sibley Scholarship  
Molly Snead Nursing Scholarship  
Thomaston Mills Scholarship  
Carl Vinson Memorial Public Service Scholarship

**GOVERNOR'S SCHOLARSHIP PROGRAM**

The Governor's Scholarship Program recognizes and financially assists graduating Georgia high school seniors of exceptional merit who choose to attend an eligible college or university located in Georgia.

The award is equal to the amount of tuition cost, up to a maximum of \$1,350 per academic year. Subject to the availability of funds and the continued eligibility of the recipient, the scholarship may be renewed for three academic years. It may not be made nor used for study beyond the baccalaureate degree level.

For more information contact the Georgia Student Finance Authority, 2082 East Exchange Place, Suite 200, Tucker, Georgia 30084.

## REGENTS SCHOLARSHIP

Regents Scholarships are available to residents of Georgia who are students of superior ability and who need financial aid in order to attend college. Recipients must be enrolled or accepted for admission as a full-time student. Also, grades or predicted grades (based on high school average and College Entrance Examination Board SAT scores) must place the student in the upper 25% of his/her class.

Regents Scholarship awards are based on financial need, with the maximum award being \$750 for students enrolled in a senior college. Scholarship recipients repay their loan awards by working in the state of Georgia one year for each \$1000 received or in cash at 3% interest. Further information is available from the financial aid officer at any school of the University System of Georgia.

## CONGRESSIONAL TEACHER SCHOLARSHIP PROGRAM

The Congressional Teacher Scholarship Program is designed to encourage outstanding high school graduates to pursue teaching careers at the preschool, elementary, or secondary level by offering scholarship assistance. At this time, priority consideration is being given to students who are preparing to teach in the fields of Foreign Language, Math, Science and Special Education.

Recipients may receive up to \$5,000 per academic year not to exceed the cost of attendance less the amount of Title IV aid awarded, whichever is less. Otherwise the Scholarship program is non-need based.

Recipients are expected to teach two years for each year they receive funds. If they do not fulfill this obligation, they must repay the amount owed in cash at the interest rate of at least 10%. An applicant must have graduated from highschool in the top 10% of his or her graduating class.

Additional information and an application are available from the Georgia College Financial Aid Office or from the: Georgia Student Finance Authority  
2082 East Exchange Place - Suite 200  
Tucker, Georgia 30084

## GRANTS

### PELL GRANT

The Pell Grant is a federal student financial aid program administered by the United States Department of Education. It is intended to be the first and basic component of an undergraduate student's financial aid program. For this reason, students are required to apply for the Pell Grant before consideration for other need-based aid can be given.

For the student who receives his/her first Pell Grant award in the 1987-88 award year, the duration of the student's eligibility for a Pell Grant is limited to (1) the full-time equivalent of five academic years of study if the student is enrolled in an undergraduate degree or certificate program of four years or less, or (2) the full-time equivalent of six academic years if the student is enrolled in an undergraduate program that requires more than four years of study to complete.

To apply, the student must complete the Georgia College application process and check the appropriate box on the Financial Aid Form.

### **GEORGIA STUDENT INCENTIVE GRANT (SIG)**

The SIG is a state program administered by the Georgia Student Finance Authority.

The SIG Program provides nonrepayable financial assistance to eligible Georgia residents who show substantial financial need and who are attending eligible, nonprofit colleges, vocational schools, and hospital schools in Georgia. The award range is from \$150 to \$450 per academic year. The total number of awards will depend on the amount of funds approved by the 1987 Georgia General Assembly for this program.

Students apply by completing the Georgia edition of the Financial Aid Form not later than June 1 of the award year.

### **SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)**

The SEOG is a federal program administered by the Student Financial Aid Office at Georgia College to assist undergraduate students who demonstrate exceptional financial need. Pell Grant recipients are given priority for this grant. The average grant amount ranges from \$100 to \$600 a year. The federal funding for this program is usually limited, therefore, funds are rapidly depleted.

To receive consideration, complete the Georgia College application procedure.

### **LAW ENFORCEMENT PERSONNEL DEPENDENTS GRANT**

The Law Enforcement Personnel Dependents Grant is an award for children of Georgia law enforcement officers, firemen, and prison guards who have been permanently disabled or killed in the line of duty.

The grant is \$2000 per academic year, not to exceed \$8000 during an entire program of study. To apply, complete the Georgia Student Grant Application, and in the appropriate block indicate that you are applying for the Law Enforcement Personnel Dependents Grant. Then request the forms necessary to document your eligibility. Applications should be filed by August, or at least 30 days prior to the beginning of any subsequent school term.

## **LOANS**

### **PERKINS LOANS**

The College participates in the Perkins Loan program. Students enrolled at least one-half time and in need of assistance to meet educational expenses are eligible to receive consideration for this loan.

The aggregate amount of funds eligible students may borrow is (1) \$4,500 for students who have not completed two academic years of study toward a bachelor's degree and (2) \$9,000 for students who have completed two academic years of study for a bachelor's degree but have not received the degree.



Repayment begins nine months after the student graduates or leaves school. The student may be allowed up to ten years to repay the loan. During the repayment period, the student will be charged 5% simple interest on the unpaid balance of the loan principal. The minimum monthly payment is \$30.

Students who complete the Georgia College application process are considered for the loan.

## **GUARANTEED STUDENT LOANS**

These need-based loans are arranged through private banks and other financial institutions. For qualified students, the Federal government pays the interest until students cease enrollment as at least half-time students.

The amount of the loan will vary depending upon the student's need. In general, students who have not completed the first two years of an undergraduate program may borrow up to \$2,625 per academic year. Students who have completed the first two years, but who have not completed the undergraduate program, may borrow up to \$4,000 per academic year. The total amount of outstanding loans for any student cannot exceed \$17,250 at the undergraduate level.

To apply, students must complete the Georgia College application process and complete a Guaranteed Student Loan application, which is available from your local lender or the Georgia College Financial Aid Office.

## **PLUS LOANS**

The PLUS program provides educational loans to parents on behalf of their dependent undergraduate student. The maximum amount a parent may borrow on behalf of each eligible student is \$4,000 per academic year, with an aggregate loan maximum for each eligible student of \$20,000.

Repayment begins within 60 days of receiving the loan. The parent makes arrangements with the lender to begin installment payments, including interest at a rate not to exceed 12% per year.

These loans, which are not strictly need-based, are arranged through private banks and other financial institutions. Applications are available from your local lender or the Georgia College Financial Aid Office.

## **SUPPLEMENTAL LOANS FOR STUDENTS (SLS)**

Under this program, independent undergraduate students are eligible to borrow up to \$4,000 per academic year, with an aggregate loan amount of \$20,000.

While these loans are not need-based, other financial aid the student is to receive must be taken into account and could reduce the maximum amount the student may borrow to less than the \$4,000 per academic year.

Although repayment begins within 60 days of receiving the loan, student borrowers may request a deferment of payment until half-time enrollment ceases or degree completion. Although payment of principal is deferred, interest continues to accrue at a rate not to exceed 12% per year.

SLS loans are arranged through your local lender. Applications are available from your lender or the Georgia College Financial Aid Office.

## **STATE DIRECT STUDENT LOANS**

Under the State Direct Student Loan program, students may be eligible to borrow funds that are either repaid in cash or which may be cancelled through service.

As a lender in the Georgia Guaranteed Student Loan program, the Georgia Student Finance Authority (GSFA) makes interest subsidized loans to students that are subject to the same eligibility, interest and repayment as other student loans made by commercial lenders and guaranteed by the Georgia Educational Assistance Corporation.

In addition, the GSFA makes loans which may be cancelled through service for students preparing for professions in which there is a critical manpower shortage in Georgia. Applicants who are preparing for careers in certain teaching and health fields and members of the Georgia National Guard may be eligible to borrow funds and to have a portion or all of these loans cancelled by service.

Additional details and applications are available from the Georgia College Financial Aid Office or the: Georgia Student Finance Authority  
2082 East Exchange Place, Suite 200  
Tucker, Georgia 30084

## **SPECIAL LOAN FUNDS**

Additional funds administered by the college are the following:

Philo Sherman Bennett Loan Fund  
Jane Coleman Allen Daughtry Loan Fund  
Eleanor C. Hess Nursing Loan Fund  
Antoinette Smith Jenkins Loan Fund  
Charles D. Moore Loan Fund  
Morel Fund  
Sylvester Mumford Fund  
Alice Walker Shinholser Memorial Funds, Nos. 1 and 2  
Joseph M. Terrell Loan Fund  
Fannie Trammell D.A.R. Fund

## **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.

## **COLLEGE WORK-STUDY PROGRAM**

The College Work-Study program provides jobs for students who show financial need and who must earn a part of their educational expenses.

In general, a student earns at least the current minimum wage. Students in this program may work up to 20 hours a week while classes are in session and forty hours a week during vacation periods.

Students who complete the College's application process are considered for this program.

## **GEORGIA COLLEGE STUDENT EMPLOYMENT PROGRAM**

The Georgia College Student Employment program provides additional opportunities for students to secure campus employment. While financial need is often not a factor, earnings under this program could affect other aid received.

Students are interviewed and hired by the various administrative offices, departmental offices, and other offices at the college.

## **OTHER SOURCES OF FINANCIAL ASSISTANCE**

### **PICKETT AND HATCHER EDUCATIONAL FUND**

The Pickett and Hatcher Education Fund is a private loan program for full-time undergraduate students enrolled in colleges or universities offering broad liberal arts education.

A student may receive up to \$2,400 per academic year, but may not receive more than a total of \$9,600 for an entire course of study. During the in school period, the interest rate is 2%; after completion of studies, the interest rate is 6%.

You should write to request an application in October or November. For more information, contact: Pickett and Hatcher Education Fund

PO. Box 8169

Columbus, Georgia 31908

Telephone: (404) 327-6586

## STUDENT LIFE

Student Life at Georgia College offers a wide range of opportunities to become involved in college programs, services, and activities. Learning that takes place outside the classroom is an integral part of personal and educational development.

### THE DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs supports the educational purposes of Georgia College and promotes personal growth and development of students. This Division is committed to helping students meet their full potential through providing educational experiences outside the classroom that complement the College's academic experiences. In order to help students progress toward their educational and career goals, a number of student services, programs, and activities are provided by the Student Affairs Office, which is responsible for leadership, management, and supervision of the operations of all departments within the division. Counseling services, financial aid, health services, international student services, intramural-leisure services, minority student affairs, new student orientation programs, residence life, student activities, student support services, and wellness program are coordinated by this office.

The Student Affairs Office administers the College's disciplinary code of rights, responsibilities, and conduct and assures due process procedures for students accused of misbehavior. The College's disciplinary policy is administered by the Vice President for Student Affairs. The office represents student interests and concerns to the faculty, staff, and administration.

### COUNSELING SERVICES

Georgia College provides a full range of career, educational, and personal counseling services free of charge to all Georgia College students, faculty, and staff. Services are designed to help students adjust to the college, understand themselves and others, and plan life and career goals. Personal counseling is available to help individuals deal with the stresses and concerns that college students experience. Educational counseling on such matters as study skills, time management and academic requirements is also available. Confidentiality is maintained, and test results are released only by authorization of the student.

Information is provided to assist individuals in assessing life and career interests. Group experiences, workshops, and seminars are offered to help students develop goals and achieve skills.

The Career Center, maintained by Counseling Services, contains a wide selection of information useful in choosing a career. The center contains information on the decision-making process, specific requirements and outlook for hundreds of careers, academic opportunities, resume development, and job search. The center is designed to be largely self-service, but trained staff are available to assist students in locating and using information. Many materials can be checked out for private use.

## **STUDENT HEALTH SERVICES**

The purpose of Student Health Services is to provide for the maintenance of good health. Students eligible for treatment must complete a medical history questionnaire prior to registration.

Outpatient medical care for the treatment of minor illnesses and accident-related injuries is available at the Health Service Facility on campus. Referrals are made to the local Baldwin County Hospital Emergency Room or consultant specialists for more serious problems. In cases of serious illnesses and accidents, parents or guardians will be notified with the student's permission.

The College physician holds daily clinics, Monday through Friday. Other staff members include licensed nurses and a part-time pharmacist.

The Health Services Office promotes the Wellness Concept as an educational process and life-style for students. Health education information, designed to have a positive influence on students' health, behavior, and manner, is provided through the office.

## **INTERNATIONAL STUDENT SERVICES**

The International Student Services Office is coordinated by the International Student Adviser, who provides information concerning immigration rules and regulations, insurance, and program activities. The adviser assists students with personal matters, adjustment to American culture, academic decisions, and other areas of concern.

The office publishes a periodic newsletter for international students, conducts a fall orientation program, advises the International Student Association, and acts as a liaison between American host families and international students.

## **INTRAMURAL-LEISURE SERVICES**

Intramural-Leisure Services has a twofold purpose: to provide beneficial and enjoyable free-time activities for the students and to allow students to develop outside the classroom. Activities provided for students include team and individual sports and outdoor trips.

## **MINORITY STUDENT AFFAIRS**

The Office of Minority Student Affairs helps minority students to resolve academic, personal, or career concerns through direct assistance or referral. The office helps new students identify and use the student services provided by the College, consults with minority student groups and organizations, and works for a better understanding of black culture and heritage. It sponsors intercultural associations, as well as minority student programs and events.

## **NEW STUDENT ORIENTATION**

Orientation sessions are offered during the summer and at the beginning of each quarter. The purpose of the Nova Orientation program is to help new students become acquainted with college life. Students learn about academic requirements, student life, and student services. All new undergraduate students are required to attend an orientation program. Orientation sessions increase a student's chance of success in college.

## RESIDENCE LIFE

The goal of the Office of Residence Life is to provide a positive living-learning environment. Georgia College provides seven residence halls for student occupancy on campus. Rooms are assigned, using a priority system based on date of application and payment of a deposit. A meal plan is required of all students who live in the residence halls. Students interested in information on residence hall living should write the Director of Residence Life. Information and guidelines for living in the residence hall will be distributed to students upon check-in.

Only regularly enrolled students may live in the residence halls. When accepting a room assignment, the student agrees to abide by the rules and regulations established by the College, including carrying at least ten-hours each quarter. Exceptions to the ten-hour minimum requirement may be granted through the Office of Residence Life.

Each residence hall is staffed by either a resident director or resident manager. All residence halls have at least one student on each floor who serves as the Residence Assistant (RA). The RA represents the Office of Residence Life and is available to provide assistance and to enforce hall regulations.

## REGULATIONS

The College reserves the right to inspect rooms at reasonable times and hours. Resident students are held responsible for any damages to rooms and furnishings. Students should inform College officials of any damages which exist at the time they occupy their rooms. Damages to common areas of the residence hall or their furnishings is the responsibility of the students inflicting the damage; or, in the event the student committing the damage is 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 loss or damage of student possessions. Students are encouraged to lock their rooms.

Students may receive visitors in their rooms as provided by the regulations in effect in the various residence halls. In each residence hall the Resident Director or Resident Manager must 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 fee to the Residence Life Office.

Rooms may be occupied only upon assignment; and all exchanges, transfers, and vacating of rooms must be approved by the Office of Residence Life.

Most rooms are normally 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 Office of Residence Life 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 in the official College calendar. The College is not responsible for personal property left during the times the halls are closed.

## COUNCILS AND PROGRAM

Each residence has a hall council, which has responsibility for hall governance. Every residence hall has recreational, social, educational, and cultural activities.

## RESIDENCE HALL ACCOMMODATIONS

Residence Hall	Occupancy Level	Males/ Females	Room and Bath Facilities	Students Per Room	Air Cond.	TV Room	Kitchen	Laundry
Adams	149	Females	Rooms with Community Baths	2	Yes	Yes	Yes	Yes
Beeson	83	Males	Suites With Connecting Bath	2	No	Yes	No	Yes
Bell	188	Females	Suites With Connecting Bath	2	No	Yes	Yes	Yes
Napier A	196	Males	Rooms With Community Baths	2	Yes	Yes	Yes	Yes
Napier B	196	Females	Rooms With Community Baths	2	Yes	Yes	Yes	Yes
Sanford	102	Males	Suites & Rooms With Community Baths and Connecting Baths	2	No	Yes	Yes	Yes
Terrell	89	Females	Rooms With Community Baths	2	No	Yes	Yes	Yes
Wells	116	Females	Rooms With Community Baths	2	No	Yes	Yes	Yes

## STUDENT ACTIVITIES

The Student Activities Office in Maxwell College Union coordinates and supervises student organizations. The office helps to schedule and program activities to help meet students' social, recreational, cultural, and entertainment needs. An information desk, gameroom, lounge, and conference room are supervised by the Student Activities Office.

Georgia College students may participate in a variety of activities, clubs and organizations. The College provides a number of campus facilities for student use described below.

## FACILITIES AND LOCATIONS

### Maxwell College Union

The first level of the Maxwell College Union houses recreation areas, conference rooms, photography lab, TV lounge area, study rooms, and a snack bar. Offices located on the first level include Student Government Association, *The Colonnade*, Student Activities, Intramural-Leisure Services, Student Support Services, Minority Student Affairs, Wellness Services, College Bookstore, Mailroom, Community Center and the Information Center.

The second level accommodates the College Dining Hall, a private dining room, and a faculty lounge.

### **East Campus (Lake Laurel, Rocky Creek, Lake Sinclair Lot)**

The East Campus includes Lake Laurel, Rocky Creek Park, and the College lot on Lake Sinclair. Lake Laurel Lodge is situated on a six-acre lake and is an ideal clubhouse for parties, workshops, student organizational meetings, and retreats. Opportunities exist for boating, picnicking, fishing, and other water sports at Lake Laurel and all of East Campus. Rocky Creek Park includes restrooms, dance floor, picnic pavillion, sandy beach, and nature trails. Arrangements for services and information may be obtained by calling the East Campus Office.

### **West Campus (Athletic Complex)**

The athletic complex consists of soccer, baseball, and softball fields and eight tennis courts. A Health, Physical Education and Recreation department building, a shelter, and picnic facilities are located at the complex.

## **ACTIVITIES AND ORGANIZATIONS**

### **Art Exhibitions**

The Department of Art provides an exhibition program throughout the year in the College gallery in Blackbridge Hall. Work of recognized artists, including paintings, graphics, sculptures, and other arts, as well as art work by Georgia College students, is shown.

### **Concerts and Lectures**

Recognized artists, musicians, and lecturers present programs on campus several times each quarter.

## **MUSICAL GROUPS**

Anyone interested in any of these groups should write to the chairperson of the Department of Music or the director of the performing group.

**Jazz Ensemble:** The Jazz Ensemble performs many styles of music, including jazz, swing, and blues. This group participates in many statewide tours, including an annual spring tour, and plays for clubs, organizations, and high schools.

**Dixieland Band:** This group is made up of students who play trumpet, trombone, clarinet, tenor saxophone, piano, drums, and banjos. Popular at barbecues, picnics, and other outdoor functions, members of this group are also members of the Jazz Ensemble.

**Community Band:** This group performs standard and contemporary band works at quarterly concerts, local engagements, and a spring tour.

**Brass Choir:** The Brass Choir presents the best in standard and contemporary repertoire. This group often performs alone and with other College groups.



## CHORAL GROUPS

The groups include the Mixed Chorus, Aeolian Singers and GC Swing!

**Mixed Chorus:** This group performs a variety of literature, from masses to modern works, such as Gershwin's.

**Aeolian Singers:** The Aeolian Singers is a select ensemble that performs standard literature. Madrigals are a specialty, but the group also enjoys performing contemporary literature.

**GC. Swing!:** G.C. Swing! is a group of eight singers, four male and four female, who perform pop, jazz, and swing. This group often performs with the Jazz Ensemble in informal concerts both on and off campus.

## GEORGIA COLLEGE RADIO

Georgia College operates a student-run 10 watt educational FM radio station, call letters WXGC, at 88 FM on the local dial. The Georgia College radio station provides opportunities for students to experience all facets of radio station operation, including live broadcasts of activities and events.

## GEORGIA COLLEGE THEATRE

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. A musical or dramatic production is staged each quarter.

## GREEK LIFE

There are five sororities and seven fraternities recognized on campus. The Panhellenic, Interfraternity, and Greek Councils coordinate rush and other 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 Alpha Psi, Kappa Sigma, Omega Psi Phi, Phi Delta Theta, Pi Kappa Alpha and Pi Kappa Phi.

Further information may be obtained at the Student Activities Office.

## ARTS UNLIMITED COMMITTEE

The Arts Unlimited Committee, made up of students, faculty and staff, brings programs to the College and community on various topics of cultural and social interest. The "Town and Gown Series," a program sponsored by the Arts Unlimited Committee in conjunction with the Milledgeville-Baldwin County Allied Arts, offers lectures, concerts and dramatic productions throughout the year.

## **PUBLICATIONS**

*The Colonnade* is the Georgia College student newspaper published throughout the academic year. The staff is composed of students and faculty adviser.

*The Student Handbook* is a publication of the Student Affairs Office. It contains detailed information about student organizations, programs, services and activities available to students, and the departments and offices of the College.

*Alumni News Quarterly*, the journal of the Alumni Association, publishes the latest news from the campus and alumni.

*Columns*, the Alumni Association magazine, is published once each year.

*The Weekly Calendar* is published by the Public Relations Office. It contains the current information about the activities of interest for faculty, staff and students.

*The Peacock's Feet* is an interdisciplinary student-oriented literary magazine which publishes creative writings or works by students and others.

## **RELIGIOUS LIFE**

Adjacent to the campus are two religious centers, the Baptist Student Union and the Wesley Foundation. Each center is coordinated by a full-time minister and sponsors a variety of programs. Local churches offer fellowship and special programs for college students in addition to weekly services.

## **STUDENT GOVERNMENT ASSOCIATION**

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

The responsibility for the governing of the student body is vested in the students themselves. Officers are elected each spring on an annual basis. The SGA has representation on most college-wide councils and committees.

## **THE NEW YOU COMMITTEE**

The Student Activities Office, working with the new YOU (Yours and Ours Unlimited) committee, is responsible for planning, scheduling, and publicizing films, concerts, novelty acts, and dances. The program provides opportunities for students to develop interests and skills in many areas. Events are open to all students, guests of students, faculty, staff, and alumni.

## **DEPARTMENTAL AND OTHER ORGANIZATIONS**

A wide variety of clubs, organizations, and honorary societies exist for students who are eligible to participate. The following groups are represented on the Georgia College Campus.

NAME	CLASSIFICATION
Alpha Delta Pi	Sorority
Alpha Kappa Alpha	Sorority
Alpha Mu Gamma	National foreign language honorary
Alpha Phi Alpha	Fraternity
Alpha Psi Omega	National theater fraternity
Alpha Rho Tau	Organization to promote the visual arts
American Marketing Association	Professional organization
Arts Unlimited	Cultural/Arts selection committee
Baptist Student Union	Religious organization
Beta Beta Beta	National honorary in biology
Black Student Alliance	Promotes black culture
Colonnade Student Newspaper	Student newspaper
Council for Exceptional Children	Professional organization for special education majors
Delta Sigma Pi	Professional business organization
Delta Sigma Theta	Sorority
Delta Zeta	Sorority
El Circulo Espanol	Spanish club
Future Secretaries Association	Professional organization
Gamma Beta Phi	National honor fraternity
GC Accounting Association	Professional organization
GC Association of Nursing Students	Professional nursing organization
GC Band Council	Helps coordinate band activities
GC Chess Club	Recreational organization
GC Guild of American Organists	Professional organization
Greek Council	Coordinates all Greek organizations
Herty Hounds Club	Recreational organization
Honor Student Association	Coordinates honor student activities
Interfraternity Council	Coordinates social fraternities
International Students Association	Compus-wide interest group
Kappa Alpha	Fraternity
Kappa Alpha Psi	Fraternity
Kappa Sigma	Fraternity
Literary Guild	English club
Music Therapy Society	Professional organization
New Y.O.U. Committee	Student programming committee
Omega Psi Phi	Fraternity
Panhellenic Council	Coordinates social sororities
Phi Alpha Theta	National honorary in history
Phi Beta Lambda	Professional business leadership organization
Phi Delta Theta	Fraternity
Phi Kappa Phi	Academic honor society
Phi Mu	Sorority
Phi Mu Alpha Sinfonia	National music fraternity
Phi Sigma	Sophomore academic honor society
Phi Upsilon Omicron	Home economics honor society
Pi Kappa Alpha	Fraternity
Pi Kappa Phi	Fraternity
Pi Tau Chi	Honor society in religion

Professional Organization of Health,  
Physical Education, Recreation and  
Dance

Psychology Club

Sigma Alpha Iota

Sigma Tau Delta

Sigma Theta Tau

Student Georgia Association of  
Educators (SGAE)

Student Government Association

Student Home Economic Association

Students in Free Enterprise (SIFE)

Taido Club

Wesley Foundation

Who's Who

WXGC Radio

Departmental organization

Department organization

Music honor sorority

National English honor society

National honor society for nursing

Professional organization

Student governance group

National professional association

Professional organization

Martial arts organization

Religious organization

National honor group

Student radio

## STUDENT SUPPORT SERVICES

The Office of Student Support Services identifies and provides services to commuters, handicapped, disabled students, and other special groups.

### 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. No handicapped student who is qualified to enter Georgia College shall be denied admission or be subjected to discrimination in the application of admission standards.

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 the college should notify the Office of Student Support Services of their handicap and request an assessment of their needs prior to the first term of enrollment at the College. Student Support Services will review all requests for assistance by enrolled handicapped students. Provision for assistance will be based on the following: (1) medical and/or psychological certification of the degree of handicap; (2) eligibility for funding by outside agencies; and (3) the student's ability to complete tasks required in courses. Handicapped students should identify themselves to their adviser and each of their instructors in their academic program at the beginning of the quarter. Special parking is available to handicapped students through the Office of Campus Safety.

## WELLNESS SERVICES

Georgia College's Wellness Services provides students, faculty, and staff with numerous educational activities and opportunities for life-style enhancement. Information and resources are available in the areas of physical, emotional, social, spiritual, and environmental health. Seminars and workshops are offered on a range of wellness topics, such as sexual choices, fitness, smoking cessation, and alcohol awareness. Individual health counseling is also offered through the Wellness Services.

## INTERCOLLEGIATE ATHLETICS

Georgia College has offered intercollegiate athletics since 1968. The purpose of the athletic programs is to enrich the student's collegiate experience. The student is expected to place a priority on academics while participating in an athletic program, thus striving for excellence as a student and as an athlete.

Georgia College fields National Association of Intercollegiate Athletics (NAIA) teams in the following:

<b>Women</b>	<b>Men</b>
Basketball	Baseball
Gymnastics	Basketball
Softball	Golf
Tennis	Tennis

The women's gymnastics team has been ranked among the top small college teams in the nation and won in the 1981 and 1982 NAIA National Championships. Georgia College has hosted four national women's gymnastics tournaments. The men's basketball team went to the NAIA Nationals in 1988. The baseball team has won numerous play-off berths and went on to the NAIA World Series in 1984 and 1985 in addition to season conference play and district tournaments. The tennis team has also included conference leaders and the women's softball team won the district title. The golf team has captured individual and team titles, and has also competed in district play-off competition.

### EXTRA CURRICULAR ACTIVITIES PARTICIPATION

Students who represent the College in intercollegiate athletic, musical, or dramatic activities must not be on academic or disciplinary probation.

## STUDENT NONACADEMIC GRIEVANCE OR APPEAL PROCESS

### POLICY STATEMENT

Georgia College recognizes the importance of providing a prompt and efficient procedure for fair and equitable resolutions of a nonacademic grievance or appeal. A nonacademic grievance or appeal alleges discrimination by a college employee on the basis of race, color, sex, religion, national origin, age, physical handicap/disability or involves personal behavior and/or College policy. Accordingly, students are encouraged to use the nonacademic grievance or appeal process without fear of prejudice or reprisal for initiating the process or participating in its resolution.

### DEFINITION

A nonacademic grievance or appeal is an allegation by a student concerning (1) a College employee, (2) administrative policies, procedures, regulations or requirements of the College, (3) student employment, or (4) a College program, service or activity. Students shall have the right to file a grievance or appeal according to established procedures.

## PROCEDURES FOR NONACADEMIC GRIEVANCE OR APPEAL

Following are the proper procedures for resolving a nonacademic grievance or appeal:

1. The student shall submit a complaint in writing to the appropriate College official responsible for the action which forms the basis of the grievance or appeal. The complaint shall contain a clear and concise statement of the grievance or appeal, the remedies sought, and a request for a meeting with the involved person or persons. The complaint must be submitted within five days of the event unless there are extenuating circumstances.
2. The respondent shall schedule a meeting with the student within ten class days of receipt of the written grievance or appeal to discuss the matter. A written reply by the respondent to the student, indicating the results of the meeting and including further action, if any, to be taken, shall be attached to the written grievance or appeal.
3. If the student is not satisfied with the results of the discussion and reply and wants the grievance or appeal to be considered further, the student shall appeal in writing to the respondent's supervisor to seek a resolution. This consultation must begin within ten class days after the conclusion of the discussion with the respondent. A written reply by the respondent's supervisor to the student, indicating the results of the meeting and including further action, if any, to be taken, shall be attached to the written grievance or appeal.
4. If the student is not satisfied after seeking consultation at the supervisor's level and wants the grievance or appeal to be considered further, the student shall appeal in writing to the secondary supervisor to seek a resolution. This consultation must begin within ten class days after the supervisor has completed consideration of the grievance or appeal. A written reply by the secondary supervisor to the student, indicating the results of the meeting and including further action, if any, to be taken, shall be attached to the written grievance or appeal.
5. If the student is not satisfied and wants the grievance or appeal to be considered further, the student shall appeal in writing to the next appropriate supervisor. This grievance or appeal must be filed within ten class days after the secondary supervisor has completed consideration of the grievance or appeal. A written reply by the next appropriate supervisor to the student, indicating the results of the meeting and including further action, if any, to be taken, shall be attached to the written grievance or appeal.
6. The decision of the President will become the final campus decision on the grievance or appeal. A written reply by the President to the student, indicating the results of the meeting and including further action, if any, to be taken, shall be attached to the written grievance or appeal. The student and appropriate college officials shall be notified in writing of the decision within ten class days after the last consideration of the grievance or appeal.

Students should be aware that their faculty adviser, the Office of Counseling Services, the Student Government Association, and the Office of Student Affairs may be resource areas whereby students may receive assistance on a grievance or appeal. The time limit may be extended upon approval of a written request submitted to the Vice President for Student Affairs.

## STUDENT RIGHTS AND RESPONSIBILITIES

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. Students are expected to conduct themselves in a manner becoming a college student. Unacceptable behavior includes, but is 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. All students are further expected to know and observe the regulations for resident living.

Students who disregard the expectations placed upon them as good citizens subject themselves to the disciplinary process. Georgia College has a policy on the standards and procedures for student nonacademic discipline. The policy acknowledges both the need to preserve the orderly processes of the College with regard to its teaching, research, and public service missions, as well as the need to observe the student's rights. While the rules and regulations of Georgia College are not meant to duplicate general laws, there are some respects in which the lawful interests of the institution as an academic community coincide with the broader public interests treated in general laws. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities and are liable for disciplinary action under Georgia College rules.

The Vice President for Student Affairs is the administrative official with primary responsibility for student discipline.

Students accused of misconduct may choose between the administrative hearing or a student judicial board hearing. The administrative hearing will be one in which the Vice President for Student Affairs hears the case, determines guilt or innocence, and imposes sanctions. The judicial board hearing will be conducted by the student judicial board, chaired by a designated faculty adviser.

Sanctions against a student adjudged guilty of misconduct could include oral or written reprimands, personal probation, revocation and/or limitation of privileges, restitution, probation, suspension or expulsion. A student may be temporarily suspended, pending final action on the charges, if potential harm to self or others is judged to exist. The student shall be afforded an opportunity for a preliminary hearing prior to temporary suspension.

Further, the Vice President for Student Affairs shall have power to impose such temporary sanctions, including suspension, pending a hearing, when a student engages in conduct that 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 HANDBOOK AND THE COLLEGE STUDENT DISCIPLINARY PROCEDURES.

## AUXILIARY SERVICES

### FOOD SERVICE

The cafeteria has a hot meal line and a snack bar. Food is available on a cash basis and to meal ticket holders. All residence hall students must purchase one of the available meal plans (described in the Expense Section).

## **DEPARTMENT OF CAMPUS SAFETY**

Campus Safety officers patrol the campus on a regular basis. The office is open 24 hours a day.

Students are required to register vehicles in use on campus and obtain a parking permit from the Department of Campus Safety.

## **BOOKSTORE**

Textbooks and school supplies are available in the Georgia College Bookstore in Maxwell College Union. Full refunds are available for the two weeks following the first day of class, provided the book has not been marked and the cash register receipt is presented. Buy-back of selected used textbooks is conducted during the final examination week of each quarter.

The bookstore also carries gifts, greeting cards, books and magazines for pleasure reading, drugs and sundry items and Georgia College imprint items. Georgia College rings are ordered through the bookstore.

## **ID CARDS**

At registration, each student is issued an Identification Card (ID) as official college identification of student status. Cards will be validated at each subsequent registration. A fee of \$2 is charged for the replacement of the identification card. Students are required to present an ID card to any properly identified faculty or staff member upon request, and the ID card may be required for admission to certain student activities and college facilities.



# ACADEMICS

## DEGREE PROGRAMS

The courses offered by Georgia College are divided into general education core courses and courses designed for subject (major) area programs.

### DEGREES OFFERED

Programs of study are offered that lead to the following degrees:

A.A.	ASSOCIATE OF ARTS
A.S.	ASSOCIATE OF SCIENCE
B.A.	BACHELOR OF ARTS
B.B.A.	BACHELOR OF BUSINESS ADMINISTRATION
B.G.S.	BACHELOR OF GENERAL STUDIES
B.Mus.	BACHELOR OF MUSIC
B.M.Ed.	BACHELOR OF MUSIC EDUCATION
B.M.T.	BACHELOR OF MUSIC THERAPY
B.S.	BACHELOR OF SCIENCE
B.S.N.	BACHELOR OF SCIENCE IN NURSING
M.A.	MASTER OF ARTS (HISTORY)
M.B.A.	MASTER OF BUSINESS ADMINISTRATION
M.Ed.	MASTER OF EDUCATION
M.I.S.	MASTER OF INFORMATION SYSTEMS
M.P.A.	MASTER OF PUBLIC ADMINISTRATION
M.S.	MASTER OF SCIENCE (BIOLOGY or PSYCHOLOGY)
M.S.A.	MASTER OF SCIENCE IN ADMINISTRATION (LOGISTICS MANAGEMENT, PUBLIC ADMINISTRATION)
M.S.N.	MASTER OF SCIENCE IN NURSING
Ed.S.	SPECIALIST IN EDUCATION

The requirements for the master's and specialist's degrees are found in the graduate catalog.

### MAJOR DEGREE PROGRAMS

- Accounting—Bachelor of Business Administration
- Art—Bachelor of Arts
- Art Education—Bachelor of Science
- Art Marketing—Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science
- Biology—Bachelor of Arts, Bachelor of Science, Bachelor of Science with teacher certification, Master of Science
- Business Administration—Associate of Science
- Business Education—Bachelor of Science with teacher certification, Master of Education, Specialist in Education
- Business Information Systems—Bachelor of Business Administration
- Chemistry—Bachelor of Arts, Bachelor of Science, Bachelor of Science with teacher certification
- Church Music—Bachelor of Music
- Community Health—Bachelor of Science
- Computer Science—Bachelor of Science
- Criminal Justice Administration—Bachelor of Science

Early Childhood Education—Bachelor of Science, Master of Education, Specialist in Education  
Economics—Bachelor of Business Administration, Bachelor of Science  
Fashion Marketing—Bachelor of Business Administration  
English—Bachelor of Arts, Bachelor of Arts with teacher certification, Master of Education  
French—Bachelor of Arts, Bachelor of Arts with teacher certification  
General Business—Bachelor of Business Administration  
Health and Physical Education—Bachelor of Science, Master of Education, Specialist in Education  
Health Education—Bachelor of Science  
History—Bachelor of Arts, Bachelor of Arts with teacher certification, Bachelor of Science, Bachelor of Science with teacher certification, Master of Arts  
Home Economics Education—Bachelor of Science, Master of Education  
Instrumental Music—Bachelor of Music  
Instrumental Education—Bachelor of Music Education  
Journalism—Bachelor of Science  
Legal Assistance Studies—Bachelor of Science  
Liberal Studies—Bachelor of General Studies  
Logistics—Bachelor of Science, Master of Science  
Management—Bachelor of Business Administration, Master of Science of Administration  
Marketing—Bachelor of Business Administration  
Mathematics—Bachelor of Arts, Bachelor of Arts with teacher certification, Bachelor of Science, Bachelor of Science with teacher certification  
Middle Grades Education—Bachelor of Science, Master of Education, Specialist in Education  
Music Therapy—Bachelor of Music Therapy  
Nursing—Bachelor of Science in Nursing, Master of Science in Nursing  
Office Administration—Bachelor of Business Administration  
Physical Education—see Health  
Political Science—Bachelor of Arts, Bachelor of Arts with teacher certification, Bachelor of Science, Bachelor of Science with teacher certification  
Psychology—Bachelor of Arts, Bachelor of Science, Master of Science  
Public Administration—Bachelor of Arts, Bachelor of Science, Master of Public Administration, Master of Science in Administration  
Social Science—Bachelor of Science with teacher certification, Master of Education, Specialist in Education  
Spanish—Bachelor of Arts, Bachelor of Arts with teacher certification  
Sociology—Bachelor of Arts, Bachelor of Science  
Special Education—Bachelor of Science, Master of Education  
Teacher Certification—see list elsewhere in the catalog  
Vocal Music—Bachelor of Music Education  
Voice—Bachelor of Music

The following majors are available only at the graduate level (see Graduate Catalog for details):

Administration and Supervision, Library Media, Reading, and Science (Biology).

## **MINORS**

A student has the option of selecting one or more minor areas or concentrations. Minors will be recorded on the transcript. A minor shall consist of at least 20 and not more than 30 credit hours of coursework, 10 of which must be at 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 History	Health Education
Biology	History
Black Studies	International Business (for business and for non business majors)
Business Communications (for business and for non business majors)	International Studies
Business Information Systems (for business and non business majors)	Journalism
Chemistry	Management (for business and for non business majors)
Computer Programming	Marketing (for business and for non business majors)
Computer Systems	Mathematics
Crafts	Music
Criminal Justice Administration	Photography
Drawing and Painting	Political Science
Economics (for business and for non business majors)	Professional Writing
Elementary Physical Education	Psychology
English	Public Administration
Finance (for business and for non business majors)	Sociology
French	Spanish
General Business Administration (for non business majors)	Special Education
Geography	Speech and Drama
	Urban Studies
	Women's Studies

Requirements for minors offered by departments can be found in the department's listing elsewhere in this catalog. Requirements for interdisciplinary minors are given below:

Black Studies	Urban Studies
International Studies	Women's Studies

### MINOR IN BLACK STUDIES

Twenty to twenty-five quarter hours, distributed as follows:

1. HIS 401	Blacks in American History	(15-20 hours)
SOC 444	Race and Ethnic Relations	
ENG 300	Blacks in Literature	
SOC 101	If not taken in Area III	
2. POS 301	Urban Government	(5 hours)
CRJ 451	Police and Community Relations	

### MINOR IN INTERNATIONAL STUDIES

Twenty-five quarter hours, distributed as follows:

1. Foreign Language	(5 hours)
2. INS 200 Introduction to International Studies	(5 hours)
3. Ten hours within the student's area of concentration	(10 hours)
4. Five hours outside the area of concentration	(5 hours)

The concentration may be a geographical area, a disciplinary study, or other field chosen after consultation with the international studies coordinator. Examples include fine arts, business, politics or education.

Courses applicable to the International Studies Minor:

INS 200	Introduction to International Studies
School of Arts and Sciences:	
ART 347	The Modern World
FRE 240/INS 240	Modern France
GEO 476	Cultural Geography
HIS 411	Twentieth Century Europe
HIS 350	History of China
HIS 417	Soviet Russia
HIS/POS 455	Contemporary American Foreign Policy
MUS 343	History of Music IV
POS 210	International Politics and Organizations
POS 310	Comparative European Political Systems
POS 475	Contemporary International Problems
REL 405	Comparative Religion
SPA 245/INS 245	Modern Spain
SPA 250/INS 250	Modern Latin America
	Foreign language courses beyond the 101 level
School of Business:	
COM 428	Managerial Communication
ECO 370	Comparative Economic Systems
MGT 447	International Business
School of Education:	
EEC 314	Children's Literature in Early Childhood
EEC 410	Social Studies in Early Childhood Education
EMG 314	Children's Literature in Middle Grades
EMG 410	Social Studies in Middle Grades
EFS 412	Social Sciences in the Secondary School
EFS 455	High School Curriculum and Methods

#### MINOR IN URBAN STUDIES

Twenty to twenty-five quarter hours, distributed as follows:

- |            |  |               |
|------------|--|---------------|
| 1. HIS 48E | Independent Study (Urban America)      | (15-20 hours) |
| POS 301    | Urban Government                       |               |
| SOC 465    | Urban Sociology                        |               |
| SOC 101    | (if not taken in Area III of the Core) |               |
| 2. HIS 202 | The United States Since 1865           | (5 hours)     |
| POS 201    | Political Systems of the United States |               |
| PUA 471    | Urban and Regional Planning            |               |
| SOC 410    | Population                             |               |
| SOC 444    | Race and Ethnic Relations              |               |

**MINOR IN WOMEN'S STUDIES**

Twenty-five quarter hours, distributed as follows:

- |            |                                  |            |
|------------|----------------------------------|------------|
| 1. ART/MUS |                                  |            |
| 301        | Women in the Arts                | (15 hours) |
| ENG 325    | Literary Women                   |            |
| HIS 370    | Women in History                 |            |
| 2. ENG 444 | Flannery O'Connor                | (10 hours) |
| HIS 413    | Modern English Social History    |            |
| HIS 445    | American Social History          |            |
| SOC 426    | Social Change                    |            |
| IGC 312    | Women's Health and Social Issues |            |

**TEACHER CERTIFICATION**

The standard certificate for beginning teachers in the public schools of Georgia is the NB-4, Teachers Nonrenewable Provisional Certificate. To qualify for this certificate, one must have completed a bachelor's degree that includes an approved program at Georgia College as follows:

**CERTIFICATION AREAS**

Early Childhood Education (K-4)

Middle Grades Education (4-8)

Secondary (7-12)

    Business Education

    English

    Foreign Language (French or Spanish)

    History

    Home Economics Education

    Mathematics

    Political Science

    Science (with Biology or Chemistry)

    Social Science

All Grades (K-12)

    Art Education

    Health and Physical Education

    Health Education

    Library Media (available only in conjunction with another teacher certification program)

    Music Education

    Special Education (Mental Retardation)

**GRADUATION REQUIREMENTS FOR ALL BACHELOR'S DEGREES**

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

1. Complete all the courses required for the selected degree 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. Successfully complete a minimum of 186 quarter hours.
3. Complete sixty of the total number of hours counted toward a baccalaureate degree in courses which are considered upper (300-400) level.
4. Complete at least 60 of the last 90 and 45 of the last 60 hours required for the baccalaureate degree in residence at Georgia College. At least 45 of the quarter hours required for an associate degree at Georgia College must be taken as residence credit. No student may receive credit for more than a combination of 45 hours of extension and/or home study courses. At least 30 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.
5. 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.
6. Fulfill the departmental requirements for the chosen major. Students should see the departmental sections of the catalog for the major requirements.
7. Present a written application for degree on the form available in the Admissions and Records Office, 108 Parks Hall, by the dates indicated in the Official College Calendar in the front of this catalog.

NOTE: Students may be graduated *in absentia* provided they submit written notice to the Director of Admissions and Records of their intention to do so before the date of commencement.

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.

## **GUIDELINES FOR APPLYING ALL 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.

## **PRECOLLEGE CURRICULUM**

The following course requirements must be satisfied as prerequisites to regular college work beginning in 1988:

<b>Course (Units)</b>	<b>Instructional Emphasis</b>
English (4)	— Grammar and usage — Literature (American and World) — Advanced composition skills
Mathematics (3)	— Two courses in Algebra and one in Geometry
Science (3)	— Physical Science — At least two laboratory courses from Biology, Chemistry, Physics or related areas of science
Social Science (3)	— American History — World History — Economics and Government
Foreign Language (2)	— Two courses in one language emphasizing speaking, listening, reading and writing

For additional information on the precollege curriculum, please see the Provisional Admission section of this catalog.

## OFFICIAL DISCIPLINE ABBREVIATIONS

ACT	ACCOUNTING	IIS	INTERNATIONAL
ART	ART	INS	INTERCULTURAL STUDIES
AST	ASTRONOMY	JRN	INTERNATIONAL STUDIES
BIO	BIOLOGY	LAS	JOURNALISM
BIS	BUSINESS INFO SYSTEMS	LEB	LEGAL ASSISTANCE STUDIES
BOA	BUSINESS EDUCATION AND OFFICE ADMINISTRATION	LGS	BUSINESS LAW
BOT	BOTANY	LOG	LIBERAL GENERAL STUDIES
BUA	BUSINESS ADMINISTRATION	MAT	LOGISTICS
CHE	CHEMISTRY	MGT	MATHEMATICS
COM	COMMUNICATIONS	MIS	MANAGEMENT
CRJ	CRIMINAL JUSTICE	MKT	MANAGEMENT INFORMATION SYSTEMS
CSC	COMPUTER SCIENCE	MSC	MARKETING
DRA	DRAMA	MUA	MILITARY SCIENCE
DST	DEVELOPMENTAL STUDIES	MUE	APPLIED MUSIC
EAS	ADMINISTRATION/SUPERVISION	MUP	MUSIC EDUCATION
ECO	ECONOMICS	MUS	MUSIC ENSEMBLES
EEC	EARLY CHILDHOOD EDUCATION	MUT	MUSIC
EEX	SPECIAL EDUCATION	NUR	MUSIC THERAPY
EFS	FOUNDATIONS AND SECONDARY ENGINEERING	PEM	NURSING
EGR	ENGINEERING	PHI	PHYSICAL EDUCATION MAJORS
EHE	HOME ECONOMICS EDUCATION	PHY	PHILOSOPHY
ELM	LIBRARY MEDIA	POR	PHYSICS
EMG	MIDDLE GRADES EDUCATION	POS	PORTUGUESE
ENG	ENGLISH	PSY	POLITICAL SCIENCE
ENS	ENVIRONMENTAL SCIENCE	PUA	PSYCHOLOGY
ERD	READING	REC	PUBLIC ADMINISTRATION
FIN	BUSINESS FINANCE	REL	RECREATION
FRE	FRENCH	SOC	RELIGION
			SOCIOLOGY

GEO	GEOGRAPHY	SPA	SPANISH
GER	GERMAN	SPE	SPEECH
HEA	HEALTH	SWE	SOCIAL WELFARE
HIS	HISTORY	WEL	WELLNESS
IGC	INTRODUCTION TO GEORGIA COLLEGE	ZOO	ZOOLOGY

## GENERAL EDUCATION PROGRAM (CORE)

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 completed Core requirements of another institution. Listed below are the areas of distribution for the Core Curriculum with Georgia College's approved courses for Areas I, II and III. (Courses not listed here are not approved for these areas.)

Course numbers followed by the letter 'H' are the Honors version of the regular course.

DEPARTMENTS MAY DESIGNATE SPECIFIC REQUIREMENTS WITHIN THE CORE FOR THEIR MAJOR PROGRAMS. SEE THE DEPARTMENTAL LISTINGS FOR DETAILS.

	Hours
<b>Area I. Humanities</b> .....	<b>20</b>
ENG 101* .....	5
ENG 102 or 102H .....	5
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; SPE 101.	

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

\*\*ART 205, required for all Home Economics Education majors, is substituted for ART 103. Early Childhood and Middle Grades Education students should take either ART 103 or MUS 102 in Area I.

	Hours
<b>Area II. Mathematics and Natural Sciences</b> .....	<b>20</b>
Four courses, consisting of a two-course sequence in laboratory science and at least one course in mathematics, from the following:	
(No more than 10 hours may be taken in any one grouping—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, 111, 130, 140, 145, 150, 160, or 200	



\*Entering freshman students, regardless of SAT/ACT scores, must make at least a minimum score on the college placement exam which is set by the college in order to take a math course in Area II of the Core.

Students who have received credit for MAT 101 or 130 or an equivalent course taken at another institution and who desire to take another course as partial fulfillment of the requirements for Area II should take MAT 111 or 140.

	Hours
<b>Area III. Social Sciences</b> .....	<b>20</b>
HIS 110 or 110H .....	5
HIS 111 or 111H .....	5
POS 101 or 101H .....	5
Choice of one of the following .....	5
ECO 270; PSY 201; SOC 101 or 101H	
<b>Area IV. Courses appropriate to the major field of the student</b> .....	<b>30</b>
(Listed under each department)	
<b>Wellness Program</b> .....	<b>6</b>
<b>Total Basic Requirements for All Bachelor's Degrees</b> .....	<b>96</b>

**FRESHMAN ENGLISH POLICY**

Students should enroll in ENG 101 not later than the first quarter they register following completion of 15 quarter hours of Georgia College credit and each successive quarter until completion of ENG 101 with a grade of C or better. Students who complete ENG 101 should enroll in ENG 102 the following quarter and successive quarters until successful completion. Students who exempt ENG 101 should enroll in ENG 102 no later than the first quarter they register following completion of thirty hours of Georgia College credit.

**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. Students covered by provisions of this paragraph should contact the Chairperson of the Department of History and the Chairperson of the Department of Government and Sociology, who 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.

## **WELLNESS AND ACTIVITY PROGRAM**

As part of Georgia College's General Education Requirement, the Department of Health and Physical Education provides a six-hour Wellness program. The mission of the program is to help the student develop physical, psychological, and social well-being. To achieve this end, the student will assess personal health status, discuss the concepts of wellness, and participate in activities related to fitness and appropriate use of leisure time.

Students are required to enroll in WEL 100 during the freshman or sophomore year. In addition, students are to complete a minimum of three Wellness activity courses before graduation. At least one WEL course must be at the 200 level.

All students are expected to complete the General Education Requirement. There will be no waiver of WEL 100. In the event of extreme hardship, the student may begin a petition with the Chairperson of the Health, Physical Education and Recreation Department for waiver of a portion of the Wellness activity requirement. Criteria for granting a waiver will include

1. Severe physical limitation
2. Specific medical excuse from a physician (a note stating, "No Physical Education" will not be sufficient).

The student will complete a Wellness waiver petition form and submit it to the Chairperson of HPER. The Chairperson will recommend to approve or disapprove the petition and forward it to the student's adviser. The adviser is responsible for forwarding the petition to the appropriate undergraduate dean for approval or rejection. A copy of the waiver will be maintained in the Department of Health, Physical Education and Recreation.

## **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. Each student must take at least 10 quarter hours in addition to hours needed to satisfy Core requirements outside the department of the major.

### **MULTIPLE MAJORS**

Students may major in more than one subject area.

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.

### **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 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.

## 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 must 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.

## RESIDENCY DEFINITION

A student is "in residence" if enrolled in courses offered at an approved Georgia College residential facility, such as the Milledgeville campus, the Robins Residence Center, the Robins Graduate Center, the Dublin Residence Center, the Forsyth Center, and the External Degree Program at Macon College.

## 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 are the responsibility of the student.

# BACHELOR'S DEGREES

## BASIC REQUIREMENTS

Core Curriculum Areas I, II, III, and IV ..... 90

(Areas I, II, and III are described on preceding pages; Area IV for each program is described under the respective department heading.)

Wellness Program ..... 6

**TOTAL BASIC REQUIREMENTS** ..... **96**

## BACHELOR OF ARTS

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

	<b>Hours</b>
Basic Requirements	96
Foreign Language	0-20

The foreign language requirement consists of the equivalent of four college courses in one foreign language in addition to the precollege admission requirements 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 and no credits required.

Major Area of Concentration (minimum) .....	40*
Elective and other nonmajor requirements including teacher certification	30-50
	186

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

### BACHELOR OF BUSINESS ADMINISTRATION

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

	Hours
Basic Requirements .....	96
Business Requirements (Common Body Of Knowledge Courses in addition to Area IV) .....	35
Major Requirements .....	45-65
Electives .....	0-10
	186

### BACHELOR OF GENERAL STUDIES

	Hours
Basic Requirements .....	96
Major Requirements .....	50
Electives .....	40
	186

### BACHELOR OF MUSIC

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

Church Music	
Basic Requirements .....	96
Major Requirements .....	97
	193
Instrumental	
Basic Requirements .....	96
Major Requirements .....	84
Foreign Language .....	0-10
Electives .....	0-6
	186

Voice	
Basic Requirements	96
Major Requirements	86
Foreign Language	0-15
Electives	0-4
	<hr/>
	186

### BACHELOR OF MUSIC EDUCATION

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

	<b>Hours</b>
Basic Requirements	96
Music Courses	70-74
Teacher Certification	30
	<hr/>
	196-200

### BACHELOR OF MUSIC THERAPY

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

	<b>Hours</b>
Basic Requirements	96
Major Requirements	103
	<hr/>
	199

### BACHELOR OF SCIENCE

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

	<b>Hours</b>
Basic Requirements	96
Additional courses from the Social and Behavioral Sciences or Mathematics and Natural Sciences outside the major department	10
Major Area of Concentration (minimum)	40*
Elective and other nonmajor requirements, including teacher certification	40*
	<hr/>
	186

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

Note: A minimum of five 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. If a modern foreign language course is used to satisfy the requirement in Area I, the requirement is satisfied.

## BACHELOR OF SCIENCE IN NURSING

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

	<b>Hours</b>
Basic Requirements . . . . .	96
Elective, Prenursing, and nonmajor requirements . . . . .	10
Nursing courses . . . . .	94

200

## GRADUATION REQUIREMENTS CHECKLIST

- Area I (20 hours)
- Area II (20 hours)
- Area III (20 hours)
- Area IV (30 hours). See major department listing for details
- Wellness and activity courses (6 hours)
- Major area (minimum 40 hours)\*
 

25 hours must be courses at the 300-400 level; 30 hours must be taken at Georgia College. See major department listing for details.
- Minor or Teacher Education certification (optional). See appropriate sections of the catalog for details. 15 hours of a minor must be taken at Georgia College.
- Electives (including required electives, 5-50 hours)\*
- Special requirements for the degree. See degree section in the catalog.
- Total hours (186 minimum; more may be required for particular programs)
- Senior division hours (60 at the 300-400 level)
- 10 hours outside the major department and the Core
- Residence hours (60 of the last 90 and 45 of the last 60)
- Minimum 2.0 grade point average. Some programs have a higher GPA requirement.
- Regents' exam passed (both reading and writing sections)
- Legislative requirement: Georgia and U.S. history and constitution
- Senior exit exam
- Application for graduation

\*Number of hours required varies by major. See departmental listings in this catalog for details.

# ACADEMIC REGULATIONS

## THE QUARTER SYSTEM

The college year is divided into three quarters (fall, winter, spring) of approximately eleven weeks each, as well as summer terms. Morning classes generally meet Monday through Friday. Afternoon and evening classes may meet from one to four days a week.

## CREDIT

Academic credit assigned to a subject is expressed in quarter hours. A passing grade on a subject that requires five one-hour meetings a week (or the equivalent) for one quarter earns credit for five quarter hours. A laboratory period of two to three hours is equivalent to one class hour. When a student exempts a course requirement at Georgia College, the exemption includes only the subject matter, not the credit hours. The credit hours have to be made up by passing other non-exempt courses.

## COURSE LOAD

A normal course load is fifteen hours each quarter. A full-time student is one who is enrolled in a minimum of twelve 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 Director of Admissions and Records by the Director of Career Services for classification as full-time students.

A student may schedule a maximum of 18 quarter hours with the faculty adviser's permission. A student who has earned a cumulative grade-point average of 3.00 or higher on *at least 15 hours* may schedule a maximum of 21 hours with permission of the appropriate Dean.

In the senior year, an exception to the maximum loads stated above may be made when a student needs no more than five hours in excess of the 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 term, the maximum normal load is eleven quarter hours per term. For courses going through both summer terms, the maximum course load is 16 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	Fewer 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 student's 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 statement from Regents' regulations. The cumulative average is used to determine academic standing.

## METHODS FOR DETERMINING STUDENT ACADEMIC STANDING

A student's academic standing is determined by the cumulative 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 (Withdraw failing)

Each point represents a quality point earned per quarter hour credit. Total 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 earn twenty quality points for 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 nonacademic reasons beyond the student's 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 the mid-term of the next quarter of residence, or if the student is not in residence by the end of twelve months after the incomplete is assigned, 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 nonacademic hardship.



- S—Indicates that credit has been given for completion of degree requirements other than academic course work. This symbol is used for 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 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 the faculty, (CLEP, AP, Proficiency, etc.)
- IC—Indicates an institutional credit course. Credit received is not counted toward a degree.
- IP—Indicates that work is in progress. (Used in Developmental Studies.)

A student will be classified in good academic standing if the grade-point average on Georgia College work at the end of each quarter is equivalent to the minimum 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

## REPEATING COURSES

If a student repeats a course, both grades count toward the GPA, both appear on the transcript, even though the course can be counted for credit only once.

## PROBATION AND EXCLUSION

A student incurs academic probation at the end of any quarter when the cumulative average is below the appropriate level specified above. If the student returns to the specified level at the end of the student's next quarter of enrollment, the student returns to good standing. If the student remains on academic probation for three consecutive quarters of residence at Georgia College, academic exclusion is incurred. A student who has incurred academic exclusion may petition the Dean of the School for temporary readmission for one quarter. Any student temporarily readmitted who, in the opinion of the Dean, has not returned to good standing or shown satisfactory improvement at the end of the quarter will not be eligible to return and enroll at Georgia College.

## ADDING COURSES AFTER REGISTRATION

A student may add courses to the schedule for a period of three class days after formal registration. The add card is available from the Admissions and Records Office and must be signed by the student's faculty adviser and instructors involved before being returned to the Admissions and Records Office by the student. No credit will be awarded in any course for which the student is not properly registered. Students enrolled in courses that do not meet each day should contact the Office of Admissions and Records before adding a course.

## DROPPING COURSES

Except for the student enrolled in Developmental Studies courses, a student may drop any course before midterm by presenting to the Office of Admissions and Records 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 course.

Drops without academic penalty are allowed at any time prior to midterm 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 a course or courses at any time after midterm but prior to the beginning of the final examination period will receive the grade *WF* for the course of courses being carried at the time of withdrawal. However, with the approval of class instructors, the student may petition the Dean of the School for incomplete grades if the withdrawal is due to nonacademic extenuating circumstances and if the student is passing all courses being carried at the time of withdrawal. Failure to meet the terms of an approved petition will result in the final grade of *WF* in the incompleting course or courses.

The timing of withdrawals in order to avoid academic penalty is the responsibility of the student. Deadlines are published in the College Calendar in the introductory section of this catalog.

## WITHDRAWAL FROM COLLEGE

To withdraw, either temporarily or permanently from the College, a student must report first to the Office of Admissions and Records. Failure to do so will result in the grade *F* in all courses.

A student who withdraws from the College (withdrawing from all courses) at any time after midterm but prior to the beginning of the final examination period will receive the grade *WF* for each course being carried at the time of withdrawal. However, with the approval of class instructors, the student may petition the Dean of the School for incomplete grades if the withdrawal is due to nonacademic 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 incomplete course.

The timing of withdrawals in order to avoid academic penalty is the responsibility of the student. Deadlines are published in the College Calendar in the introductory section of this catalog.

## 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 for 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.

## INDIVIDUAL INSTRUCTION

Departments may offer courses by individual instruction only in an emergency situation in which a student must have the course immediately and only with the consent of the appropriate instructor and department Chairperson.

## INDEPENDENT STUDY

Independent study courses are offered by the departments that 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.

## CLASS ATTENDANCE POLICY

Although it is recognized that absences will sometimes be necessary, students are expected to attend classes regularly. It is the responsibility of students to be cognizant of their own record of absences and to consult the instructor regarding work missed. The decision to permit students to make up work rests with the instructor. If a student is representing the College in an official capacity, as verified on a list released from the Office of the Vice President/Dean of Faculties, the student will not be penalized by the instructor for those absences. However, students should consult their instructor before anticipated absences.

## TRANSIENT CREDIT

Students who wish to attend another college in the University System to take courses that will count toward their degree at Georgia College must be in good standing, must complete the Transient Request Form available from the Dean of their School, and must obtain the approval of their faculty adviser prior to enrolling at the other institution. The form must specify the course or courses to be taken at the other college, and the student must request the registrar of the other college to send a transcript to the Director of Admissions and Records at Georgia College in order to receive Georgia College credit for the work. Ordinarily, students are permitted to be transient students 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 number of course credit hours that may be transferred to Georgia College to count toward a degree must not exceed 101 hours from a two-year college and 126 hours from a senior college.

Credit hours only for these courses, if successfully completed with grade C or better, will be accepted by Georgia College. However, grades earned in these courses will have no effect on the student's cumulative grade-point average at Georgia College.

## COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Georgia College has established several programs for awarding credit by examination. Details may be obtained from the College Testing Office, Kilpatrick 202. The general conditions and standards for awarding credit are as follows:

1. The maximum 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 once enrolling in the course.
3. The College-Level Examination Program's *General Examinations and Subject Examinations* may not be retaken within six months.
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 are 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 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 Chairperson of the department that offers the course sufficient information to enable the department Chairperson 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 Chairperson 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. If the student is approved for credit by examination, the student will pay an examination and recording fee per course challenged. Receipt of payment from the Business Office must be presented to the department Chairperson before the examination. No more than 45 quarter hours credit may 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 once enrolled in the course. There is a limit of one challenge per course. The Dean of the School will notify the Admissions and Records Office of all successful challenges. This procedure applies to courses not covered by the College Level Examination Program (CLEP).

## SERVICEMEMBERS OPPORTUNITY COLLEGES

Georgia College has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary postsecondary education to members of the military. As a SOC member, Georgia College

recognizes the unique nature of the military life-style and is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of thirteen leading national higher education associations; it is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

#### 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 Director of Admissions and Records, who will evaluate the courses taken and determine the appropriate amount of credit to be awarded. In those cases in which the Director of Admissions and Records 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 Director of Admissions and Records 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 Director of Admissions and Records or recommended by the committee only with the concurring approval of the departmental Chairperson 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 that 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 Chairpersons 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 the appropriate department Chairperson and the Director of Admissions and Records. Local or College Level Examination course exams may be required and a fee charged. Upon the departmental Chairperson'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.

## 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 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 wellness 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 the Georgia College average differ, the lower of the two averages shall determine the honors designation awarded.

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

### PRESIDENTIAL SCHOLAR

Students who achieve a minimum 3.5 cumulative grade point average on at least fifteen credit hours of work at Georgia College in a given quarter will be eligible for Presidential Scholar recognition. They will receive a letter from the President at the end of each quarter.

### 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 be named on the Dean's List during the following quarter.

### PHI SIGMA

Freshmen who carried a full load, who have made a grade-point average of *B* or higher each quarter, and who have qualified for the Dean's List at least once are eligible as sophomores for membership in Phi Sigma, the sophomore honor society. Sixteen quarter hours may be transferred from some other college. Not more than sixteen quarters hours may be credited through the CLEP process. 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 on May 23, 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, 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 DAY**

Outstanding students are recognized annually on Honors Day held in conjunction with Alumni Weekend, in April. The groups recognized are Phi Kappa Phi, Phi Sigma, Honors Program, Outstanding Departmental Majors, Who's Who, and the scholarship award recipients.

## **REGENTS' TESTING PROGRAM**

An examination (The Regents' Test) to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs leading to the baccalaureate degree in University System institutions shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination. (BR Minutes, 1986-87, p. 371)

### **REGENTS' POLICY**

The formulation and administration of the Regents' Test shall be as determined by the Chancellor.

Each institution of the University System of Georgia shall assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess 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 the minimum levels of competence in the areas of reading and writing.

Students enrolled in undergraduate degree programs leading to the baccalaureate degree shall pass the Regents' Test as a requirement for graduation. Students must take the Test in the quarter after they have completed 60 quarter credit hours if they have not taken it previously. Each institution shall provide an appropriate program of remediation and shall require students who have earned 75 quarter credit hours and have not passed the Test to enroll in the appropriate remedial course or courses until they pass the Test. Students with 60 or more college-level credit hours transferring from System programs that do not require the Regents' Test or from institutions outside the System shall take the Test during their initial quarter of enrollment in a program leading to the baccalaureate degree and in subsequent quarters shall be subject to all provisions of this policy.

The Regents' Test is not a requirement for an Associate of Applied Science degree or an Associate of Science degree in an allied health field, although institutions may choose to require the Test for these degrees.

### **REGENTS' TESTING PROGRAM ADMINISTRATIVE PROCEDURES**

These procedures implement Policy 306 of the Board of Regents of the University System of Georgia.

### I. Testing and Remediation Requirements

- A. Students in programs leading to the baccalaureate degree who have not taken the Regents' Test must be required to take the Test during the quarter of enrollment immediately following the completion of 60 college-level quarter credit hours. (College-level credit hours include all credit with the exception of institutional credit.) This requirement applies regardless of whether the student has taken or passed specific courses, including English courses, or completed any other institutional requirements.
- B. Passing the Regents' Test is defined as having passed both components of the Test by scoring at or above the cutoff score specified for each component. If one component of the Test has been passed, that component need not be retaken.
- C. Students who have earned 75 college-level quarter credit hours and who have not passed the Regent's Test shall take the appropriate nondegree credit course(s) in remedial reading and/or remedial writing in each quarter of attendance until they have passed all components of the Test. (At some institutions, students take required remediation one quarter and take the Test the following quarter. This procedure is permissible; however, schools using this procedure should carefully evaluate the progress of students to ensure that this procedure is not delaying students' completion of Regents' Test requirements.)
- D. Students with 75 college-level credit hours who have not passed either part of the Test are required to take remediation in both reading and writing each quarter. The only exception that may be made is for part-time students taking one remedial course and no college-level credit courses.
- E. Students with fewer than 75 quarter hours of college-level credit are not required to take remediation and may be permitted to retake the Test without remediation.
- F. First-time examinees must take both parts of the Test. A student who has failed both parts of the Regents' Test may be allowed, at the discretion of the institution, to take the reading and essay portions of the Test in separate quarters.
- G. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from programs leading to the baccalaureate degree within the System shall be subject to all provisions of this policy. Students with 60 or more college-level credit hours transferring from System programs that do not require the Regents' Test or from institutions outside the System shall take the Test during their initial quarter of enrollment in a program leading to the baccalaureate degree and in subsequent quarters shall be subject to all provisions of this policy.
- H. The Regents' Test is not a requirement for an Associate of Applied Science degree or an Associate of Science degree in an allied health field, although institutions may choose to require the Test for these degrees.
- I. The Regents' Test is to be administered in accordance with the instructions provided in the program's administration manual.
- J. Institutions are responsible for enforcing the requirements related to the Regents' Testing Program. Institutions may increase these requirements provided that 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 of students from one institution to another or the readmission of students to University System institutions.

## II. Guidelines for Remedial Courses

- A. Required remedial work shall be in keeping with regulations in satisfaction of federal and state student financial assistance and other such eligibility programs.
- B. Separate courses in remediation for the reading and the essay portions of the Test are to be provided. Courses developed for other purposes, such as those for Developmental Studies students or for regular credit English, may not be used to fulfill the Regents' Test remediation requirement.
- C. Each required Regents' Test remedial course is to consist of a minimum of 25 hours of classroom/laboratory instruction provided before students retake the Test.
- D. Regents' Test remediation courses are to be classified as a regular part of the student's academic load, resulting in institutional credit, and should be handled as part of the regular registration procedure.

## III. Special Categories of Students

- A. A student holding a baccalaureate or higher degree from an 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.
- B. Students whose mother tongue is not English may be exempted from taking the Regents' Test by the institution provided that appropriate local procedures are employed to certify the equivalent competence of these students in reading and writing.
- C. If any accommodations in the Test administration are to be made because a student has a learning disability, the attached approved procedures must be followed. Each institution shall develop special procedures for certifying the competence of other handicapped students. A written description of these procedures shall be submitted to the Chancellor for approval. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination shall equal or exceed the standards of the Regents' Test Program.
- D. Students who took the Regents' Test before Fall Quarter, 1980, and who failed the reading portion of the Regents' Test shall not be held to a higher passing standard at a subsequent retaking of the Test than was in effect at the time of their original attempt. This interpretation is retrospective.
- E. Students who have moved out of state after completing all requirements for graduation with the exception of the Regents' Test requirement may be permitted to have the Regents' Test administered out of state if they have fulfilled remediation requirements and follow the procedures outlined in the Regents' Testing Program *Administration Manual*.

## GEORGIA COLLEGE TESTING PROCEDURE

The purpose of the Regents' Examination is to ensure 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. 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 by 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 examinations. 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 who transfer 60 or more quarter hours of college level credit and who have not taken and passed the exam must take the exam during their first quarter enrolled.

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.

Learning disabled students who request special Regents' Test accommodations because of a learning disability must be evaluated by a team of persons associated with an institution of the University System of Georgia. Check with Office of Testing for specific data.

### REGENTS' EXAM REGULATIONS

All students must register to take the Regents' Examination in the Office of Testing, Kilpatrick Center, 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 75 quarter hours of College level credit and who have not taken the exam are required to register for remedial courses in English and reading until they take and pass the exam. Students who have passed 135 quarter hours of College level credit and who have not taken or passed the reading and writing parts of the exam will be on "Regents' Exam Exclusion" and will not be permitted to register for any courses other than remedial courses before passing the exam.

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 Reading Failed/Regents Writing Passed; or
- (4) Regents Reading Failed/Regents Writing Failed.

All questions concerning the Regents' Exam should be directed to the Office of Testing, Kilpatrick Center.

### **ESSAY REVIEW PROCESS FOR REGENTS' EXAM**

A student may request a formal review of his or 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. The review procedures shall be as follows:

- A. 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.
- B. All 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.
- C. The review will be initiated at the campus level, with procedural matters to be determined by the institution. 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 rescoring of the essay by the Regents' Testing Program central office. The student will be notified concerning the results of the on-campus review. A decision by the on-campus review panel to terminate the review process is final.
- D. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with the essay, to the office of the System Director of the Regents' Testing Program. The Director will utilize the services of three 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 the 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.

### **ON-CAMPUS REVIEW FOR REGENTS' EXAM**

1. Student initiates the review of his essay with the Regents' Test coordinator, Kilpatrick Center. 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.

## STUDENT ACADEMIC DISHONESTY

### I. Policy Statement

Georgia College acknowledges the need to preserve an orderly process with regard to teaching, research, and public service, as well as the need to preserve and monitor students' academic rights and responsibilities. Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at Georgia College. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of assignment, an oral reprimand, a written reprimand, an *F* or a zero for grade work, removal from the course with a grade of *F* to possible suspension or exclusion from the College. Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

- A. Cheating on an examination;
- B. Collaborating with others in work to be presented, contrary to the stated rules of the course;
- C. Plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own. When direct quotations are used in themes, essays, term papers, tests, book reviews, and other similar work, they must be indicated; and when the ideas of another are incorporated in any paper, they must be acknowledged, according to a style of documentation appropriate to the discipline;
- D. Stealing examination or course materials;
- E. Falsifying records, laboratory results, or other data;
- F. Submitting, if contrary to the rules of a course, work previously presented in another course;
- G. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at Georgia College.

## II. Procedures for Academic Misconduct Appeal

### A. Informal conference

If an informal conference, designed to explore academic dishonesty with the instructor and the student, does not end in satisfactory resolution, the following procedures for an academic misconduct appeal will apply. Options at the conclusion of an informal conference may include the following: a revision of assignment, an oral reprimand, a written reprimand, and/or an *F* or *O* for the graded work or an *F* for the course.

### B. Formal conference with student enrolled in course

If the student is dissatisfied with the results of the informal conference, the student must state in writing to the instructor his/her dissatisfaction within ten class days following the informal conference. The instructor shall schedule a formal conference within ten class days of the informal conference or receipt of the student's written complaint. The Vice President/Dean of Faculties may extend the ten class-day period in unusual circumstances. The purpose of the formal conference shall be to review the evidence against the student, to review the evidence and argument presented by the student in his/her defense, and to review the appropriateness of the penalty which may be imposed by the instructor. The instructor and the student may both be accompanied at the formal conference by a student, faculty member or staff member of their choice.

### C. Notice

At least five class days in advance of the formal conference, the instructor shall inform the student in writing of the alleged offense and of the facts or conduct on which the allegation is based. The student shall be informed of the date, time, and place of the formal conference. This notice shall be served on the student in person or by certified return-receipt requested mail and shall be accompanied by a copy of the Academic Dishonesty Policy and Procedures.

### D. Academic penalties imposed by the instructor

The instructor may give the student a revision of assignment, an oral reprimand, a written reprimand, an *F* or *O* for the graded work or an *F* for the course. If the instructor also believes that the student should be considered for more serious nonacademic disciplinary sanctions, the instructor may request the Vice President for Student Affairs to proceed in accordance with the College's nonacademic disciplinary procedures. An academic penalty may or may not be imposed where the student's own academic performance was not affected, such as in the following instances: (1) the student assisted another student to engage in academic dishonesty, (2) the student stole a copy of an examination, and the theft was discovered before the exam so that the student did not take the exam. In such cases, if the student is enrolled in the course, the instructor may impose the penalties permitted by this section, or if the student is not enrolled in the course, the instructor may refer the matter to the Vice President for Student Affairs.

**E. Instructor's decision**

If, after the formal conference, the instructor believes that the student has not violated the Academic Dishonesty Policy, he/she shall so inform the student in writing within twenty-four hours. If the instructor believes that the student has violated the Academic Dishonesty Policy he/she shall inform the student of his/her decision in writing with a copy to his/her supervisor; such decisions shall be served in person or by mail and shall include: (1) a full explanation of the facts on which the instructor's conclusions were based; (2) specifications of the penalty or penalties imposed; (3) further action in the case, if any, which the instructor has recommended; and (4) notice that the decision may be appealed to the instructor's supervisor.

**F. Offenses committed by a student not enrolled in the course**

When the instructor for a course believes that acts which violate the Academic Dishonesty Policy have been committed by a student not enrolled in the course, he/she shall refer the matter to the Vice President for Student Affairs, who shall proceed in accordance with the College's disciplinary policy.

**G. Appeal from the instructor's decision**

The instructor's decision may be appealed to the instructor's appropriate supervisor, either as to the issue of whether the student did engage in conduct as alleged or as to the penalty or penalties. Appeals shall be in writing and must be filed with the office or person designated within ten class days of the instructor's decision. While such appeal is pending, the penalty or penalties shall be stayed and no grade assigned for the course. If the student does not file an appeal within ten class days of the instructor's decision, the instructor's decision shall become final.

**H. Appeal from the supervisor's decision**

The supervisor's decision may be appealed by either party to the appropriate Dean of the School who shall refer it to the appropriate academic misconduct hearing committee. The appeal must take place within ten class days of the decision of the supervisor. The committee shall act within the bylaws of the school in which the alleged violation occurred. The committee must include student representation.

1. Jurisdiction. The committee shall hear appeals of the supervisor's decision.
2. Procedures. The appropriate academic misconduct hearing committee proceedings shall be regulated by the same procedures established by the Georgia College Disciplinary Policy Statement, except that this committee may establish less rigorous procedures for cases in which the penalty or penalties do not include suspension or expulsion. The student:
  - a. may be represented by a student, faculty member or staff member of his/her choice,
  - b. shall be afforded written notice of the offense with which he/she is charged and of the facts or conduct on which that charge is based,
  - c. shall be afforded advance written notice of an opportunity for a hearing at which the evidence against the student shall be reviewed and at which the student shall have an opportunity to present evidence and argument, including a written statement to refute the charge, and
  - d. shall be given a written decision that shall include findings of fact and conclusions.

3. **Penalty.** The penalty recommended to the Dean of the School by the appropriate committee may not exceed the penalty imposed by the instructor. Further, the committee may or may not, according to the bylaws of the appropriate school, modify the academic penalty imposed by the instructor. If the committee finds that no violation of the Academic Dishonesty Policy occurred, and if the Dean concurs, the instructor shall eliminate any academic penalty which was based on the alleged academic misconduct.

#### **I. Appeal from the Dean of the School**

The Dean's decision may be appealed by either party to the Vice President/Dean of Faculties within ten class days of the decision of the Dean.

#### **J. Appeal from the Vice President/Dean of Faculties**

The Vice President/Dean of Faculties' decision may be appealed by either party to the President of Georgia College within ten class days of the decision of the Vice President/Dean of Faculties. The President's decision on Academic Dishonesty shall be the final decision on the Georgia College campus.

### **III. Role of the Vice President for Student Affairs**

With regard to academic misconduct, the Vice President for Student Affairs shall receive and maintain copies of all correspondence and final decisions on academic misconduct. He/she may proceed in accordance with Georgia College disciplinary procedures if the charge includes nonacademic misconduct and/or warrants suspension or expulsion. He/she may do so under the following circumstances:

- A. when the student alleged to have violated the Georgia College Academic Dishonesty Policy was not enrolled in the course against which the offense was committed;
- B. when the violation found by the instructor was so serious that disciplinary penalties appear to the Vice President for Student Affairs to be warranted and not more than sixty days have elapsed from the date of the occurrence;
- C. when there are multiple instances shown of a student's misconduct and not more than sixty days have elapsed from the date of the last occurrence.

### **IV. Notice to Students**

Georgia College shall publish and make freely available to students a copy of the Academic Dishonesty Policy, any amendments to the policy that are made, any provisions that have been adopted, and any other supplementary provisions consistent with the policy. The policy will be published in the current catalogs and/or Student Handbook and are available at the Office of the Dean of the School throughout the year.

# **STUDENT ACADEMIC APPEALS PROCESS POLICY AND PROCEDURES**

## **POLICY STATEMENT**

Any student or former student of Georgia College has the right of timely petition. Petitions are available from the Dean of the appropriate school and are to be used by the student, in consultation with the 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 must 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. Petitions to be effective must have the approval of the Dean of the appropriate school.

## **DEFINITION**

An academic grievance or appeal is an allegation by a student of substantial and/or unjustified deviation, to the student's detriment, from policies, procedures and/or requirements regarding admission, grading policies, special agreements, instructor's requirements and academic requirements of the College. Students shall have the right to file academic grievances or appeals according to the following procedures approved by the College.

## **PROCEDURES FOR ACADEMIC GRIEVANCE OR APPEAL**

Following are the proper procedures for resolving academic grievances or appeals:

1. The student shall petition in writing the appropriate academic or administrative official responsible for the action which forms the basis of the grievance or appeal. The petition shall contain a clear and concise statement of the grievance or appeal, the remedies sought, and a request for a meeting with the involved person or persons.
2. The respondent shall schedule a meeting with the student within ten class days of receipt of the written grievance or appeal to discuss the matter.
3. If the student is not satisfied with the results of the discussion and wants the grievance or appeal to be considered further, the student shall appeal in writing to the respondent's supervisor to seek a resolution. This consultation must begin within ten class days after the conclusion of the discussion with the respondent.
4. If the student is not satisfied after seeking consultation at the supervisor's level and wants the grievance or appeal to be considered further, the student shall appeal in writing to the secondary supervisor to seek a resolution. This consultation must begin within ten class days after the supervisor has completed consideration of the grievance or appeal.
5. If the student is not satisfied and wants the grievance or appeal to be considered further, the student shall appeal in writing to the next appropriate supervisor. This grievance or appeal must be filed within ten class days after the secondary supervisor has completed consideration of the grievance or appeal. The decision of the next appropriate supervisor will become the final decision of the academic grievance or appeal. The decision as to the resolution of the grievance or appeal shall be accompanied by a clear statement of the reasons for the decision. The student and appropriate College officials shall be notified in writing of the decision within ten class days after consideration of the grievance or appeal.

Students should be aware that their faculty adviser, the Office of Counseling Services, the Student Government Association, and the Office of Student Affairs may be resource areas where students may receive assistance.

The time limit for a grievance or appeal may be extended upon approval of a written request to the Vice President/Dean of Faculties.



# GENERAL INFORMATION

## REGISTRATION

Currently enrolled students may preregister for the next quarter by meeting with their adviser during the designated schedule-planning week each quarter. 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.

New and currently enrolled students who do not preregister will sign up for classes on registration day at the beginning of the quarter.

On registration days the Readvisement Center in Parks Hall will be open. Faculty advisers are available to assist students with scheduling problems.

## ACADEMIC ADVISEMENT PROGRAM

Georgia College maintains a comprehensive advisement system. The Advisement Center, located in Parks Hall, provides general information about academic advisement (and assists students in finding out who their advisers are).

The objectives follow:

1. To provide students access to a mutually trusting faculty-student relationship through which they can grow in confidence and the ability to make decisions;
2. To help students clarify their values and goals and understand themselves more fully;
3. To provide accurate information about educational options, requirements, policies, and procedures;
4. To assist students in planning an educational program consistent with their abilities and interests;
5. To assist students in a continual monitoring and evaluation of their progress toward their educational goals;
6. To encourage 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, are normally assigned to advisers in the departments of their intended major, which should be indicated on the initial application form or declaration of major form.

Students who are undecided as to major or are prebusiness majors are advised by selected faculty members. 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 the student may make a choice at any time, regardless of the number of quarters enrolled.

The Minority Mentor Program supplements the usual advisement process. Entering minority freshmen are assigned to advising units during their first year to help them adjust to college life and address concerns, such as choice of major and career.

### **RESPONSIBILITIES**

The responsibilities of meeting all academic and graduation requirements as stated in this catalog rest ultimately with the student. Students are expected to meet with their advisers at the following times: (1) preregistration/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.

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. The major goals of the adviser are (1) to 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 the student's abilities and interests, (5) monitor progress toward educational/career goals, and (6) discuss linkage between academic preparation and the world of work. The adviser's signature is required on the completed schedule-planning sheet/registration form and on course change cards, including drop-add cards.

**THE FACULTY ADVISER CANNOT BE HELD RESPONSIBLE FOR ANY ACTION TAKEN BY THE STUDENT CONTRARY TO THE ADVISER'S RECOMMENDATION.**

### **CAREER SERVICES**

Job information and employment exploration opportunities are available to students who seek assistance in entering the world of work. These services are provided by the Office of Career Services.

### **COOPERATIVE EDUCATION AND INTERNSHIP PROGRAM**

Georgia College encourages off-campus educational experiences through Cooperative Education and Internship programs, which offer students an opportunity with faculty guidance to address real-life problems under the supervision of successful professionals in the public and private sector.

The Cooperative Education program provides for educational enrichment by combining meaningful full-time work in the public or private sector, alternating with classroom studies. The work period is equal to a quarter at Georgia College. The work activities provide a substantial learning experience that will complement the student's studies on campus. A student will normally work two or more quarters under the cooperative program.

An Internship is a full-time (one-quarter) field experience with emphasis on a specific project to be completed. Internships allow the student to explore career choices in government and business.

The Cooperative Education and Internship programs are designed to provide career-related learning opportunities for students without prior work experience. Students may not challenge or CLEP cooperative or Internship credit. Students with prior career-related work experience may obtain Cooperative Education or Internship credit by working in a higher level position so that the student will be learning something new.

All Cooperative Education and Internship students are required to enroll in the appropriate course and earn academic credit in accordance with the policies and procedures outlined

by the academic department and the Cooperative Education Handbook. Handbooks are available in the Office of Career Services.

Approval for student participation in both programs must be secured from the department Chairperson and the Director of Career Services. Up to 15 hours of academic credit may be earned. Generally speaking, both programs are limited to upper-division students with at least a 2.0 grade-point average. For application or further information, write the Office of Career Services.

### **PLACEMENT SERVICES**

The Office of Career Services provides assistance to students and recent graduates who are seeking initial employment in their career fields. Part-time and summer employment information is also available. The office does not operate as an employment agency, but assists students in identifying potential employers, developing resumes, and preparing for job interviews. Students may use the employer information file, which contains annual reports, company literature, employment applications, and other information about a variety of companies, school systems, and government agencies.

A current listing of job vacancies is available in the Office of Career Services. Many employers recruit on campus each year. Students should plan to attend career-day events, which are held during winter quarter. Any student who wishes to be interviewed on campus should start a placement file at the beginning of the senior year. A credentials service is available for students who wish to have their references provided to visiting employers. Student credentials may be mailed to employers at the student's or employer's request.

The Office of Career Services conducts quarterly workshops on resume development, interview skills and job-search strategies. For further information on Placement Services, write the Office of Career Services.

### **HONORS PROGRAM**

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

### **GENERAL INFORMATION**

#### **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 ENG 102H. Others who do well in ENG 101 may be invited by the department Chairperson to take ENG 102H. 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 intent 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 may remain in the program as long as they maintain a 3.0 overall 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**

Honors Day recognition is given to all students who take any honors courses during the year. Students who complete the Honors Program will be recognized at graduation. Students who do not meet the requirements may petition the Honors Committee for special permission to graduate with 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.

## **PROGRAM OF STUDY**

### **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 a close relationship 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 an increased workload. Students are graded as in a regular course.

### **HONORS INTERDEPARTMENTAL SEMINARS**

Students may enroll in interdepartmental seminars offered winter and spring quarters for two hours' credit. 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 multiple viewpoints.

### **HONORS MAJOR AREA COURSES**

Students who have attained junior level and completed at least 20 hours in the upper-division major area with a 3.0 overall average and 3.2 average in their major may take upper-level major area courses for honors credit. Assignments are made in addition to regular work extending to the level of graduate courses. Guidelines are available from the Honors Program coordinator upon request.

### **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. Guidelines for independent study are available from the Honors Program coordinator upon request.

**HONORS INTERNSHIP**

Honors students have the opportunity to do an internship for honors credit. Upon completion students present their reports to the Honors Committee and explain the significance of their work. Guidelines for honors internships are available from the Honors Program coordinator upon request.

**OPTIONS**

Students may complete the Honors Program by taking any one of the following combinations:

- A. One freshman course, 5 hours  
One seminar, 2 hours  
One independent study or internship, 5 hours
- B. One freshman course, 5 hours  
One seminar, 2 hours  
One major area course, 5 hours
- C. One seminar, 2 hours  
Two independent studies or internships, 10 hours
- D. One seminar, 2 hours  
Two major area courses, 10 hours
- E. One seminar, 2 hours  
One major area course, 5 hours  
One independent study or internship, 5 hours
- F. Three seminars, 6 hours  
One independent study or internship, 5 hours

## PREPROFESSIONAL PROGRAMS

Coordinator: Doris C. Moody

### GENERAL SCOPE

Preprofessional 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) **Prebaccalaureate 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, pharmacy, and forestry; (2) **Predoctoral programs**, in which a student normally completes four years of college and earns a baccalaureate degree before matriculation into a doctoral program at the professional school. These include dentistry, law, medicine, optometry, veterinary medicine and theology. After completing the professional degree, one must normally pass a state licensing examination to be entitled to practice in the profession. Preprofessional requirements may be met at almost any accredited college. Georgia College maintains a coordinated program of preprofessional advisement in all the areas 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 area as described in the following pages. A few students may be interested in professional schools of associated dental sciences, medical illustration, medical records administration, physician's assistant training, osteopathy, podiatry, radiologic technology, or health services administration. The Coordinator can provide basic information about admission requirements and preparatory undergraduate curricula as well as refer students to the appropriate adviser in these areas.

### PREPROFESSIONAL ADVISERS

#### Coordinator

Doris C. Moody, Assistant Professor of Biology, Herty 310, 453-4025

#### Predental and Premedical

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

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

#### Pre-engineering

Dual Degree - Dr. William H. Lamb, Jr., Professor of Physics, Herty 135, 453-4287

Regents Engineering Transfer Program - Dr. David G. Baarda, Professor of Chemistry, Herty 307, 453-5769

#### Preforestry

Dr. Harriett Whipple, Professor of Biology, Herty 232, 453-4549

#### Pre-health Therapy (Respiratory, Occupational & Physical Therapy)

Dr. James Wolfgang, Associate Professor of Health & PE., HPER 202, 453-5171

#### Prelaw

Dr. Malcolm Moore, Professor of Political Science & Public Administration, Lanier 201-4, 453-4789

Pre-medical Technology

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

Prepharmacy

Dr. David G. Baarda, Professor of Chemistry, Herty 307, 453-5769

Pretheology

Dr. John E. Sallstrom, Professor of Philosophy & Religion, Parks 203, 453-4463

Preveterinary Medicine

Dr. William Wall, Assistant Professor of Biology, Herty 234, 453-5290

Preoptometry

Dr. Sloan D. Caldwell, Professor of Biology, Herty 233, 453-5290

Pre-medical Illustration

Dorothy D. Brown, Chairperson, Art Department, Blackridge Hall, 453-4572

Pre-health Services Administration

Dr. Lucretia Coleman-Mathis, Associate Professor of Management, Atkinson 430, 453-4324

The preprofessional adviser will work with the student and the regular academic adviser to plan a curriculum to meet requirements for the major and professional school admission. (The preprofessional adviser may also be the student's academic adviser, depending upon one's major.) Preprofessional advisers may be consulted on the application process and professional school admission standards; they have a supply of professional school catalogs and application forms. It is important to consult a preprofessional adviser about which professional schools to apply to, for professional schools in many states accept few or no students from outside that state. Students with undecided interests, or interests in one of the miscellaneous programs above, may consult the program coordinator. Professional school and career counseling and details on career and salary information are available from the Coordinator of Counseling Services and from the Program Coordinator.

**PLANNING FOR CAREER FLEXIBILITY**

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

**CHOOSING A MAJOR**

There are no preprofessional majors *per se*; the premedical student may be a biology major or the prelaw student a history major, but there is no premedical major or prelaw major. The choice of majors is wide open. Very few professional schools require, or even necessarily prefer, that applicants come from any particular undergraduate major.

Preprofessional 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.

### **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 preprofessional adviser about the specific requirements of a professional school.

### **CURRICULUM PLANNING AND PROFESSIONAL SCHOOL APPLICATION DEADLINES**

Preprofessional students must be aware that most professional schools require receipt of applications a full year, if not more, in advance of the intended date of admission. Furthermore, many preprofessional 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, 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.

A professional school also evaluates a student's grade-point average earned predominantly in the first three years of college.

Such considerations make it imperative that a preprofessional student see one of the preprofessional advisers immediately upon entering Georgia College to be sure that the right courses are taken by the appropriate dates.

### **PREDENTISTRY**

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 specialties: dental public health, endodontics, oral pathology, oral surgery, orthodontics, pedodontics, periodontics, or prosthodontics. A few enter dental education or research.

Freshman predental students are advised to obtain a copy of **Admission Requirements of U.S. and Canadian Dental Schools** from the American Association of Dental Schools (1625 Massachusetts Ave., N.W., Washington, D.C. 20036) and consult it regularly throughout their college careers.



## UNDERGRADUATE CURRICULUM

Most pre dental students major in biology or chemistry, but any undergraduate major is acceptable. Nearly everyone must complete a baccalaureate degree before admission to dental school; only exceptionally good students are admitted early. The minimum course work 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 a third quarter of each if offered at the college. At Georgia College one would normally add CHE 123 and 338, and take ZOO 200 and BOT 200 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. ART 336 at Georgia College is highly recommended and teaches some tools and techniques applicable to dentistry.

## APPLICATION TO DENTAL SCHOOL

A candidate must take the Dental Aptitude Test (DAT) the spring or fall before the year of prospective dental school admission. The DAT covers one's knowledge of biology, general chemistry, and organic chemistry, which therefore must be completed before the senior year. Quantitative reasoning ability and two- and three-dimensional spatial perception are also included on the DAT. Applications to dental school should be submitted during the summer before the senior year, in many cases through the centralized American Association of Dental Schools Application Service. The student should see the preprofessional adviser early in the fall quarter of the senior year to arrange letters of recommendation.

## PRE-ENGINEERING

(See Department of Chemistry and Physics)

## DUAL DEGREE PROGRAM

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. If the student compiles a good record in his Dual Degree courses, with particular emphasis on calculus and physics, and receives a recommendation from the Dual Degree adviser, he will be admitted to GIT but the following point should be noted: At times, the enrollments in certain engineering majors at GIT reach a "critical" level and GIT reserves the right to place very high entrance requirements in those majors (as it does with its own students). Another important point is that GIT has adopted a policy whereby it only accepts an occasional, truly exceptional foreign student on a student visa as an undergraduate. The student completes two more years at GIT and then receives both an undesignated 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 nonengineering fields as applied biology, chemistry, computer science, applied mathematics, physics, applied psychology, behavioral management, industrial management, and management science.

## UNDERGRADUATE CURRICULUM

This is one of the few preprofessional programs that place some constraint on the choice of major. The student is almost always enrolled as a Dual Degree candidate and receives the undesignated 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 decision would entail meeting both the requirements of the major and the rigorous pre-engineering requirements. Prerequisites for transfer to GIT vary with the engineering field in which one plans to major, but a representative program is:

40 hrs. mathematics . . . . .	(MAT 130, 140, 150, 160, 250, 255, 260, 343)
20 hrs physics . . . . .	(PHY 201, 202, 203, 331)
10 hrs chemistry . . . . .	(CHE 121, 122)

Students should note that MAT 150, which begins the four-quarter calculus sequence, is offered only in the winter and spring quarters and has MAT 130 and 140 or 145 as prerequisites; therefore, MAT 130 or 145 should be taken immediately upon entering Georgia College. Well-prepared students may substitute MAT 145 (precalculus) for MAT 130 and 140. CSC 300 is also strongly recommended as an elective. As in all preprofessional programs, English and other basic Core Curriculum requirements must also be met. Also, among the physical education requirements of the Core, GIT requires at least one course with an "aquatic focus" and at least one with a fitness and conditioning focus.

## APPLICATION TO ENGINEERING SCHOOL

Students should apply to transfer to GIT as soon as possible after finishing their second 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 Dual Degree adviser. There is no admissions examination as in some other preprofessional programs; and there is no specific GPA requirement although most transfer students have above a 3.00. Admission depends on the recommendation from the Dual Degree adviser; and this recommendation, in turn, is heavily based on the student's performance in the physics and calculus courses at Georgia College.

## Regents Engineering Transfer Program

Qualified students seeking a bachelor of engineering degree may begin their college studies at Georgia College through the Regents Engineering Transfer Program. Upon successful completion of the pre-engineering curriculum, students may transfer to the Georgia Institute of Technology to complete the degree requirements. It is expected that students in this program, like other Georgia Tech graduates, will normally require four to five and one-half years to complete the degree requirements, depending on their precollege preparation, involvement in extra-curricular activities, and engineering major.

To be admitted to the Regents Engineering Transfer Program at this institution, students must have achieved at least:

1. 550 on the mathematics portion of the Scholastic Aptitude Test (SAT); and
2. 450 on the verbal portion of the SAT; and
3. 3.0 high school academic grade point average.

This institution's faculty members have worked closely with Georgia Tech's faculty to assure a curriculum which is well-coordinated with that of Georgia Tech. Specific times each quarter have been established for students to visit the Georgia Tech campus and meet with representatives of their anticipated major.

Regents Engineering Transfer Program students who satisfactorily complete the pre-engineering curriculum and apply for transfer will be accepted to Georgia Tech. However, admission to the most popular majors, as for other Georgia Tech students, will be based upon overall grade point average, performance in the required prerequisite courses and availability of student spaces.

### **RETP ENGINEERING**

- EGR 110 - Introduction to Engineering
- EGR 120 - Engineering Graphics
- CSC 300 - Introduction to FORTRAN
- EGR 210 - Engineering Design
- EGR 220 - Engineering Materials I
- EGR 221 - Engineering Materials II
- EGR 310 - Statics
- EGR 320 - Dynamics
- EGR 330 - Electrical Circuits and Systems I
- EGR 331 - Electrical Circuits and Systems II
- EGR 340 - Electrical Circuits Laboratory

### **RETP LIBERAL ARTS**

- MAT 343, PHY 331
- ENG 101, 102, 351
- POS 101
- Wellness - 6 hours

Because of the differing requirements of the individual engineering majors, it is essential that students consult with the RETP adviser in developing all pre-engineering programs of study.

### **PRE-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 basis Core Curriculum requirements, and 10-15 hours 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 twelve months in advance, with exact deadlines depending on the individual school and program.

### **PRELAW**

Many law school graduates enter private practice, while others work for corporations and in branches of civil service from the local to federal level. Beginning prelaw students are advised to obtain a copy of the **Prelaw Handbook** from the Educational Testing Service (P.O. Box 944, Princeton, NJ 08540) and to consult it regularly throughout their college careers.

### **UNDERGRADUATE CURRICULUM**

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 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 prelaw 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 prelaw subjects they consider most valuable. In order of preference they listed English, government, economics, American history, mathematics, and philosophy. Accounting and public speaking are also recommended.

### **APPLICATION TO LAW SCHOOL**

A prelaw student should take the Law School Aptitude Test (LSAT) during the fall quarter of the senior year. Undergraduate grades and LSAT scores are the most important criteria in law school admissions. Application to law school is made the summer following the junior year through a centralized Law School Data Assembling Service. Most law schools admit new students only in the fall quarter.

### **PRE-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.

## UNDERGRADUATE CURRICULUM

Some schools of medical technology operate on a so-called 2+2 program, in which the student takes two years of college work, including the courses below, and then transfers to the professional school for two years of clinical training. Others require three years of general college education, followed by one year of clinical training. For most programs, one's college preparation must include the following:

25 hrs biology	.....(BIO 123, BOT 320, ZOO 200, 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)

## APPLICATION TO MEDICAL TECHNOLOGY SCHOOL

Students should apply for transfer to a medical technology school about one year in advance. The principal criteria for admission are college grades and letters of recommendation.

## PRE-MEDICINE

Medicine is a diverse profession, requiring both technical and interpersonal skills. Medical schools encourage applications not only from science majors but also from students in the social sciences and humanities and urge even science majors not to over specialize in science but to get a broad, liberal arts education. The opportunities are almost endless and can be very rewarding.

Freshman premedical students are advised to obtain a current edition of **Medical School Admissions Requirements** from the Association of American Medical Colleges (Attn: Membership and Publication Orders, One DuPont Circle, NW, Suite 200, Washington, DC 20036) and to consult it regularly in the course of their undergraduate preparation for medical school.

## UNDERGRADUATE CURRICULUM

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

15 hrs biology	.....(BIO 123, ZOO 200, BOT 200)
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, speech, or foreign language. Some recommend biochemistry or permit it in lieu of the third quarter of organic chemistry. Those who are especially competent in mathematics and physical sciences may benefit from taking PHY 201-203 instead of PHY 101-102. Consult a premedical adviser if you are considering this. Well-prepared students may substitute MAT 145 (precalculus) for MAT 130 and 140. 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

A candidate for medical school should file applications the summer after the junior year. Most medical schools require applications to be submitted through the central processing service, the American Medical College Application Service (AMCAS). The premedical advisers will have a supply of AMCAS application forms. The Medical College Admission Test (MCAT) should be taken in the spring of the junior year or fall of the senior year. Before the MCAT, students must complete those science courses that it covers: a year each of biology, general chemistry, and organic chemistry, and the two- or three-quarter physics sequence. The MCAT also covers reading, writing, and quantitative skills and science problem-solving ability. Students should consult a premedical adviser early in the fall quarter of the senior year to arrange letters of recommendation and for help in submitting applications to the most appropriate medical schools.

### PREOPTOMETRY

The optometrist is licensed to examine, diagnose, and treat conditions of the visual system, and prescribes corrective lenses or vision therapy. Optometrists also offer 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.

### 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 200, BOT 200)
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, 150)
5 hrs psychology .....	(PSY 201)

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

### APPLICATION TO OPTOMETRY SCHOOL

There are no optometry schools in Georgia and only a few of those out of state will admit students from Georgia, so the preoptometry student should consult the adviser in this area before applying. Most optometry schools require the Optometry College Admission Test (OCAT), which should be taken the spring of the junior year or fall of the senior year. The OCAT includes biology, chemistry, physics, verbal ability, quantitative skill, and reading comprehension. Application to optometry school should be made the summer preceding the senior year.

### PREPHARMACY

Community pharmacists are the best known representatives of their profession, but careers in pharmacy are also available in hospitals, clinics, and nursing homes; in teaching and research; and as sales representatives for pharmaceutical companies. The M.S. and Ph.D. degrees are also offered 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 (prepharmacy) may be taken at any accredited institution of higher education. The last three years (professional) must be taken at an accredited school of pharmacy. The two schools of pharmacy in Georgia are the University of Georgia School of Pharmacy and Mercer's Southern School of Pharmacy. Applicants to a professional school must have completed at least 90 quarter hours of college work.

Each school of pharmacy specifically identifies the content of these 90 hours but, in general, each includes the following science courses:

5 hrs mathematics . . . . .	(MAT 145, or 130 and 140)
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)

## APPLICATION TO PHARMACY SCHOOL

A year in advance of pharmacy school admission, a student must complete the application and take the Pharmacy College Admission Test (PCAT), given three times a year. The PCAT tests knowledge of biology, chemistry, mathematics, reading comprehension, and general academic ability.

## PREVETERINARY 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 preprofessional areas in which a particular major is strongly preferred. The usual preveterinary majors are biology or animal science; though the latter is not offered at Georgia College. Chemistry is also an acceptable major. The preveterinary 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 the following:

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 preveterinary adviser.

### APPLICATION TO VETERINARY SCHOOL

A year before matriculation, preveterinary students must take the Veterinary Aptitude Test (VAT), the Graduate Record Examination (GRE), and the Advanced Biology GRE. The VAT is given three times a year and the GRE four times a year. Candidates should apply to veterinary school by November first the year before they wish to attend. Candidates are preferred who have a farm background or other form of large and small animal experience and some acquaintance with the veterinary profession, for example with one's community veterinarian. Undergraduates should seek opportunities to cultivate such experience and knowledge before applying.

### PREFORESTRY

The profession of forestry has as its primary function the active management of forest lands and resources through the application of sound economic and ecological principals. Students may concentrate in forest management, fish and wildlife biology, forest water resources or forestry sciences. Upon graduation from forestry school, employment with federal, state, or local agencies as well as with private consulting firms, industry and conservation organizations provides a variety of job experiences. The job opportunities depend on the area of concentration of the specific graduate.

### UNDERGRADUATE CURRICULUM

The preprofessional curriculum for forestry students consists of 90 hours of study at Georgia College or at another accredited institution. This can be accomplished in two to three years. The remaining professional training leading to a Bachelor of Science in Forest Resources must be completed at a School of Forest Resources. The only school of this type in Georgia is located at the University of Georgia. The requirements of other professional schools may vary and students should consult the preprofessional adviser for additional information.

The preprofessional curriculum offered at Georgia College has been carefully planned and correlated with the University of Georgia School of Forest Resources to provide optimal training for preforestry students and to maximize their opportunity for successful completion of the professional curriculum.

In addition to the "Core Curriculum" courses, preforestry students must complete:

5 hrs Speech .....	(SPE 101)
10 hrs Economics .....	(ECO 271, 272)
15 hrs Mathematics .....	(MAT 130, 140, 150)
10 hrs Biology .....	(BIO 123, 124)
15 hrs Chemistry .....	(CHE 121, 122, 123)
5 hrs Physics .....	(PHY 101 or 102)
5 hrs Statistics .....	(MAT 325 or PSY 315)
5 hrs Introduction to Computers .....	(CSC 201)

Students planning to concentrate in Fish and Wildlife Biology must take ZOO 305, Comparative Vertebrate Anatomy instead of statistics.



## APPLICATION TO FORESTRY SCHOOL

Students are admitted to the School of Forest Resources at the University of Georgia in the Fall or Winter Quarters only. Application for admission to the school must be submitted no later than April for fall admission and September 1 for winter admission. Separate applications must be made for admission to the University. Both applications may be obtained from the School of Forest Resources. Because of limited enrollment admission to forestry school is competitive and not all qualified applicants may be accepted. Students will be evaluated for admission on:

- (1) grade point average in the required preprofessional courses,
- (2) personal interview with the admissions committee, and
- (3) letters of recommendation.

## PRETHEOLOGY

A number of seminary students seek professional degrees such as Master of Divinity or Doctor of Ministry, which typically prepares them for the parish ministry. Significant numbers of graduates of theology schools work in university, hospital and prison chaplaincies; in professional counseling and teaching; and in social work, business or government. Some students prefer shorter programs of study in preparation for a variety of church and educational positions such as directors of education or leaders of youth groups in churches and various positions in college campus ministries.

## UNDERGRADUATE CURRICULUM

Most seminaries follow the guidelines of the Association of Theological Schools with respect to undergraduate study. No specific undergraduate major is required. However, a strong background in liberal arts, especially the humanities, is desirable. Normally a student is qualified to study in a seminary if he or she has a B.A. or its equivalent with a good academic record. The Bachelor of General Studies major is appropriate for pretheology students.

## APPLICATION TO SEMINARY

Some seminaries have denominational requirements. Selection criteria and admission standards vary. Application forms should be filed six to twelve months in advance of the date of enrollment. The pretheology adviser can assist students in investigating and applying to various seminaries.

## MEDICAL TECHNOLOGY PROGRAM

Georgia College students may apply to any accredited medical technology program for the clinical practicum, however Georgia College (G.C.) has an agreement with Armstrong State College (A.S.C.) to accept G.C. students meeting its transfer admission requirements. Graduates of the A.S.C. Medical Technology Program are eligible for examinations by the Board of Registry for Medical Technology of the American Society of Clinical Pathologists. Students in this program complete the preprofessional curriculum, requiring about three years, at G.C. and the five-quarter clinical practicum at A.S.C. Upon satisfactory completion of the clinical component, the student receives a certificate of completion of the Medical Technology Program from A.S.C. and the undersigned Bachelor of Science Degree from G.C. This program provides a unique combination of liberal and professional education, well suited for those desiring to enter the field of medical technology.

### THE CURRICULUM

To enter the clinical program at A.S.C. students must have completed Areas I, II, III of the Core and the following courses:

- 10 hours biology ..... BIO 123, ZOO 210
- 5 hours microbiology ..... BOT 320
- 5 hours immunology ..... BIO 454
- 10 hours general chemistry ..... CHE 121, 122
- 10 hours organic chemistry ..... CHE 336, 337
- 5 hours psychology ..... PSY 201
- 10 hours mathematics ..... MAT 101, 325
- \*20 hours electives in biology, chemistry, physics, and/or computer science

\*Must contain at least one biology or chemistry course which completes a 10-hour sequence and one chemistry course.

- Suggestions: BIO 124 or 211  
CHE 123, 280, or 351  
PHY 101, 102  
ZOO 200 211 (highly recommended)

# BACHELOR OF GENERAL STUDIES

## MAJOR: Liberal Studies

### Program Coordinator: John P. Hargaden

The Bachelor of General Studies degree with the major in Liberal Studies is designed for students who prefer a broader and more varied approach to learning than that of the traditional single-discipline major. It is appropriate for students who plan to do graduate study in fields that require no specific major. It is designed for those students whose educational objectives are intellectual and cultural growth and enrichment.

### B.G.S. DEGREE WITH A MAJOR IN LIBERAL STUDIES

	Hours
Area I, II, III (see Core section of the catalog) . . . . .	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness . . . . .	6
Area IV . . . . .	30

Students must take 30 hours at the 100-200 level (in addition to those in Areas I, II, III of the Core), distributed as follows:

1. One interdisciplinary studies course: INS 200, SOC 293, POS 210, Honors Seminar 291 or 292 (5 hours), or an alternative and appropriate course at the 200 level chosen in consultation with the program adviser (5 hours)
2. Humanities (10-20 hours):  
ART, DRA, ENG, FRE, GER, JRN, MUS, PHI, POR, SPA, SPE
3. Social and Natural Sciences (10-20 hours)  
AST, BIO, BOT, CHE, CRJ, CSC, ECO, ENS, GEO, HIS, MAT, PHY, POS, PSY, SOC, ZOO

### Major Requirements . . . . .50

The major program must be designed to fit one of the three options outlined below.

#### Option A

1. Twenty-five (25) hours at the 300-400 level in one discipline\*\*
2. Fifteen (15) hours in a second discipline
3. Five (5) hours in a third discipline
4. Five (5) hours in a fourth discipline

Note: All disciplines must be within a single division\*

#### Option B

1. Twenty-five (25) hours at the 300-400 level in one division
2. Fifteen (15) hours in a second division
3. Ten (10) hours in a third division

#### Option C

Under this option the student may concentrate the major studies around a theme, topic, problem, chronological period, region, or country. Appropriate courses may be selected

from any discipline without regard to division and with no restrictions other than that the courses must represent at least three different disciplines. This program of study must be planned by the student in conjunction with a faculty committee composed of the program coordinator, the faculty adviser, and at least one additional faculty member with the rank of assistant professor or higher. The faculty committee, including the adviser and coordinator, must represent at least two different disciplines.

\*Divisions are delineated as follows for purposes of this major: Humanities; Science and Mathematics; Social Sciences.

\*\*Disciplines within those divisions are as follows:

Humanities: Art, Drama, English, French, German, Journalism, Music, Philosophy, Portuguese, Spanish, Speech

Science and Mathematics: Astronomy, Biology (including Botany and Zoology), Chemistry, Computer Science, Environmental Sciences, Mathematics, Physics

Social Sciences: Criminal Justice, Economics, Geography, History, Political Science, Psychology, Public Administration, Sociology

**Degree Requirements:**

Students must show competence in a foreign language at the level of the second college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, two courses in one foreign language are required.
2. If one or two entrance units are accepted in one foreign language, that language may be continued for an additional college level course providing the student satisfactorily meets placement requirements for that course.
3. If three or more credits are offered at entrance, student may meet requirement through examination.

**Other Requirements**

Thirty-five of the 50 hours required for the major must be courses at the 300-400 level.

Electives (students may use these hours to complete minors) . . . . .	40
<b>Total . . . . .</b>	<b>186</b>

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

## THE DUAL DEGREE PROGRAM

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. Of these hours, a maximum of 71 hours may be transferred from another institution and 45 hours in the required chemistry, mathematics, and physics courses must be earned at Georgia College. If the student compiles a good record in his Dual Degree courses, with particular emphasis on calculus and physics, and receives a recommendation from the Dual Degree adviser, he will be admitted to GIT but the following point should be noted: At times, the enrollments in certain engineering majors at GIT reach a "critical" level and GIT reserves the right to place very high entrance requirements in those majors (as it does with its own students). Another important point is that GIT has adopted a policy whereby it only accepts an occasional, truly exceptional foreign student on a student visa as an undergraduate. The student completes two more years at GIT and then receives both an "undesignated" 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.

### UNDESIGNATED DEGREE/DUAL DEGREE PROGRAM

	Hours
Areas I, II, III (See Core Section of the Catalog) .....	60
Courses taken in Area I, II and III can be used to satisfy other requirements.	
Wellness .....	6
Area IV .....	30
MAT 150, 160, 250, 255, 260 (15-25 hours)	
PHY 201, 202, 203 (5-15 hours)	
Specific Requirements for Dual Degree Students .....	20
1. CHE 121, 122 (10 hours, Area II)	
2. MAT (130 and 140) or (145), 150, 160, 250 (20-25 hours, Areas II, IV)	
3. PHY 201, 202, 203 (10 hours, Area IV)	
4. MAT 255, 260, 343, PHY 331 (20 hours)	

Note: ECO 270 is an option in Area III but is required by some of the engineering departments.

**Electives** .....25

Engineering departments at Georgia Institute of Technology recommend and/or require certain selections in these courses; of particular interest here are the various engineering courses developed for the Regents Engineering Transfer Program. The student should consult with the Dual Degree Coordinator in making these selections.

**Total** .....141\*

**NOTE:** In order to graduate with the Undesignated Degree, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

\*The total study program at Georgia College shall have as a minimum 141 quarter hours of credit. The student, upon recommendation of the program coordinator, is admitted to Georgia Institute of Technology with full fourth-year standing when all 141 hours described above have been completed.

# MILITARY SCIENCE

**Coordinator:** Lt. Colonel Thomas Schroeder  
**Adjunct Faculty:** Major Richard M. Torrance

## GENERAL INFORMATION

Georgia College participates in a cross-enrollment program that 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, Army Reserve, or National Guard. 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 912/453-4737, writing Georgia College, Army ROTC Opportunities, Box 718, Milledgeville, Georgia 31061, or visiting Parks Hall.

## COURSE STRUCTURE

Military science courses are grouped into basic course ROTC subjects and advanced course ROTC subjects. The basic course is comprised of MS I (Military Science 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 goal is accomplished by providing qualified students with knowledge and experience in leadership, management, and tactics, and by developing 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. Such experience includes the following: (1) participation in the Veterans Educational Assistance Program (VEAP); (2) an RE code of 1 and a General Technical (GT) score of 110 or higher; (3) National Guard or Reservists who have completed their basic training; or (4) attendance at the Army's ROTC Basic Camp.

### **ROTC BASIC 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 who might not otherwise qualify for the advanced course. Travel to and from the camp, uniforms, and meals are furnished by the Army. Additionally, the student will earn approximately \$600. While at camp, students have the opportunity to compete for two-year scholarships. Students must have a 2.0 grade-point average to attend.

### **ROTC ADVANCED CAMP**

All advanced course students attend the ROTC advanced 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, including travel, is offered at no expense to the student.

### **SCHOLARSHIPS**

On-campus scholarships are available to students who attend or transfer to Georgia College. Prior enrollment in ROTC is not require. Freshmen with a GPA of 2.9 or higher, a SAT score of 850 or higher, or ACT of 17 or higher are eligible to apply for a three-year Active Duty (AD) Army Scholarship. Sophomores with a GPA of 2.7 or higher, SAT of 850 or higher, or ACT of 17 or higher are eligible to apply for a two-year AD Army Scholarship.

### **SUBSISTENCE ALLOWANCE**

Students enrolled in the advanced course under ROTC contract are paid a monthly subsistence ten months each year. The allowance is \$100 per month, not to exceed \$2,000 during a two-year period.

### **MILITARY SCIENCE DIVISION**

#### **BASIC COURSE**

##### **100. LEADERSHIP LABORATORY.**

Taken each term in addition to MSD 101, 102, 103. Emphasis is placed on military customs, courtesies, drill and ceremonies and basic military skills as directed by the Professor of Military Science.

##### **101. INTRODUCTION TO THE U.S. ARMY. 1 Quarter Hour**

An introduction to the Army including customs and traditions of the service, the role of the Army and the role of various branches of the Army.

##### **102. MILITARY LEADERSHIP I. 1 Quarter Hour**

An introduction to military leadership to include professional ethics.

##### **103. INTRODUCTION TO MILITARY CORRESPONDENCE AND TACTICS. 1 Quarter Hour**

An introduction to Army writing style combined with an exposure to basic tactical soldier skills.

##### **200. LEADERSHIP LABORATORY.**

Taken each term in addition to MSD 201, 202, 203. Emphasis is placed on military customs, courtesies, drill and ceremonies, and basic military skills as directed by the Professor of Military Science.



**201. MILITARY LEADERSHIP II. 2 Quarter Hours**

An expanded presentation of military leadership and professional ethics. The course includes a practical application of the development of ethical leadership for the junior leader.

**202. FIRST AID. 2 Quarter Hours**

Certified first aid measures for treating shock, fractures, burns, frostbite, heat injuries, stop bleeding, and cardiopulmonary resuscitation (CPR).

**203. THE U.S. ARMY. 2 Quarter Hours**

An expanded look into the U.S. Army to include the branches of the Army, Command and Staff functions, the role of the NCO and the principles of war.

**ADVANCED COURSE****300. LEADERSHIP LABORATORY.**

Taken each term in addition to MSD 301, 302, 303. Emphasis is placed on leadership, teamwork, military customs, courtesies, drill and ceremonies, and basic military skills as directed by the Professor of Military Science.

**301. LAND NAVIGATION. 3 Quarter Hours**

The student will learn to navigate with a map and/or compass. Includes expedient methods for determining direction, night land navigation, and practical exercises. Prerequisite: Completion of the basic sequence as required by Army regulations.

**302. LEADERSHIP. 3 Quarter Hours**

Management and leadership techniques essential to being an effective officer are analyzed. The instruction is accomplished by presenting cadets with a realistic preview of the platoon leader's job and providing training and practice in leadership principles and skills. Course includes a field training exercise (FTX) to Marion, Alabama. Prerequisite: Completion of the basic sequence as required by Army regulations.

**303. OPERATIONS AND TACTICS. 3 Quarter Hours**

Topics studied include Green Tab Leadership, the principles of war, combat techniques of the individual soldier, operations orders, movement techniques, battle drills for small units, and communication operations. Course includes a local tactical field exercise. Prerequisite: Completion of the basic sequence as required by Army regulations.

**400. Leadership Laboratory.**

Taken each term in addition to MSD 401, 402, 403. Emphasis is placed on leadership, teamwork, military customs, courtesies, drill and ceremonies, and basic military skills.

**401. ETHICS, PROFESSIONALISM AND COMMUNICATION. 3 Quarter Hours**

A study of military professional ethics and officership. The course employs the case study method to emphasize practical, ethical, decision-making. The course includes written and oral presentation required of junior grade officers.

**402. MILITARY JUSTICE. 3 Quarter Hours**

Prerequisite: MSC 301, 302, 303. The military justice system is discussed with emphasis on administration, non-judicial and judicial action. Specific case study is conducted on problems likely to be encountered by junior officers. The study of law of land warfare is also conducted.

**403. ARMY TRAINING AND MANAGEMENT SYSTEMS. 3 Quarter Hours**

Prerequisite: MSC 301, 302, 303. A study of Army training and personnel management systems to include post installation support and transition to officer corps—active/reserve forces duty.

**PROFESSIONAL MILITARY EDUCATION REQUIREMENTS (PME)**

In addition to the military courses described above, students seeking a commission must complete one undergraduate course in each of the following fields: written communication, American military history, and human behavior. Students must consult with the ROTC adviser regarding specific courses that will meet PME requirements. Cadets are encouraged to take a course in management and national security prior to graduation.

## NONDEPARTMENTAL COURSES

### INTERNATIONAL STUDIES (INS)

The following course is a requirement in the International Studies minor, described earlier in this catalog.

**INS. 200. INTRODUCTION TO INTERNATIONAL STUDIES (5-0-5)**

An interdisciplinary approach to the study of business, education, politics and culture in international affairs.

**INS. 240. MODERN FRANCE (5-0-5)**

Designed to acquaint the student with significant events in and aspects of contemporary France. Readings and discussions in English.

**INS. 245. MODERN SPAIN (5-0-5)**

Designed to acquaint the student with significant events in and aspects of contemporary Spain. Readings and discussions in English.

**INS. 250. MODERN LATIN AMERICA (5-0-5)**

Designed to acquaint the student with significant events in and aspects of contemporary Spanish America. Readings and discussions in English. Will focus on the latest developments important in today's international politics.

### STUDY ABROAD (International Intercultural Studies Program—IISP)

Programs in various disciplines are offered each summer at locations around the world. Generally the programs are open to all University System students and credit hours earned may be transferred to Georgia College. Information about programs available in a given year may be obtained from department chairpersons. The deadline for completing an application is usually March 1.

**IIS 29 A-Q. STUDY ABROAD (Var. 1-15) Su**

A program of study in selected disciplines at an introductory level.

**IIS 39 A-Q. STUDY ABROAD (Var. 1-15) Su**

A program of study in selected disciplines at an intermediate level.

**IIS 49 A-Q. STUDY ABROAD (Var. 1-15) Su**

A program of study in selected disciplines at an advanced level.

### STUDENT SUCCESS (IGC 101)

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 healthy 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. The course is offered each quarter except summer and may count toward the 186 hours required for graduation. Further information is available from the Coordinator of IGC in Kilpatrick Education Center 278.

**202. STUDENT SUCCESS (3-0-3) F,W,S**

An elective course for freshmen 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.

**IGC 312. WOMEN'S SOCIAL AND HEALTH ISSUES (5-0-5)**

A study of the health and social issues affecting contemporary women.

## EXTERNAL DEGREE PROGRAMS

Georgia College is authorized by the Board of Regents to offer the degree programs listed below at approved residence centers. Students enrolled in residence center programs may complete their entire degree program at the appropriate residence center. All of these programs are equivalent to those on the Milledgeville campus. Students must meet the admission requirements of the appropriate school and program.

### GEORGIA COLLEGE IN WARNER ROBINS

**Robins Graduate Center (Robins Air Force Base)**

(Phone 912-926-6544)

Degrees in:

Master of Business Administration (MBA)

Master of Public Administration (MPA)

**Robins Residence Center (Robins Air Force Base)**

(Phone 912-926-3965)

Degrees in:

Bachelor of Business Administration (BBA)

Accounting

Management

Business Information Systems

### GEORGIA COLLEGE IN DUBLIN

**Dublin Residence Center**

(Phone 912-275-2830)

Degrees in:

Master of Education (M.Ed.)

Early Childhood

Middle Grades

Bachelor of Business Administration (BBA)

General Business

Bachelor of Science in Nursing (BSN)

Bachelor of General Studies (BGS)

### GEORGIA COLLEGE IN MACON

**Macon Residence Programs**

(Phone 912-471-2898)

Degrees in:

Master of Business Administration (MBA)

Master of Education (MEd)

Administration and Supervision

Reading

Special Education-Learning Disabilities, Behavior Disorders

Bachelor of Business Administration (BBA)

Management

Bachelor of Science in Nursing (BSN)

Bachelor of General Studies (BGS)

## **GEORGIA COLLEGE IN FORSYTH**

**Georgia Public Safety Residence Center Programs**

(Phone 912-994-2317)

Degrees in:

Master of Public Administration (MPA)

Bachelor of Science (BS)

Criminal Justice

## **LOGISTICS EDUCATION CENTER**

(Phone 912-926-6544)

Degrees in:

Bachelor of Science (BS)

Logistical Systems

Master of Science (MS)

Logistics Systems

Master of Science in Administration

Logistics Management (MSA/LM)

# **EVENING PROGRAMS—MILLEDGEVILLE CAMPUS**

Georgia College offers evening courses on its Milledgeville campus for resident credit in certain programs in which it is possible for the student to obtain a bachelor's or master's degree by attending classes only in the evenings. The general education requirement (Core) can be completed by taking evening classes. Although senior division courses are available in various departments, bachelor's degrees are available at night only in limited areas. These include accounting, business information systems, criminal justice, English, history, logistics, management, nursing, political science, public administration. (Some of these will require that some courses be taken at the College's various residence centers. Write the chairperson of the department for details.)

Prospective students should be advised that it will probably take a longer time to receive a degree by doing evening work only than it would to receive the same degree by attending day classes or a combination of day and evening classes.

Specific information on current program availability, scheduling and registration may be obtained by calling the College's toll-free number, 1-800-342-0471.

## GENERAL ACADEMIC STRUCTURE

The undergraduate academic programs at Georgia College are provided through four schools: The School of Arts and Sciences, Dean Thomas Armstrong; the School of Business, Dean Jo Ann Jones; the School of Education, Dean Edward Wolpert; the School of Nursing, Dean Pamela Levi. The graduate programs are described in a separate publication, the *Graduate Catalog*, which is available from the Dean of the Graduate School.

Subsequent sections of this undergraduate catalog are divided into the four undergraduate schools. Persons interested in pursuing the various programs described should contact either the Dean of the School or the chairperson of the department which offers the program for further information.

All applications for admissions into the four undergraduate schools must be obtained from and returned to the Director of Admissions and Records at Georgia College. No person may register for any academic program or course work until admitted to the College.

## COURSE NUMBERS

Freshman and sophomore courses are numbered 100 to 299. They are designed to be taken by students having fewer than two years of college credit. Courses numbered 300 to 499 are courses for major programs and are designed to 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.

Most courses are identified by a three-letter prefix and a three-digit number, 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.

## ACADEMIC ORIENTATION

Academic programs and procedures are explained to freshmen and transfer students during orientation each quarter. General sessions in summer and fall give students an opportunity to ask questions and learn basic information. Mini-orientations are held on registration day in the winter and spring.

# SCHOOL OF ARTS AND SCIENCES

**Thomas F. Armstrong, Dean**

**John P. Hargaden, Assistant Dean**

## PURPOSE

The greatest asset of the School of Arts and Sciences is its sixty-nine member teaching faculty. Academic qualifications include fifty-one (or seventy four percent) earned doctorates from twenty-seven different major universities and a total of one hundred eighty-nine degrees from ninety-six institutions. The faculty represent natives of twenty-three states and four 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; preprofessional and professional fields, such as criminal justice. 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 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 who have career objectives in business and teaching. This objective is accomplished by 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

**Dorothy D. Brown, Chairperson**

**Associate Professors: Brown, Hardy**

## INTRODUCTION

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

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

**DEGREES OFFERED**

1. The Bachelor of Arts with a major in Art.
2. The Bachelor of Science with a major in Art Education.  
Accredited by the National Council for the Accreditation of Teacher Education and by State and National Accreditation agencies.
3. The Bachelor of Arts with a major in Art Marketing.
4. The Bachelor of Science with a major in Art Marketing.

**B.A. DEGREE WITH A MAJOR IN ART**

**Hours**

**AREAS I, II, III (See Core section of the catalog) . . . . .60**

Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.

Area I: Students should take ART 103

**Wellness . . . . . 6**

**Area IV . . . . .30**

1. ART 204, 205, 206, 210, 211 (20 hours)
2. FRE 101, 102, 103, 221 or SPA 101, 102, 103, 221 (10 hours)

**Major Requirements . . . . .61**

1. ART 304, 317, 318, 333 (20 hours)
2. ART 347, 348, 301 or 460 (select two) (10 hours)
3. ART concentration (selected from ART 301, 304, 310, 329, 333, 335, 336, 348, 360) (10 hours)
4. ART electives (any courses at the 300 or 400 level not used for other requirements) (15 hours)
5. ART 450, 451, 452 (6 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without ART 103, 204, 205, 206, 210 and 211 (24 hours) or their equivalent, must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 86 hours for these students, depending on their transfer credits.

**Degree Requirements . . . . .0-20**

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one language are required.
2. If two or three entrance units are accepted in one foreign language, the 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.
4. Art students may take 10 hours of foreign language in Area IV.

**Other Requirements . . . . .20**

1. Students must take an approved minor course of study.
2. Portfolio required of transferring students prior to registration. The portfolio should contain examples of work in as many different media as possible.
3. A grade of C must be maintained in all major and minor courses in art. Any digression from standard Area IV requirements will be verified by examination.

Electives .....	0-9
<b>Total .....</b>	<b>186</b>

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN ART EDUCATION**

	<b>Hours</b>
Areas I, II, III (See Core section of the catalog) .....	60
Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.	

Area I: Students should take ART 103 in Area I.

Wellness .....	6
Area IV .....	30

1. ART 204, 205, 206, 210, 211 (10 hours)
2. EFS 295 (5 hours)
3. EFS 204 (5 hours)
4. PSY 201, SOC 101 (5 hours)
5. MUS 102, ART 103, SPE 101, DRA 211 (5 hours)

Major Requirements .....	47
<ol style="list-style-type: none"> <li>1. ART 304, 310, 315, 318, 333, 335, 336 (35 hours)</li> <li>2. ART 301, 347, 348 or 460 (select one) (5 hours)</li> <li>3. ART 452 (2 hours)</li> <li>4. ELM 478 (5 hours)</li> </ol>	

NOTE TO TRANSFERS: Students who transfer to Georgia College without ART 103, 204, 205, 206, 210 and 211 (25 hours), or their equivalent, must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 86 hours for these students, depending on their transfer credits.

Degree Requirements .....	10-15
<ol style="list-style-type: none"> <li>1. Additional courses from social, behavioral, natural sciences, and mathematics (10 hours)                      Note: These courses may be counted in Area IV and may not be from the major department.</li> <li>2. Foreign language (5 hours)                      Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill the requirement.</li> </ol>	



**Teacher Certification** ..... 35

1. EFS 204 (5 hours, may be counted in Area IV)
2. EEX 364, ELM 401, EFS 455, 490, 493 (30 hours)

**Other Requirements**

1. Portfolio required of transferring students prior to registration. The portfolio should contain examples of work in as many different media as possible.
2. A grade of C must be maintained in all major and minor courses in art. Any digression from standard Area IV requirements will be verified by examination.

Note: It is recommended that are education majors take ART 317 at some point in their course work.

**Total** ..... 188

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.A. DEGREE WITH A MAJOR IN ART MARKETING**

**Hours**

**Areas I, II, III (See Core section of the catalog)** ..... 60

Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.

Area I: Students should take ART 103

Area III: Students should take ECO 270

**Wellness** ..... 6

**Area IV** ..... 30

1. ACT 251, 252 (10 hours)
2. BIS 209 (5 hours)
3. ART 204, 205, 206, 212 (15 hours)

**Major Requirements** ..... 82

1. ART 304, 310, 329, 333, 335, 336 (30 hours)
2. ART 452 (2 hours)
3. ART 49Q (15 hours)
4. MGT 301, 340 (10 hours)
5. LEB 307 (5 hours)
6. MKT 361, 362, 366 (15 hours)
7. MKT 367, 370, 464 (select one) (5 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without ACT 251, 252, BIS 209, ART 103, 204, 205, 206, 212, ECO 270 (40 hours) or their equivalent, must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 122 hours for these students, depending on their transfer credits.

**Degree Requirements** ..... 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one 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 requirements may be absolved by examination.

**Other Requirements**

1. Portfolio required of transferring students prior to registration. The portfolio should contain examples of work in as many different media as possible.
2. A grade of C must be maintained in all major and minor courses in art. Any digression from standard Area IV requirements will be verified by examination.

<b>Electives</b> .....	<b>0-8</b>
<b>Total</b> .....	
<b>186</b>	

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN ART MARKETING**

	<b>Hours</b>
<b>Area I, II, III (See Core section of the catalog)</b> .....	<b>60</b>

Note: Courses taken in Area I, II and III can be used to satisfy other requirements.

- Area I: Students should take ART 103
- Area III: Students should take ECO 270

<b>Wellness</b> .....	<b>6</b>
<b>Area IV</b> .....	<b>30</b>

1. ACT 251, 252 (10 hours)
2. BIS 209 (5 hours)
3. ART 204, 205, 206, 212 (15 hours)

<b>Major Requirements</b> .....	<b>87</b>
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1. ART 304, 310, 317 or 318, 329, 333, 335, 336 (35 hours)
2. ART 452 (2 hours)
3. ART 49Q (15 hours)
4. MGT 301, 340 (10 hours)
5. MKT 361, 362, 366 (15 hours)
6. MKT 367, 370, 464 (select one) (5 hours)
7. LEB 307 (5 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without ACT 251, 252, BIS 209, ART 103, 204, 205, 206, 212, ECO 270 (40 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 127 hours for these students, depending on their transfer credits.

**Degree Requirements** ..... 0-5

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours): LEB 307, MGT 301 (10 hours)
2. Foreign language (5 hours)

Note: if foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.

**Other Requirements**

1. Portfolio required of transferring students prior to registration. The portfolio should contain examples of work in as many different media as possible.
2. A grade of C must be maintained in all major and minor courses in art. Any digression from standard Area IV requirements will be verified by examination.

**Electives** ..... 0-3

**Total** ..... 186

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**MINOR IN ART HISTORY**

Twenty-eight quarter hours, distributed as follows:

1. ART 210, 211 (8 hours)
2. ART 301, 347, 348, 460 (20 hours)

**MINOR IN DRAWING AND PAINTING**

Twenty-three quarter hours, distributed as follows:

1. ART 204, 205 (8 hours)
2. ART 304, 333, 444 (15 hours)

**MINOR IN CRAFTS**

Twenty-seven quarter hours, distributed as follows:

1. ART 204, 205, 206 (12 hours)
2. ART 310, 311, 335, 336 (15 hours)

**INTERDISCIPLINARY MINOR**

The Department participates in the Women's Studies Minor, described elsewhere in the catalog.

**CAREER INFORMATION**

1. Bachelor of Arts  
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.  
Accredited by the National Council for the Accreditation of Teacher Education.  
Preparation for further study.  
Preparation to teach in the public schools.
3. Bachelor of Arts, Bachelor of Science (or Bachelor of Business Administration) 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.

## 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 190 graphic works, the Mamie Padget Collection of 21 works, and the Department Collection of 26 works. The collection is increased by donations, gifts, and departmental purchases. It is housed in Blackbridge Hall.

## ART

### 103. INTRODUCTION TO ART. (5-0-5) FW,Su (Area I)

A study of the attributes of fine art, 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 appreciation.

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

Drawing and composition.

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

Drawing and two-dimensional color and design.

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

Drawing and three-dimensional design.

### 210. ART HISTORY SURVEY. (4-0-4) F (Alternate years)

Ancient World to Early Renaissance.

### 211. ART HISTORY SURVEY. (4-0-4) W (Alternate years)

High renaissance to 20th Century.

### 212. ART HISTORY SURVEY (3-0-3) S (Alternate years)

To develop an awareness of how the Industrial Revolution impacted on the arts and the subsequent trends in the arts. Designed for art marketing majors.

### 291, 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each. FWS

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. Crosslisted with MUS 301.

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

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

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

Prerequisite: ART 208 or permission of instructor.

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

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-12) (0-10-5) F**

A study of art curriculum and methods for art education majors. 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, and adaptation to various teaching levels.

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

Prerequisite: ART 206. Problems in creative arrangement 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 relief and intaglio processes.

**329. COMMERCIAL DESIGN. (0-10-5) (Alternate years)**

Prerequisite: ART 205. A technical approach to layout with problems in poster or bookjacket design, packaging, and other exercises in the application of commercial art to present-day advertising. Lecture and studio.

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

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.

**39A-E. SPECIAL TOPICS (Var.)**

Prerequisite: Permission of Instructor. Consideration of topics in which courses are not otherwise offered, but for which there is current need. Subject matter varies.

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

Prerequisites: ART 304, 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. ADVANCED PRINTMAKING. (0-10-5) S**

Prerequisite: ART 318. Lithography.

**449, 451, 452. SEMINAR AND EXHIBITION (Var.) F,W,S**

For Art majors only. To be completed during the last three quarters of college work. Credit two hours each.

Total credit six (6) hours.

**450. Research paper (Fall Quarter only)****451. Research project, F,W,S****452. Exhibition of work completed at Georgia College.****460. GEORGIA ARCHITECTURE SEMINAR TOUR. (Intensive Study Nine Days - 5 credit hours) 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.

**48A-Q. INDEPENDENT STUDY. (Var.) 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 Chairperson of the department.

**49Q. 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.

# BIOLOGICAL AND ENVIRONMENTAL SCIENCES

**David J. Cotter, Chairperson**

**Professors: Barman, Caldwell, Cotter, Whipple. Associate Professors: Saladin, Wall. Assistant Professors: Moody, Reed, Thomsen.**

## INTRODUCTION

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.

## DEGREES OFFERED

1. Bachelor of Arts with a major in Biology.
2. Bachelor of Science with a major in Biology.
3. Bachelor of Science with a major in Biology/Science Teaching Certification
4. Master of Science in Biology (See graduate catalog for details)

### B.A. DEGREE WITH A MAJOR IN BIOLOGY

	Hours
Areas I, II, III (See Core section of the catalog . . . . .)	60
Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.	
Wellness . . . . .	6
Area IV . . . . .	30

1. BOT 200, ZOO 200 (10 hours)
2. Select from: BIO 124; ENS 211; PHY 101, 102, 201, 202; CHE 123, 231, 280; MAT 140, 145, 150, 160, 250, 255, 260; CSC 201 or BIS 209; FRE 101, 102; GER 101, 102; POR 101, 102; (BIO 124, CHE 231 or 280 are recommended); (Note: Only one course in computer applications may be counted in Area IV) (20 hours)

### Major Requirements . . . . . 48

1. Students who do not take BIO 123, 124, BOT 200, ZOO 200 and 15 hours of chemistry or their equivalent in Area II or IV must take those courses at Georgia College. The total number of hours in the major will be as much as 83 hours for these students, depending on their transfer credits.
2. BIO 301, 441, 442, 490 (18 hours)
3. 5 hours of advanced biology (BIO 300-400)
4. 5 hours of advanced botany (BOT 300-400)
5. 5 hours of advanced zoology (ZOO 300-400)
6. 15 hours of more of upper division electives in BIO, BOT, or ZOO.

A passing grade is required in BIO 123 for admission to BIO 124; a grade of C or better is required in BIO 124 for admission to BOT 200 or ZOO 200; and a grade of C or better is required in BOT 200 and ZOO 200 to graduate.

**Degree Requirements** ..... 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one 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.

NOTE: BIO students may count 10 hours in Area IV.

**Electives** (Students may use these hours to complete minors) ..... 22-42

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

Total ..... 186

**B.S. DEGREE WITH A MAJOR IN BIOLOGY**

	Hours
Areas I, II, III (See Core section of the catalog) .....	60

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness .....	6
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Area IV .....	30
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1. BOT 200, ZOO 200 (10 hours)
2. Select 20 hours from BIO 124; ENS 211; PHY 101, 102, 201-203; CHE 123, 231, 280; MAT 140, 145, 150, 160, 250, 255, 260; CSC 201 or BIS 209; FRE 101, 102; SPA 101, 102; GER 101, 102; POR 101, 102; (BIO 124, CHE 231 or 280 are recommended.)

**Major Requirements** ..... 48

1. Students who do not take BIO 123, 124, BOT 200, ZOO 200 and 15 hours of chemistry courses in Areas II and IV must take those courses at Georgia College. The total number of hours in the major will be as much as 83 hours for these students, depending on their transfer credits.
2. 18 hours as follows: BIO 301, 441, 442, 490.
3. 5 hours of advanced biology (BIO 300-400).
4. 5 hours of advanced botany (BOT 300-400).
5. 5 hours of advanced zoology (ZOO 300-400).
6. 15 hours or more of upper division electives in BIO, BOT, or ZOO.

A passing grade is required in BIO 123 for admission to BIO 124; a grade of C or better is required in BIO 124 for admission to BOT 200 or ZOO 200; and a grade of C or better is required in BOT 200 and ZOO 200 to graduate.

**Degree Requirements** ..... 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours).  
 Note: These courses may be counted in Area IV and must not be in the major.
2. Foreign language (5 hours)  
 Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirements. BIO students may count these hours in Area IV.

**Electives (Student may use these hours to complete minors) . . . . . 27-32**

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**Total . . . . . 186**

**B.S. DEGREE WITH A MAJOR IN BIOLOGY/SCIENCE TEACHING CERTIFICATION**

	<b>Hours</b>
<b>Areas I, II and III (See Core section of the catalog) . . . . .</b>	<b>60</b>

Area II: CHE 121, 122, MAT 130, BIO 123

Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.

<b>Wellness . . . . .</b>	<b>6</b>
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<b>Area IV . . . . .</b>	<b>30</b>
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1. BOT 200, ZOO 200 (10 hours)
2. EFS 204 (5 hours)
3. PSY 201, SOC 101 (5 hours)
4. EFS 295 (5 hours)
5. MUS 102, ART 103, SPE 101, DRA 211 (5 hours)

<b>Major Requirements . . . . .</b>	<b>53</b>
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1. Students who do not take BIO 123, BOT 200, ZOO 200 and 10 hours of chemistry in Areas II and IV of the Core will have to take these at Georgia College. This will increase the program by as much as 25 hours to 78 hours depending on transfer credits.
2. BIO 124 (5 hours)
3. BIO 301, 441, 442, 490 (18 hours)
4. 5 hours of advanced biology (BIO 300-400)
5. 5 hours of advanced botany (BOT 300-400)
6. 5 hours of advanced zoology (ZOO 300-400)
7. 15 hours of upper division electives in biology, botany, or zoology.

A passing grade is required in BIO 123 for admission to BIO 124; a grade of C or better is required in BIO 124 for admission to BOT 200 or ZOO 200; and a grade of C or better is required in BOT 200 and ZOO 200 to graduate.

<b>Other Science Areas . . . . .</b>	<b>10</b>
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A. Biology major seeking Broad Area Science certification are required to take 15 hours each in the following two fields (for a total of 30 hours).

1. Chemistry Emphasis (15 hours)
  - CHE 121, 122 (10 hours, Area II)
  - CHE 123 (5 hours)
2. Earth-Space Science Emphasis (15 hours)
  - ENS 210, 211 (10 hours)
  - ENS 492 or AST 101 (5 hours)

Biology majors cannot take a Physics Emphasis (PHY 201, 202, 203) unless they take additional course work in calculus.

B. Additional requirement in statistics:  
 PSY 315 or MAT 325 (5 hours)

**Teacher Certification . . . . . 30**

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, ELM 401, EFS 455, 490, 493 (30 hours)

**Degree Requirements . . . . . 5**

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)  
 Note: These courses may be counted in Area IV and must not be in the major.

BIO students seeking certification may also count these hours in the "Other Science Areas" above.

2. Foreign language (5 hours)  
 Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.

**Total . . . . . 199**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**MINOR IN BIOLOGY**

Twenty-five quarter hours, distributed as follows:

1. BIO 123 (5 hours)
2. Ten quarter hours at the 200 level or above (10 hours)
3. Ten quarter hours at the 300 or 400 level (10 hours)

**CAREER INFORMATION**

Biology graduates usually go into one of four career tracks: industry, for example as microbiologists, food and drug technologists, laboratory technicians, microscopists, etc.;

state and federal government, for example as entomologists, plant pathologists, zoo curators, horticulturists, agronomists, fisheries, wildlife, and forest conservationists; or professional self-employment as physicians, veterinarians, dentists, optometrists, environmental attorneys, landscape architects; or educators, from the junior high school to college level, etc.

The biology degree qualifies graduates for immediate entry into some of these careers and enables them to qualify for others (especially in governmental and industrial biology) by taking as few as two or three postgraduate courses at other colleges. A Bachelor of Science in biology also qualifies graduates to apply to graduate and professional schools to prepare for careers in college teaching, medicine, dentistry, or higher level jobs in government and industry.

## BIOLOGY (BIO)

### 123. PRINCIPLES OF BIOLOGY I (4-2-5) F, W, S, Su

Survey of basic principles of life as reflected in the structure and physiology of cells and the physiology of plants and animals.

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

Prerequisite: BIO 123. Survey of the basic principles of life as reflected in reproductive physiology, heredity, evolution, behavior, and ecology. BIO 123-124 satisfied Area II laboratory science requirements for non-biology majors.

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

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) W

Study of the word roots and etymology underlying medical and other biological terms, to facilitate understanding of the readings in more advanced courses.

### 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: BIO 123 and 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) F, all even-numbered years

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

### 415. BIOGEOGRAPHY. (3-0-3) W, odd-numbered years

Prerequisites: BOT 200, ZOO 200. Junior or senior standing. Theories and principles concerning regional patterns of distribution of plants and animals, both past and present.

### 425. LIMNOLOGY. (4-2-5) F, all even-numbered years

Prerequisite: 10 hours of chemistry or permission of instructor. Ecology of freshwater environments including interactions of biological, chemical, and physical features.

### 440. GENETICS. (4-2-5)

Prerequisite: BOT 200, ZOO 200. A study of the physical basis of inheritance, the laws of heredity and their relations to man.

### 441. EVOLUTION (5-0-5) W

Prerequisite: 20 hours of biology. A study of the processes of organic evolution.

### 442. ECOLOGY. (3-4-5) F, S

Prerequisite: BOT 200, ZOO 200. Investigations into the effects of environment on the structures, functions, and community organization of plants and animals. May include occasional weekend trips to study outstanding natural areas.

### 469. FRESHWATER BIOLOGY (3-4-5) W, even-numbered years

Prerequisite: BOT 200, ZOO 200. 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-Q. 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: Junior or senior standing. Required of biology majors in junior or senior year. Studies in selected fields of biology involving scientific writing and oral presentations by the student.

491. CLASSICAL EXPERIMENTS IN BIOLOGY (2-0-2) W, odd-numbered years

Prerequisite: Any 10 hours of biology. Junior or senior standing. Readings and discussion of selected papers related to the biological sciences.

## **BOTANY (BOT)**

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

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

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

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

361. VASCULAR PLANTS (2-6-5) F

Prerequisite: BOT 200. A consideration of the higher plants including ferns, fern allies, gymnosperms and angiosperms with special attention given to evolutionary trends, morphology, physiology, ecology and classification.

370. DENDROLOGY. (1-4-3) S, odd-numbered years

No prerequisites. A study of the natural woody plants of Georgia. Field trips and collections will be a major part of the course.

390. HORTICULTURE (2-2-3) S, odd-numbered years

No prerequisites. A course for students with little or no background in plant science. Major principles and the practical applications of horticulture will be emphasized in lab and lecture.

402. FIELD BOTANY. (2-6-5) S, even-numbered years

Prerequisite: BOT 200. A course designed to acquaint the student with interrelationships of living organisms through the use of plant material from the natural habitat.

450. PHYCOLOGY. (2-2-3) W, even-numbered years

Prerequisite: BOT 200. An introduction to the distribution, morphology, evolution, and classification of algae.

455. MYCOLOGY. (2-2-3) F, odd-numbered years

Prerequisite: BOT 200. A study of the morphology, physiology, and ecology of the major groups of fungi.

460. PLANT ANATOMY. (2-6-5) W, even-numbered years

Prerequisite: BOT 200. A study of plant cells and primary and secondary tissues. Emphasis in lab will be on microtechniques.

470. PLANT PHYSIOLOGY. (2-6-5) W, odd-numbered years

Prerequisite: BOT 200. A presentation of the principles of plant physiology through lecture topics, lab demonstrations, and experiments.

485. ADVANCED MICROBIOLOGY. (2-6-5) F, even-numbered years

Prerequisite: BOT 200. Selected topics covering freshwater bacteria, fungi, algae, protozoa, and microcrustacea.

## **ENVIRONMENTAL SCIENCES (ENS)**

210. PHYSICAL 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 taken.)

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

Introduction to views on the origin and geological 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 taken)

492. METEOROLOGY. (4-2-5) S

Basic principles of meteorology with application to human activity. Suitable for teacher certification requirement.

### ZOOLOGY (ZOO)

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

Prerequisite: BIO 124. A survey of the characteristics of invertebrate and vertebrate animal groups from protozoa to man.

210. HUMAN ANATOMY AND PHYSIOLOGY I (3-4-5) F, W, Su

Prerequisites: None, but a general chemistry course and 2-3 high school or college general biology courses are strongly recommended. Study of the structure, function, and dysfunctions of cells and tissues and the integumentary, skeletal, muscular, nervous, sensory, and endocrine systems.

211. HUMAN ANATOMY AND PHYSIOLOGY II (3-4-5) W, S, Su

Prerequisite: ZOO 210 or permission of instructor. Study of the structure, function, and dysfunctions of the body fluids, transport systems, immune system, digestion and metabolism, and the respiratory, urinary, and reproductive systems.

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

Prerequisite: ZOO 200, 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) W, even-numbered years

Prerequisite: ZOO 200. Concerns the general anatomy, physiology, ecology, and evolutionary relationship of the chordate animals. Several types of vertebrates are dissected.

335. INVERTEBRATE ZOOLOGY I (2-2-3) F, even-numbered years

Prerequisite: ZOO 200. A study of invertebrate animal groups from protozoa through the pseudocoelomates with attention given to general anatomy, physiology, ecology, and evolutionary relationships and to their social significance.

336. INVERTEBRATE ZOOLOGY II (2-2-3) W, odd-numbered years

Prerequisite: ZOO 335. A continuation of ZOO 335. A study of invertebrate animal groups from annelids through the echinoderms with attention to general anatomy, physiology, ecology, and evolutionary relationships and to their social significance.

350. ELEMENTARY SOCIOBIOLOGY (5-0-5) S, even-numbered years

Prerequisite: permission of instructor, or completion of sophomore year with BIO 124, ZOO 200 or PSY 201. Elementary analysis of the evolutionary foundations of human and animal social behaviors, including altruism, mate selection and courtship, monogamy vs. polygamy, parental care, family structure, incest, infanticide, adoption, homosexuality, cooperative defense, competition, aggression and warfare, dominance hierarchies, language, and ethics. A non technical elective course for diverse students with non biology majors. Crosslisted as PSY 350.

351. COMPARATIVE ANIMAL BEHAVIOR (3-4-5) S, odd-numbered years

Prerequisite: BIO 200, ZOO 200, or PSY 201. Physiological mechanisms and ecological functions of the behavior of protozoans to humans, including behavioral genetics and evolution, prenatal influences, hormonal and sensory mechanisms, instinct learning orientation and migration, motivation, territoriality and aggression, social behavior and sociobiology.

403. VERTEBRATE ZOOLOGY (2-6-5) S, odd-numbered years

Prerequisite: ZOO 200. A study of the classes of vertebrates in relation to taxonomy, life history, behavior, populations and evolution.

434. HISTOLOGY (2-6-5) W, even-numbered years

Prerequisite: ZOO 200. The microscopic anatomy of vertebrate tissues and organs.

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

Prerequisite: ZOO 200. The early embryological development of vertebrates. Includes study of germ cells, fertilization, differentiation, and the origin of organ systems.

446. PARASITOLOGY. (2-6-5) F, odd-numbered years

Prerequisite: ZOO 200, ZOO 335 and 336 recommended. Identification, biology, pathology, and control of the protozoans, worms, and arthropods that most commonly infect humans and domestic animals.

455. MAMMALOLOGY (4-2-5) W, even-numbered years

A study of taxonomy, behavior, distribution, and natural history of mammals worldwide.

460. BIOLOGICAL FOUNDATIONS OF BEHAVIOR I. (5-0-5) F

Prerequisites: PSY 201 and BIO 123. An examination of neuroscience research methodology and history, neuron anatomy and physiology, neurotransmission and pharmacology, neuroendocrinology, functional neuroanatomy, development and evolution, mechanisms of sensation, perception, and movement. Crosslisted as PSY 460.

461. BIOLOGICAL FOUNDATIONS OF BEHAVIOR II. (5-0-5) S

Prerequisites: PSY 460 or ZOO 460. An exploration of neural mechanisms of motivation (eating, drinking, thermoregulation, sex), sleeping/waking, emotions and aggression, mental disorders, learning, memory and amnesia, language, cognition, and factors influencing recovery from brain injury. Crosslisted as PSY 461.

465. VERTEBRATE PALEONTOLOGY (4-2-5) S, even-numbered years

Prerequisite: ZOO 305 or permission of instructor. A detailed study of the evolution and phylogenetic relationships of the major groups of vertebrates.

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

Prerequisite: ZOO 200. An introduction to the biology, classification, morphology, and behavior of insects.

468. MEDICAL ENTOMOLOGY (3-2-3) W, odd-numbered years

Prerequisite: ZOO 200. A study of the biology and control of arthropods which attack man and disseminate pathogenic organisms.

# CHEMISTRY AND PHYSICS

**David G. Baarda, Chairperson**

**Professors: Baarda, Hargaden, Lamb, Pohl**

## INTRODUCTION

The Department of Chemistry seeks to enhance the education of all Georgia College graduates by providing survey courses in Chemistry and Physics for both the science major and the non science major. Appropriate programs of study are also provided for those students interested in seeking employment in a laboratory environment, pursuing graduate work in the sciences, preparing to conduct research in the sciences, entering science education, or entering the medical or paramedical professions. In all of these studies, the student is encouraged to develop a basis for an informed opinion regarding developments in Chemistry and Physics.

The Department also administers the Dual Degree Agreement with the Georgia Institute of Technology and the Regents Engineering Transfer Program with the Georgia Institute of Technology.

## DEGREES OFFERED

1. Bachelor of Arts with a major in Chemistry
2. Bachelor of Science with a major in Chemistry
3. Bachelor of Science with a major in Chemistry/Science Teaching Certification

### B.A. DEGREE WITH A MAJOR IN CHEMISTRY

	Hours
Areas I, II, III (See Core section of the catalog) .....	60

**Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.**

Wellness .....	6
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Area IV .....	30
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1. CHE 121, 122, 123, 280 (10-20 hours)
2. MAT 150, 160, 250, 255, 260 (5 hours may be taken in Area II)
3. PHY 201, 202, 203 (10 hours may be taken in Area II) (0-15 hours)
4. CSC 201, 220 (0-10 hours)
5. BIO 123, 124; BOT 200; ZOO 200 (0-20 hours)

Major Requirements .....	54
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A C average must be maintained in all major requirements of the Bachelor of Arts Degree with a major in Chemistry.

1. CHE 280 (5 hours)
2. CHE 301, 336, 337, 338, 388, 389, 488, 489, 490, 491, 492, 493 (41 hours)
3. Selection from CHE 320, 321, 44A-E (3 hours)
4. CHE at 300-400 level (5 hours)

Mathematics through Calculus II (MAT 160) and Physics 201, 202 and 203 are required in the Bachelor of Arts Degree with a major in Chemistry.

NOTE: Students who transfer to Georgia College without CHE 121, 122, 123, MAT (130 and 140) or (145), 150, 160, PHY 201, 202, 203 (45-50 hours) or the equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 104 hours for these students, depending on their transfer credits.

**Degree Requirements . . . . . 0-20**

Student must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one language are required.
2. If two or three entrance units are accepted in one foreign language, the 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.

**Other Requirements**

Competence in chemistry will be evaluated with the American Chemical Society's Standardized Examinations in General, Organic, and Physical Chemistry.

**Electives (Students may use these hours to complete minors) . . . . . 16-36**

**Total . . . . . 186**

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN CHEMISTRY**

**Areas I, II, III (See Core section of the catalog) . . . . . 60**

Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.

**Wellness . . . . . 6**

**Area IV . . . . . 30**

1. CHE 121, 122, 123, 280 (10-20 hours)
2. MAT 150, 160, 250, 255, 260 (5 hours may be taken in Area II) (0-15 hours)
3. PHY 201, 202, 203 (10 hours may be taken in Area II) (0-15 hours)
4. CSC 201, 220 (0-10 hours)
5. BIO 123, 124; BOT 200; ZOO 200 (0-20 hours)

**Major Requirements . . . . . 54**

A C average must be maintained in all major requirements of the Bachelor of Science Degree with a major in Chemistry.

1. CHE 280 (5 hours)
2. CHE 301, 336, 337, 338, 388, 389, 390, 488, 489, 490, 491, 492, 493 (41 hours)

3. Selection from CHE 320, 321, 44A-E (3 hours)
4. CHE at 300-400 level (5 hours)

NOTE: Mathematics through Calculus II (MAT 160) and Physics 201, 202 and 203 are required in the Bachelor of Science Degree with a major in Chemistry. Students who transfer to Georgia College without CHE 121, 122, 123 and MAT (130 and 140) or (145) 150, 160, PHY 201, 202, 203 (45-50 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 104 hours for these students, depending on their transfer credits.

**Degree Requirements . . . . . 15**

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)  
 Note: These courses may be counted in Area IV but must be from outside the major.
2. Foreign language (5 hours)  
 Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.

**Other Requirements**

Competence in chemistry will be evaluated with the American Chemical Society's Standardized Examinations in General, Organic, and Physical Chemistry.

**Electives (Students may use these hours to complete minors) . . . . . 21**  
**Total . . . . . 186**

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN CHEMISTRY/SCIENCE TEACHING CERTIFICATION**

**Areas I, II, III (See Core section of the catalog) . . . . . 60**

Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.

**Area I:** Recommend that students use language (FRE 101, SPA 101, GER 101, POR 101)

**Area II:** CHE 121, 122, MAT 130 (or 145), MAT 140 (or 150) recommended.

**Wellness . . . . . 6**

**Area IV . . . . . 30**

1. EFS 204 (5 hours)
2. CHE 123; MAT 150, 160; PHY 201, 202 (10 hours)
3. PSY 201; SOC 101 (5 hours)
4. EFS 295 (5 hours)
5. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)

**Teaching Field . . . . . 40**



**Major Requirements**

A C average must be maintained in all major requirements of the Bachelor of Science Degree with a major in Chemistry/Science Teaching Certification.

1. CHE 280, 301 (10 hours)
2. CHE 336, 337, 338 (10 hours)
3. CHE 491, 492, 493 (10 hours)
4. CHE 388, 389, 390, 488, 489, 490 (5 hours)
5. CHE at the 300-400 level (5 hours)

NOTE: Mathematics through Calculus II (MAT 160) and Physics 201 and 202 are required in the Bachelor of Science Degree with a major in Chemistry/Science Teaching Certification. Students who transfer to Georgia College without CHE 121, 122, 123, MAT (130 and 140) or (145), 150, 160, PHY 201, 202 (40-45 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 85 hours for these students, depending on their transfer credits.

**Other Science Areas . . . . . 20**

Chemistry majors seeking Broad Area Science certification are required to take 15 hours in two of the following three areas (for a total of 30 hours). If the Physics Emphasis is selected, the student may count 10 hours in Area IV. Otherwise, 10 hours should be added to the total below.

1. Physics Emphasis (15 hours)  
 PHY 201, 202 (10 hours, Area IV)  
 PHY 203 (5 hours)
2. Biology Emphasis (15 hours)  
 BIO 123, 124 (10 hours)  
 BOT 124 or ZOO 124 or BIO 125 (5 hours)
3. Earth-Space Science Emphasis (15 hours)  
 ENS 210, 211 (10 hours)  
 ENS 492 or AST 101 (5 hours)

**Teacher Certification . . . . . 30**

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, ELM 401, EFS 455, 490, 493 (30 hours)

**Degree Requirements . . . . . 5**

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)  
 Note: These courses may be counted in Area IV but must be from outside the major.  
 CHE students seeking certification may also count these hours in the "Other Science Areas" above.
2. Foreign language (5 hours)  
 Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.

**Other Requirements**

Competence in chemistry will be evaluated with the American Chemical Society's Standardized Examinations in General, Organic, and Physical Chemistry. \_\_\_\_\_

**Total . . . . .196**

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**MINOR IN CHEMISTRY**

Thirty quarter hours distributed as follows:

1. CHE 121, 122, 123 (15 hours)
2. Chemistry courses (seminars, cooperative education, internships are not acceptable) with at least ten hours at the 300-400 level (15 hours)

**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 chemists are able to use their technical expertise to succeed in sales, customer service, plant management, or corporate management.

**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)

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

121. GENERAL CHEMISTRY I. (4-2-5) F, W (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 preprofessional programs.

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

Prerequisite: CHE 121. Continuation of 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) W

Prerequisite: CHE 102 or 122. A brief (one quarter) study of the principles of organic chemistry.

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

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

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 interpretive discussion of recent advances in structural chemistry, valence theory, and transition metal chemistry.

310. INSTRUMENTS OF ANALYTICAL CHEMISTRY I. (0-9-3) F

Prerequisite: A minimum of 15 hours of chemistry. Laboratory instruction in the analysis of samples using pH meters, automated potentiometric titrations, visible, ultra-violet, and fluorescence spectrophotometry.

**311. INSTRUMENTS OF ANALYTICAL CHEMISTRY II. (0-9-3) S**

Prerequisite: A minimum of 15 hours of chemistry. Laboratory instruction in the analysis of samples using atomic absorption spectrophotometry, gas and liquid chromatography and electrophoresis.

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

Prerequisite: A minimum of 15 hours of chemistry, including 5 hours of organic chemistry. 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, electroanalytical chemistry, and chromatography.

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

Prerequisite: Credit for or enrollment in CHE 320. Individually designed laboratory projects involving extensive 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 10 hours of general chemistry. Three courses, each designed to introduce the student to the theory and practice of organic chemistry. Selected reactions of classes of organic compounds are studied and theories are developed to aid in the understanding of the chemical and physical characteristics of these compounds. The laboratory is a questioning study of selected reactions. This study uses the chemical literature and the modern techniques of spectroscopy and chromatography.

336. Aliphatic hydrocarbons. F

337. Aromatic hydrocarbons, alcohols and carbonyls. W

338. Carboxylic acids, carbohydrates and proteins. S

**351. BIOCHEMISTRY. (4-2-5) S**

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 chairperson.

**44A-E SPECIAL TOPICS IN CHEMISTRY. (Var.)**

Prerequisite: Permission of the instructor. Selected advanced topics such as: 1) instrumentation in chemical analysis, 2) biochemical laboratory techniques, 3) microprocessor interfacing and other timely and appropriate topics not adequately covered in 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 chairperson.

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

Prerequisite: CHE 123, 280, MAT 150, 160. 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. INTRODUCTORY PHYSICS I. (4-2-5) F, S (Area II)**

Prerequisite: A working knowledge of high-school algebra. Introductory algebra-based course presenting the fundamental principles of mechanics, properties of matter, heat, wave motion and sound. Primarily for non science majors.

**102. INTRODUCTORY PHYSICS II. (4-2-5) W (Area II)**

A continuation of PHY 101 dealing with light, electricity, magnetism, and modern physics.

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

Corequisite: MAT 150. Introductory calculus-based course presenting the fundamental principles of mechanics and properties of matter. Intended for science and pre engineering majors.

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

Corequisite: MAT 250. Prerequisite: PHY 201. Continuation of PHY 201 dealing with electricity and magnetism.

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

Prerequisites: PHY 202, MAT 250. Continuation of PHY 202 covering the subjects of heat, sound, light, and modern physics.

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

Prerequisite: MAT 260, 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.

### **ASTRONOMY (AST)**

101. INTRODUCTION TO ASTRONOMY. (4-2-5) F, W, 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.

### **ENGINEERING (EGR)**

110. INTRODUCTION TO ENGINEERING. (3-0-3) F

An introduction to the engineering profession, its tools for problem solving, its practices of design and its use of computers.

120. INTRODUCTION TO VISUAL COMMUNICATION AND ENGINEERING DESIGN. (2-3-3) S

An introduction to the development, manipulation, plotting, and communication of engineering designs by means of interactive graphics and engineering graphics standards.

# ENGLISH AND SPEECH (JOURNALISM)

**R.B. Jenkins, Chairperson**

**Professors: Ferrell, Gordon, Jenkins. Associate Professors: Glowka, Rankin, Stanford, Viau. Assistant Professors: Hammond, Robinson. Instructor: Land**

## INTRODUCTION

The primary purpose of the Department of English and Speech (Journalism) is to introduce its students to their own literary and linguistic heritage and to acquaint them with representative works of major world 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 classical to the modern age. Courses in creative and expository writing, the history of the language, advanced grammar, speech, and journalism, in addition to 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.

## DEGREES OFFERED

1. Bachelor of Arts with a major in English.
2. Bachelor of Arts with a major in English with Teacher Certification.
3. Bachelor of Science with a major in Journalism.

### B.A. DEGREE WITH A MAJOR IN ENGLISH

	Hours
Areas I, II, III (See Core section of the catalog) . . . . .	60
Note: Courses taken in Areas I, II, and III can be used to satisfy other requirements.	
Wellness . . . . .	6
Area IV . . . . .	30
1. FRE 101, 102, 103, 221 or SPA 101, 102, 103, 221 (10-20 hours)	
2. Selections from: ART 103; DRA 211; HIS 201, 202; SPE 101; JRN 200; ENG 200, 201; MUS 102; PHI 200 (10-20 hours)	
Major Requirements . . . . .	55
1. ENG 200, 201 (whichever is not used to satisfy the requirement of Area I, 5 hours)	
2. ENG 301, 302, 303, 304, 321, 424 (30 hours)	
3. ENG electives at 300-400 level (20 hours)	
Degree Requirements . . . . .	0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one 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.

(English students who take three or four courses at the college level may count one of them in Area I and three in Area IV.)

**Other Requirements**

English majors must earn the grade of C or better in all English courses that count toward their major.

**Electives (Students may use these to complete minors) . . . . . 15-35**  
**Total . . . . . 186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.A. DEGREE WITH A MAJOR IN ENGLISH WITH TEACHER CERTIFICATION**

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog) . . . . .</b>	<b>60</b>
<small>Note: Courses taken in Areas I, II, and III can be used to satisfy other requirements.</small>	

**Wellness . . . . . 6**

**Area IV . . . . . 30**

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. PHI 200; HIS 201, 202; FRE 101, 102, 103, 221; SPA 101, 102, 103, 221 (10 hours)
5. MUS 102; ART 103; SPE 101, DRA 211 (5 hours)

**Major Requirements . . . . . 0-20**

1. ENG 200, 201 (whichever is not used to satisfy the requirement of Area I, 5 hours)
2. ENG 301, 302, 303, 304, 321, 422, 424, 449 (40 hours)
3. ENG elective at 300-400 level (5 hours)

**Degree Requirements . . . . . 0-20**

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one 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.

(English students who take three or four courses at the college level may count one of them in Area I and two of them in Area IV.)

**Teacher Certification** ..... 35

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, ELM 401, EMG 450, EFS 455, 490, 493 (35 hours)

**Other Requirements**

English majors must earn the grade of C or better in all English courses that count toward their major.

**Total** ..... 186

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN JOURNALISM, concentration in Print**

**Hours**

**Areas I, II, III (See Core section of the catalog)** ..... 60

Note: Courses taken in Areas I, II, and III can be used to satisfy other requirements.

**Wellness** ..... 6

**Area IV** ..... 30

1. FRE 101, 102, 103, 221 or  
GER 101, 102, 103 or  
POR 101, 102, 103 or  
SPA 101, 102, 103, 221 (15 hours)
2. ART 103, ENG 200 or 201; DRA 211;  
MUS 102 or SPE 101 (0-5 hours)
3. HIS 201, 202  
POS 200, 201, 210, 220  
PSY 201, 210, 250  
SOC 101, 205 (0-10 hours)
4. JRN 200, 205 (0-10 hours)

**Major Requirements** ..... 43

1. JRN 203, 210, 300, 320 (18 hours)
2. ELM 478 or 479 (5 hours)
3. Four courses selected from:  
JRN electives, ART 329, ELM 477, 478, 479, ENG 315,  
MKT 366, SPE 39E (Media Speech) (20 hours)

**NOTE TO TRANSFERS:** Students who transfer to Georgia College without JRN 200, 205 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 48 hours for these students, depending on their transfer credits.

**Degree Requirements . . . . . 10-15**

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)  
 Note: These courses may be counted in Area IV and must not be from the major department.
2. Foreign language (5 hours)  
 Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirements. JRN students may count language hours in Area IV.

**Other Requirements**

1. Journalism majors are encouraged to take off-campus internships in the communications field.
2. Journalism majors must earn a C or better in all courses that count toward their major.

**Electives (Students may use these hours to complete minors) . . . . . 32-37**

**Total . . . . . 186**

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN JOURNALISM, concentration in Telecommunications**

**Hours**

**Areas I, II, III (See Core section of the catalog) . . . . . 60**

Note: Courses taken in Areas I, II, and III can be used to satisfy other requirements.

**Wellness . . . . . 6**

**Area IV . . . . . 30**

1. FRE 101, 102, 103, 221 or  
 GER 101, 102, 103 or  
 POR 101, 102, 103 or  
 SPA 101, 102, 103, 221 (15 hours)
2. ART 103, ENG 200 or 201; DRA 211  
 MUS 102 or SPE 101 (0-5 hours)
3. HIS 201, 202  
 POS 200, 201, 210, 220  
 PSY 201, 210, 250  
 SOC 101, 205 (0-10 hours)
4. JRN 200, 205 (0-10 hours)



**Major Requirements** ..... 43

1. JRN 203, 210, 310, 410 (18 hours)
2. JRN 415 or ELM 477 (5 hours)
3. Four courses selected from:  
 JRN electives, ART 329, ELM 477, 478, 479, ENG 315, MKT 366, SPE 39E (Media Speech) (20 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without JRN 200, 205 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 48 hours for these students, depending on their transfer credits.

**Degree Requirements** ..... 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)  
 Note: These courses may be counted in Area IV and must not be from the major department.
2. Foreign language (5 hours)  
 Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement. JRN students may count language hours in Area IV.

**Other Requirements**

1. Journalism majors are encouraged to take off-campus internships in the communications field.
2. Journalism majors must earn a C or better in all courses that count toward their major.

**Electives (Students may use these hours to complete minors)** ..... 32-37

**Total** ..... 186

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN JOURNALISM, concentration in Public Relations/Advertising**

**Hours**

**Areas I, II, III (See Core section of the catalog)** ..... 60

Note: Courses taken in Areas I, II, and III can be used to satisfy other requirements unless otherwise noted.

**Wellness** ..... 6

**Area IV** ..... 30

1. FRE 101, 102, 103, 221 or  
 GER 101, 102, 103 or  
 POR 101, 102, 103 or  
 SPA 101, 102, 103, 221 (15 hours)

2. ART 103, ENG 200 or 201; DRA 211;  
MUS 102 or SPE 101 (0-5 hours)
3. HIS 201, 202  
POS 200, 201, 210, 220  
PSY 201, 210, 250  
SOC 101, 205 (0-10 hours)
4. JRN 200, 205 (0-10 hours)

**Major Requirements** ..... 43

1. JRN 203, 210, 400, 405 (18 hours)
2. ART 329, ELM 478 or 479 (5 hours)
3. Four courses selected from:  
JRN electives, ART 329, ELM 477, 478, 479, ENG 315, MKT 366, SPE 39E (Media  
Speech) (20 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without JRN 200, 205 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 48 hours for these students, depending on their transfer credits.

**Degree Requirements** ..... 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)  
Note: These courses may be counted in Area IV and must not be from the major department.
2. Foreign language (5 hours)  
Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement. JRN students may count language hours in Area IV.

**Other Requirements**

1. Journalism majors are encouraged to take off-campus internships in the communications field.
2. Journalism majors must earn a C or better in all courses that count toward their major.

**Electives (Students may use these hours to complete minors)** ..... 32-37

**Total** ..... 186

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**MINOR IN ENGLISH**

Twenty-five quarter hours, distributed as follows:

1. ENG 301-302 or 303-304 (10 hours)
2. ENG electives at 300-400 level (15 hours)

### **MINOR IN JOURNALISM**

Twenty-five quarter hours, distributed as follows:

1. JRN 200, 205, 300, 310 (20 hours)
2. Select one: any other JRN, ENG 315, 323, MKT 366, ART 329, ELM 478 (5 hours)

### **MINOR IN SPEECH AND DRAMA**

Twenty-five quarter hours, distributed as follows:

1. SPE 101 (5 hours)
2. DRA 211 or ENG 370 (5 hours)
3. SPE 310 or SPE 380 (5 hours)
4. SPE or DRA electives (10 hours)

### **MINOR IN PROFESSIONAL WRITING**

Twenty-five quarter hours, distributed as follows:

1. JRN 200, ENG 315, 323, 422, and 424.

### **INTERDISCIPLINARY MINORS**

The department participates in the Black Studies and Women's Studies minors, described elsewhere in the catalog.

### **CAREER INFORMATION**

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 as a stepping stone to a number of professions. Effective use of the English language enhances the possibilities for success in whatever occupation one pursues. English majors frequently become high school and college teachers, but many other fields of employment are open to them. Many become librarians; personnel officers; public relations officers; newspaper, radio, and television personalities; employees of any number of governmental agencies; and employees, owners, and operators of business firms. Broadly educated, the English major has the potential to succeed in numerous employment fields. The English background is regarded as especially effective training for careers in law, business, medicine, and the ministry; for all of these professions require an understanding of mankind, which the study of literature provides, and an ability to communicate clearly, which the study of the language provides. Like the major in English, the major in journalism provides a varied background suitable for employment in many fields. Particular training, however, is acquired for employment with the mass media fields. Journalism majors may concentrate in one or more of three areas: (1) public relations/advertising, (2) print journalism, or (3) telecommunication. Depending upon the area of concentration, graduates are inclined to pursue employment opportunities with newspapers, radio stations, or television networks. Many journalism graduates also become leaders in the fields of advertising, public relations, marketing, and photography.

### **MISCELLANEOUS**

**FRESHMAN ENGLISH POLICY:** Students should enroll in ENG 101 no later than the first quarter they register following completion of fifteen hours of Georgia College credit and

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

**EXEMPTION OF ENGLISH 101:** 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. Students who score 3 or better on the Advanced Placement Program of the College Entrance Examination Board (CEEB) may exempt ENG 101 and ENG 102. Students will receive 10 quarter hours of credit but no quality points.

**GRADE REQUIREMENT OF C OR BETTER IN ENGLISH 101:** Students must earn the grade of C or better in ENG 101 in order to complete the requirements of the course.

**THE FLANNERY O'CONNOR BULLETIN:** Devoted to scholarly criticism of the works of Flannery O'Connor, this journal enjoys a national reputation.

**LITERARY GUILD:** Literary Guild is designed to promote fellowship among English majors and others interested in literature and related arts. Students enjoy trips to regional concerts, plays, exhibits, and lectures, as well as strictly social events.

**ALPHA PSI OMEGA:** This nationally recognized fraternity promotes participation in the productions of the Georgia College Theatre, encourages individual development, and offers students a congenial environment for fellowship and the exploration of theatre arts.

**DEBATE:** The Georgia College Debate Team, under the sponsorship of the Department of English and Speech, competes with teams from other colleges and universities. Participation in debate permits students to sharpen their critical abilities, helps them to analyze the pros and cons of issues, facilitates argumentative skills, and offers fun and adventure to those who participate in tournaments throughout the South.

## ENGLISH (ENG)

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

A course emphasizing theme writing and English fundamentals. Readings in selected essays.

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.

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

Admission criteria: Verbal SAT score of 550 or above or approval by department Chairperson. 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.

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

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

300. BLACKS IN LITERATURE. (5-0-5)

Prerequisite: ENG 200 or 201. A study of the important contributions and the role of Blacks in literature.

301. ENGLISH LITERATURE I. (5-0-5)  
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)  
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)  
Prerequisite: ENG 200 or 201. A study of representative writers from the Colonial period to Dickinson.
304. AMERICAN LITERATURE II. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of representative writers from Whitman to the present.
315. TECHNICAL WRITING. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of the techniques of specialized writing.
316. LITERATURE FOR ADOLESCENTS. (5-0-5)  
Prerequisite: ENG 200 or 201. A survey of literary works appropriate for adolescents.
321. SHAKESPEARE. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of Shakespeare and his dramatic art.
323. CREATIVE WRITING (5-0-5)  
Prerequisite: ENG 200 or 201 or by permission of the department Chairperson. A practical study of the techniques of creative composition.
325. LITERARY WOMEN. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of the contributions of women writers and critics to the development of literature.
332. ENGLISH NOVEL. (5-0-5)  
Prerequisite: ENG 200 or 201. A survey of the development of the English novel from the eighteenth century to the present.
370. ENGLISH DRAMA. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of the development of English drama from the Middle Ages to the present.
- 39A-E. SPECIAL TOPICS IN ENGLISH. (Var. 1-5) F, W, S, Su  
Prerequisite: ENG 200 or 201. Topics of special interest that are not listed in the catalog.
411. MILTON. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of the major and selected minor works.
412. RESTORATION AND EIGHTEENTH CENTURY. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of major Restoration and Neoclassical writers.
422. ENGLISH GRAMMAR. (5-0-5)  
Prerequisite: ENG 200 or 201. A comprehensive study of grammar and sentence structure.
424. ADVANCED COMPOSITION. (5-0-5)  
Prerequisite: ENG 200 or 201. A course emphasizing theory and practice in writing expository prose.
434. MODERN POETRY. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of twentieth-century British and American poetry.
435. MODERN FICTION. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of twentieth-century American and British fiction.
437. ROMANTIC POETRY. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of major Romantic poets.
438. VICTORIAN POETRY. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of major Victorian poets.
439. CHAUCER. (5-0-5)  
Prerequisite: ENG 200 or 201. A study of *The Canterbury Tales* and selected minor poems. Read in Middle English.
444. FLANNERY O'CONNOR. (5-0-5)  
Prerequisite: ENG 200 or 201. 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)

Prerequisite: ENG 200 or 201. A study of the development of the English language from the Old English period to the present.

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

Prerequisite: ENG 200 or 201. A study of the Fugitive Movement and recent Southern authors influenced by it.

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

Prerequisite: ENG 200 or 201. A study of literary criticism from Aristotle to the present.

460. PRACTICUM IN ENGLISH. (5-0-5) F, W, S, Su

Prerequisite: ENG 200 or 201. A course designed to prepare the student to teach grammar and literature on the secondary level.

48A-E. INDEPENDENT STUDY. (Var. 1-5) F, W, S, Su

Prerequisite: Department Chairperson's approval. Tutorial investigation of a topic or author of special interest.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15) F, W, S, Su

Prerequisite: Department Chairperson's approval. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector.

### JOURNALISM (JRN)

200. INTRODUCTION TO JOURNALISM. (5-0-5)

A survey of the historical development of the mass media in the United States, the role of the mass media in contemporary society, some theories of journalism, and some problems and criticisms of the media.

203. LANGUAGE DYNAMICS FOR JOURNALISTS. (5-0-5)

An intensive study of English fundamentals and style as they relate to the needs of journalism.

205. NEWS WRITING AND REPORTING. (5-0-5)

Prerequisite: JRN 200, ENG 101 and 102. Introduction to the skills of journalism writing and reporting, conducting interviews, examining news stories and periodicals.

210. JOURNALISM PRACTICUM. (0-3-3) F, W, S, Su

Practical experience in journalism. Students work under instructional supervision with the college newspaper, magazine, radio station, or television studio. Only one hour of credit may be earned per quarter.

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

Prerequisite: ENG 101 and 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)

Introduction to the development of the free press in the United States.

310. INTRODUCTION TO BROADCASTING. (5-0-5)

An introduction to the theory and practice of radio and television broadcasting. Includes a study of the unique features of each medium and the legal and ethical considerations of broadcasting.

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

Prerequisite: ENG 101 and 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.

320. EDITING AND MAKE-UP (5-0-5)

A practical course in the selection and preparation of written and pictorial materials for newspapers. Course includes copyreading, headline writing, page make-up and photo editing.

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

Topics of special interest not listed in the catalog.

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

A study of the role of public relations and public opinion in determining the success of group relationships.

405. ADVERTISING. (5-0-5)

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

**410. BASIC WRITING FOR RADIO AND TELEVISION. (5-0-5)**

Prerequisite: ENG 101 and 102. Techniques of gathering and writing news and other copy for the broadcast media. Emphasis upon working from the creation of the idea to the final copy. Assignments vary from news to commercial writing.

**415. RADIO PRODUCTION. (5-0-5)**

Basic theory and practice in production of radio news and other copy. Emphasis upon student created and developed productions.

**440. JOURNALISM LAW. (5-0-5)**

A study of legalities affecting the mass media with special emphasis on radio, television, and newspapers.

**48A-E. INDEPENDENT STUDY. (Var. 1-5) F, W, S, Su**

Prerequisite: Department Chairperson's approval. Tutorial investigation of a topic of special interest.

**49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 1-5) F, W, S, Su**

Prerequisite: Department Chairperson's approval. An individually designed course involving off-campus journalistic experience and study in the private or public sector.

**SPEECH (SPE)**

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

A study of the basic principles governing effective speaking.

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

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

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

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

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

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

**39B. FORENSICS. (2-0-2)**

Practice in the skills of debating.

**39A-E. SPECIAL TOPICS. (Var. 1-5) F, W, S, Su**

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

**48A-E. INDEPENDENT STUDY. (Var. 1-5) F, W, S, Su**

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

**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)**

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

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

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) F, W, S, Su**

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

**48A-E. INDEPENDENT STUDY. (Var. 1-5) F, W, S, Su**

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

# GOVERNMENT AND SOCIOLOGY

**Larry Elowitz, Chairperson and Holder of the Endowed Chair of the Carl Vinson Professorship.**

**Professors: Elowitz, Hemphill, Moore, Sallstrom. Associate Professors: Byram, Digby, Fly, Mable. Assistant Professors: Guerin, Russell. Instructor: Carraretto**

## INTRODUCTION

The basic objective of the Department of Government and Sociology is to meet the educational needs of its students, particularly as those needs result from social, intellectual, and technological change. Each of the department's programs contributes significantly to the educational mission of providing intellectual challenges, while simultaneously promoting the qualities of professional development, public service, and vocational relevancy. Another key objective is to introduce the student to the intricacies of human society, by providing a broad understanding of human 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 following disciplines and/or programs are included within the Department of Government and Sociology: Public Administration, Political Science, Sociology, Philosophy, Criminal Justice, Legal Assistance.

## DEGREES OFFERED:

1. The Bachelor of Arts with a major in Political Science
2. The Bachelor of Arts with a major in Public Administration
3. The Bachelor of Arts with a major in Political Science and Teacher Certification
4. The Bachelor of Science with a major in Political Science
5. The Bachelor of Science with a major in Public Administration
6. The Bachelor of Science with a major in Political Science and Teacher Certification
7. The Bachelor of Science with a joint program of study in Criminal Justice Administration
8. The Bachelor of Science in Legal Assistance Studies
9. The Bachelor of Arts with a major in Sociology
10. The Bachelor of Science with a major in Sociology
11. The Master of Public Administration (see Graduate Catalog for description)
12. The Master of Science in Administration with a major in Public Management (see Graduate Catalog for description)

A detailed description of the graduate programs offered by the department may be found in the Graduate Catalog, published separately.

## B.A. DEGREE WITH A MAJOR IN POLITICAL SCIENCE

	<b>Hours</b>
<b>Area I, II, III (See Core section of the catalog)</b> .....	<b>60</b>

Note: Courses taken in Area I, II and III can be used to satisfy other requirements.



Wellness ..... 6

Area IV ..... 30

- 1. FRE 101, 102, 103, 221; or  
SPA 101, 102, 103, 221
- POS 200; CRJ 220; POS 201, 210, 291H, 292H; HIS 201, 202;
- ECO 271, 272 (may not also count ECO 270 in Area III);
- SOC 101; PSY 201; GEO 200 (30 hours)

Major Requirements ..... 40

- 1. POS 300 (5 hours)
- 2. POS 201 or 301 (5 hours)
- 3. POS 210 or PUA 341 (5 hours)
- 4. Five additional courses (25 hours) in political science or public administration (at the 300 or 400 level) which may include the two courses not taken above in categories #2 and #3.

Note: One 300 or 400 level course in history or geography may be substituted for one course in item 4 above. This substitution does not apply to the B.S. degree.

Degree Requirements ..... 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirements may be fulfilled as follows:

- 1. If no entrance credits are offered in the language chosen in college, four courses in one 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.

Note: POS students may count these in Area I (5 hours) and Area IV (15 hours).

**Other Requirements**

Majors must make at least a C Grade in each political science or public administration course that counts toward their degree.

Electives (Students may use these hours to complete minors) ..... 30-50

**Total ..... 186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.A. DEGREE WITH A MAJOR IN PUBLIC ADMINISTRATION**

**Hours**

Areas I, II, III (See Core section of the catalog) ..... 60

Note: Courses taken in Areas I, II, and III can be used to satisfy other requirements.

Wellness ..... 6

**Area IV** .....30

1. FRE 101, 102, 103, 221; or  
 SPA 101, 102, 103, 221;  
 POS 200; CRJ 200; POS 201, 210, 291H, 292H; HIS 201, 202;  
 ECO 271, 272 (may not also count ECO 270 in Area III);  
 SOC 101; PSY 201; GEO 200 (30 hours)

**Major Requirements** .....40

1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. PUA 341 (5 hours)
4. Five additional courses  
 (25 hours) in public administration at the 300 or 400 level. One upper-division course in political science may be substituted.

**Degree Requirements** .....0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. In no entrance credits are offered in the language chosen in college, four courses in one 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.

Note: PUA students may count these in Area I (5 hours) and Area IV (15 hours).

**Other Requirements**

Majors must make at least a C grade in each political science or public administration course that counts toward their degree.

**Electives (Students may use these hours to complete minors.)** .....30-50

**Total** .....186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

**B.A. DEGREE WITH A MAJOR IN POLITICAL SCIENCE WITH TEACHER CERTIFICATION**

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog)</b> .....	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
<b>Wellness</b> .....	6
<b>Area IV</b> .....	30

1. PSY 201; SOC 101 (5 hours)
2. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)

3. POS 200; CRJ 220; POS 201, 210, 291H, 292H; HIS 201, 202; ECO 271, 272 (may not also count ECO 270 in Area III); SOC 101; PSY 201; GEO 200; FRE 101, 102, 103, 221; SPA 101, 102, 103, 221; (10 hours)
4. EFS 204 (5 hours)
5. EFS 295 (5 hours)

**Major Requirements . . . . . 40**

1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. POS 210 or PUA 341 (5 hours)
4. Five additional courses (25 hours) in political science or public administration (at the 300 or 400 level) which may include the two courses not taken above in items 2 and 3.

Note: One 300 or 400 level course in history or geography may be substituted for one course in item 4 above. This substitution does not apply to the B.S. degree.

**Degree Requirements . . . . . 0-20**

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one 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.

Note: POS students may count these in Area I (5 hours) and Area IV (15 hours).

**Teacher Certification . . . . . 33**

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, ELM 401, EFS 412, 455, 490, 493 (33 hours)

**Other Requirements**

Students seeking certification must take two related courses, one from each of two additional social science fields: (1) HIS, (2) GEO, (3) ECO, and (4) SOC. These courses may be counted in Area IV.

**Electives . . . . . 0-12**

**Total . . . . . 186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirement section of the catalog.

**B.S. DEGREE WITH A MAJOR IN POLITICAL SCIENCE**

**Hours**

**Areas I, II, III (See Core section of the catalog) . . . . . 60**

Note: Courses taken in Areas I, II, and III can be used to satisfy other requirements.

Wellness ..... 6

Area IV ..... 30

1. FRE 101, 102, 103, 221;  
GER 101, 102, 103; POR 101, 102, 103; or  
SPA 101, 102, 103, 221;  
POS 200; CSC 201 or BIS 209;  
POS 201, 210, 291H, 292H; HIS 201, 202; CRJ 220;  
ECO 271, 272 (may not also count ECO 270 in Area III);  
SOC 101; PSY 201; GEO 200 (30 hours)

Major Requirements ..... 40

1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. POS 210 or PUA 341 (5 hours)
4. Five additional courses (25 hours) in political science or public administration at the 300 or 400 level, which may include two courses not taken above in categories 2 and 3.

Degree Requirements ..... 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours).  
Note: These courses may be counted in Area IV but must be outside the major.
2. Foreign language (5 hours)  
Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement. Students may count a second course in the department's Area IV.

**Other Requirements**

Majors must make at least a C grade in each political science or public administration course that counts toward their degree.

Electives (Students may use these hours to complete minors) ..... 35-40

Total ..... 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the Catalog.

**B.S. DEGREE WITH A MAJOR IN POLITICAL SCIENCE WITH TEACHER CERTIFICATION**

**Hours**

Areas I, II, III (See Core section of the catalog) ..... 60

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness ..... 6

Area IV ..... 30

1. PSY 201; SOC 101 (5 hours)
2. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)
3. POS 200; CSC 201; POS 201, 210, 291H, 292H; HIS 201, 202; FRA 101, 102, 103; GER 101, 102, 103; POR 101, 102, 103; SPA 101, 102, 103; CRJ 220; ECO 271, 272 (may not also count ECO 270 in Area III); SOC 101; PSY 201; GEO 200 (10 hours)
4. EFS 204 (5 hours)
5. EFS 295 (5 hours)

**Major Requirements** ..... 40

1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. POS 210 or PUS 341 (5 hours)
4. Five additional courses (25 hours) in political science or public administration at the 300 or 400 level which may include the two courses not taken above in categories 2 and 3.

**Degree Requirements** ..... 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)  
Note: These courses may be counted in Area IV but must be outside the major.
2. Foreign language (5 hours)  
Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement. Students may count a second course in the department's Area IV.

**Teacher Certification** ..... 33

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, ELM 401, EFS 412, 455, 490, 493 (33 hours)

**Other Requirements**

Students seeking certification must take two related courses, one from each of two additional social science fields: (1) HIS, (2) GEO, (3) ECO, and (4) SOC. These courses may be counted in Area IV.

**Electives** ..... 0-2

**Total** ..... 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirement section of the Catalog.

**B.S. DEGREE WITH A MAJOR IN PUBLIC ADMINISTRATION**

**Hours**

**Areas I, II, III (See Core section of the catalog)** ..... 60

Note: Courses taken in Areas I, II, and III can be used to satisfy other requirements.

**Wellness** ..... 6

**Area IV** ..... 30

1. FRE 101, 102, 103, 221;  
GER 101, 102, 103; POR 101, 102, 103; or  
SPA 101, 102, 103, 221;  
POS 200; CSC 201 or BIS 209  
POS 201, 210, 291H, 292H; HIS 201, 202; CRJ 220;  
ECO 271, 272 (may not also count ECO 270 in Area III);  
SOC 101; PSY 201; GEO 200 (30 hours)

**Major Requirements** ..... 40

1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. PUA 341 (5 hours)
4. Five additional courses (25 hours) in public administration at the 300 or 400 level. One upper-division course in political science may be substituted.

**Degree Requirements** ..... 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)  
Note: These courses may be counted in Area IV and must be outside the major.
2. Foreign language (5 hours)  
Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement. Students may count a second course in the department's Area IV.

**Other Requirements**

Majors must make at least a C grade in each political science or public administration course that counts toward their degree.

**Electives (Students may use these hours to complete minors)** ..... 35-40

**Total** ..... 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the Catalog.

**B.S. DEGREE WITH A JOINT PROGRAM OF UPPER-DIVISION STUDY IN CRIMINAL JUSTICE ADMINISTRATION**

	Hours
<b>Area I, II, III (See Core section of the catalog)</b> .....	60
Note: Courses taken in Areas I, II, and III can be used to satisfy other requirements.	
<b>Wellness</b> .....	6
<b>Area IV</b> .....	30

1. Introductory Criminal Justice Courses such as CRJ 220 (0-20 hours). Will accept 20 hours of CRJ transfer courses
2. Selections from: (0-10 hours)  
 SPE 101; SPA 101, 102;  
 GER 101, 102; POR 101, 102;  
 FRE 101, 102; ENG 200, 201; DRA 211; PHI 200
3. Selections from: (0-20 hours)  
 PSY 201, 210, 250; SOC 101;  
 HIS 201, 202

**Criminal Justice Requirements . . . . . 40**

1. Thirty (30) hours chosen from the following CRJ courses: CRJ 301, 39E, 311, 342, 401, 411, 412, 421, 431
2. Ten (10) hours chosen from the following:  
 POS 201, 301, 315, 405; PUA 341, 441, 444, 458, 468, 471, 480; HIS 445; PSY 432, 463; SOC 205, 444, 474

**Degree Requirements . . . . . 10-15**

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)  
 Note: These courses may be counted in Area IV but must be outside the major.
2. Foreign language (5 hours)  
 Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement. Students may count a second course in Area IV.

**Other Requirements**

Majors must make at least a C grade in each criminal justice, political science or public administration course that counts toward their degree.

**Electives (Students may use these hours to complete minors) . . . . . 35-40**

**Total . . . . . 186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN LEGAL ASSISTANCE STUDIES**

	Hours
Area I, II, and III (See Core section of the catalog) . . . . .	60
Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.	
Wellness . . . . .	6
Area IV . . . . .	30

1. FRE 101, 102, 103, 221;  
GER 101, 102, 103;  
POR 101, 102, 103;  
SPA 101, 102, 103, 221 (0-10 hours)
2. CSC 201 or BIS 209 (5 hours)
3. POS 201, 291H, 292H; HIS 201, 202;  
SPE 101; ECO 270; SOC 101;  
PSY 201, GEO 200 (15-25 hours)
4. BOA 226 (5 hours)

**Major Requirements** ..... 40

1. POS/CRJ 220, POS 315 and POS 405; LAS 300, 301 (25 hours)
2. LAS 310, 315, 320, 325, 39E, 48E (Selections for 15 hours)
3. (LAS 490 for pre-service students - 15 hours)

**Degree Requirements** ..... 10-15

1. Additional courses from the social, behavioral, natural sciences and mathematics (10 hours)  
Note: These courses may be counted in Area IV but must be outside the major.
2. Foreign language (5 hours)  
Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement. Students may count a second course in the department's Area IV.

**Other Requirements**

Each student must earn a grade of at least a C in each major course in order to graduate.

**Electives** ..... 30-45

The following courses in the College can serve to support the Legal Assistance Studies program: CRJ 401, PUA 468, ACT 251 and 252, LEB 307 and 308, FIN 300 and 330, ENG 315, 323, 422 and 424, HIS 445, PSY 351, 432, 448 and 450.

**B.A. DEGREE WITH A MAJOR IN SOCIOLOGY**

	Hours
<b>Areas I, II, III (See Core section of the catalog)</b> .....	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	

**Wellness** ..... 6

**Area IV** ..... 30

1. SOC 101 (5 hours)
2. Selections from:  
MAT 111; CSC 201; PHI 200, 250;  
FRE 101, 102, 103, 221; or  
SPA 101, 102, 103, 221; HIS 201, 202;  
ECO 270; POS 201, 210; SOC 205, 293;  
PSY 201, 210; GEO 200 (25 hours)



**Major Requirements** ..... 40

1. SOC 352, 442, 443, 450 (20 hours)\*
2. Four additional courses in sociology at the 300-400 level selected in conference with the major adviser. (20 hours)

**Degree Requirement** ..... 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one 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.

**Electives (Students may use these hours to complete other minors)** ..... 30-50

**Total** ..... 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN SOCIOLOGY**

**Areas I, II, III (See Core section of the catalog)** ..... 60

Hours

Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.

**Wellness** ..... 6

**Area IV** ..... 30

1. SOC 101 (5 hours)
2. Selections from:  
 MAT 111; CSC 201; PHI 200, 250;  
 FRE 101, 102, 103, 221; or  
 GER 101, 102, 103; or  
 SPA 101, 102, 103, 221; POR 101, 102, 103;  
 ECO 270; POS 201, 210;  
 PSY 201, 210; GEO 200;  
 HIS 201, 202; SOC 205, 293 (25 hours)

**Major Requirements** ..... 40

1. SOC 352, 442, 443, 450 (20 hours)
2. Four additional courses in sociology at the 300-400 level selected in conference with the major adviser (20 hours)

**Degree Requirements** ..... 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)

Note: These courses may be counted in Area IV but must be from outside the major.

2. Foreign language (5 hours)

Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirements.

Electives (Students may use these hours to complete minors) . . . . . 35-40

Total . . . . . 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**CRIMINAL JUSTICE ADMINISTRATION MINOR**

Twenty (20) Quarter Hours, distributed as follows:

1. Three CRJ courses (15 hours) all at 300 or 400 level
2. Another related elective from POS/PUA, HIS, SOC, or PSY approved by the Department (5 hours).

**POLITICAL SCIENCE MINOR**

Twenty (20) quarter hours, distributed as follows:

1. Three political science courses (15 hours) with at least two of the three at the 300-400 level.
2. An additional political science or public administration course at the 300-400 level (5 hours).

Note: POS 101 must be taken before the minor is started.

**PUBLIC ADMINISTRATION MINOR**

Twenty (20) quarter hours, distributed as follows:

1. Three public administration courses (15 hours) at the 300 or 400 level. One of these courses must be PUA 341.
2. An additional political science or public administration course at the 300-400 level (5 hours).

Note: POS 101 must be taken before the minor is started.

**SOCIOLOGY MINOR**

25 quarter hours, distributed as follows:

1. SOC 101 (5 hours)
2. SOC 442 and 450 (10 hours)
3. Two additional 300-400 level courses approved by the department chairperson (10 hours)

**INTERDISCIPLINARY MINORS**

The department participates in the Black Studies, International Studies and Urban Studies minors, described elsewhere in the catalog.

## CAREER INFORMATION

The Political Science and Public Administration programs are for people interested in careers in government administration and policymaking, criminal justice administration and law enforcement, foreign service, law, and teacher education. The baccalaureate degrees will also prepare those students who wish to pursue subsequent graduate degrees in political science, public administration, or law.

In addition, the public administration degree provides preparation in management skills, personnel techniques, and public policymaking for professional administrative careers in government. The department has a particularly large and significant program in this discipline. Undergraduates who wish to continue attending Georgia College can enroll in the graduate MPA program or the MSA with a major in public management. This program is one of the largest in the Southeast. The Master of Education and Specialist in Education degree programs provide fifth and sixth-year certification to those who wish to have a content concentration in political science.

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 become employed in the private sector in such areas as sales and personnel, flight attendants, bookstore managers, and other workers. Persons who will be ministers in their respective denominations find a sociology background helpful for their further study.

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.

To work in positions designated as "sociologist," one must have an advanced degree in the field, either the M.A. or the Ph.D.

## MISCELLANEOUS

### 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. It 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.

## **INTERNSHIPS**

The department recommends that students do an internship in their junior or senior year. Internships provide an opportunity for career testing. They also serve as entry into certain work areas. They provide an opportunity for students to experience the real world of work and to develop realistic attitudes toward work and toward a career.

Internships give variable credit, usually 5-15 hours, depending on the hours worked and the merits of each position.

Students desiring to do an internship should discuss their goals with the department coordinator and the Director of Career Services. Arrangements should be made in advance of the advising and preregistration period. Internships are available during all four quarters of the academic year.

Internships are available in a variety of settings, such as Middle Georgia Correctional Institution, Central State Hospital, the Learning Center, Youth Development Center, the State Legislature and the U.S. Congress.

## **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 American society and government.

## **GRADUATE/LAW SCHOOL**

Political science majors planning to attend graduate school should take the Graduate Record Examination (GRE) Aptitude Test or the Miller Analogies Test, 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 department's prelaw adviser.

### **CRIMINAL JUSTICE ADMINISTRATION (CRJ)**

#### **220. INTRODUCTION TO LAW IN AMERICA. (5-0-5)**

Prerequisite: POS 101. 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)**

Prerequisite: POS 101. Advanced study of the organization and administration of correctional institutions and ancillary activities.

#### **305. CRIMINAL LAW AND ITS PROCESSES. (5-0-5)**

Prerequisite: POS 101. Designed to cover broadly the current basis of crime definition, prosecution, the basic concepts of criminal law and the criminal process of the courts. Includes the current constitutional limits in criminal law.

#### **311. CORRECTIONAL TREATMENT AND COUNSELING. (5-0-5)**

Prerequisite: POS 101. Specific case studies and applied techniques for treating and counseling individuals in a correctional institution.

#### **322. PROBATION, PAROLE AND DIVERSION. (5-0-5)**

Prerequisite: POS 101. Focuses on the alternatives to adult incarceration including treatment, case management and criteria for granting.

#### **342. CRIMINAL JUSTICE ADMINISTRATION. (5-0-5)**

Prerequisite: POS 101. 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.

**352. THE CRIMINAL PROCESS IN JUVENILE COURTS. (5-0-5)**

Prerequisite: POS 101. Studies the process in detail from its history to current applications. Focus is on the theory and procedure with a review of current approaches and research.

**39A-E. SPECIAL TOPICS IN CRIMINAL JUSTICE ADMINISTRATION. (Var. 1-5)**

Prerequisite: POS 101. 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)**

Prerequisite: POS 101. Procedures of criminal investigation, preparation of cases, specific techniques for selected offenses, questioning of suspects and witnesses, and problems in criminal investigation.

**411. CRIMINAL BEHAVIOR. (5-0-5)**

Prerequisite: POS 101. 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)**

Prerequisite: POS 101. The origins, nature, 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)**

Prerequisite: POS 101. 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)**

Prerequisite: POS 101. Functions and techniques of 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)**

Prerequisite: POS 101. Prior approval of department Chairperson is required. Investigation of a topic of special interest, with reports to instructor.

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

Prerequisite: POS 101. 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.

**LEGAL ASSISTANCE STUDIES (LAS)****300. LEGAL RESEARCH AND WRITING. (5-0-5)**

The sources and techniques of legal research, their application to specific legal problems and the use of legal authority to construct a written legal argument.

**301. GENERAL PRACTICE LEGAL ASSISTANCE. (5-0-5)**

Prerequisite: LAS 300. This course is designed to cover the full level of relationships of law office economics and management and the legal assistant's role as a team member with the supervisory counsel. Also covered are legal topics not addressed in other courses.

**310. CIVIL LITIGATION LEGAL ASSISTANCE. (5-0-5)**

Prerequisite: LAS 300. Focuses on the area of civil lawsuits, the legal foundation for various kinds of claims, the drawing of complaints, evidence and discovery procedures and other pleadings.

**315. REAL ESTATE LEGAL ASSISTANCE. (5-0-5)**

Prerequisite: LAS 300. This course is designed to explore the law of real estate and the construction and execution of documents to perfect both possessory and security interests in real estate. Tangential issues of personal property law are also discussed.

**320. FAMILY LAW LEGAL ASSISTANCE. (5-0-5)**

Prerequisite: LAS 300. A concentration on divorce, juvenile law, custody, adoption, and other family issues with an additional focus on the law, forms and pleadings used in such cases.

**325. BUSINESS AND CORPORATE LEGAL ASSISTANCE. (5-0-5)**

Prerequisite: LAS 300. Concentrates on the legal foundations and research problems of business and corporations. Related topics include business functions, incorporations, corporate finance, employees, corporate operations, securities, and mergers.

**39A-E. SPECIAL TOPICS IN LEGAL ASSISTANCE. (Var. 1-5)**

Prerequisite: LAS 300. Consideration of topics in which courses are not otherwise offered, but for which there is current need.

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

Prerequisite: LAS 300. Prior approval of department Chairperson and/or the LAS coordinator is required. Investigation of a topic of special interest, with reports to instructor.

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

Prerequisite: LAS 300. An individually designed and planned learning experience involving off-campus field experience and study. Must be approved by the LAS coordinator.

**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. Recommended but not required for the advanced philosophy course.

**250. INTRODUCTION TO LOGIC. (5-0-5) F (Area I)**

A study of the requirements of clear thinking in all areas of human experience.

**310. SOCIAL ETHICS. (5-0-5)**

Major theories of morality in relation to practical issues in such areas as business, government and medicine.

**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)**

Prerequisite: POS 101. A study of the development and scope of the political science discipline and its method of research and presentation.

**201. THE POLITICAL SYSTEMS OF THE AMERICAN STATES. (5-0-5)**

Prerequisite: POS 101. 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 ORGANIZATION. (5-0-5)**

Prerequisite: POS 101. A study of the international system of nation-states, including examinations of regional alliances and the United Nations. Areas of international conflict and cooperation will be emphasized.

**220. INTRODUCTION TO THE LAW IN AMERICA. (5-0-5)**

Prerequisite: POS 101. 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.

**291, 292H. HONORS SEMINAR. (2-0-2)**

Prerequisites: Sophomore or higher standing, admission to College Honors Program and POS 101. A general interdisciplinary seminar.

**300. POLITICAL BEHAVIOR. (5-0-5)**

Prerequisite: POS 101. 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)**

Prerequisite: POS 101. A study of political structures, processes, and trends in American urban life. Attention is given to regionalism, planning, and the historical, social and economic factors which shape political issues and governmental response in the metropolis.

305. THE AMERICAN PARTY SYSTEM AND THE POLITICAL PROCESS. (5-0-5)

Prerequisite: POS 101. 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)

Prerequisite: POS 101. 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)

Prerequisite: POS 101. 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)

Prerequisite: POS 101. 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)

Prerequisite: POS 101. 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)

Prerequisite: POS 101. A study of the institutions and process of policy-making with special emphasis on the national executive branch and comparative state legislative policy outputs. Consideration is also given to public budgeting as an instrument of policy-making.

405. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES. (5-0-5)

Prerequisite: POS 101. 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)

Prerequisite: POS 101. 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)

Prerequisite: POS 101. A study of political theory from Montesquieu to the present. A continuation of POS 410.

420. AMERICAN POLITICAL THEORY. (5-0-5)

Prerequisite: POS 101. A study of American political thought from the colonial era through the contemporary period.

450. LEGISLATIVE POLITICS AND BEHAVIOR. (5-0-5)

Prerequisite: POS 101. 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 system.

453. THE PRESIDENCY. (5-0-5)

Prerequisite: POS 101. 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)

Prerequisite: POS 101. 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. Cross listed with HIS 455.

460. PUBLIC OPINION. (5-0-5)

Prerequisite: POS 101. 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)

Prerequisite: POS 101. 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)

Prerequisite: POS 101. 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. 1-5)**

Prerequisite: POS 101. Investigation of a topic of special interest, with reports to the instructor. Prior approval by department Chairperson is required.

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

Prerequisite: POS 101. 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)**

Prerequisite: POS 101. 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.

**39A-E. SPECIAL TOPICS IN PUBLIC ADMINISTRATION**

No prerequisites. Consideration of topics in which courses are not otherwise offered, but for which there is current need.

**441. GOVERNMENT ORGANIZATION AND ADMINISTRATION. (5-0-5)**

Prerequisite: POS 101. 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)**

Prerequisite: POS 101. An analysis of the development of labor-management relations and public policy in the United States. Cross-listed with MGT 444.

**445. COLLECTIVE BARGAINING. (5-0-5)**

Prerequisite: POS 101. Models and simulations of labor-management negotiating and bargaining in the private and public sectors of the United States. Cross listed with MGT 445.

**458. PUBLIC PERSONNEL ADMINISTRATION. (5-0-5)**

Prerequisite: POS 101. The human relations aspects of the procedures and problems of governmental personnel administration.

**468. LEGAL AND ETHICAL ENVIRONMENTS OF PUBLIC ADMINISTRATION. (5-0-5)**

Prerequisite: POS 101. The legal principles, practical, and ethical doctrines involved in public administration.

**471. URBAN AND REGIONAL PLANNING. (5-0-5)**

Prerequisite: POS 101. 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)**

Prerequisite: POS 101. 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)**

Prerequisite: POS 101. 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)**

Prerequisite: POS 101. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department Chairperson.

**RELIGION (REL)**

**310. INTRODUCTION TO THE OLD TESTAMENT. (5-0-5)**

Literature, history, and theology of the Old Testament, with an effort to examine its significance in its own day and in ours.

**311. INTRODUCTION TO THE NEW TESTAMENT. (5-0-5)**

A literary, historical, and theological consideration of the New Testament books in relation to the mission of Jesus and its significance as seen by the early church.

**39A-E. SPECIAL TOPICS IN RELIGION.**

No prerequisite. Consideration of topics in which courses are not otherwise offered, but for which there is current need.



**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.

**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.

**291. 292H. HONORS SEMINAR. (Var.) W, S**

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

**293. MARRIAGE AND FAMILY RELATIONS. (5-0-5) F, W, S**

An applied study of marriage and the family in contemporary American society. Topics include: dating and courtship, mate selection, sexuality, parenthood, marital communication, family roles, divorce.

**315. GENERAL STATISTICAL ANALYSIS. (5-0-5)**

Prerequisite: SOC 101, MAT 130 or permission of instructor. An introduction to the basic descriptive and inferential statistical methods used in the behavioral sciences. Cross listed as PSY 315.

**370. BEHAVIORAL SCIENCE APPLIED TO WORK. (5-0-5)**

Prerequisite: PSY 201 or SOC 101. The study of all variables related to behavior in the work setting, such as occupational choice; job selection, training, and evaluation; social and group influences; characteristics of man-made machine systems; change and stress in the workplace; motivation and morale; communication; work environment; and supervisor-worker relations. Cross listed as PSY 370.

**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.

**410. POPULATION. (5-0-5)**

Prerequisite: SOC 101 or permission of instructor. 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.

**424. CRIMINOLOGY AND PENOLOGY. (5-0-5)**

Prerequisite: SOC 101 or permission of instructor. 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)**

Prerequisite: SOC 101 or permission of instructor. Nature, types and causes of social change; technological and cultural factors underlying social change.

**428. SOCIOLOGY OF THE FAMILY. (5-0-5)**

Prerequisite: SOC 101 or permission of instructor. Cross-cultural study of the family, both as a social group and a social institution.

**442. METHODS OF RESEARCH IN SOCIAL RELATIONS. (5-0-5)**

Prerequisite: SOC 101 or permission of instructor. Processes of research in social relations; emphasis on application of the scientific method to social data. Studies of several research designs will be undertaken.

**443. APPLIED RESEARCH METHODS. (5-0-5)**

Prerequisite: SOC 442. Students will collect and analyze data and prepare a research report based on the research problem designed in SOC 442. Emphasis will be on analysis and technical procedures required in actual sociological research.

**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 452. Major theoretical orientations in sociology. Emphasis upon those theorists, American and European, whose works currently underlie various studies in sociology.

452. SOCIOLOGY OF ORGANIZATIONS. (5-0-5)

Prerequisite: SOC 101 or permission of instructor. Structure of social organizations with emphasis on large scale social organizations.

465. URBAN SOCIOLOGY. (5-0-5)

Prerequisite: SOC 101 or permission of instructor. A study of spatial distribution and relationships of people in urban centers.

474. SOCIOLOGY OF DEVIANT BEHAVIOR. (5-0-5)

Prerequisite: SOC 101 or permission of instructor. 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 department 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 and private sector. Must be approved by the department chairperson. Credit: Five to fifteen hours.

# HISTORY AND GEOGRAPHY

**Frank B. Vinson, Chairperson**

**William I. Hair, Callaway Professor of Southern History**

**Professors: Armstrong, Begemann, Hair, Vinson. Associate Professors:**

**Abdi, Chandler, Turner. Assistant Professor: Wilson**

## INTRODUCTION

The major in history provides an understanding of the background of today's world and education and training for occupations, including teaching, journalism, government service, business, and work in historical and archival agencies. A history major prepares students for graduate work in history and professional study in such related areas as law, the ministry, journalism, and librarianship. The department also offers undergraduate work in geography, useful for teacher certification and electives, and graduate courses in history, which fulfill content requirements for M.Ed and Ed.S degrees with a concentration in social science.

## DEGREES OFFERED

1. Bachelor of Arts with a major in History
2. Bachelor of Arts with a major in History and teacher certification
3. Bachelor of Science with a major in History
4. Bachelor of Science with a major in History and teacher certification
5. Bachelor of Science with a major in Broad Field Social Science and teacher certification
6. Master of Arts in History. For details see the graduate catalog, published separately.

## B.A. DEGREE WITH A MAJOR IN HISTORY

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog)</b> .....	<b>60</b>
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	

Wellness .....	6
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Area IV .....	30
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1. HIS 201, 202 (will accept 20 hours of History Transfer Courses) (10-20 hours)
2. Foreign Language (0-10 hours) FRE 101, 102, 103, 221; or SPA 101, 102, 103, 221
3. Selections from:  
CSC 201; ECO 270; GEO 200; POS 200, 201, 210; SOC 101, 205; PSY 201, 210, 250 (10-20 hours)

Major Requirements .....	30
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1. American history: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following:  
HIS 300, 315, 316, 318, 406, 411, 413, 414, 415, 417, 419, 429 (10 hours)
3. Non-Western/Third World history, one course from the following: HIS 323, 350, 460 (5 hours)
4. HIS electives (15 hours)  
Note: One POS course at the 300-400 level may be substituted for one HIS elective.

**NOTE TO TRANSFERS:** Students who transfer to Georgia College without HIS 201, 202 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 40 hours for these students, depending on their transfer credits.

**Degree Requirements . . . . .0-20**

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled 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.

**Note:** History majors who take three or four courses at the college level may count one of them in Area I and two in Area IV.

**Electives (Students may use these hours to complete minors) . . . . .40-60**

**Total . . . . .186**

**NOTE:** In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.A. DEGREE WITH A MAJOR IN HISTORY WITH TEACHER CERTIFICATION**

**Areas I, II, III (See Core section of the catalog) . . . . .60**

**Note:** Courses taken in Areas I, II, III can be used to satisfy other requirements.

**Wellness . . . . .6**

**Area IV . . . . .30**

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)
5. HIS 201, 202, 212; CSC 201; ECO 270; GEO 200; POS 200, 201, 210; SOC 101, 205; PSY 201, 210, 250; FRE 101, 102, 103, 221; SPA 101, 102, 103, 221 (10 hours)

**Major Requirements . . . . .30**

1. American history: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following: HIS 300, 315, 316, 318, 406, 411, 413, 414, 415, 417, 419, 429 (10 hours)
3. Non-Western /Third World history, one course from the following: HIS 323, 350, 460 (5 hours)
4. HIS electives (15 hours)

**Note:** One POS course at the 300-400 level may be substituted for one HIS elective.

**NOTE TO TRANSFERS:** Students who transfer to Georgia College without HIS 201, 202 (10 hours) or their equivalent must take those courses at Georgia College. The

total number of hours in the major requirement will be as much as 40 hours for these students, depending on their transfer credits.

**Degree Requirements . . . . . 0-20**

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled 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.

Note: History majors who take three or four courses at college level may count one of them in Area I and two in Area IV.

**Teacher Certification . . . . . 33**

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, ELM 401, EFS 412, 455, 490, 493 (33 hours)

**Other Requirements**

Students seeking certification must take two related courses, one from each of two additional social science fields: (1) POS, (2) GEO, (3) ECO, and (4) SOC. These courses may be counted in Area IV.

**Electives . . . . . 2-22**

**Total . . . . . 186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN HISTORY**

**Hours**

**Areas I, II, III (See Core section of the catalog) . . . . . 60**

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.

**Wellness . . . . . 6**

**Area IV . . . . . 33**

1. HIS 201, 202 (will accept an additional 5 hours of transfer in history) (10-15 hours)
2. Foreign Language (0-10 hours)  
 FRE 101, 102, 103, 221; or  
 GER 101, 102, 103; or  
 POR 101, 102, 103; or  
 SPA 101, 102, 103, 221
3. Selections from: (10-20 hours)  
 HIS 201, 202, 212; CSC 201; ECO 270; GEO 200; POS 200, 201, 210; SOC 101, 205;  
 PSY 201, 210, 250

**Major Requirements** ..... 30

1. American history: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following: HIS 300, 315, 316, 318, 406, 411, 413, 414, 415, 417, 419, 429 (10 hours)
3. Non-Western/Third World history, one course from the following: HIS 323, 350, 460 (5 hours)
4. HIS electives (15 hours)  
Note: One POS course at the 300-400 level may be substituted for one HIS elective.

NOTE TO TRANSFERS: Students who transfer to Georgia College without HIS 201, 202 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 40 hours for these students, depending on their transfer credits.

**Degree Requirements** ..... 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)  
Note: These courses may be counted in Area IV but must not be in the major department.
2. Foreign language (5 hours)  
Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. History majors may count this course in Area IV. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.

**Electives (Students may use these hours to complete minors)** ..... 45-50**Total** ..... 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

**B.S. DEGREE WITH A MAJOR IN HISTORY WITH TEACHER CERTIFICATION****Hours****Areas I, II, III (See Core section of the catalog)** ..... 60

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.

**Wellness** ..... 6**Area IV** ..... 30

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)
5. HIS 201, 202, 212; CSC 201; ECO 270; GEO 200; POS 200, 201, 210; SOC 101, 205; PSY 101, 102, 103; SPA 101, 102, 103; POR 101, 102, 103; GER 101, 102, 103 (10 hours)

**Major Requirements** ..... 30

1. American History: HIS 201, 202 (10 hours, Area IV)

2. European/English history, two courses from the following: HIS 300, 315, 316, 318, 406, 411, 413, 414, 415, 417, 419, 429 (10 hours)
3. Non-Western/Third World history, one course from the following: HIS 323, 350, 460 (5 hours)
4. HIS electives (15 hours)

Note: One POS course at the 300-400 level may be substituted for one HIS elective.

NOTE TO TRANSFERS: Students who transfer to Georgia College without HIS 201, 202 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 40 hours for these students, depending on their transfer credits.

**Degree Requirements . . . . . 10-15**

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours).

Note: Students seeking certification should complete this requirement by taking two related courses, one from each of two additional social science fields: (1) POS, (2) GEO, (3) ECO, and (4) SOC. These courses may be counted in Area IV but must be outside the major.

2. Foreign language (5 hours)

Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. HIS students may count this course in Area IV. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.

**Teacher Certification . . . . . 33**

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, ELM 401, EFS 412, 455, 490, 493 (33 hours)

**Electives . . . . . 7-12**

**Total . . . . . 186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

**B.S. DEGREE WITH A MAJOR IN BROAD FIELD SOCIAL SCIENCE AND TEACHER CERTIFICATION**

**Hours**

**Areas I, II, III (See Core section of the catalog) . . . . . 60**

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Area III: SOC 101 recommended.

**Wellness . . . . . 6**

**Area IV . . . . . 30**

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)

4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)
5. ECO 271, 272 (students may not also count ECO 270); HIS 201, 202; GEO 200; POS 200, 201, 210; FRE 101, 102, 103; GER 101, 102, 103; POR 101, 102, 103; SPA 101, 102, 103 (10 hours)

**Major Requirements . . . . . 45**

History Concentration (30 hours, of which 10 hours may be counted in Area IV)

1. American history: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following: HIS 300, 315, 316, 318, 406, 411, 413, 414, 415, 417, 419, 429 (10 hours)
3. Non-Western/Third World history, one course from the following: HIS 323, 350, 460 (5 hours)
4. One HIS elective at the 300-400 level (5 hours)

Other Social Science Areas (45 hours, up to 20 hours of which may be counted in Areas III and IV)

1. Behavioral Science/Geography (15 hours)  
SOC 101 (5 hours, Area III); GEO 200 (5 hours, Area IV); GEO 476 (5 hours)
2. Economics (15 hours)  
ECO 271, 272 (10 hours, Area IV), 370 (5 hours)
3. Political Science (15 hours)  
POS 201 or 210 (5 hours, Area IV), POS electives (10 hours; 5 hours must be at the 300-400 level)

**Other Requirements**

1. At least 15 hours in the major must be taken in non-Western/Third World subjects. This requirement is fulfilled by the HIS course (item 3 under concentration), ECO 370, POS 210 and GEO 476.
2. A minimum of 30 hours in the major must be at the 300-400 level.
3. A minimum of 10 quarter hours in a single area of social studies is required for teaching in that area, according to the State Board of Education policy.

**Teacher Certification . . . . . 33**

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, ELM 401, EFS 412, 455, 490, 493 (33 hours)

**Degree Requirements . . . . . 0-5**

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours). Note: These courses may be counted in Area IV or in the major. This requirement is fulfilled for Social Science majors by the courses in the "Other Social Science Areas," above.
2. Foreign language (5 hours). Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement. Social Science majors may count these courses in Area IV.

**Electives . . . . . 2-7**

**Total . . . . . 186**



NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

### MINOR IN HISTORY

Twenty quarter hours, distributed as follows:

1. HIS 201 or 202 (5 hours)
2. HIS courses at the 300-400 level (10 hours)
3. Another HIS course above HIS 110 and 111 (5 hours)

### MINOR IN GEOGRAPHY

Twenty quarter hours, distributed as follows:

1. GEO 200 (5 hours)
2. GEO courses at the 300-400 level (15 hours)

### INTERDISCIPLINARY MINORS

The Department participates in the Black Studies, International Studies, Urban Studies and Women's Studies minors, described elsewhere in the catalog.

### CAREER INFORMATION

The study of history prepares one directly for many occupations and indirectly for many more. History majors often go into work related to history, such as teaching or administration at the secondary or college level or into work in historical societies, archives, museums, parks, or historical sites. Library work, government service, and many other areas not directly related to history are also open to history majors. History is an excellent background subject for those going into law, the ministry, journalism, or media work. Many business positions are open to history majors, especially those requiring breadth of knowledge, writing ability, and skill in organizing information. A variety of internships offering practical experience in history-related work are available through the department. For further details in internships, consult the intern coordinator in the department.

### MISCELLANEOUS

A variety of internships offering practical experience in history-related work are available through the department. For further details on internships consult the intern coordinator in the department.

History majors planning to go on to graduate work should take the full GRE, NTE, or other appropriate test in the spring of their junior year or in the fall of the senior year. (See the Graduate Catalog for specific requirements for graduate work at Georgia College; the department Chairperson can supply additional information concerning graduate work in history or social science.)

### 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 eighteenth century. Completion of this course and HIS 111 is prerequisite to all other history courses. HIS 110 and 111 cannot be taken concurrently; the courses need not be taken in numerical order.

#### 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 students who have been admitted to the College Honors Program. Substitutes for HIS 110 in satisfying Core curriculum and history prerequisite requirements.

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

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 should take it before taking 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 should take it before taking 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. Lectures, discussions, and audio-visual presentations.

291, 292H. HONORS SEMINAR. (2-0-2) 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.

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

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

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

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

318. THE AGE OF ABSOLUTISM, 1559-1789. (5-0-5)

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

323. LATIN AMERICA. (5-0-5)

Prerequisites: HIS 110 and 111. The political, economic, and social history of Latin America.

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.

350. HISTORY OF CHINA. (5-0-5)

Prerequisite: HIS 110 and 111. A survey of Chinese history from the ancient dynasties through the era of Mao Tse-tung, with particular emphasis on political development, social structure, and culture.

357. MILITARY HISTORY OF THE UNITED STATES. (5-0-5)

Prerequisite: HIS 110 and 111. A survey of the military history of the United States from colonial times to the present.

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.

411. MODERN EUROPE. (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.

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 sixteenth and seventeenth 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 sixteenth century.

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 and his successors.

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.

445. TOPICS IN AMERICAN SOCIAL HISTORY. (5-0-5)

Prerequisite: HIS 110 and 111. A topical examination of social movements, institutions and cultural trends in the American nation.

455. CONTEMPORARY AMERICAN FOREIGN POLICY. (See POS 455.) (5-0-5)

460. MODERN MIDDLE EAST. (5-0-5)

Prerequisite: HIS 110 and 111. A study of the history of the modern Middle East, with some attention to the historic background and to adjacent areas. Special attention given to the twentieth century.

48B-E. INDEPENDENT STUDY. (Var.) Each quarter.

Prerequisite: Approval of Chairperson of department. Investigation of a topic or period of special interest, with reports to the instructor. 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 (a) study, research and work in a government agency, the Georgia legislature, or other organizations, or (b) 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.

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.

476. CULTURAL GEOGRAPHY. (5-0-5)

A world regional study of population and cultural phenomena. Emphasis is placed upon human organization of and relationship to the environment.

48B-E. INDEPENDENT STUDY. (Var) Each quarter.

Prerequisite: Approval of Chairperson of department. Investigation of topic or area of special interest, with reports to the instructor. 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 (a) study, research, and work in a government agency, the Georgia legislature, or other organization, or (b) work in a private or public business organization.

# MATHEMATICS AND COMPUTER SCIENCE

**David J. DeVries, Chairperson**

**Professors: DeVries, King. Associate Professors: Adkins, de Caux, Smith, Thomas. Assistant Professor: Fields**

## INTRODUCTION

For Mathematics majors the department attempts to develop an understanding of the history and development of mathematics in addition to gaining technical skill. Students are encouraged to develop an appreciation of mathematics in its own right as well as recognize the importance of mathematics as applied in other disciplines.

For computer science majors, the department attempts to develop an in-depth understanding of computers and how they function. Students use the Academic Computing Laboratory to gain experience with various hardware and software configurations.

## DEGREES OFFERED

1. Bachelor of Arts with a major in Mathematics.
2. Bachelor of Arts with a major in Mathematics and teacher certification.
3. Bachelor of Science with a major in Mathematics
4. Bachelor of Science with a major in Mathematics and teacher certification.
5. Bachelor of Science with a major in Computer Science.

## B.A. DEGREE WITH A MAJOR IN MATHEMATICS

	Hours
Areas I, II, III (See Core section of the catalog) .....	60

Note: Courses taken in Areas I, II and III of the core can be used to satisfy other requirements unless otherwise noted.

Wellness .....	6
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Area IV .....	30
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1. Calculus: MAT 150, 160, 250, 260 (10-20 hours)
2. Foreign Languages: FRE 101, 102, 103, 221; or GER 101, 102, 103 (0-20 hours)
3. Electives: CSC 201 or 220, MAT 255 (0-10 hours)

Major Requirements .....	25
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1. Twenty-five hours of MAT and five hours of CSC listed in Area IV if not taken in Area IV.
2. MAT 350, 360, 470 (15 hours)
3. Two MAT courses at the 300-400 level which have MAT 255 or 160 as a prerequisite (10 hours)
4. PHI 250 if not taken in Area I.

**NOTE TO TRANSFERS:** Transfer students can obtain an evaluation from the department prior to enrollment to determine the exact requirements needed for this major.

**Degree Requirements** ..... 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one 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.

**Other Requirements** ..... 0

Only courses in MAT and CSC in which a grade of C or higher is earned can be used to satisfy the degree requirements.

**Electives** ..... 45-65

Students are encouraged to use these hours to complete a minor.

**Total** ..... 186

**NOTE:** In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.A. DEGREE WITH A MAJOR IN MATHEMATICS AND TEACHER CERTIFICATION**

**Areas I, II, III (See Core section of the catalog)** ..... 60

Note: Courses taken in Areas I, II and III of the core can be used to satisfy other requirements unless otherwise noted.

**Wellness** ..... 6

**Area IV** ..... 30

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)
5. MAT 250, 260 (10 hours)

**Major Requirements** ..... 35

1. Ten hours of MAT listed in Area IV if not taken in Area IV
2. MAT 255, 350, 360, 470 (20 hours)
3. Two MAT courses at the 300-400 level which have MAT 255 or 160 as a prerequisite (10 hours)
4. CSC 201 or 220 (5 hours)
5. PHI 250 required if not taken in Area I
6. MAT 150 and 160 required if not taken in Area II

**NOTE TO TRANSFERS:** Transfer students can obtain an evaluation from the department prior to enrollment to determine the exact requirements needed for this major.

**Degree Requirements . . . . . 0-20**

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one 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.

**Teacher Certification . . . . . 30**

1. EFS 204 (Area IV) EFS 295 (Area IV)
2. EFS 400, ELM 401, EFS 455, EFS 490, EFS 493, EEX 364

**Other Requirements**

Only courses in MAT and CSC in which a grade of C or higher is earned can be used to satisfy major requirements.

**Electives . . . . . 0-20**

Students are encouraged to use these hours to complete a minor. \_\_\_\_\_

**Total . . . . . 186**

**NOTE:** In order to graduate, students must also fulfill the requirements listed in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN MATHEMATICS**

**Hours**

**Areas I, II, III (See Core section of the catalog) . . . . . 60**

Note: Courses taken in Areas I, II and III of the Core can be used to satisfy other requirements unless otherwise noted.

**Wellness . . . . . 6**

**Area IV . . . . . 30**

1. Calculus: MAT 150, 160, 250, 260 (10-20 hours)
2. Foreign Languages: FRE 101, 102, 103, 221; or GER 101, 102, 103 (0-20 hours)
3. Electives: CSC 201 or 220, MAT 255 (0-10 hours)

**Major Requirements . . . . . 30**

1. Twenty five hours of MAT and five hours of CSC listed in Area IV if not taken in Area IV
2. MAT 343, 350, 360, 470 (20 hours)

3. One MAT course at the 300-400 level which has MAT 255 or 160 as a prerequisite (5 hours)
4. CSC 300 (5 hours)
5. PHI 250 if not taken in Area I
6. PHY 201 and 202 if not taken in Area II
7. PHY 203 and 331 (10 hours, used to satisfy Degree Requirement item 1, below)

NOTE TO TRANSFERS: Transfer Students may obtain an evaluation from the department prior to enrollment to determine the exact requirements needed for this major.

**Degree Requirements . . . . .15**

1. Additional courses from the social, behavioral or natural sciences (10 hours).  
MAT majors fulfill this requirement by taking PHY 203 and 331, item 5 under Major Requirements, above.
2. Foreign Language (5 hours)  
Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.

**Other Requirements . . . . .0**

Students must earn a grade of C or higher in all MAT and CSC courses used to satisfy major requirement.

**Electives . . . . .45**

Students are encouraged to use these hours to complete a minor. \_\_\_\_\_

**Total . . . . .186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN MATHEMATICS AND TEACHER CERTIFICATION**

**Areas I, II, III (See Core section of the catalog) . . . . .60**

Note: Courses taken in Areas I, II and III of the core can be used to satisfy other requirements unless otherwise noted.

**Wellness . . . . .6**

**Area IV . . . . .30**

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)
5. MAT 250, 260 (10 hours)



**Major Requirements** ..... 40

1. Ten hours of MAT listed in Area IV if not taken in Area IV
2. MAT 255, 343, 350, 360, 470 (20 hours)
3. One MAT course at the 300-400 level which has MAT 255 or 160 as a prerequisite (5 hours)
4. CSC 201 or 220, 300 (10 hours)
5. PHI 250 if not taken in Area I
6. MAT 150 and 160 if not taken in Area II
7. PHY 201 and 202 if not taken in Area II
8. PHY 203 and 331 (10 hours, used to satisfy Degree Requirement item 1, below)

NOTE TO TRANSFERS: Transfer students may obtain an evaluation from the department prior to enrollment to determine the exact requirements needed for this major.

**Degree Requirements** ..... 15

1. Additional courses from the social, behavioral and natural sciences (10 hours).  
MAT majors fulfill this requirement by taking PHY 203 and 331, item 5 under Major Requirement, above.
2. Foreign Language (5 hours)  
Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.

**Teacher Certification** ..... 30

1. EFS 204 (Area IV); EFS 295 (Area IV)
2. EFS 400, ELM 401, EFS 455, EFS 490, EFS 493, EEX 364

**Other Requirements** ..... 0

Only courses in MAT and CSC in which a grade of C or higher is earned can be used to satisfy major requirements.

**Electives** ..... 0

**Total** ..... 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN COMPUTER SCIENCE**

	Hours
Area I, II, III (See Core section of the catalog) .....	60
Note: Courses taken in Areas I, II and III of the Core can be used to satisfy other requirements unless otherwise noted.	
Wellness .....	6
Area IV .....	30

1. CSC 220 (5 hours)
2. CSC 221 (5 hours)
3. CSC 222 (5 hours)
4. MAT 150, 160, 250, 260 (10 hours)
5. MAT 255 (5 hours)

**Major Requirements** ..... 40

1. CSC 310, 340, 360, 370, 380, 460 (30 hours)
2. Two approved CSC courses at 300-400 level (10 hours)
3. MAT 255 (5 hours) if not taken in Area IV
4. MAT 360 (5 hours, used to satisfy part of Degree Requirement number 1, below)
5. PHI 250 required if not taken in Area I
6. PHY 101 and 102 or CHE 121 and 122 required if not taken in Area II

NOTE TO TRANSFERS: Transfer students can obtain an evaluation from the department prior to enrollment to determine the exact requirements needed for this major.

**Degree Requirements** ..... 15

1. Additional courses from the social, behavioral or natural sciences or mathematics from outside the major. These courses may not be counted in Area IV (10 hours). CSC major must fulfill 5 of these hours with MAT 360, as shown in number 4 under Major Requirements above.
2. Foreign Language (5 hours)  
 Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.

**Other Requirements**

Only MAT and CSC courses in which a grade of C or higher is earned can be used to satisfy major requirements.

**Electives** ..... 35

Students are encouraged to use these electives to complete a minor. \_\_\_\_\_  
**Total** ..... 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**MINOR IN MATHEMATICS**

Thirty hours of course work with a grade of C or higher distributed as follows: MAT 150, 160, 250, 255, 350, 360

**MINOR IN COMPUTER PROGRAMMING**

Thirty hours of course work with a grade of C or higher distributed as follows: MAT 150, CSC 220, 221, 310, 340, and CSC 222 or CSC 300.

## MINOR IN COMPUTER SYSTEMS

Thirty hours of course work with a grade of C or higher distributed as follows: MAT 150, CSC 220, 221, 340, 360, 370.

## MIDDLE SCHOOL CONCENTRATION IN MATHEMATICS

Specific courses are selected with the approval of the adviser and the School of Education.

## 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 those hoping to gain admission into professional schools in such areas as law, medicine and business. Opportunities are available in industry, business, government service and in schools for the person who wishes to enter the job market after completing a baccalaureate degree. Positions can be found in consulting, technical sales and other similar occupations. In various areas the demand for those trained in mathematics far exceeds the available supply.

The study of Computer Science at Georgia College prepares a person for further study at the graduate level in computer science or information systems. Because of the increasing use of computers in all fields those with baccalaureate degrees in computer science can be found working in many diverse occupations. Opportunities are available for work in technical sales, programming, system analysis and in education.

## MATHEMATICS (MAT)

### 101. COLLEGE ALGEBRA. (5-0-5) F, W, S, Su (Area II)

Prerequisite: Two years of high school algebra and a score above the minimum score set by the College on Math portion of College Placement Exam. A college algebra course with applications designed primarily for students in nontechnical or nonscientific majors. Topics include linear, quadratic, exponential and logarithmic functions; graphs and systems of equations. Students may not take this course for credit if they already have received credit for MAT 130 or an equivalent course.

### 111. SURVEY OF CALCULUS. (5-0-5) F, W, S, Su (Area II)

Prerequisite: MAT 101 or MAT 200. A brief intuitive survey of the major ideas of elementary calculus. Particular attention is paid to how those ideas are used in other disciplines. Students may not receive credit for both MAT 150 and MAT 111.

### 130. PRECALCULUS: COLLEGE ALGEBRA. (5-0-5) F, W, Su (Area II)

Prerequisite: Two years of high school algebra and a score above the minimum score set by the College on Math portion of College Placement Exam. Students planning on majoring in areas of science or technology should take this course instead of MAT 101. Focus is an in depth study of those topics in algebra which are essential for an understanding of calculus.

### 140. TRIGONOMETRY AND ANALYTIC GEOMETRY. (5-0-5) W, S, Su (Area II)

Prerequisite: MAT 130 or MAT 101 or MAT 200. The basic trigonometric functions, graphs of trigonometric functions, identities, triangles, the law of sines and the law of cosines. Also the conic sections and graphic of equations.

### 145. PRECALCULUS: COLLEGE ALGEBRA AND TRIGONOMETRY. (5-0-5) F (Area II)

Prerequisite: Students must have completed at least two years of algebra, one year of geometry, and one semester of trigonometry at the high school level with grades of B or higher and SAT scores of above 1,000. This is a fast-paced review of college algebra, trigonometry and analytic geometry designed to prepare students for the study of calculus.

### 150. CALCULUS I. (5-0-5) W, S, Su (Area II)

Prerequisite: MAT 140 or 145. Basic concepts, derivatives of algebraic, trigonometric, and inverse trigonometric functions and applications of the derivatives are studied.

### 160. CALCULUS II. (5-0-5) F, S (Area II)

Prerequisite: MAT 150. The definite integral is studied along with a study of derivatives of exponential and logarithmic functions.

## 200 / Georgia College

### 200. MATH FOR ELEM. ED. MAJORS I. (5-0-5) F, W

Prerequisite: Declared major in education. Topics include problem solving, pre-number concepts, rational numbers and their operations, elementary number theory, informal geometry, the metric system, measurement, and the use of calculators.

### 250. CALCULUS III. (5-0-5) W

Prerequisite: MAT 160. Techniques of integration, improper integrals, indeterminate forms and infinite series are among the topics covered.

### 255. INTRODUCTION TO LINEAR ALGEBRA. (5-0-5) F, W, Su

Prerequisite: MAT 160. Equations of lines and planes in 3-space, vectors, vector spaces, systems of linear equations, matrices and determinants are among the topics covered.

### 260. CALCULUS IV. (5-0-5) S

Prerequisite: MAT 250 and MAT 255. Vectors and the multidimensional calculus are the primary topics.

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

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

### 300. MATH FOR ELEM. ED. MAJORS II. (5-0-5) S, Su

Prerequisite: MAT 101 or 200. This course focuses on the development of the real number system and its sub-systems, probability, statistics, motions in geometry, algebra and geometry, and an introduction to computers.

### 325. ELEMENTARY PROBABILITY AND STATISTICS. (5-0-5) S, Su

Prerequisites: MAT 101, 130 or 300. This course is designed to acquaint the student with the theory of probability and apply this to statistical theory. Problems are taken from the life sciences, social sciences and business. Students may not receive credit for MAT 325 after receiving credit for MAT 360.

### 343. DIFFERENTIAL EQUATIONS WITH APPLICATIONS. (5-0-5) W

Prerequisite: MAT 260. Ordinary linear differential equations with applications is the primary focus. Some consideration is given to existence and uniqueness theorems.

### 350. ABSTRACT ALGEBRA I. (5-0-5) F

Prerequisite: MAT 255. An introduction of groups, rings and fields with particular emphasis on proofs.

### 351. ABSTRACT ALGEBRA II. (5-0-5) On demand

Prerequisite: MAT 350. A continuation of MAT 350 with particular attention paid to linear algebra.

### 360. MATHEMATICAL STATISTICS I. (5-0-5) W

Prerequisite: MAT 160. Elementary probability theory, common theoretical distributions, moments, moment generating functions, sampling distributions, point estimation, interval estimation and hypothesis testing are among the topics covered.

### 361. MATHEMATICAL STATISTICS II. (5-0-5) On demand

Prerequisite: MAT 360. A continuation of MAT 360.

### 39E. SPECIAL TOPICS. (5-0-5) On demand

Prerequisite: MAT 255 and permission. Selected topics in mathematics not available in any of the courses taught in the department.

### 400. METHODS FOR SECONDARY SCHOOL MATHEMATICS TEACHERS. (5-0-5) On demand

Prerequisite: MAT 350. Emphasis on techniques of teaching mathematics, developing materials, and applications of secondary school mathematics.

### 403. ALGEBRA FOR MIDDLE SCHOOL TEACHERS. (5-0-5) S

Prerequisite: MAT 300. Topics include algebraic systems, equations and inequalities, elementary number theory, and abstract algebra.

### 405. FOUNDATIONS FOR MIDDLE SCHOOL TEACHERS. (5-0-5) S

Prerequisite: MAT 300. This course is a combination of the study of geometry and the history of mathematics. The unit on geometry will include the roles and nature of geometry, exploration in elementary geometry, patterns in geometry, polyhedra, motions in geometry, similarity-magnification, and measurement. The unit on the history of mathematics will be concerned with the origins, philosophy, and development of the mathematical sciences.

### 450. NUMBER THEORY I. (5-0-5) F

Prerequisite: MAT 255. Topics are selected from elementary number theory and usually include the study of diophantine equations, congruences, systems of congruences or prime theory among other topics.

451. NUMBER THEORY II. (5-0-5) On demand

Prerequisite: MAT 450. A continuation of MAT 450.

460. REAL ANALYSIS I. (5-0-5) On demand

Prerequisite: MAT 260. Set theory, the real number system, topology of Euclidean space and a rigorous development of the differential calculus of real valued functions of a real variable.

461. REAL ANALYSIS II. (5-0-5) On demand

Prerequisite: MAT 460. Continuation of MAT 460 with topics covered including functions of bounded variation, integration theory and the theory of sequences and series.

470. INTRODUCTION TO GEOMETRY. (5-0-5) S

Prerequisite: MAT 255. A review of Euclidean geometry and an introduction to non-Euclidean geometry.

480. NUMERICAL ANALYSIS. (5-0-5) S

Prerequisite: MAT 250 and CSC 300. A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adaptable to computer utilization in finding solutions.

485. MATHEMATICAL IDEAS IN HISTORY. (5-0-5) On demand

Prerequisite: MAT 470. A review of the origins and development of the great ideas of modern mathematics.

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 Chairperson.

## COMPUTER SCIENCE (CSC)

201. INTRODUCTION TO COMPUTER SCIENCE. (5-0-5) F, W, S

Prerequisite: C or higher in MAT 101 or 130. Basic concepts in the areas of software applications, equipment, information representation, algorithm development, and programming languages. Computer laboratory assignments include exercises using a variety of application software and programming in the BASIC language. The course is designed as an introduction to Computer Science for the non major.

220. PRINCIPLES OF COMPUTER PROGRAMMING I. (5-0-5) F, W

Prerequisite: C or higher in MAT 130. An introduction to the principles of computer programming with emphasis on problem-solving methods which lead to well-structured programs. Other topics include computer system organization, data representation, data types, procedures and control structures. The programming language Pascal is used.

221. PRINCIPLES OF COMPUTER PROGRAMMING II. (5-0-5) W, S

Prerequisite: C or higher in CSC 220. A continuation of CSC 220 with emphasis on structured programming, problem-solving, and algorithm development. Topics include records and elementary data structures and advanced file I/O. Programming in Pascal.

222. FILE PROCESSING. (5-0-5) F, S

Prerequisite: C or higher in CSC 220. Emphasis is on standard data-processing applications involving operations which create, use, and modify sequential-access and random-access data files. The COBOL language is used.

291, 292H. HONORS SEMINARS. (2-0-2) W, S

Prerequisite: Honors Program, sophomore classification. A general interdepartmental seminar.

300. FORTRAN AND ALGORITHMS. (5-0-5) W

Prerequisite: C or higher in MAT 111 or MAT 150. Using the FORTRAN programming language, this course provides an introduction to the analysis and solution of numeric problems. The course will expand the student's skill in solving problems using the algorithmic approach and in expressing algorithms in a high-level language. Recommended for students in the physical sciences and engineering and does not count toward a major in Computer Science.

310. INTRODUCTION TO DATA STRUCTURES. (5-0-5) F

Prerequisite: C or higher in CSC 221. Introduction to data structures and their applications. Topics include arrays, stacks, queues, lists, graphs and trees. Basic implementation and algorithms for manipulating these structures in the context of typical problems are covered.

327. APPLICATIONS PROGRAM DEVELOPMENT. (5-0-5) S

Prerequisite: C or higher in CSC 300 or BIS 326. A computer problem solving and programming course using appropriate languages to solve business problems.

340. ASSEMBLY LANGUAGE. (5-0-5) F

Prerequisite: C or higher in CSC 221. The internal organization of digital computers is introduced through the study of assembly language. Topics include binary and hexadecimal arithmetic, implicit and explicit addressing, recursion, and linkage to subroutines and higher level languages. Extensive laboratory assignments in assembly language.

360. COMPUTER SYSTEM ORGANIZATION I: ARCHITECTURE. (5-0-5) W

Prerequisite: C or higher in CSC 340. Study of computer architecture. Topics include digital logic design, sequential and combination circuits, CPU organization, memory addressing, internal bus organization, and control.

370. COMPUTER SYSTEM ORGANIZATION II: OPERATING SYSTEMS. (5-0-5) S

Prerequisite: C or higher in CSC 310 and 340. Basic principles, structure, and functions of operating systems. Topics include concurrency, multitasking and process synchronization, multiprogramming, and memory, processor, and device management.

380. SYSTEMS PROGRAMMING. (5-0-5) F

Prerequisite: C or higher in CSC 360 and 370. Systems software development providing direct interfacing at the hardware and operating system levels. Topics include interrupts, DMA, concurrency, and data communications.

39E. SPECIAL TOPICS. (5-0-5)

Prerequisite: C or higher in CSC 310. Selected topics not available in other departmental courses.

410. DATA BASE SYSTEMS. (5-0-5) W

Prerequisite: C or higher in CSC 310. An introduction to managing data as a resource by examining basic concepts in data base systems and contrasting them with standard file systems. The three main data base models are examined: hierarchical, network, and relational.

430. PROGRAMMING LANGUAGES AND COMPILER DESIGN. (5-0-5) F

Prerequisite: C or higher in CSC 310 and 340. The study of programming languages including requirements for recursion, procedures, storage allocation, string processing and passing of parameters. The theory of languages and internal design of compilers is introduced.

440. SIMULATION. (5-0-5) S

Prerequisite: C or higher in MAT 255, 360; CSC 310. An introduction to problem solving using simulation methods and tools. Topics include construction of deterministic and stochastic models, identification of system parameters, correlation of models and systems, simulation development systems requirements, and laboratory exercises using a modern simulation language.

460. SOFTWARE ENGINEERING. (5-0-5) S

Prerequisite: C or higher in CSC 310. An introduction to Software Engineering methodologies addressing each phase in the life cycle of software. Programming assignments in a modern software engineering language.

480. NUMERICAL ANALYSIS. (5-0-5) S

Prerequisite: C or higher in MAT 250 and CSC 300. A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adaptable to computer utilization in finding solutions.

490. SENIOR SEMINAR. (5-0-5)

Prerequisite: C or higher in CSC 460. Selected topics of current interest in computer science will be presented. In addition, under the direction of a member of the faculty, each student will complete a project suited to the student's educational and professional interests.

48B-E. INDEPENDENT STUDY.

Prerequisite: Approval of Chairperson of the department. Investigation of a topic of special interest with reports to the instructor. Two to five hours.

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.)

Prerequisite: C or higher in CSC 310 and approval of the CSC coordinator. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. A technical report documenting the experience will be presented to the CSC program coordinator.

# MODERN FOREIGN LANGUAGES

Jean M. Guitton, Chairperson

Professors: Gonzalez, Guitton. Assistant Professor: Walters.

## INTRODUCTION

The main purpose of the Department of Modern Foreign Languages is to teach foreign languages within a cultural context in order to develop an awareness of other cultures and civilizations, in addition to the mastering of practical skills.

The basic courses 101, 102, and 103 are designed to enable the student to gain an adequate working knowledge of the selected language and are prerequisites for all 200 level or higher courses in foreign language. Courses numbered 221, 311, 312 constitute: (1) the language sequence required for the Bachelor of Arts degree and (2) the necessary prerequisites for the majors in modern foreign languages.

An incoming student who wishes to continue 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. Students entering in the winter and spring quarters must make arrangements with the Chairperson to take the test before classes begin. The student who achieves a passing score on the 101, 102, or 103 level will receive 5-15 hours of credit toward the degree requirements. The maximum credit a student may receive by examination is 15 hours.

## DEGREES OFFERED

1. Bachelor of Arts with a major in French
2. Bachelor of Arts with a major in French and teacher certification
3. Bachelor of Arts with a major in Spanish
4. Bachelor of Arts with a major in Spanish and teacher certification

### B.A. DEGREE WITH A MAJOR IN FRENCH

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog)</b> .....	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
<b>Wellness</b> .....	6
<b>Area IV</b> .....	30
1. FRE 101, 102, 103, 221 (10-20 hours)	
2. Selections from: (10-20 hours)	
ART 101, 103; ECO 270; ENG 200, 201; HIS 201, 202; PSY 201; SOC 101, 205; POS 210; GEO 200; MUS 102; PHI 200; DRA 211; JRN 200; GER, POR, SPA 100, 200 level courses	
<b>Major Requirements</b> .....	40
1. FRE 321, 322, 411, 445 (30 hours)	
2. Two additional courses at the 300-400 level (10 hours)	

**Degree Requirement**

The B.A. degree requires competence in one foreign language at the fourth college level. This requirement is met by all modern foreign language majors.

Electives (Students may use these hours to complete minors) . . . . .	50
<b>Total</b> . . . . .	<b>186</b>

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.A. DEGREE WITH A MAJOR IN FRENCH WITH TEACHER CERTIFICATION**

	<b>Hours</b>
Areas I, II, III (See Core section of the catalog) . . . . .	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	

Wellness . . . . .	6
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Area IV . . . . .	30
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1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)
5. FRE, GER, SPA, POR 100, 200 level courses (10 hours)

Major Requirements . . . . .	40
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1. FRE 311, 312
2. FRE 321, 322, 411, 421, 422, 445 (40 hours)

Teacher Certification . . . . .	30
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1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, ELM 401, EFS 455, 490, 493 (30 hours)

**Degree Requirement**

The B.A. degree requires competence in one foreign language at the fourth college level. This requirement is met by all modern foreign language majors.

Electives . . . . .	10
<b>Total</b> . . . . .	<b>186</b>

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.



**B.A. DEGREE WITH A MAJOR IN SPANISH**

	Hours
Area I, II, III (See Core section of the catalog) .....	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness .....	6
Area IV .....	30
1. SPA 101, 102, 103, 221 (10-20 hours)	
2. Selections from: (10-20 hours) ART 101, 103; ECO 270; ENG 200, 201; HIS 201, 202; PSY 201; SOC 101, 205; POS 210; GEO 200; MUS 102; PHI 200; DRA 211; JRN 200; GER, FRE, POR 100, 200 level courses.	
Major Requirements .....	40
1. SPA 321, 322, 411, 421, 422, 445 (or 450) (30 hours)	
2. Two additional courses at the 300-400 level (10 hours)	
<b>Degree Requirement</b>	
The B.A. degree requires competence in one foreign language at the fourth college level. This requirement is met by all modern foreign language majors.	
Electives (Students may use these hours to complete minors) .....	50
<b>Total</b> .....	<b>186</b>

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the Catalog.

**B.A. DEGREE WITH A MAJOR IN SPANISH WITH TEACHER CERTIFICATION**

	Hours
Areas I, II, III (See Core section of the catalog) .....	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness .....	6
Area IV .....	30
1. EFS 204 (5 hours)	
2. EFS 295 (5 hours)	
3. PSY 201; SOC 101 (5 hours)	
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)	
5. FRE, GER, SPA, POR 100, 200 level courses (10 hours)	
Major Requirements .....	40
1. SPA 311, 312	
2. SPA 321, 322, 411, 421, 422, 445 (or 450) (40 hours)	
Teacher Certification .....	30

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, ELM 401, EFS 455, 490, 493 (30 hours)

The B.A. degree requires competence in one foreign language at the fourth college level. This requirement is met by all modern foreign language majors.

**Electives** . . . . . 10

**Total** . . . . . 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

### MINOR IN FRENCH

30 hours, distributed as follows:  
FRE 101, 102, 103, 221, 311, 312 (30 hours)

### MINOR IN SPANISH

30 hours, distributed as follows:  
SPA 101, 102, 103, 221, 311, 312 (30 hours)

### INTERDISCIPLINARY MINOR

The Department of Modern Foreign Languages offers required and optional courses for the minor in International Studies, described elsewhere in this catalog.

## CAREER INFORMATION

The majority of our majors find employment with the various school systems in Georgia. Their salaries, in line with the usual starting salaries in secondary schools are set by the school systems. A survey of our recent graduates reveals that seven out of the ten graduates are teaching foreign languages and that three of them had also been asked to teach some English and history courses (areas in which they had wisely obtained a minor). The new high school curriculum (to be implemented in 1988) is expected to open many new positions in the field of foreign languages.

## MISCELLANEOUS

Study Abroad Programs. Foreign language students have the opportunity to participate in the International Intercultural Studies Program (IISP) of the University System in France, Canada, Germany, and Spain. Full credit is granted at the undergraduate and graduate levels. Information about Studies Abroad scholarships can be obtained from the Chairperson or from the College Scholarship Committee.

Honor Society. Outstanding foreign language students are invited to become members of Theta Kappa, the local chapter of Alpha Mu Gamma, which is the National Foreign Language Honor Society.

### FRENCH (FRE)

101, 102, 103. ELEMENTARY FRENCH I, II, III. (5-0-5)  
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. INTERMEDIATE 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, poetry and short stories.

**245. MODERN FRANCE. (5-0-5)**

Designed to acquaint the student with significant events in and aspects of contemporary France. Readings and discussions in English. Cross listed as INS 240.

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

Prerequisite: Sophomore classification and admission to the College Honors Program. A general interdisciplinary seminar.

**311. INTERMEDIATE CONVERSATION. (5-0-5)**

Designed to provide the student with more opportunity to practice and to develop oral structures beyond the elementary level, leading to genuine, spontaneous conversation.

**312. INTERMEDIATE GRAMMAR. (5-0-5)**

A systematic review of the basic concepts of grammar. Emphasis on translation from English to French.

**321, 322. SURVEY OF FRENCH LITERATURE. (5-0-5)**

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.

**411. ADVANCED GRAMMAR AND CONVERSATION. (5-0-5)**

Prerequisite: FRE 311 and 312. A detailed, analytical study of grammatical and oral structures with ample opportunity for practical application in composition and conversation.

**421. TOPICS I. (5-0-5)**

Prerequisite: FRE 321. An intensive study of a particular genre period or author from the beginnings through the eighteenth century.

**422. TOPICS II. (5-0-5)**

Prerequisite: FRE 322. An intensive study of a particular genre period or author from the nineteenth century to the present day.

**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)**

**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.

**GERMAN (GER)**

**101, 102, 103. ELEMENTARY GERMAN I, II, III. (5-0-5)**

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 German prose.

**PORTUGUESE (POR)**

**101, 102, 103. ELEMENTARY PORTUGUESE I, II, III. (5-0-5)**

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 Portuguese prose.

**SPANISH (SPA)**

**101, 102, 103. ELEMENTARY SPANISH I, II, III. (5-0-5)**

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. INTERMEDIATE 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 for participation in literature courses conducted principally in the language. Readings of representative Spanish and Spanish-American novels, plays, poems, and short stories.

245. MODERN SPAIN. (5-0-5)

Designed to acquaint the student with significant events in and aspects of contemporary Spain. Readings and discussions in English. Cross listed as INS 245.

250. MODERN LATIN AMERICA. (5-0-5)

Designed to acquaint the student with significant events in and aspects of contemporary Spanish America. Readings and discussions in English. Will focus on the latest developments important in today's international politics. Cross listed as INS 250.

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

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

311. INTERMEDIATE CONVERSATION. (5-0-5)

Designed to provide the student with more opportunity to practice and to develop oral structures beyond the elementary level, leading to genuine, spontaneous conversation.

312. INTERMEDIATE GRAMMAR. (5-0-5)

A systematic review of the basic concepts of grammar. Emphasis on translation from English to Spanish.

321, 322. SURVEY OF SPANISH LITERATURE. (5-0-5)

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)

Prerequisite: SPA 221. 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.

411. ADVANCED GRAMMAR AND CONVERSATION. (5-0-5)

Prerequisite: SPA 311 and 312. A detailed, analytical study of grammatical and oral structures with ample opportunity for practical application in composition and conversation.

421. TOPICS I. (5-0-5)

Prerequisite: SPA 321. An intensive study of a particular genre, period, or author from the beginnings through the seventeenth century.

422. TOPICS II. (5-0-5)

Prerequisite: SPA 322. An intensive study of a particular genre, period, or author from the eighteenth century to the present day.

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 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.

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

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.)

Prerequisite: Approval by the department Chairperson. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector.

# MUSIC (MUS)

**James L. Willoughby, Chairperson**

**Professor: Wolfersteig. Associate Professors: Underwood, White, Willoughby. Assistant Professors: Gregoire, Morgan, Tipton.**

## INTRODUCTION

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 member of the National Association of Schools of Music, the official accrediting organization for schools, divisions, and departments of music in the United States. The music therapy program is approved by the National Association for Music Therapy, Inc.

## DEGREES OFFERED

1. Bachelor of Music with major in Church Music
2. Bachelor of Music with major in Instrumental Music
3. Bachelor of Music with major in Voice
4. Bachelor of Music Education with major in Instrumental Music
5. Bachelor of Music Education with major in Vocal Music
6. Bachelor of Music Therapy

### BM DEGREE WITH MAJOR IN CHURCH MUSIC

	Hours
Areas I, II, III (See Core section of the catalog) .....	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness .....	6
Area IV .....	30
1. MUA 101 - 247 (6 hours)	
2. MUS 158, 159, 261, 262, 266 (will accept additional 2 hours of transfer in theory) (18 hours)	
3. MUP 101 - 293 (6 hours)	
Major Requirements .....	97
1. MUA/MUP (45 hours total, 14 of which are counted in Area IV). The total program, including both Area IV and the major requirements must have at least 24 hours of applied, including MUS 412, and 12 of ensemble. (31 hours)	
2. MUE 330, 331, 461 (9 hours)	
3. MUS 240, 316, 336, 337, 338, 339, 340, 341, 342, 343, 363, 364, 366, 367, 380, 439, 440, 465 (46 hours)	
4. MUS 301, 395, 396, 397, 398 (6 hours)	
5. REL 405 (5 hours)	
<b>Total</b> .....	<b>193</b>

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

### BM DEGREE WITH MAJOR IN INSTRUMENTAL MUSIC

	Hours
Areas I, II, III (See Core section of the catalog) . . . . .	60
Note: Courses taken in Area I, II, III can be used to satisfy other requirements.	
Wellness . . . . .	6
Area IV . . . . .	30
1. MUA 101 - 247 (6 hours)	
2. MUS 158, 159, 261, 262, 266 (will accept additional 2 hours of transfer in theory) (18 hours)	
3. MUP 101 - 293 (6 hours)	
Major Requirements . . . . .	84
1. MUA (33 hours including MUS 412)	
2. MUP (10 hours of ensemble)	
3. MUS 332-333 or MUS 334-335 or MUS 338-339 (6 hours)	
4. MUS 340, 341, 342, 343, 364, 380, 439, 440, 462 (26 hours)	
5. Choose 9 hours from MUS 301, 395, 396, 397, 398 (9 hours)	
Degree Program Requirement . . . . .	0-10
Students must show competence in a foreign language at the level of the second college course. The requirement may be fulfilled as follows:	
1. If no entrance credits are offered in the language chosen in college, two courses in one language are required.	
2. If one unit is accepted in one foreign language, that language may be continued for one additional course.	
3. If two units are offered for entrance, the requirement may be absolved by examination.	
Electives . . . . .	0-6
<b>Total . . . . .</b>	<b>186</b>

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

### BM DEGREE WITH MAJOR IN VOICE

	Hours
Areas I, II, III (See Core section of the catalog) . . . . .	60
Area I: Students must take MUS 102.	
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness . . . . .	6

**Area IV** .....30

1. MUA 101 - 247 (6 hours)
2. MUS 158, 159, 261, 266 (will accept additional 2 hours of transfer in theory) (18 hours)
3. MUP 101 - 293 (6 hours)

**Major Requirements** .....88

1. MUA (33 hours, including MUS 412)
2. MUP (10 hours of ensemble)
3. MUS 336, 337, 340, 341, 342, 343, 364, 380 (26 hours)
4. Choose 9 hours from: MUS 301, 395, 396, 397, 398 (9 hours)
5. MUS 439, 440, 465 (7 hours)

**Degree Program Requirement** .....0-15

Students must show competence in a foreign language at the level of the third college course. The requirement may be fulfilled as follows:

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

**Electives** .....0-4

**Total** .....186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

**BME DEGREE WITH MAJOR IN INSTRUMENTAL MUSIC**

**Hours**

**Areas I, II, III (See Core section of the catalog)** .....60

Area I: Students must take MUS 102.

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.

**Wellness** .....6

**Area IV** .....30

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)
5. MUS 158, 159, 261, 262, 213, 214, 215, 216 (10 hours)

Note: If students take MUS 102 in Area I, they may apply one three hour (MUS 158, 159, 261, 262) and one two hour (213, 214, 215, 216) course to item 4 above. This may reduce the total number of hours in the program as long as all other requirements are met.

**Major Requirements . . . . . 65**

1. Students who do not take MUS 158, 159, 213, 214, 215, 216, 261, 262 in Area IV must take these courses as part of their major program. In these instances a student's program may be extended by as much as 10 additional hours.
2. MUA/MUP (36 hours total). The total program must have 12 hours of applied in instrumental, 12 hours of ensemble, and 12 hours in applied secondary instrument. (36 hours)
3. MUE 330, 331, 333 (9 hours)  
MUS 316, 241, 342, 343, 364, 380, 381 (25 hours)

**Teacher Certification . . . . . 25**

1. EFS 204 (5 hours, counted in Area IV) EFS 295 (5 hours, Area IV)
2. EEX 364, EFS 400, ELM 401, EFS 490, EFS 493 (25 hours)

**Total . . . . . 196**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

**BME DEGREE WITH A MAJOR IN VOCAL MUSIC**

**Hours**

**Areas I, II, III (See Core section of the catalog) . . . . . 60**

Area I: Students must take MUS 102.

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.

**Wellness . . . . . 6**

**Area IV . . . . . 30**

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)
5. MUS 158, 159, 261, 262, 217, 218 (10 hours)

Note: If students take MUS 102 in Area I, they may apply one three-hour (MUS 158, 159, 261, 262) and one two-hour (217, 218) course to item 4 above. This may reduce the total number of hours in the program as long as all other requirements are met.

**Major Requirements . . . . . 78**

1. Students who do not take MUS 158, 159, 261, 262, 217, 218 in Area IV must take these courses as part of their major program. In these instances a student's program may be extended by as much as 10 additional hours.
2. MUA/MUP (36 hours)
3. MUS 316, 341, 342, 343, 364, 380, 381, 465 (25 hours)
4. MUE 330, 331, 332, 461, 495, 496 (17 hours)



**Teacher Certification** ..... 25

1. EFS 204 (5 hours, may be counted in Area IV); EFS 295 (5 hours, may be counted in Area IV).
2. EEX 364, EFS 400, ELM 401, EFS 490, EFS 493 (25 hours) \_\_\_\_\_

**Total** ..... 200

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

**BMT DEGREE WITH MAJOR IN MUSIC THERAPY**

**Areas I, II, III (See Core section of the catalog)** ..... 60

Area I: Students must take MUS 102.

Note: Courses taken in Area I, II, III can be used to satisfy other requirements.

**Wellness** ..... 6

**Area IV** ..... 30

1. MUA/MUP (6-8 hours each of MUA or MUP at the 100-200 level; 14 hours total)
2. MUS 158, 159, 261, 262 (12 hours)
3. MUS 217, 218 (4 hours)

**Major Requirements** ..... 103

1. MUS/MUP (36 hours total, 14 of which can be counted in Area IV).  
The student must demonstrate proficiency in piano (22 hours).
2. MUS 316 (2 hours)
3. MUS 341, 342, 343, 364, 380, 462 or 465 (20 hours)
4. MUE 330 (3 hours)
5. MUT 101, 112, 212, 313, 314, 412, 413, 419, 420, 423, 424 (31 hours)
6. EEX 364 or 365 (5 hours)
7. PSY 448 (5 hours)
8. ZOO 210 (5 hours)
9. Selections from PSY, SOC, EEX (10 hours) \_\_\_\_\_

**Total** ..... 199

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

**OTHER REQUIREMENTS FOR ALL MUSIC MAJORS**

There are variations within the Core requirements (Areas I, II, III, and IV) for each major. Students should obtain a degree progress sheet from the department office to identify specific course requirements that may vary among the available majors in music.

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 REQUIREMENTS

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 given for membership in Georgia College ensemble 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 extracurricular activities.

## APPLIED MUSIC

Each student is required to specialize in one instrument and become proficient on a secondary instrument during the course of study. Music majors and minors who are enrolled for lessons in applied music must perform before the applied music teaching faculty at the end of each quarter. Music majors are to enroll in applied music courses each quarter, except for the quarter when they are student teaching or when they are enrolled in an internship.

## APPLIED MUSIC (MUA)

Students who are enrolled for applied music will be assigned credit hours as follows:

Freshman music majors: 2 hours (two one-half hour lessons per week)  
1 hour (one one-half hour lesson per week)

Music majors: major instrument—2 hours (one hour lesson per week)  
minor instrument—1 hour (one one-half 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.

Any student desiring to take private lessons may do so, provided prior consent of the instructor is obtained.

For non music majors: 1 hour (one one-half hour lesson per week) is recommended.

## RECITAL CLASS

Recital class is required of all music majors and is held at least once per month to afford all students studying applied music the opportunity of performing in public.

## **MUSIC EDUCATION AND MUSIC THERAPY PIANO PROFICIENCY REQUIREMENTS**

Students must exhibit competency in basic keyboard skills, such as sight reading, harmonization, accompanying, and open score reading. The functional piano requirement is a prerequisite for student teaching and music therapy internship. Students are advised to enroll in Class Piano (221, 222, 223) to assist them in completing the piano proficiency requirement.

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.

Students with sufficient keyboard background may arrange to complete the functional piano requirement without the minimum credit hours.

## **GUITAR PROFICIENCY EXAM**

Music Therapy majors must pass the guitar proficiency examination as part of the course MUT 212.

## **MUSIC MINOR**

23 quarter hours, distributed as follows:

1. MUS 158, 159 (6 hours)
2. MUS 102 (5 hours)
3. MUS 301, 341, 395, 396, 397, 398 (select 6 hours)
4. Six hours of applied or ensemble

Note: Minimum of ten hours of 300-400 level work required.

## **INTERDISCIPLINARY MINORS**

The department participates in the Black Studies, International Studies, and Women's Studies Minors, described elsewhere in the catalog.

## **CAREER INFORMATION**

According to information from the Music Educators National Conference, career opportunities exist for the following: (a) music teachers (public and private school, college, university, conservatory, studio teaching, supervisor/consultant), (b) music therapists, (c) instrumentalists, (d) vocalists, (e) church musicians, (f) composers, (g) conductors, (h) tuner-technicians, (i) music industry professionals, and (j) music librarians. 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.

## **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.

### **MUSIC EDUCATORS NATIONAL CONFERENCE, Student Chapter #453**

The Music Educators National Conference, an affiliate of the National Education Association, is the leading organization 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), a professional association that all declared music therapy majors are eligible to join at both regional and national levels. MTS sponsors quarterly service projects, volunteer work, field trips to mental health clinics throughout the state, and other special programs for the benefit of the membership.

### **PHI MU ALPHA SINFONIA**

Phi Mu Alpha Sinfonia is a national fraternity representing the music profession. Its objectives are to advance the cause of music, to develop a 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 ideals of music education, to raise the standards of productive musical work among 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.

### **APPLIED MUSIC (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**

Baritone, 114-416	Saxophone, 141-443
Guitar, 117-419	Tuba, 144-446
Clarinet, 121-423	Trombone, 147-149
Trumpet, 124-426	Violin, 151-453
Flute, 127-429	Viola, 154-456
French Horn, 131-433	Cello, 157-459

**MUSIC EDUCATION (MUE)****322. MUSIC FUNDAMENTALS FOR CLASSROOM TEACHERS (2-0-2) F, W, S**

This course, designed to prepare teachers for classroom music teaching, combines the study of fundamentals with performance activities. It develops the skills—music reading, singing, and playing classroom instruments—needed by teachers to conduct an effective music program in the primary and intermediate grades. Required for a major in early childhood education.

**323. MUSIC IN THE ELEMENTARY SCHOOL (3-0-3) W, S**

Prerequisite: MUE 322. This course seeks to develop desirable attitudes and skills in prospective teachers by providing experiences in music that are appropriate for the classroom. Emphasis is placed upon musical growth through participation in music making, the study of materials and resources, and the refinement of the skills and understanding necessary to plan and direct a classroom music program. Required for a major in early childhood education.

**330, 331. GENERAL MUSIC-KINDERGARTEN THROUGH SIXTH GRADE. (3-0-3) each quarter. 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) S**

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 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: EFS 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. Cross listed with EFS 493.

**495. PRACTICUM IN MUSIC EARLY CHILDHOOD (1). (0-2-2) F, W, S**

Prerequisite: Senior standing. The first quarter of a two-quarter sequence of student teaching, two hours a week in off-campus centers designated by the Music Department.

**496. PRACTICUM IN MUSIC IN INTERMEDIATE GRADES (2). (0-3-3) F, W, S**

Prerequisite: MUE 495. The second quarter of two-quarter sequence of student teaching, three hours a week in off-campus centers designated by the Music Department.

**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 readings, studying, and performing standard choral literature. Membership is open to the general college student with previous experience or by audition.

104-406. SWING CHOIR. (0-1-1) each

Rehearsals are held once weekly. Choir is a group of eight singers, four male and four female, who perform pop, jazz and swing.

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 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 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.

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.

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.

181-493. JAZZ ENSEMBLE (0-3-1)

Study and performance of the best in jazz repertoire. Lab groups ranging from small combos to 17-piece orchestra. Open to all college students.

191-493. FLUTE CHOIR. (0-1-1) each

This group meets one day a week and performs the best in standard and contemporary flute literature. This group is open to all college students. Auditions may be held depending upon needed instrumentation.

## 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 (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

Emphasis on beginning piano skills and functional theory.

124. FUNCTIONAL CLASS GUITAR (1-0-1)

No prerequisite. For non music majors. Open to students with no formal background in music. Emphasis on chords, strums, picking styles, and playing folk songs.

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.

199. RECITAL ATTENDANCE (0-2-0) F, W, S

All music majors and minors will register for this non credit course each quarter. All required events will be posted

at the beginning of each quarter. Attendance will provide opportunities for hearing and observing instrumental, choral, keyboard and solo vocal literature and performance practices. Grades will be satisfactory (S) or unsatisfactory (U).

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 of 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 tone 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.

225. FUNCTIONAL CLASS GUITAR (2-0-2)

Prerequisite: MUS 158. For music majors. Emphasis on folk and jazz guitar skills, including chords, strums, tunings, and picking styles.

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 nonharmonic 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.

291, 292H. HONORS SEMINAR (Var) 2 hrs credit each. 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. Cross listed with ART 301.

316. CLASS INSTRUCTION IN VOICE. (2-0-2)

This course for music majors only, designed to complement MUE 330, 331 and 332, is 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 (2-0-2) (3-0-3)

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 vocational literature, including concert, oratorio, cantata, and sacred solo repertoire for professional singers and church musicians.

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 of 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 in the 18th and 19th centuries and a survey of established analytical techniques.

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.

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 techniques, instrumental transposition, and advanced choral score reading.

38A. SPECIAL TOPICS-MUSIC ACOUSTICS (1-0-1)

Basic study of the acoustical properties of music as it relates to organ and voice in a performance setting.

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

Prerequisite: Permission of instructor. Consideration of topics in which courses are not otherwise offered, but for which there is current need. Subject matter varies.

395. A SURVEY OF JAZZ HISTORY. (3-0-3)

Development and evolution of jazz as a means of American musical expression. Early African and European heritages continuing through the various eras of stylistic changes to the present. Emphasis on how to listen to jazz, major jazz innovators and players, and stylistic changes over 80 years of jazz history. Although some musical background will be helpful, the course is offered as an elective and is open to all students.

396. AMERICAN MUSIC. (3-0-3)

This course traces the history and literature of American Music from the American Indian through the Colonial period, the nineteenth century, and the twentieth century until the present time. Music both secular and sacred, vocal and instrumental, cultivated and vernacular, will be studied, with emphasis on the work of American composers from the First New England School through the current avant-garde.

397. CHORAL MASTERWORKS. (3-0-3)

This course is designed for choir singers and non-professionals and offers them a wide variety of choral repertoire, insight into the evolution of various choral styles, and historical background of choral masterpieces. Listening, lecture, and reading will be the method of approach. Choral directors may also find this valuable.

398. THE SYMPHONY. (3-0-3)

This course traces the development of the symphonic genre, beginning with Baroque antecedents and continuing through the twentieth century, with emphasis on its treatment by individual composers.

412. SENIOR RECITAL. (0-0-3)

Solo recital of approximately fifty minutes. Required of students enrolled in the Bachelor of Music degree program.



439, 440. PEDAGOGY OF PIANO, ORGAN, VOICE OR SELECTED ORCHESTRAL INSTRUMENT. (2-0-2) each

Prerequisite: 332-333/336-337/338-329. Techniques of teaching organ, voice, or a selected orchestral instrument with emphasis on the selection, organization and supervised teaching of appropriate materials.

462. ORCHESTRATION. (3-0-3)

Prerequisite: MUS 262. Instrumentation and scoring for small and large ensembles. 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.

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

## MUSIC THERAPY (MUT)

101. MUSIC THERAPY PRINCIPLES I. (2-0-2)

An overview of the field of music therapy from its historical roots to present-day practices; ethics and standards of practice for the professional music therapist; visits to area music therapy programs.

112. MUSIC THERAPY PRE-CLINICAL AND PRACTICUM I. (2-3-2)

Observation techniques, terminology, and documentation procedures utilized in music therapy practice; three hours per week working with a music therapist in a clinical setting.

212. MUSIC AND RECREATION. (3-1-3) S

Lectures, demonstrations, laboratory, and field work experience in developing, planning, and leading music and music-based activities for recreational purposes with diverse populations. Use of instruments (autoharp, guitar, rhythm instruments), movement and dance, singing, listening, and other creative arts is included.

313. PSYCHOLOGY OF MUSIC I. (4-0-4)

Prerequisite: Junior level standing and consent of instructor. A survey of areas of investigation into musical phenomena: physical and acoustical, perceptual, psychological, and pedagogical bases for music experimentation.

314. PSYCHOLOGY OF MUSIC II. (4-0-4)

Prerequisite: MUT 313. Experimental research methodology in music, including individual student experimental investigations and a comprehensive survey of music-psychology literature.

412. MUSIC THERAPY PRACTICUM II. (0-2-1)

Prerequisites: MUT 101, 112; must be taken concurrently with MUT 419. Two five-hours-per-week of music therapy field work with two different adult populations in a clinical setting.

413. MUSIC THERAPY PRACTICUM III. (0-2-1)

Prerequisites: MUT 101, 112; must be taken concurrently with MUT 420. Two five-hours-per-week of music therapy field work in a clinical/special education setting with the developmentally disabled (to include two or more disability areas).

419. MUSIC THERAPY PRINCIPLES II. (5-3-5)

Prerequisites: MUT 101, 112. Theoretical bases, influence of music on behavior, and clinical applications of music therapy with adult populations: psychiatric (including addictive disease), geriatric, medical/physical impairment, terminally ill, and forensic.

420. MUSIC THERAPY PRINCIPLES III. (5-0-5)

Prerequisite: MUT 101, 112; MUT 419 recommended. Music therapy practices with the developmentally disabled: behavior disordered, physically and/or sensory impaired, and medically ill children and adolescents; mentally retarded, and multiple handicapped children, adolescents, and adults.

423, 424. CLINICAL INTERNSHIP IN MUSIC THERAPY. (0-5-2) each (two consecutive quarters)

Prerequisite for 423: 1) Successful completion of Regents' Exam, 2) Successful completion of piano and guitar proficiency requirements, 3) Successful completion of all other course work. Prerequisite for 424: 423. Six months' resident internship in music therapy at an approved, affiliated clinical training center (psychiatric hospital, special education facility, etc.); senior course after all other course work has been completed.

# PSYCHOLOGY

**William W. Nish, Chairperson.**

**Professors: Deal, Nish. Associate Professors: Jarvie, McDaniel. Assistant Professors: Gillis, Hendry, Lindsay.**

## INTRODUCTION

The department's purposes are to provide students with the best possible understanding of the principles and methods of psychology as the science of behavior and experience; to instill an appreciation of the importance of sound scholarship and methodology and of the excitement and enrichment of knowledge; to produce students who are able to express clearly in speech and writing what psychology is, what it does, and what some of its many contributions are; and to encourage students in sound work habits and active participation in the educational process so that they will become responsible, informed, and involved citizens.

## DEGREES OFFERED

1. Bachelor of Arts with a major in Psychology
2. Bachelor of Science with a major in Psychology
3. Master of Science in Psychology. For details on this degree see the graduate catalog, published separately.

## B.A. DEGREE WITH A MAJOR IN PSYCHOLOGY

	Hours
Areas I, II, III (See Core section of the catalog) .....	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	

Wellness .....	6
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Area IV .....	30
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1. PSY 201 (5 hours)
2. Selections from: (25 hours)  
 ART 103; ECO 270; DRA 211; GEO 200; HIS 201, 202, 212; MUS 102; MUT 101;  
 POS 200, 201, 210; PHI 200, 250; FRE, or SPA 101, 102, 103; FRE or SPA 221;  
 MAT 101, 111, 130, 140, 145, 150, 160, 250, 255, 260; BIO 123, 124, 125; BOT 200;  
 CHE 101, 102, 121, 122, 123, 231, 280; PHY 101, 102, 201, 202, 203; SOC 101, 205;  
 PSY 210, 250, 291H, 292H; AST 101; CSC 201, 220; ENS 210, 211; SPE 101; ZOO  
 200, 210, 211

Major Requirements .....	40-45
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1. General Psychology: PSY 201 (if not taken in Area IV) (5 hours)
2. Statistics: PSY 315 (5 hours)
3. Experimental Psychology: PSY 320 (5 hours)
4. PSY electives (30 hours)

Note: No more than a total of 10 hours of independent study and internship may be counted toward the 30 additional hours of psychology required for the major.

**Degree Requirements . . . . . 0-20**

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one 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.

Note: PSY students may count these language courses in Area IV.

**Other Requirements**

Only courses in psychology in which a grade of C or higher is earned can be used to satisfy major requirements.

**Electives (Students may use these hours to complete other minors or majors) . 25-50**

**Total . . . . . 186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

**B.A. DEGREE WITH A MAJOR IN PSYCHOLOGY AND THE PSYCHOLOGICAL SERVICES PROGRAM**

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog) . . . . .</b>	<b>60</b>

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.

<b>Wellness . . . . .</b>	<b>6</b>
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<b>Area IV . . . . .</b>	<b>30</b>
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1. PSY 201 (5 hours)
2. Selections from: (25 hours)  
 ART 103; ECO 270; DRA 211; GEO 200; HIS 201, 202, 212; MUS 102; MUT 101; POS 200, 201, 210; PHI 200, 250; FRE, or SPA 101, 102, 103; FRE or SPA 221; MAT 101, 111, 130, 140, 145, 150, 160, 250, 255, 260; BIO 123, 124, 125; BOT 200; CHE 101, 102, 121, 122, 123, 231, 280; PHY 101, 102, 201, 202, 203; SOC 101, 205; PSY 210, 250, 291H, 292H; AST 101; CSC 201, 220; ENS 210, 211; SPE 101; ZOO 200, 210, 211

**Major Requirements . . . . . 40-45**

1. General Psychology; PSY 201 (if not taken in Area IV) (5 hours)
2. Statistics: PSY 315 (5 hours)
3. Experimental Psychology: PSY 320 (5 hours)
4. PSY electives (30 hours)

Note: No more than a total of 10 hours of independent study and internship may be counted toward the 30 additional hours of psychology required for the major.

**Degree Requirements . . . . . 0-20**

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one 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.

Note: PSY students may count these language courses in Area IV.

**Other Requirements**

Only courses in psychology in which a grade of C or higher is earned can be used to satisfy major requirements.

Students may take a Psychological Services Program option along with the regular psychology major by completing the courses outlined below. This program is designed to increase the student's opportunities for employment by preparing the student to work under supervision in such settings as mental health clinics, counseling centers, state institutions, testing centers, correctional programs, rehabilitation offices, and personnel programs. Depending upon the work setting, the job title might be psychology technician, behavior specialist, human services worker, case worker, psychiatric aide, psychologist's assistant, clinical services worker, or mental health technician.

**Psychological Services Program Requirements . . . . . 45**

1. Abnormal Psychology: PSY 448; Counseling Psychology: PSY 450; Tests and Measurements: PSY 456; Psychological Assessment: PSY 457; and Behavior Modification: PSY 488. (25 hours)
2. At least ten hours of Internship: PSY 49K (10 hours)
3. Two of the following: Applied Psychology: PSY 210; Behavioral Science Applied to Work: PSY 370; Career Counseling: PSY 452; Marriage and Family Therapy: PSY 453; and Theories of Personality: PSY 463. (10 hours)

This is an option that the student may take while fulfilling psychology major requirements. For a psychology major with this concentration, the student takes the three courses required for all psychology majors (General Psychology, Statistics, and Experimental Psychology) and the 45 hours outlined above. Thirty of these 45 hours may be used to meet the major requirements of 30 hours of psychology beyond General Psychology, Statistics, and Experimental Psychology. Thus, this concentration takes 15 more hours of psychology than the usual psychology major program.

**Electives (Students may use these hours to complete other minors) . . . . . 5-35**

**Total . . . . . 186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

**B.S. DEGREE WITH A MAJOR IN PSYCHOLOGY**

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog)</b> .....	<b>60</b>

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.

<b>Wellness</b> .....	<b>6</b>
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<b>Area IV</b> .....	<b>30</b>
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1. PSY 201 (5 hours)
2. Selections from: (25 hours)  
 ART 103; ECO 270; DRA 211; GEO 200; HIS 201, 202, 212; MUS 102; MUT 101;  
 POS 200, 201, 210; PHI 200, 250; FRE, or SPA 101, 102, 103; FRE or SPA 221;  
 MAT 101, 111, 130, 140, 145, 150, 160, 250, 255, 260; BIO 123, 124, 125; BOT 200;  
 CHE 101, 102, 121, 122, 123, 231, 280; PHY 101, 102, 201, 202, 203; SOC 101, 205;  
 PSY 210, 250, 291H, 292H; AST 101; CSC 201, 220; ENS 210, 211; SPE 101; ZOO  
 200, 210, 211

<b>Major Requirements</b> .....	<b>40-45</b>
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1. General Psychology: PSY 201 (if not taken in Area IV) (5 hours)
2. Statistics: PSY 315 (5 hours)
3. Experimental Psychology: PSY 320 (5 hours)
4. PSY electives (30 hours)

Note: No more than a total of 10 hours of independent study and internship may be counted toward the 30 additional hours of psychology required for the major.

<b>Degree Requirements</b> .....	<b>10-15</b>
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1. Additional courses from natural sciences, mathematics, or computer information systems. (10 hours)
2. Foreign language (5 hours)

Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.  
 PSY students may count a second course in Area IV.

**Other Requirements**

Only courses in psychology in which a grade of C or higher is earned can be used to satisfy major requirements.

<b>Electives (Students may use these hours to complete other minors or majors)</b> ..	<b>30-40</b>
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**Total** ..... **186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN PSYCHOLOGY AND THE PSYCHOLOGICAL SERVICES PROGRAM**

	Hours
<b>Areas I, II, III (See Core section of the catalog)</b> .....	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
<b>Wellness</b> .....	6
<b>Area IV</b> .....	30

1. PSY 201 (5 hours)
2. Selections from: (25 hours)  
 ART 103; ECO 270; DRA 211; GEO 200; HIS 201, 202, 212; MUS 102; MUT 101;  
 POS 200, 201, 210; PHI 200, 250; FRE, or SPA 101, 102, 103; FRE or SPA 221;  
 MAT 101, 111, 130, 140, 145, 150, 160, 250, 255, 260; BIO 123, 124, 125; BOT 200;  
 CHE 101, 102, 121, 122, 123, 231, 280; PHY 101, 102, 201, 202, 203; SOC 101, 205;  
 PSY 210, 250, 291H, 292H; AST 101; CSC 201, 220; ENS 210, 211; SPE 101; ZOO  
 200, 210, 211

**Major Requirements** ..... 40-45

1. General Psychology: PSY 201 (if not taken in Area IV) (5 hours)
2. Statistics: PSY 315 (5 hours)
3. Experimental Psychology: PSY 320 (5 hours)
4. PSY electives (30 hours)

Note: No more than a total of 10 hours of independent study and internship may be counted toward the 30 additional hours of psychology required for the major.

**Degree Requirements** ..... 0-20

1. Additional courses from natural sciences, mathematics, or computer information systems. (10 hours)
2. Foreign language (5 hours)

Note: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement. PSY students may count a second course in Area IV.

**Other Requirements**

Only courses in psychology in which a grade of C or higher is earned can be used to satisfy major requirements.

Students may take a Psychological Services Program option along with the regular psychology major by completing the courses outlined below. This program is designed to increase the student's opportunities for employment by preparing the student to work under supervision in such settings as mental health clinics, counseling centers, state institutions, testing centers, correctional programs, rehabilitation offices, and personnel programs. Depending upon the work setting, the job title might be psychology technician, behavior specialist, human services worker, case worker, psychiatric aide, psychologist's assistant, clinical services worker, or mental health technician.

**Psychological Services Program Requirements**

1. Abnormal Psychology: PSY 448; Counseling Psychology: PSY 450; Tests and Measurements: PSY 456; Psychological Assessment: PSY 457; and Behavior Modification: PSY 488. (25 hours)
2. At least ten hours of Internship: PSY 49K (10 hours)
3. Two of the following: Applied Psychology: PSY 210; Behavioral Science Applied to Work: PSY 370; Career Counseling: PSY 452; Marriage and Family Therapy, PSY 453; and Theories of Personality: PSY 463. (10 hours)

This is an option which the student may take while fulfilling psychology major requirements. For a psychology major with this concentration, the student takes the three courses required for all psychology majors (General Psychology, Statistics, and Experimental Psychology) and the 45 hours outlined above. Thirty of these 45 hours may be used to meet the major requirements of 30 hours of psychology beyond General Psychology, Statistics, and Experimental Psychology. Thus, this concentration takes 15 more hours of psychology than the usual psychology major program.

<b>Electives (Students may use these hours to complete other minors.)</b> . . . . .	<b>0-25</b>
<b>Total</b> . . . . .	<b>186</b>

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**PSYCHOLOGY MINOR**

Twenty-five quarter hours, distributed as follows:

1. PSY 201 (5 hours)
2. PSY 315 or 456 (5 hours)
3. Fifteen additional PSY hours, ten of which must be the 300-400 level (15 hours)

**CAREER INFORMATION**

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, youth or adult workers in such agencies as the YMCA and Scouts, vocational counselors, law enforcement agents, rehabilitative counselors, research and development program assistants, public relations workers, personnel workers, business/management trainees, advertising and consumer workers, research assistants, correctional agency counselors, supervisors in child care agencies, court service workers, workers in crisis centers, counselors in programs for the aged, test development assistants, fund raisers, alcohol and drug program counselors, working in centers for the retarded and developmentally disabled, assistants in mental health centers, narcotics agents, and a variety of government program jobs.

The Psychology Department and the American Psychological Association have pamphlets that go into detail concerning career planning for psychology students. A copy of the APA pamphlet will be sent free to any student who requests "Careers in Psychology" from the American Psychological Association, 1200 17th Street N.W., Washington, D.C. 20036.

## MISCELLANEOUS

In addition to its classrooms and offices, the Psychology Department has a small animal colony, a small animal surgery room, rooms for animal research, a histological laboratory, a laboratory for the study of human behavior, a one-way observation room, a psychophysiology/biofeedback laboratory, a communications laboratory, and rooms available for individual research projects. The department has its own computers for teaching and research use, and, in addition, the College has an Academic Computer Laboratory available for college-wide use. Central State Hospital is a few miles from the campus and provides opportunities for practicum and internship experiences, work experiences, and volunteer work. Several agencies of the Georgia Department of Offender Rehabilitation are also located in the Milledgeville area.

## 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 requested to serve as research participants in research studies.

### 210. APPLIED PSYCHOLOGY. (5-0-5) S

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) W

Prerequisite: None. An introduction to personality development and adjustment problems.

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

Prerequisites: Sophomore standing and admission to the Honors Program. A general interdepartmental seminar.

### 315. STATISTICS. (5-0-5) F, S, Su

Prerequisite: MAT 101 or 130, 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

Prerequisites: PSY 201 and 315. The principles and methods of experimental psychology, with laboratory investigations of a topic chosen by the student.

### 323. CHILD PSYCHOLOGY. (5-0-5) F

Prerequisite: PSY 201. The physiological, intellectual, social, and emotional factors in child development.

### 350. ELEMENTARY SOCIOBIOLOGY. (5-0-5) S Even years

(Cross listed as ZOO 350)

### 351. SOCIAL PSYCHOLOGY. (5-0-5) W

Prerequisite: PSY 201. The origin and development of the psychological aspects of social behavior in man.

### 370. BEHAVIORAL SCIENCE APPLIED TO WORK. (5-0-5) S Odd years

Prerequisite: PSY 201 or SOC 101. The study of all variables related to behavior in the work setting, such as occupational choice; job selection, training, and evaluation; social and group influences; characteristics of man-machine systems; change and stress in the workplace; motivation and morale; communication; work environment; and supervisor-worker relations. (Cross listed as SOC 370)

### 374. COMPARATIVE ANIMAL BEHAVIOR. (3-4-5) S Odd years

(Cross listed as ZOO 351)

### 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) F, W, Su

Prerequisite: PSY 201. Study of causative factors in the development of all types of psychological maladjustment, and of diagnostic and treatment techniques.



## 450. COUNSELING PSYCHOLOGY. (5-0-5) S

Prerequisite: PSY 201. An overview of contemporary approaches to psychological counseling, including a review of major theories as they are applied to individual and group counseling. Also includes an examination of ethical issues, of the counselor as a person, and of the counselor's relationship to clients.

## 451. GROUP DYNAMICS. (5-0-5) Su

Prerequisite: PSY 201. A review of the theory and research dealing with group processes, with consideration of the relevance of this knowledge in "real world" settings.

## 452. CAREER COUNSELING. (5-0-5) F Even years

Prerequisite: PSY 201. A study of current career development theories and assessment techniques. An emphasis will be given to helping the student understand and interpret information gathered and behavior observed during career counseling sessions.

## 453. MARRIAGE AND FAMILY THERAPY. (5-0-5) F Odd years

Prerequisite: PSY 201. An introduction to principles, theoretical approaches, specific objectives, and techniques currently used in marriage and family therapy. Particular emphasis will be given to problems which arise in normal couple and family development.

## 455. HISTORY AND SYSTEMS OF PSYCHOLOGY. (5-0-5) S Even years

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) F, Su

Prerequisite: PSY 201. Recommended prerequisite: PSY 315. The construction, use, and interpretation of psychological tests, and an evaluative survey of available tests.

## 457. PSYCHOLOGICAL ASSESSMENT. (5-0-5) W

Prerequisite: PSY 456. Familiarity with the most commonly used psychological assessment techniques with adult populations in clinical settings. Exposure to legal and ethical issues associated with assessment. Emphasis on developing an understanding of basic theoretical assumptions and limitations associated with psychological assessment as part of a comprehensive psychological evaluation.

## 460. BIOLOGICAL FOUNDATIONS OF BEHAVIOR I. (5-0-5) F

Prerequisites: PSY 201 and BIO 123. An examination of neuroscience research methodology and history, neuron anatomy and physiology, neurotransmission and pharmacology, neuroendocrinology, functional neuroanatomy, development and evolution, mechanisms of sensation, perception, and movement. (Cross listed as ZOO 460)

## 461. BIOLOGICAL FOUNDATIONS OF BEHAVIOR II. (5-0-5) W

Prerequisite: PSY or ZOO 460. An exploration of neural mechanisms of motivation (eating, drinking, thermoregulation, sex), sleeping/waking, emotions and aggression, mental disorders, learning, memory and amnesia, language, cognition, and factors influencing recovery from brain injury. (Cross listed as ZOO 461)

## 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 the major theories of personality. Emphasis placed upon personality development throughout the lifespan.

## 470. COGNITIVE PSYCHOLOGY. (5-0-5) S

Prerequisite: PSY 201. An overview of some of the current theories of "higher mental processes." Concepts are tied to a biopsychological model.

## 475. SEMINAR. (5-0-5) W, S

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 relationship 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 chairperson. Individually arranged advanced study in a special area of psychology. Arrangements must be completed with the supervising faculty member and approved by the department chairperson 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 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 201. 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 in the upper division), and permission of the Department Coordinator of Off-Campus Education. An individually designed and planned learning experience involving off-campus field experience in the private or public sector.

# SCHOOL OF BUSINESS

Jo Ann Jones, Dean

Andrea N. Wise, Assistant Dean

## PURPOSE

The School of Business has as its central aim to develop professionally competent and socially responsible men and women for careers in business, government, and other organizations requiring the organizational, managerial, and analytical skills necessary in today's rapidly changing environment.

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 many with practical business experiences. The faculty's primary mission combines teaching, research, and public service.

The School of Business has a broad-based public service program through the Small Business Institute, the Small Business Development Center, and the Center for Economic Education. An Advisory Board 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 and/or minor field of study that is consistent with the individual's career objectives.

## ADMISSION

Admission to the departments of the School of Business requires formal acceptance. To be accepted these criteria must be met:

1. The student must have a cumulative 2.0 grade point average or above on all work attempted.
2. The student must have completed Areas I, II, and III of the core (60 hours) including Math 111 or its equivalent.
3. The student must have passed the reading and the writing parts of the Regents' Exam

## PROGRAMS OF STUDY

### BACHELOR OF BUSINESS ADMINISTRATION

The School of Business offers the Bachelor of Business Administration with majors in accounting, art marketing (in cooperation with the Art Department), business information systems, economics, general business, management, marketing, and office administration.

### BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree with a major in business education is offered.

### BUSINESS ELECTIVES AND MINORS

Minors for business and non-business students are offered in business information systems, communications, economics, finance, international studies, management, and marketing. A minor for nonbusiness students is offered in general business.

Non business students are encouraged to broaden their college experience and enhance their career opportunities by taking business courses as electives or by taking business courses required for a minor. (See departmental listings for specific requirements for minors).

### **COMMON BODY OF KNOWLEDGE**

The curricula objectives of the School of Business adhere to those of the American Assembly of Collegiate Schools of Business (AACSB). Students are required to acquire a "common body of knowledge" in business. This common body of knowledge (CBK) from all major areas of business provides students with a varied business background.

### **GRADUATE DEGREES**

The School of Business offers a Master of Business Administration and a Master of Management Information Systems (for information see the Georgia College graduate catalog).

## **SPECIAL BUSINESS SERVICES**

### **SMALL BUSINESS INSTITUTE**

The School of Business is active in community service programs, providing instructional and other support services to the Central Georgia business community. The School of Business operates the Georgia College Small Business Institute (SBI).

The Small Business Institute works with small business owners throughout central Georgia, providing business advisory services in these areas:

- Long and short-range planning
- Marketing strategy
- Managerial accounting
- Management techniques and strategies
- Financial 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 supervises students as consultants in providing business advisory services. Academic credit is given for the experience (see MGT/MKT 496, Small Business Institute).

### **ECONOMIC EDUCATION CENTER**

The Economic Education Center is an affiliate of the Georgia Council on Economic Education and the Joint Council on Economic Education. The purposes of the center are:

To aid teachers in teaching economic and personal finance by conducting in-service and pre-service programs in 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 Atkinson Hall on the Georgia College campus and is available for public use.

### **SMALL BUSINESS DEVELOPMENT CENTER**

Georgia College, Macon College, the Greater Macon Chamber of Commerce and the Milledgeville/Baldwin County Chamber of Commerce have formed a consortium to join the Small Business Development Center at the University of Georgia to operate the Cen-

tral Georgia Small Business Development Center. The center, housed in the Macon Chamber of Commerce, provides counseling services for small business operators, continuing education programs, and linkage with the University of Georgia Small Business Development Center and the Small Business Administration.

## GENERAL BUSINESS ADMINISTRATION

J. Larry Wolfenbarger, Program Coordinator

### INTRODUCTION

The General Business major is a cooperative program of all the departments within the School of Business. The General Business major will appeal to students who do not want to specialize in any one field of business or who have an interest in law or other specialized areas at the Master's level. The major in General Business will find employment at the entry level where the position requires knowledge of all the fields of business but without the special emphasis of one particular discipline such as management, marketing, accounting, or economics. A General Business major will take upper level courses in all the major areas of business.

### DEGREE OFFERED

Bachelor of Business Administration with a major in General Business Administration

### BBA DEGREE WITH A MAJOR IN GENERAL BUSINESS ADMINISTRATION

	Hours
Areas I, II, III (See Core section of this catalog) . . . . .	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements. General Business Administration majors are required to take Math 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. Speech 101 is the preferred choice in Area I.	
Wellness . . . . .	6
Area IV* . . . . .	30
1. ACT 251, 252 (10 hours)	
2. Macro ECO 271 (5 hours)	
3. Micro ECO 272 (5 hours)	
4. BIS 209 or 210; COM 237 (10 hours)	
Major Requirements . . . . .	80
Business Major Requirements*	
1. Area IV courses as listed above, plus the following business major requirements:	
2. FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, and MKT 361.	
General Business Administration Requirements	(45)
1. 30 hours of 300-400 level courses (10 hours in three of the following four areas: Accounting, Economics and Finance, Management or Marketing)	
2. 5 hours of 300-400 level work in the area not chosen above	
3. 10 hours from the four areas listed above, in Business Information Systems, or from these courses: BOA 421, COM 427, COM 428.	
Electives (Outside the School of Business) . . . . .	10

Total 186

\*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors. ACT 251, 252; ECO 271, 272; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: In order to graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

#### **MINOR IN GENERAL BUSINESS ADMINISTRATION—NONBUSINESS MAJORS ONLY**

30 quarter hours, distributed as follows:

1. ACT 251, ACT 252 (10 hours)
2. ECO 270 (5 hours) Note: If ECO 270 is taken in Area III of the core, BIS 335 must be substituted.
3. FIN 300 (5 hours)
4. MGT 340 (5 hours)
5. MKT 361 (5 hours)

#### **MINOR IN INTERNATIONAL BUSINESS—BUSINESS MAJORS**

25-30 quarter hours, distributed as follows:

1. COM 428 (5 hours)
2. ECO 370 (5 hours)
3. MGT 447 (5 hours)
4. Five hours of 300-400 level approved electives
5. Modern Foreign Language (ten hours required)  
(If language is selected in Area I, then 5 hours required).

#### **MINOR IN INTERNATIONAL BUSINESS—NONBUSINESS MAJORS**

30 quarter hours, distributed as follows:

1. COM 428 (5 hours)
2. ECO 270, ECO 370 (10 hours)
3. MGT 340, MGT 447 (10 hours)
4. 5 hours Foreign Language

#### **CAREER INFORMATION**

The major in General Business is designed for the student who desires a broad background in all areas of business rather than specializing in one discipline of business. A major in General Business would be particularly appropriate for the person who is interested in operating or managing a business which does not have the resources to hire specialists in each area of business.

# ACCOUNTING

Eugene H. Shepard, Chairperson

Professor: Shepard. Associate Professor: Rouk.

Assistant Professors: King, Smith, Stockard, Moore.

## INTRODUCTION

The Accounting Program is concerned with the development of the full potential of the student as an individual as well as his or her educational and technical development. The program is planned with emphasis on the technical knowledge necessary to enter the wide range of career opportunities and 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.

## DEGREE OFFERED

Bachelor of Business Administration with a major in Accounting

### BBA DEGREE WITH A MAJOR IN ACCOUNTING

Areas I, II, III (See Core section of this catalog) ..... 60

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements. Accounting majors are required to take Math 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. Speech 101 is the preferred choice in Area I.

Wellness ..... 6

Area IV\* ..... 30

- 1. ACT 251, 252 (10 hours)
- 2. Macro ECO 271 (5 hours)
- 3. Micro ECO 272 (5 hours)
- 4. BIS 209 or 210; COM 237 (10 hours)

Major Requirements ..... 85

**Business Major Requirements\*** (35)

- 1. Area IV courses as listed above, plus the following business major requirements:
- 2. FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, and MKT 361.

**Accounting Requirements** (50)

- 1. ACT 351, 352, 353, 356, 451, 454, 457, LEB 308 (40 hours)
- 2. Accounting elective (one course from the following: ACT 354, 453, or 455) (5 hours)
- 3. 300-400 level business elective (5 hours)

Note: A grade of "C" or better is required in all accounting courses to graduate with a degree in accounting.

Electives (Outside the School of Business) ..... 5

Total **186**

\*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors. ACT 251, 252; ECO 271, 272; and mathematics are general prerequisite for BBA candidates to enroll in upper-division business courses.

NOTE: In order to graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

## CAREER INFORMATION

Opportunities for accountants are found in business, government, public accounting and education. Career opportunities in business are available for those students interested in internal auditing, financial accounting, cost accounting, and managerial accounting. Opportunities abound for those interested in auditing, managerial or tax accounting at the federal, state, and local government levels. Those students interested in a professional career may find opportunities for employment with one of many firms of Certified Public Accountants. Individuals who have passed a uniform examination and who have fulfilled the experience and educational requirements may qualify for professional certification as a Certified Public Accountant or a Certified Managerial Accountant, and may wish to establish their own public accounting or consulting business.

## 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, data processing, 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 a tool to management, 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 on individual income tax liability is analyzed. Open only to nonaccounting students.

### 291, 292H. HONORS SEMINAR. (2-0-2)

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 assets, investments and inventory methods.

### 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 current liabilities, intangibles, long-term debt, corporate capital, paid-in capital, retained earnings, analytical processes and statements of changes in financial position.

### 353. INTERMEDIATE ACCOUNTING III. (5-0-5)

Prerequisites: ACT 351 and 352. A continuation of Intermediate Accounting I and II, providing an in-depth coverage of both theory and procedure. Major emphasis on accounting for pension, leases, changing prices, interim and segmental financial statement, and governmental and nonprofit accounting.

### 354. MANAGERIAL ACCOUNTING. (5-0-5)

Prerequisite: ACT 252. Study of information provided by the accounting system with emphasis on the special information needs of management. An analysis of the organization of accounting information into useful structure for decision making.

### 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, and consolidations.

### 44E. SPECIAL TOPICS. (5-0-5)

This course meets special needs of students and/or the community. Approval of the department chairperson is required prior to registering.

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

Prerequisite: ACT 252. 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)

Prerequisites: ACT 352, 451; BIS 209 or BIS 210. 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 are presented.



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

Prerequisite: ACT 352 or permission of instructor. A study of the application of accounting principles to laws relating to taxation. Emphasis is placed on the determination of income and legal deductions to determine taxable income for individuals.

455. PRINCIPLES OF 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 to determine taxable income for partnerships, corporation, estates, trusts, and other entities.

457. AUDITING. (5-0-5)

Prerequisite: ACT 353 or permission of instructor. A course in the theory and practice of professional and general auditing. The student gains the basis for the expression of a general opinion regarding the conformity with accepted accounting procedures of statements prepared by a corporation or other forms of business. Auditing standards, ethics, internal control, government regulation, and formal audit report writing are other topics emphasized.

461. CPA REVIEW. (5-0-5)

Prerequisite: Senior standing and approval of accounting advisor. An in-depth analysis of several areas of accounting with emphasis on the techniques available to resolve problems in these areas.

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

Individually designed and planned learning experience involving field experience and study in the private and public sector. Approval of the department chairperson is required prior to registering.

## **LEGAL ENVIRONMENT OF BUSINESS (LEB)**

307. LEGAL ENVIRONMENT OF BUSINESS I. (5-0-5)

The general nature of law and courts, laws involved with agency and employment, negotiable instruments, personal contracts, property and bailment, and sales of goods.

308. LEGAL ENVIRONMENT OF BUSINESS II. (5-0-5)

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

# BUSINESS INFORMATION SYSTEMS AND COMMUNICATIONS

**Doris D. Engerrand, Chairperson**

**Professors: Engerrand, W. A. Jones. Associate Professors: Bloodworth, Glover, Hawkins, Wise.**

**Assistant Professors: Clinton, Kastory, Trussell.**

**Instructor: Monroe.**

## INTRODUCTION

**BUSINESS INFORMATION SYSTEMS (BIS)**—The standards established by the Data Processing Management Association (DPMA) Education Foundation in degree description and requirements are followed for the BBA degree with a major in Business Information Systems.

The Business Information Systems Program is designed to develop an in-depth hands-on understanding of the use of computers in business. The BIS curriculum emphasizes technical knowledge of computer hardware and software systems, competency in applying systems analysis and design strategies and techniques and programming skills. The BIS graduate will understand how to identify and meet information needs in business, using computers within an organizational context.

**BUSINESS EDUCATION**—The Business Education program is concerned with the business education major's development of professional leadership skills and the knowledge and abilities to serve educational and social agencies within the community.

**OFFICE ADMINISTRATION**—The Office Administration program is concerned with the office administration major's development of the leadership skills and the professional and personal competencies necessary to succeed in office administration.

## DEGREES OFFERED

1. Bachelor of Business Administration with a major in Business Information Systems
2. Bachelor of Science with a major in Business Education
3. Bachelor of Business Administration with a major in Office Administration

## BBA DEGREE WITH A MAJOR IN BUSINESS INFORMATION SYSTEMS

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog)</b> .....	<b>60</b>
<i>Note: Courses taken in Areas I, II, III can be used to satisfy other requirements. BIS majors are required to take Math 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 270/271 in Area III. ECO 271 should be taken in Area IV. Speech 101 is the preferred choice in Area I.</i>	
<b>Wellness</b> .....	<b>6</b>
<b>Area IV*</b> .....	<b>30</b>
1. ACT 251, 252 (10 hours)	
2. Macro ECO 271 (5 hours)	
3. Micro ECO 272 (5 hours)	
4. BIS 209 or 210; COM 237 (10 hours)	
<b>Major requirements</b> .....	<b>80</b>

<b>Business Major Requirements*</b>	<b>(35)</b>
1. Area IV courses as listed above, plus the following business major requirements:	
2. FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499 and MKT 361.	
<b>Business Information Systems Major Requirements</b>	<b>(45)</b>
1. BIS 325, 326, 335, 405, 406, 435, 470 (35 hours)	
2. 300-400 level business electives (10 hours)	
<b>Electives (Outside the School of Business)</b> .....	<b>10</b>
<b>Total</b>	<b>186</b>

\*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for Business majors. ACT 251, 252; ECO 271, 272; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

**BS DEGREE WITH A MAJOR IN BUSINESS EDUCATION**

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog)</b> .....	<b>60</b>
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements. Business Education majors are required to take Math 111 or its equivalent. Speech 101 is the preferred choice in Area I.	
<b>Wellness</b> .....	<b>6</b>
<b>Area IV*</b> .....	<b>30</b>
1. PSY 201; SOC 101 (5 hours)	
2. EFS 204 (5 hours)	
3. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)	
4. ECO 271, 272; BIS 209 or 210; COM 237; BOA 226, 227 (15 hours)	
<b>Major Requirements</b> .....	<b>70</b>
<b>Business Major Requirements*</b>	<b>(45)</b>
1. Area IV courses as listed above, plus the following business major requirements:	
2. BIS 209 or BIS 210, ECO 271, ECO 272, FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, and MKT 361	
<b>Business Education Major Requirements</b>	<b>(25)</b>
1. BIS 335 (5 hours)	
2. BOA 226, 328, 330, 426 (20 hours)	
<b>Degree Requirements</b> .....	<b>0-10</b>
Additional courses from the social, behavioral and natural sciences and mathematics. (May be satisfied with ECO 271, ECO 272, LEB 307, MGT 301, listed above). These courses may be counted in Area IV.	
<b>Teacher Certification</b> .....	<b>30</b>
1. EFS 204 (5 hours, Area IV)	
2. EEX 364, EFS 295, 400, 490, 493, ELM 401 (30 hours)	
<b>Total</b>	<b>196</b>

\*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors. ACT 251, 252; ECO 271, 272; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

### BBA DEGREE WITH A MAJOR IN OFFICE ADMINISTRATION

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog)</b> .....	<b>60</b>
<p>Note: Courses taken in Areas I, II, III can be used to satisfy other requirements. Office Administration majors are required to take Math 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. Speech 101 is the preferred choice in Area I.</p>	
<b>Wellness</b> .....	<b>6</b>
<b>Area IV*</b> .....	<b>30</b>
<p>1. ACT 251, 252 (10 hours)</p> <p>2. ECO 271, 272 (5-10 hours)</p> <p>3. Courses from the following areas:            BOA 125, 226 (0-10 hours)            Will accept up to 10 hours Shorthand Transfer Courses (0-10 hours)            COM 237 (0-5 hours)</p> <p>4. Will accept 5 hours of Introduction to Business (0-5 hours)</p> <p>5. BIS 209 or 210 (0-5 hours)</p>	
<b>Major Requirements</b> .....	<b>90</b>
<p><b>Business Major Requirements*</b> (35)</p> <p>1. Area IV courses as listed above, plus the following business major requirements:            2. FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499 and MKT 361.</p>	
<p><b>Office Administration Major Requirements</b> (55)</p> <p>1. BOA 226, 227, 328, 420 (20 hours)</p> <p>2. BIS 335 (5 hours)</p> <p>3. Select either of the following sequences:            BOA 330, 331 and 421 (15 hours)            OR            BIS 325, 405 and 435 (15 hours)</p> <p>4. Business electives at the 300-400 level (10 hours)</p> <p>5. Free elective (Outside the School of Business) (5 hours)            Students selecting the medical emphasis are required to take CHE 101 and should choose BIO 123 and 124 in Area II</p>	
<b>Total</b>	<b>186</b>

\*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors. ACT 251, 252; ECO 271, 272; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

### **MINOR IN BUSINESS COMMUNICATIONS—BUSINESS MAJORS**

20 quarter hours, distributed as follows:

1. COM 427, 428 (10 hours)
2. JRN 400, or 405, SPE 309, 310 (5 hours)
3. SPE 101 (5 hours)

### **MINOR IN BUSINESS COMMUNICATIONS—NONBUSINESS MAJORS**

20 quarter hours, distributed as follows:

1. COM 237, 427, 428 (15 hours)
2. SPE 101 (5 hours)

### **MINOR IN BUSINESS INFORMATION SYSTEMS—BUSINESS MAJORS**

25 quarter hours, distributed as follows:

1. BIS 325, 335, 405, 435, 470

### **MINOR IN BUSINESS INFORMATION SYSTEMS—NONBUSINESS MAJORS**

25 quarter hours, distributed as follows:

1. BIS 209, BIS 210 or CSC 201 (5 hours)
2. BIS 325, 335, 405, 435 (20 hours)

## **CAREER INFORMATION**

**BUSINESS EDUCATION**—Historically and currently, graduates with a major in business education at the graduate and undergraduate levels have been 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.

**BUSINESS INFORMATION SYSTEMS**—The subject matter is designed to reflect the leading edge of technology and methodology in information processing, while being tempered by the practical demands of the business/industrial world. Business information systems is a high-growth, high-demand area of computer education with the main goal of preparing graduates for entry-level applications programmer/analyst positions in commercial data processing environments.

**OFFICE ADMINISTRATION**—Graduates of the office administration degree program are eagerly sought by employers. The graduates of the program are qualified to become administrative assistants, executive, medical, or legal secretaries.

## **BUSINESS COMMUNICATIONS (COM)**

### **237. BUSINESS COMMUNICATION AND REPORTS. (5-0-5)**

Prerequisite: ENG 102. An analysis and application of the external and internal communication of people within the structure of the business organization. The course provides an overview of the management of information systems, business ethics associated with communications, the concept of word and data processing and the use of computers to generate letters, memorandums, and reports. Tele-communications, mail systems, and computer generated graphics are also included. Issues concerning international and cross cultural communication are explored.

### **427. REPORT 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 report writing in business. It provides for the application of the principles of report writing, including writing style, and graphic presentation. The use of computers to analyze and store information and to write reports is encouraged.

### **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 communica-

tions carried out by managers in organizations, the variables and ethics which influence these communications, and the management of information systems. Emphasis is placed on the problems encountered in international communication.

## **BUSINESS EDUCATION AND OFFICE ADMINISTRATION (BOA)**

### **123. OFFICE MACHINES. (2-0-2)**

An introduction to the use of electronic and printing calculators and other modern office equipment.

### **125. KEYBOARDING AND PERSONAL TYPEWRITING. (3-0-3)**

The development of correct keyboarding techniques and the application of these techniques to writing letters and term papers.

### **226. INTERMEDIATE TYPEWRITING. (5-0-5)**

Prerequisite: Typing speed of 35 wpm. Increased development of skill through speed building and job production activities. Records management is included in this course.

### **227. ADVANCED TYPEWRITING. (5-0-5)**

Prerequisite: BOA 226. Production typing of letters, manuscripts, tabulations, business forms, and legal, medical, and government documents. Emphasis is placed on improving speed and accuracy.

### **291. 292H. HONORS SEMINAR. (2-0-2)**

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

### **324. THE ADMINISTRATIVE ASSISTANT. (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. Emphasis is placed on ethical business practices.

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

Prerequisite: BOA 227. 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 227. Skill in legal transcription and vocabulary. A consideration of the work of a legal secretary.

### **328. OFFICE TECHNOLOGY. (5-0-5)**

Prerequisite: BOA 226. Introduction to the use of electronic calculators, dictating or transcribing procedures, and office automation. Business mathematics is included in this course.

### **330. WORD PROCESSING I. (5-0-5)**

Prerequisite: BIS 335. Originating and producing data of the administrative assistant and correspondence assistant in an information processing system.

### **331. WORD PROCESSING II. (5-0-5)**

Prerequisite: BOA 330. A working knowledge of all phases of information processing using word measurement and procedures manuals.

### **420. ADMINISTRATIVE SYSTEMS MANAGEMENT. (5-0-5)**

Prerequisite: MGT 340. The basic principles underlying the operation, control, and organization of business offices. Included are systems analysis and implementation of word and data processing systems, telecommunications and mail systems, records and forms management, budgetary and cost control measures, and business ethics.

### **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. This office technology fits into the information processing cycle.

### **426. METHODS OF TEACHING BUSINESS SUBJECTS. (5-0-5)**

Prerequisite: EFS 400 and ELM 401. Methods of teaching skill subjects as well as basic business subjects. Motivation of students, lesson planning, evaluation, and techniques for presentation of subject matter, professionalism, and ethics are emphasized. Current business textbooks and instructional tools are examined.

### **44E. SPECIAL TOPICS. (5-0-5)**

This course meets special needs of students and/or the community. Approval of the department chairperson is required prior to registering.

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

Individually designed and planned learning experience involving field experience and study in the private or public sector. Approval of the department Chairperson is required prior to registration.

**BUSINESS INFORMATION SYSTEMS (BIS)****209. INTRODUCTION TO COMPUTERS IN BUSINESS. (5-0-5)**

Prerequisite: MAT 101, recommended 25 wpm keyboarding skills. This course is an introductory survey of the role of computer information systems within business organizations. Emphasis is on computer requirements in organizations, history of hardware development, hardware functions, systems development, programming, computer operations, and ethical issues. Introductory-level instructions and practice in the development of programs in a high level language are included. BIS 210 and CSC 201 can be substituted for this course.

**210. INTRODUCTION TO COMPUTERS IN BUSINESS/ADVANCED. (5-0-5)**

Prerequisite: MAT 101, recommended 25 wpm keyboarding skills. Survey of the role of computer information systems within business organizations. Emphasis on computer requirements in organizations, history of hardware development, programming, and computer operations. Includes intermediate level instructions and practice in the development of programs in a high level language.

**291, 292H. HONORS SEMINAR. (2-0-2)**

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

**310. INTRODUCTION TO DATA STRUCTURES. (5-0-5)**

Prerequisite: CSC 221 or permission of instructor. Introduction to data structures and their applications. Topics include arrays, stacks, queues, lists, graphs and trees. Basic implementation and algorithms for manipulating these structures in the context of typical problems are covered.

**325. BUSINESS APPLICATIONS PROGRAMMING I. (5-0-5)**

Prerequisite: BIS 209 or BIS 210. This course is an introductory course in program design and development. Students apply a structured, multi-phase program development process that features a series of steps involving understanding of a problem, formal problem definition, graphic design methodologies (particularly structure charts), and program specification through pseudocoding. Coding by the students does not begin until after the program design process is examined. COBOL is used to illustrate program development statements.

**326. BUSINESS APPLICATIONS PROGRAMMING II. (5-0-5)**

Prerequisites: BIS 325 and ACT 252. This course builds on the principles introduced in BIS 325. At this level, students write programs for more advanced reporting, deal with interactive conditions, learn about relative, direct, and indexed files, and are introduced to interactive processing.

**327. BUSINESS APPLICATIONS PROGRAMMING III. (5-0-5)**

Prerequisite: BIS 326 or permission of the instructor. This course builds experience and competence in work with advanced systems, including those providing interactive processing and those that function in a database environment. Topics of emphasis include clear documentation for program maintenance, programming efficiency techniques, interactive program development, library creation and use, as well as continued emphasis on structured design and programming techniques.

**335. INTRODUCTION TO MICROCOMPUTERS. (5-0-5)**

Prerequisite: BIS 209 or BIS 210 or permission of instructor. This course provides a survey of information needs in business that the microcomputer can help meet. Standard software packages available to support a microcomputer-based executive work station are reviewed. Hands-on work is included in the areas of word processing, financial analysis, database management, graphics, telecommunications, and other common applications.

**340. ASSEMBLY LANGUAGE. (5-0-5)**

Prerequisite: CSC 221 or permission of instructor. The internal organization of digital computers is introduced through the study of assembly language. Topics include binary and hexadecimal arithmetic, implicit and explicit addressing, recursion, and linkage to subroutines and higher level languages. Extensive laboratory assignments in assembly language.

**345. COMPUTER HARDWARE, SYSTEM SOFTWARE, AND ARCHITECTURE. (5-0-5)**

Prerequisite: BIS 325 and BIS 335 or permission of instructor. This course presents a functional, systems-level review of computing equipment and the organization of components and devices into architectural configurations. Students learn the principles of system software and build an understanding of combinations of hardware and software within architectural designs using assembly language.

**405. SYSTEMS ANALYSIS AND DESIGN. (5-0-5)**

Prerequisite: BIS 326 and BIS 335. This course deals with traditional analysis, design, and implementation through the data flow analysis and systems development life cycle approach. Oral presentation and written reports are required to support the approach. Data structures and data definition and data dictionaries are covered.

**406. SYSTEMS ANALYSIS AND DESIGN PROJECT. (5-0-5)**

Prerequisite: BIS 405. Concepts introduced in BIS 405 are implemented. Emphasis is on the development of a computer application through use of the life cycle methodology. Students acquire additional knowledge in the specific concepts and skills of project management. The students deliver oral presentations during the course and create sample documentation for systems developed.

**425. BUSINESS INFORMATION SYSTEMS SEMINAR. (5-0-5)**

Prerequisite: BIS 405 or permission of the instructor. A survey of current business systems and application used in industry. Subjects that may be covered include simulations, robotics, AI, expert systems and CAD/CAM/CIM. Students are expected to do extensive reading in the course. Invited speakers present recent results and summaries of articles from the literature as well as their experience in a particular area.

**435. DATABASE MANAGEMENT SYSTEMS. (5-0-5)**

Prerequisite: BIS 405. This course further develops the student's knowledge in programming and systems development methods. The course stresses application development through fourth-generation programming techniques. Content of the course stresses basic knowledge in data structures, normalization of data, data modeling, and data base methods.

**44E. SPECIAL TOPICS. (5-0-5)**

This course meets special needs of the students and/or the community. Approval of the department chairperson is required prior to registration.

**450. INTELLIGENT OFFICE COMMUNICATION SYSTEMS. (5-0-5)**

Prerequisites: BIS 326 and BIS 335. This course examines the elements of decentralized computer operations. Information on network technologies (OSI standards) and design issues are given to help students participate in projects that define, select, and implement systems in the general areas of distributed intelligent communication systems.

**470. INFORMATION CENTER TECHNIQUES AND FUNCTIONS. (5-0-5)**

Prerequisite: BIS 435. This course is a capstone course. The student designs and implements a system to run on a microcomputer in a database environment. The purpose of this course is to provide practical experience in the selection, initialization, modification, and implementation of software packages. Special attention is given to designing the schema for organizing and navigating the relational database.

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

Individually designed and planned learning experience involving field experience and study in the private or public sector. Approval of the department chairperson is required prior to registration.



# ECONOMICS AND FINANCE

**J. Larry Wolfenbarger, Chairperson**

**Professors: J. Jones, Wolfenbarger, Speir. Associate Professor: Samprone. Assistant Professors: Davis, Farr, McIntyre.**

## INTRODUCTION

The Economics Program at Georgia College has four main purposes:

1. To provide a service program for business majors
2. To provide a service program for disciplines other than business
3. To prepare students for positions in the various fields of business, economics, or finance
4. To prepare students for advanced study in economics, finance, or business

## DEGREES OFFERED

Bachelor of Business Administration with a major in Economics

### BBA DEGREE WITH A MAJOR IN ECONOMICS

	<b>Hours</b>
<b>Areas I, II, III (See Core section of this catalog)</b> .....	<b>60</b>
<p>Note: Courses taken in Areas I, II, III can be used to satisfy other requirements. Economics majors are required to take Math 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. Speech 101 is the preferred choice in Area I.</p>	
<b>Wellness</b> .....	<b>6</b>
<b>Area IV*</b> .....	<b>30</b>
<p>1. Macro ECO 271 (5 hours)</p> <p>2. Micro ECO 272 (5 hours)</p> <p>3. ACT 251, 252 (10 hours)</p> <p>4. BIS 209 or 210; COM 237 (10 hours)</p>	
<b>Major Requirements</b> .....	<b>80</b>
<p><b>Business Major Requirements*</b> (35)</p> <p>1. Area IV courses as listed above, plus the following business major requirements:</p> <p>2. FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, and MKT 361</p>	
<p><b>Economics Major Requirements</b> (45)</p> <p>1. ECO 471, 472, 476 (15 hours)</p> <p>2. 300-400 level economics electives (20 hours)</p> <p>3. 300-400 level business electives (MGT 444 preferred) (10 hours)</p>	
<b>Electives (Outside the School of Business)</b> .....	<b>10</b>
<b>Total</b>	<b>186</b>

\*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors. ACT 251, 252; ECO 271, 272; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: In order to graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

### **MINOR IN ECONOMICS—BUSINESS MAJORS**

20 quarter hours, distributed as follows:

1. ECO 471, 472 (10 hours)
2. Approved 300-400 level economics courses (10 hours)

### **MINOR IN ECONOMICS—NONBUSINESS MAJORS**

30 quarter hours, distributed as follows:

1. ECO 271, 272, 471, 472 (20 hours)
2. Approved 300-400 level economics courses (10 hours)

Note: ECO 270 will not substitute for ECO 271.

### **MINOR IN FINANCE—BUSINESS MAJORS**

20 quarter hours, distributed as follows:

1. FIN 330, 401, 477 (15 hours)
2. Select one from:  
FIN 338, 339, 377 (5 hours)

### **MINOR IN FINANCE—NONBUSINESS MAJORS**

30 quarter hours, distributed as follows:

1. ACT 251, 252 (10 hours)
2. ECO 270 (NOTE: If ECO 270 is taken in Area III of the Core, FIN 377 must be substituted) (5 hours)
3. FIN 300, 330, either 401 or 477 (15 hours)

## **CAREER INFORMATION**

The Baccalaureate degree offered by this department is a business economics degree designed primarily for students preparing for jobs in business or planning to pursue a graduate degree in the specialized fields of economics of business.

### **ECONOMICS (ECO)**

#### **270. INTRODUCTION TO ECONOMICS. (5-0-5) Area III**

A survey of economic concepts as they apply to national problems and to business behavior. Recommended for non-business majors.

#### **271. PRINCIPLES OF MACROECONOMICS. (5-0-5)**

An inquiry into macroeconomic theory analyzing the factors influencing changes in the level of economic activity and other important economic aggregates.

#### **272. PRINCIPLES OF MICROECONOMICS. (5-0-5)**

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. Includes an introduction to international trade and finance.

#### **291, 292H. HONORS SEMINAR. (2-0-2)**

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, or 270. A study of the various forms of organization of economic activity, including British socialism, the economy of the Soviet Union, with emphasis on modern communism and capitalism.

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

Prerequisites: ECO 271, 272 or 270. A study of the nature of money and of the development of banking in the United States. Consideration of functions of money, the types of money used in early banking practices, modern financial institutions, the Federal Reserve System, and foreign exchange.

**44E. SPECIAL TOPICS. (5-0-5)**

This course meets special needs of the students and/or the community. Approval of the department chairperson is required prior to registration.

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

Prerequisites: ECO 271 or 272. A study of the tools of microeconomic theory. Theory of the firm, general equilibrium theory, and methods of marginal analysis are emphasized.

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

Prerequisites: ECO 271 and 272. A study of macroeconomic theory, including types and causes of inflation, fiscal and monetary policy, and the impact of international trade on the economy.

**473. HISTORY OF ECONOMIC THOUGHT. (5-0-5)**

Prerequisites: ECO 271, 272, or 270. 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.

**475. INTERNATIONAL TRADE AND FINANCE. (5-0-5)**

Prerequisites: ECO 271 and 272. A study of the theory of international trade and finance and analysis of international economic policies. It includes an examination of the institutions, markets, and methods of the international financial system with emphasis on balance of payments analysis and international money and capital markets.

**476. INTRODUCTION TO ECONOMETRICS. (5-0-5)**

Prerequisites: ECO 271, 272, MAT 111, and MGT 301. Statistical inference applied to economic theory. Estimation of single and multiple equation models. Topics include: Regression analysis, ordinary least squares (OLS) and other estimation methods, hypothesis testing, specification, multicollinearity, serial correlation, heteroskedasticity, and simultaneous equation models.

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

Prerequisites: ECO 271 and 272. A study of the interaction between business organization and government. Emphasis on industry structure and performance. Includes government policies concerning regulation, control, and promotion of business enterprise.

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

Individually designed and planned learning experience involving field experience and study in the private or public sector. Approval of the department chairperson is required prior to registration.

**FINANCE (FIN)****274. PERSONAL FINANCE. (5-0-5)**

A survey of the principles of planning and managing personal income, insurance, and investments. (Not open to Finance Minors.)

**300. BUSINESS FINANCE I. (5-0-5)**

Prerequisites: ACT 251, 252, and ECO 271, 272, or ECO 270. An introductory course in finance, an understanding of basic financial concepts and techniques, and an ability to apply them in arriving at management decisions within the context of specific business situations.

**330. BUSINESS FINANCE II. (5-0-5)**

Prerequisite: FIN 300. A continuation of Business Finance I. A study of valuation, the cost of capital, leverage, and corporate long term financing decision.

**338. RISK MANAGEMENT AND INSURANCE. (5-0-5)**

Prerequisite: FIN 300. A study of the nature of risk and the risk management process including the role of insurance. Topics include: decisions under uncertainty, financial planning issues, insurance carriers and contracts, underwriting, and regulation.

**339. REAL ESTATE FINANCE. (5-0-5)**

Prerequisite: FIN 300. A survey of the theories and practices of real estate markets and real estate finance. Topics include: mortgage markets and institutions, real estate investment analysis, and methods and practices of financing real estate.

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

Prerequisite: ECO 271, 272, or 270. A study of the nature of money and of the development of banking in the U.S. Considerations of the functions of money, modern financial institutions, the Federal Reserve System, and foreign exchange.

**401. INVESTMENT ANALYSIS. (5-0-5)**

Prerequisite: 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.

**475. INTERNATIONAL TRADE AND FINANCE. (5-0-5)**

Prerequisites: ECO 271, 272. A study of the history of international trade and finance and analysis of international economic policies. Includes an examination of the institutions, markets, and methods of the international financial system with emphasis on balance of payments analysis and international money and capital markets.

**477. FINANCIAL MARKETS AND INSTITUTIONS. (5-0-5)**

Prerequisite: FIN 300. A study of the principal institutions and markets of the financial system and their role in the intermediation process. Topics include: Analysis of money and capital market instruments, innovations and regulations; interest rate determination and relationships, financial policies of financial intermediaries; international aspects of financial markets.

**44E. SPECIAL TOPICS. (5-0-5)**

This course meets special needs of the students and/or the community. Approval of the department chairperson is required prior to registration.

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

Individually designed and planned learning experience involving field experience and study of the private or public sector. Approval of the department chairperson is required prior to registration.

# MANAGEMENT

**James B. Carpenter, Chairperson**

**Professors: Carpenter, Harlow, Prentice, Yehle.**

**Associate Professors: Mathis, McNeil. Assistant Professors: Ahrens, Diaz, Frankenberger. Instructor: M. Pritchett.**

## INTRODUCTION

The Management program's primary objective is to train students to develop the leadership skills, management techniques, and analytical and decision-making tools required in modern organizations. Students take a series of courses designed to explore all important phases of management ranging from behavioral to quantitative to strategic planning.

## DEGREE OFFERED

Bachelor of Business Administration with a major in Management

## BBA DEGREE WITH A MAJOR IN MANAGEMENT

	<b>Hours</b>
<b>Areas I, II, III (See Core section of this catalog)</b> .....	<b>60</b>
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements. Management majors are required to take MAT 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. Speech 101 is the preferred choice in Area I.	
<b>Wellness</b> .....	<b>6</b>
<b>Area IV*</b> .....	<b>30</b>
1. Macro ECO 271 (5 hours)	
2. Micro ECO 272 (5 hours)	
3. ACT 251, 252 (10 hours)	
4. BIS 209 or 210; COM 237 (10 hours)	
<b>Major Requirements</b> .....	<b>80</b>
<b>Business Major Requirements*</b> .....	<b>(35)</b>
1. Area IV courses as listed above, plus the following business major requirements:	
2. FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499 and MKT 361.	
<b>Management Major Requirements</b> .....	<b>(45)</b>
1. MGT 342, 364, 443, 444 (20 hours)	
2. 300-400 Business Electives (ECO 478 preferred) (25 hours)	
<b>Electives (Outside the School of Business)</b> .....	<b>10</b>
<b>Total</b>	<b>186</b>

\*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors. ACT 251, 252; ECO 271, 272; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: In order to graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

### **MINOR IN MANAGEMENT—BUSINESS MAJOR**

20 quarter hours, distributed as follows:

1. MGT 342 (5 hours)
2. 300-400 level Management courses (15 hours)

Fifteen hours of upper division management courses approved by the chairperson of the department offering the minor.

### **MINOR IN MANAGEMENT—NONBUSINESS MAJORS**

25 quarter hours, distributed as follows:

1. ECO 270/271 (5 hours)
2. MGT 340, 342 (10 hours)
3. 300-400 level management courses (10 hours)

Ten hours of upper division management courses approved by the chairperson of the department offering the minor.

### **INTERNATIONAL STUDIES**

The Management Department participates in the International Studies minor described elsewhere in the catalog.

### **CAREER INFORMATION**

Management majors are prepared for administrative careers at the entry level in large and small organizations. 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.

### **MANAGEMENT (MGT)**

#### **291. 292H. HONORS SEMINAR (2-0-2)**

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

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

Prerequisite: MATH 111. Theory and application of statistical methods in business decision making. Data collection, organization, and analysis including descriptive and inferential aspects, probability, distributional characteristics and measures of association.

#### **302. ADVANCED STATISTICS. (5-0-5)**

Prerequisite: MGT 301. A continuation of MGT 301 emphasizing inferential applications including analysis of variance, multiple regression and correlation, business forecasting, and non-parametric approaches to decision making.

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

An introduction to the management process, emphasizing planning and strategy, organizational theory and structure, and organizational direction and control including leadership, motivation, and management information systems.

#### **342. ORGANIZATIONAL BEHAVIOR. (5-0-5)**

Prerequisite: MGT 340. A comprehensive study of human behavior and its interrelationship with the organizational environment. Emphasis on the contributions of the behavioral sciences.

#### **364. QUANTITATIVE METHODS. (5-0-5)**

Prerequisite: MGT 301. A study of quantitative tools useful in management decision-making. Topics include linear programming, networking, scheduling models, queueing and game theory, and forecasting including computer assisted problem solving.

#### **371. PRODUCTION OPERATIONS MANAGEMENT. (5-0-5)**

Prerequisite: MGT 301 and MGT 340. FIN 300 is recommended. An introduction to the design and control of production and service operation systems. Topics include material requirements planning, layout, scheduling, work measurement, quality control, and the use of quantitative tools in planning and allocating resources. Computer-assisted problem solving applications are included.

#### **443. HUMAN RESOURCE MANAGEMENT. (5-0-5)**

Prerequisite: MGT 340. Examines the overall personnel function in business including acquisition, use, maintenance and development of human resources. Emergent issues including legislative requirements affecting personnel management will be examined.

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

Prerequisite: MGT 340, 342. 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 including labor-management conflict and resolution.

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

Prerequisite: MGT 444 or permission of instructor. Contract formation, negotiation, and interpretation; policy and procedures of formal and informal grievance handling. Preparation for the collective bargaining impact on labor-management relations in a regulated environment with emphasis on group analysis and solution.

447. INTERNATIONAL BUSINESS. (5-0-5)

Prerequisite: MGT 340. This course surveys the environmental, political, and social constraints on doing business abroad and analyzes the management and operational strategies of firms engaged in international business.

44E. SPECIAL TOPICS. (5-0-5)

This course meets special needs of students and/or the community. Approval of the department chairperson is required prior to registration.

496. SMALL BUSINESS INSTITUTE. (5-0-5)

Prerequisite: Senior standing and permission of the instructor. A hands-on experience concerned with the problems and responsibilities of starting and operating a small business. Students work in teams, consulting with small businesses and/or entrepreneurs on actual business cases.

499. BUSINESS POLICY. (5-0-5)

Prerequisite: Senior standing. FIN 300, MGT 340, MGT 371, and MKT 361. A capstone course designed to integrate knowledge gained in the various functional business areas and to exercise the student's analytical skills in problem identification, strategy formulation, integration, and decision implementation, including international and ethical considerations.

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

Individually designed and planned learning experience involving field experience and study in the private or public sector. Approval of the department chairperson is required prior to registration.

# MARKETING

Thomas K. Pritchett, Chairperson

Professor: Long. Associate Professor: T. Pritchett.

Instructor: Overcast

## INTRODUCTION

The Marketing program provides a broad-based curriculum for general marketing and a specific program for those with career interests in art marketing. The program includes a sound theoretical and ethical base, as well as significant exposure to case study materials, survey research, and computer analysis. The marketing program provides students, if desired, substantial exposure to the concepts of small business, with the opportunity for direct involvement in actual business situations.

## DEGREES OFFERED

1. Bachelor of Business Administration with a major in General Marketing
2. Bachelor of Business Administration with a major in Art Marketing

## BBA DEGREE WITH A MAJOR IN ART MARKETING

	<b>Hours</b>
<b>Areas I, II, III (See Core section of this catalog) . . . . .</b>	<b>60</b>
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements. Art Marketing majors are required to take Math 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. Speech 101 is the preferred choice in Area I.	
<b>Wellness . . . . .</b>	<b>6</b>
<b>Area IV* . . . . .</b>	<b>30</b>
1. Macro ECO 271 (5 hours)	
2. Micro ECO 272 (5 hours)	
3. ACT 251, 252 (10 hours)	
4. BIS 209 or 210; COM 237 (10 hours)	
<b>Major Requirements . . . . .</b>	<b>100</b>
<b>Business Major Requirements*</b>	<b>(35)</b>
1. Area IV courses as listed above, plus the following business major requirements:	
2. FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, and MKT 361.	
<b>Art Marketing Major Requirements</b>	<b>(65)</b>
1. MKT 362, 366, 367, 498 (20 hours)	
2. Approved 300-400 level MKT course (MKT 370 preferred) (5 hours)	
3. ART 204, 205, 206, 212, 304 (20 hours)	
4. ART 310, 329, 335, 336 (20 hours)	
NOTE: An average grade of "C" in marketing courses attempted must be attained prior to graduation with the designation "Major in Art Marketing." In addition, an internship, MKT 49E-Q, is available for Art Marketing majors.	
<b>Total</b>	<b>196</b>

\*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors. ACT 251, 252; ECO 271, 272; and mathematics are considered general prerequisites for BBA candidates to enroll in upper-division business courses.



NOTE: In order to graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

**BBA DEGREE WITH A MAJOR IN GENERAL MARKETING**

**Areas I, II, III (See Core section of this catalog) . . . . . 60**

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements. General Marketing majors are required to take MAT 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. Speech 101 is the preferred choice in Area I.

**Wellness . . . . . 6**

**Area IV\* . . . . . 30**

- 1. Macro ECO 271 (5 hours)
- 2. Micro ECO 272 (5 hours)
- 3. ACT 251, 252 (10 hours)
- 4. BIS 209 or 210; COM 237 (10 hours)

**Major Requirements . . . . . 80**

**Business Major Requirements\* (35)**

- 1. Area IV courses as listed above, plus the following business major requirements:
- 2. FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, and MKT 361.

**General Marketing Requirements (45)**

- 1. MKT 362, 366, 461, 498 (20 hours)
- 2. 15 hours of marketing electives chosen from the following: MKT 363, 364, 365, 367, 369, 370, 382, 464, 496, 44E, 49B-Q, and MGT 302
- 3. 300-400 level business electives (10 hours)

NOTE: An average grade of "C" in marketing courses attempted must be obtained prior to graduation for a designation "Major in Marketing." In addition, an internship, MKT 49E-Q, is available for General Marketing majors.

**Electives (Outside the School of Business) . . . . . 10**

Total 186

\*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors. ACT 251, 252; ECO 271, 272; and mathematics are considered general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: In order to graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

**MINOR IN MARKETING—BUSINESS MAJOR**

30 quarter hours, distributed as follows:

- 1. MKT 362, 461, 498 (15 hours)
- 2. 15 hours of marketing electives from the following: MKT 363, 364, 365, 366, 367, 369, 370, 382, 464, 44E

Note: A student must maintain an average of C in marketing courses attempted prior to graduation with a designation of Minor in Marketing.

## MINOR IN MARKETING—NONBUSINESS MAJORS

30 quarter hours, distributed as follows:

1. ECO 270\*, MKT 361, 362, 461, 498 (25 hours)
2. Approved 300-400 level marketing course (5 hours)  
\*If ECO 270 is taken in Area III, then 5 hours of 300-400 level marketing courses from the list in number 2 above must be substituted.

Note: An average of C in marketing courses attempted prior to graduation with a designation of Minor in Marketing.

## CAREER INFORMATION

**GENERAL MARKETING**—Preparation for marketing and sales careers at the operational and managerial level.

**ART MARKETING**—Prepares students for art and craft merchandising, recreational programs, camps, and guild organizations. This concentration supports all careers which combine business activities and require a firm grasp of artistic fundamentals.

## MARKETING (MKT)

291, 292H. HONORS SEMINAR. (2-0-2)

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

361. PRINCIPLES. (5-0-5)

An introduction to the basic principles of marketing and the marketing environment, with a focus on development of an understanding of ethical planning, implementing, and controlling marketing activities on a local, national, and international scale.

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

Prerequisite: MKT 361. A multidisciplinary approach to consumer behavior with relevant aspects of psychology, sociology, and cultural anthropology as a basis for making strategic marketing decisions.

363. PRINCIPLES OF LOGISTICS IN BUSINESS. (5-0-5)

Prerequisite: MKT 361. A study of logistics operations in business with special emphasis on management of inventory, channels of distribution storage, finance, and planning. Logistics is examined from the domestic and international standpoint. Legal and ethical considerations of logistics are studied.

364. QUANTITATIVE METHODS. (5-0-5)

Prerequisite: MGT 301. A study of quantitative tools useful in management decision-making. Topics include linear programming, networking, scheduling models, queuing and game theory, and forecasting including computer assisted problem solving.

365. TRANSPORTATION. (5-0-5)

Prerequisite: MKT 361. A study of transportation as it affects business operations. Areas of interest include the development of modes and systems, documentation, model selection, and the effect of automation in the planning and operation of transportation. Of special interest is the study of the history of government regulation and the effect of deregulation. The increasing importance of international transportation is examined.

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

Prerequisite: MKT 361. A study of the theoretical and practical aspects of effective marketing communication as a means of market promotion. The course stresses economic, social and ethical aspects of promotion and requires the student to develop a program for a specific purpose, including layouts and story boards.

367. RETAILING. (5-0-5)

Prerequisite: MKT 361. A study of the retail strategy as it helps form the philosophy, objectives, activities, and control mechanisms for a retailer.

369. PURCHASING AND ACQUISITION MANAGEMENT. (5-0-5)

Prerequisite: MKT 361. A study of the importance of the purchasing of materials, products, and services to the business operation. It examines the relationship of the purchasing manager to the efficient operation of the business, and the financial effect of materials acquisition on the organization including the increasing importance of international purchasing. Ethical conduct in the management of funds, both public and private is heavily emphasized.

**370. PROFESSIONAL SELLING. (5-0-5)**

Prerequisite: MKT 361. A study of the methods of selling. Topics covered include analysis of prospects, behavioral aspects of the persuasion process (including approach and presentation skills), methods of handling objections, techniques for closing sales and the salesperson's social, legal, and ethical responsibilities.

**382. DIRECT RESPONSE MARKETING. (5-0-5)**

Prerequisite: MKT 361. A study of the non-personal promotion methods that seek immediate action or response. Topics covered include planning, creating, and evaluating of direct response advertising campaigns, including use of direct mail advertising, space advertising, direct response television, and telemarketing.

**44E. SPECIAL TOPICS. (5-0-5)**

This course meets special needs of students and/or the community. Approval of the department chairperson is required prior to registration.

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

Prerequisites: MKT 361, MGT 301. A study of the development of the basic methodology in research design for primary and secondary data, including requirements for collection, analysis, editing, coding, and presentation of data to support marketing decisions.

**464. SALES MANAGEMENT. (5-0-5)**

Prerequisite: MKT 361. MKT 370 is recommended. Management of the sales functions of a firm. Includes consideration of: organization, forecasting, sales force planning, selection, training, compensation and supervision of a sales force, setting territories and quotas, sales and cost analysis.

**496. SMALL BUSINESS INSTITUTE. (5-0-5)**

Prerequisite: Senior standing and permission of the instructor. A hands-on experience concerned with the problems and responsibilities of starting and operating a small business. Students work in teams, consulting with small businesses and/or entrepreneurs on actual business cases.

**498. MARKETING MANAGEMENT. (5-0-5)**

Prerequisites: MKT 361, plus 2 other advanced marketing courses, and senior standing. A study of the marketing environment. Application of the development of the marketing plan and strategy coupled with techniques to ethical marketing management is stressed by the use of cases or computer simulation.

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

Individually designed and planned learning experience involving field experience and study in the private or public sector. Approval of the department chairperson is required prior to registration.

## SCHOOL OF EDUCATION

**Edward M. Wolpert, Dean**  
**Frank Lowney, Assistant Dean**

### PURPOSE

The School of Education offers courses and programs that are responsive to the needs and desires of Georgia College students and the larger community it serves. In addition to its major focus of preparing teachers, the School offers programs and courses in noncertification fields and offers service courses for programs in other Schools. Through its Department of Developmental Studies, the School provides instruction and guidance to students who need assistance in developing basic communication skills. The Peabody Child and Family Center offers programs for young children: infants, toddlers, and children ages 3, 4, and 5. These programs are offered as a service to the parents and children in the Milledgeville community, and provide laboratory practicum support for teacher education programs in the School of Education and for other programs in the College.

The faculty and administration of the School of Education are committed to the ideals of providing a high quality of instruction and adhering to high standards of achievement from students majoring in its programs. The faculty are experienced in their areas of specialty and are constantly updating their expertise. Most faculty hold the doctoral degree.

Students enrolling in major programs in the School of Education receive a liberal education through courses taught as part of the Core curriculum in the School of Arts and Sciences. Courses in the major field are taken, for the most part, in the junior and senior years.

### TEACHER CERTIFICATION PROGRAMS

All undergraduate certification programs in the School of Education have been approved by the Georgia Department of Education and by the National Council for the Accreditation of Teacher Education (NCATE). Upon completion of an approved program and having met School of Education program criteria and Georgia College requirements for graduation, a student may be recommended for certification by the Dean of the School of Education to the Georgia Department of Education. The following undergraduate certification programs are offered by Georgia College:

#### Certification Areas

Early Childhood Education (K-4)

Middle Grades Education (4-8)

Secondary (7-12)

Business Education

English

Foreign Language (French or Spanish)

History

Home Economics Education

Mathematics

Political Science

Science (with Biology or Chemistry)

Social Science

All Grades (K-12)

Art Education

Health and Physical Education

Health Education

Library Media (available only in conjunction with another teacher certification program)  
Music Education  
Special Education (Mental Retardation)

These programs are designed to satisfy the present educational requirements to enable a person to be recommended for certification. However, the State Board of Education 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 School will be able to offer any additional courses.

## **TEACHER EDUCATION GUIDANCE AND ADMISSION**

The teacher education guidance process is a continuous one built around four specific stages: 1) identification of teacher education students, 2) preliminary admission to teacher education, 3) formal admission to teacher education, and 4) entry into student teaching. Students interested in pursuing one of the certification programs in the School of Education are encouraged to identify themselves with the School of Education as soon as possible 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 such courses does not automatically guarantee admission to teacher education. If transfer credit for EFS 204 has been awarded, students should provide information to the Dean of the School of Education for an identification folder during their first quarter in residence. Upon completion of the identification folder, students will be assigned an adviser in the School of Education. Completion of the identification folder does not constitute admission to the teacher education programs.

### **II. Advisers**

Students seeking certification in early childhood, middle grades, special education, health, or health and physical education are assigned advisers by the Chairperson of the department. These advisers help students plan their total programs and offer guidance and counseling whenever necessary.

Students seeking certification in all secondary (7-12) and K-12 teaching field majors, except health, health and physical education, home economics education and special education, have two advisers. The School of Education adviser is assigned to help plan the professional sequence. In addition, these students have advisers in the subject areas who oversee the course of study in the major. Students must see both advisers each quarter.

### **III. Preliminary Admission to Teacher Education**

Preliminary admission to teacher education should be completed while enrolled in EFS 204. The candidate should have a 2.0 grade point average or better and must complete the Preliminary Admission to Teacher Education form and establish a teacher education file. If the student has not already been assigned an adviser in the appropriate department within the School of Education, such an adviser will be assigned by the department Chairperson. The adviser is responsible for counseling the student and signing the Preliminary Admission to Teacher Education form and any other advisement forms.

Students transferring the equivalent of EFS 204 from another institution must consult with the Chairperson of the department in which a major is sought so that the course requirements can be evaluated. If the course equivalent of EFS 204 did not contain a practicum, then such an experience may be assigned.

#### **IV. Formal Admission to Teacher Education**

All students seeking Georgia College recommendation for certification must meet the admission requirements to teacher education. The general admission requirements for all majors are as follows:

1. A minimum cumulative grade-point average of 2.5.
2. Successful completion of both parts of the Regents' examination.
3. Acceptable history of mental, emotional, and physical health.
4. Acceptable record of personal and professional behavior.
5. Successful completion of a practicum in a public school supervised by Georgia College faculty.

Additional requirements and procedures for Formal Admission to Teacher Education vary by major and are stated in each department's description in this catalog.

After being admitted to Teacher Education, students are expected to maintain the 2.5 grade point average and continue to achieve appropriate grades in specific courses as indicated above. Students' records will be subject to review. Admission to Teacher Education may be withdrawn if criteria are not met.

When students complete a program in teacher education or withdraw from a program, their folders, which have been maintained by their education advisers, will be placed in an inactive file. Students who are denied Admission to Teacher Education or are withdrawn from teacher education will be informed by letter of the decision and of their right to appeal. A student will be considered for Formal Admission to Teacher Education no more than three times.

#### **V. Approval to Student Teach**

Application for student teaching should be made with the coordinator of Field Experiences during the spring quarter preceding the year in which the student plans to register for student teaching.

Approval to student teach will be granted by the appropriate department chairperson in the School of Education to students who have completed all required professional education courses with grades of C or better, who are within one quarter of completing teaching field and degree requirements, who have maintained admission to teacher education requirements, and who have successfully completed at least one practicum supervised by Georgia College faculty. Grade status and admission criteria will be reviewed while the student is enrolled in EFS 490, Seminar in Student Teaching.

#### **VI. Student Teaching**

The quarter prior to student teaching, the student must register for EFS 490, Seminar in Student Teaching. It is the responsibility of students and their subject area and professional sequence advisers to make sure that requirements are met and that the appropriate quarter for student teaching is being selected. Prerequisites for student teaching are admission to teacher education, completion of all professional education courses, and a 2.5 academic grade-point average.

Student teaching, the culminating activity of the professional education sequence, is provided in selected public schools. College supervisors assist student teachers and their supervising teachers in planning, executing, and evaluating this experience through visits to the public schools and seminars both off and on campus.

During student teaching, students will be evaluated using the Teacher Performance Assessment Instrument (TPAI). The student teachers, the college supervisors, and the supervising teachers are all involved in completing the instruments.

The full quarter of student teaching is arranged cooperatively by the Coordinator of Field Experiences, the public school system, and supervising teacher. Prospective student teachers do not contact schools to arrange placements prior to the College's request or while placements are under consideration. Placements are determined by the availability of satisfactory supervision in schools that are in reasonable proximity to the campus. If a student has special placement needs, they should be identified to the Coordinator of Field Experiences. The School of Education necessarily reserves final judgment in determining student teaching placement.

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

Additional information and copies of the policies under which the student teaching program operates are available from the Coordinator of Field Experiences.

## **TEACHER CERTIFICATION IN GEORGIA**

Students who complete approved teacher certification programs in colleges and universities of Georgia may be recommended to the Georgia Department of Education for certification. The standard certificate awarded is the NT-4, Nonrenewable Teachers Associate Professional Certificate. Recipients of this certificate must achieve a passing score on the Teacher Certification Test (TCT) in their area of certification within one year or the certificate will lapse.

The TCT is administered through the Georgia Department of Education several times a year in regional centers. Students generally take the TCT at the completion of their approved program. Information about the TCT is available from the Coordinator of Field Experience or from the Chairperson of the department in which the particular certification program is located.

The NT-4 certificate is valid for three years. It may be converted to a PBT-4, Performance Based Associate Professional Certificate, when the applicant demonstrates acceptable on-the-job performance. This assessment is made by the Georgia Department of Education, using the Teacher Performance Assessment Instrument (TPAI). The TPAI is administered while the teacher is on the job.

The PBT-4 certificate is valid for five years and can be renewed by completion of ten quarter hours of acceptable college credit or its equivalent. Other certificates, PBT-5, PBT-6, PBT-7, are awarded when applicants have completed master's, specialist, and doctoral degrees, respectively. Georgia College offers master's and specialist degrees in several areas. Information regarding these degrees is found in the Graduate Catalog.

For further details on teacher certification in Georgia, students should consult the Dean of the School of Education.

## **CURRICULUM AND INSTRUCTION**

**Kathleen Maloney, Chairperson**

**Professors: Baugh, Britt, Callaway, Fennell, Franson, Lowney, Maloney, Sheppard, Souter, Thompson, Wolpert.**

**Associate Professors: Harman, K. Powell, W. Powell, Scott, Thurston, Trice. Assistant Professors: Daugherty, Mazanti, Meyer, Sayles, Wiggins.**

### **INTRODUCTION**

The primary goals of the Department of Curriculum and Instruction at the undergraduate level are to prepare its majors in Early Childhood Education, Middle Grades Education and Home Economics Education to become effective teachers, to serve approved teacher education programs by offering the professional education courses needed for teacher certification, and, with cooperating departments in the School of Arts and Sciences, to prepare students for certification as secondary teachers.

### **ACCREDITATION**

All certification programs (Home Economics, Early Childhood, Middle Grades and Secondary Programs) have been approved by the Georgia Department of Education and by the National Council for Accreditation of Teacher Education (NCATE).

### **DEGREES OFFERED**

1. Bachelor of Science with a major in early childhood education (This program leads to teacher certification to teach grades K through 4)
2. Bachelor of Science in Home Economics with a major in Home Economics Education (This program leads to certification to teach Home Economics in grades 7 through 12)
3. Bachelor of Science with a major in middle grades education (This program leads to teacher certification to teach grades 4 through 8)

The undergraduate degrees above provide an excellent foundation for entry into the graduate programs offered by the department. Those degrees are:

1. Master of Education (M.Ed.) with a major in:

- Administration & Supervision
- Business Education (7-12)
- Early Childhood Education (K-4)
- English (7-12)
- Home Economics Education (7-12)
- Library Media
- Mathematics (7-12)
- Middle Grades Education (4-8)
- Natural Science (7-12)
- Reading (K-12)
- Social Science (7-12)

2. Specialist in Education (Ed.S.) with a major in:

- Business Education (7-12)
- Early Childhood Education (K-4)
- Middle Grades Education (4-8)



Natural Science (Biology) (7-12)  
 Social Science (7-12)

Information about the Masters and Specialist degrees is found in the Graduate Catalog.

**CERTIFICATION OFFERED**

Students seeking certification as secondary (7-12) or all grades (K-12) teachers take a major in their content area (English, Spanish, French, mathematics, science, history, political science, broad field social science, business education, art education or music education). Each of these majors may be taken with additional coursework leading to certification. This additional coursework includes:

- EFS 204, EFS 455, EFS 490, EFS 493
- EEX 364, EFS 400, ELM 401, EFS 295

Students in business education, music education, and health and physical education enroll for equivalent courses in those subject areas instead of EFS 455.

Students majoring in history, political science, economics or social sciences take EFS 412; students majoring in English take EMG 450; students majoring in art take ART 315. Students take the Area IV Core Curriculum courses as specified in their major.

The Library Media program is designed as an add-on (40 hours) certification to an existing early childhood, middle grades or secondary certificate. Students who pursue this certification will receive the basic media competencies that the Georgia Department of Education has identified as essential to the Media Specialist's performance in the public schools. The S-4 certification is an all-level certification and will enable the student to pursue a career in the public schools as the grade level of their interest.

**B.S. DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION**

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog)</b> .....	<b>60</b>
Note: Courses taken in areas I, II, III can be used to satisfy other requirements.	
<b>Wellness</b> .....	<b>6</b>
<b>Area IV</b> .....	<b>30</b>
1. EFS 204 (5 hours)	
2. EFS 295 (5 hours)	
3. PSY 201; SOC 101 (5 hours)	
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)	
5. HEA 225; HIS 201, 202; GEO 200; PHI 200; ECO 271, 272; FRE 101; SPA 101; ENG 200, 201; HIS 212; HEA 201; BIS 209, CSC 201 (10 hours)	
<b>Major Requirements</b> .....	<b>90</b>
1. EFS 204, 295 (10 hours, Area IV)	
2. EFS 301, ELM 400, ART 314, MUE 322, 323, PEM 315 EEC 315, 351, 410, 452, 460, 490, 491, 493, 494 EEX 364, EFS 490, Electives (4), (90 hours)	

Total **186**

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S.H.E. WITH A MAJOR IN HOME ECONOMICS EDUCATION**

	Hours
<b>Areas I, II, III (See Core section of the catalog)</b> .....	60
Note: Courses taken in areas I, II, III can be used to satisfy other requirements.	
<b>Wellness</b> .....	6
<b>Area IV</b> .....	30
1. EFS 204 (5 hours)	
2. EFS 295 (5 hours)	
3. PSY 201; SOC 101 (5 hours)	
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)	
5. EHE 110, 120, 215, 224, 293 (10 hours)	
<b>Major Requirements</b> .....	90
1. EHE 293, 305, 351 (15 hours)	
2. EHE 120 (Area IV), 224, 311 (10 hours)	
3. EHE 215 (Area IV), 324, 326 (10 hours)	
4. EHE 331, 432, 435 (15 hours)	
5. EHE 110, 466, 472, 490, EFS 400, 490, ELM 401 EEX 364, Electives (4), (40 hours)	

Total 186

**LIBRARY MEDIA**

No separate undergraduate degree is offered in Library Media. For the M.Ed. Degree in library media, see the description in the Graduate Catalog.

**MINOR IN PHOTOGRAPHY**

Twenty quarter hours, distributed as follows: ELM 478, 479, 480, 48E (20 hours)

The photography minor is designed to enhance a student's chosen major. Students completing this minor will receive competencies that will enable them to apply basic photography principles and applications to their chosen field. Students may also choose to pursue a photography career in industry, education, or commercial photography.

**B.S. WITH MAJOR IN MIDDLE GRADES EDUCATION**

	Hours
<b>Areas I, II, III (See Core section of the catalog)</b> .....	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
<b>Wellness</b> .....	6
<b>Area IV</b> .....	30
1. EFS 204 (5 hours)	
2. EFS 295 (5 hours)	
3. PSY 201; SOC 101 (5 hours)	

4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)
5. HEA 225; HIS 201, 202; GEO 200; PHI 200;  
ECO 271, 272; MAT 101, 111; ENG 200, 201;  
HIS 212; HEA 201; BIS 209; CSC 201 (10 hours)

**Major Requirements** ..... 90

1. EFS 204, 295 (10 hours, Area IV)
2. Twenty (20) hours, ten (10) each from two (2) of the following areas:  
(a) social studies, (b) mathematics, (c) science, (d) health and physical education  
(20 hours). Students selecting science must take EMG 316  
for 5 hours. Students selecting social studies must take HIS 201 or 202  
(5 hours), either in Area IV or as a part of the concentration; GEO 200 is  
also strongly recommended.
3. EFS 301, 490, EMG 315, 351, 410, 440, 450, 451, 452, 492,  
ELM 400, MAT 300, EEX 364, PEM 316 (70 hours)

Total **186**

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

## ADMISSION TO TEACHER EDUCATION

Admission to Teacher Education is a formal screening process required of all department majors in Early Childhood Education, Middle Grades Education, and majors in secondary fields including the K-12 areas of art and music. Formal admission is required for students to continue in their programs.

Students must submit their applications by the published deadline date according to the following schedule:

- Early Childhood: the quarter before Sequence II (EEC 493 and EEC 494)
- Middle Grades: the quarter before Sequence II (EMG 440, EMG 450 and EMG 451)
- Secondary Areas: the quarter while enrolled in EFS 400 and ELM 401.

It is the students' responsibility to submit an application and three supporting professional behavior checklists to their advisers in the Department of Curriculum and Instruction by the published deadline. The necessary forms are available from the department secretary. The three checklists should be given to faculty who have worked closely with the student and who can attest to the student's history of mental, emotional, and physical health as well as an acceptable history of professional behavior.

All of the following criteria must be met for admission to be granted:

1. Recommendation by the student's adviser in the Department of Curriculum and instruction.
2. Recommendation by the student's adviser in his major field (applies only to secondary areas and the K-12 areas of art and music)
3. Completion of all Core requirements.
4. Successful completion of both sections of the Regents' Examination and the ability, demonstrated in classes and practica, to effectively speak and write standard American English.
5. A grade of C or better in all teaching field and professional education courses.
6. A cumulative grade point average of 2.50 or better.
7. An acceptable history of mental, emotional, and physical health.
8. An acceptable record of professional behavior.
9. Successful completion of a practicum experience supervised by Georgia College in a public school.

The department will grant admission to all students meeting the criteria. Those who do not meet one or more of the criteria may be denied admission or have their applications continued for re-consideration in a future quarter. No student's application will be considered more than three times. Appeals may be made to the school Coordinator of Admissions and Advisement. Further appeals may be made to the department Chairperson and then to the Dean of the School of Education.

Students are not permanently admitted to teacher education. If a student falls to maintain the standards which satisfy the criteria for formal admission, the admission will be withdrawn.

## CAREER INFORMATION

Each major program is specifically designed to lead toward completion of certification requirements which enables a candidate to teach the grades designated in a particular area, Early Childhood (K-4), Middle Grades (4-8), Secondary Grades (7-12), and All Grades (K-12).

While there is considerable variability in the demand for teachers relative to supply, the outlook is generally quite favorable, especially in the Southeast where a teacher shortage exists in almost every certification area. This is particularly true for the State of Georgia where economic and population growth have created significant demands for enhanced educational services.

It is now commonly recognized that teachers acquire and develop skills and understandings that are in short supply in the private sector. Being an articulate, educated person with the ability to manage a class or several classes of students, a complex curriculum and stringent bureaucratic procedures is not unlike the kind of person which is most in demand in government and the private sector. Thus, it is not surprising to find that persons trained as teachers often have several interesting and important careers in their lifetimes, including classroom teaching.

Some of the more obvious examples of these careers are: publishing, industrial training, governmental agencies concerned with human services, self-employment in providing day care facilities, religious organizations concerned with various helping services.

## EARLY CHILDHOOD EDUCATION (EEC)

### 315. GENERAL SCIENCE FOR EARLY CHILDHOOD EDUCATION. (2-6-5)

Prerequisites: EFS 204, EFS 301, EEC 351, ELM 400. The basic processes of science appropriate for teaching young children.

### 351. READING AND LANGUAGE ARTS I. (5-3-5)

Prerequisites: EFS 204; Co-requisites: EFS 301 and ELM 400. Methods and materials for teaching the language arts.

### 40X. FIELD EXPERIENCE IN EARLY CHILDHOOD EDUCATION. (Var)

Supervised experience in an early childhood classroom with seminars in child development as it relates to instruction.

### 410. SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION. (5-0-5)

Prerequisites: EFS 204, EFS 301, EEC 351, and ELM 400. An analysis of basic social studies concepts that relate to curricula for young children. A unit of instruction is prepared which is designed to demonstrate specific competencies in planning instruction for grade K through 4. An awareness of multicultural values is emphasized.

### 452. READING AND LANGUAGE ARTS II. (5-1-5)

Prerequisites: EFS 204, EFS 301, EEC 351, and ELM 400. Focuses on the language arts with emphasis on methods and materials for reading instruction. A practicum is provided for application of specific competencies in planning and teaching reading and language arts.

### 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: EHE 305, 351, or permission of instructor. Family factors significant in child's development such as interpersonal relations, values, patterns, of child rearing, influence of community and community resources available for child rearing. Sensitivities and skills needed plus experience in working with parents.

**460. LITERATURE AND WRITING FOR YOUNG CHILDREN. (5-1-5)**

Prerequisites: EFS 204, EFS 301, EEC 351, and ELM 400. A study of literature and writing as interactive processes in the early childhood curriculum.

**490. DEVELOPMENT OF LOGICAL AND CREATIVE THOUGHT IN YOUNG CHILDREN. (4-2-5)**

Prerequisites: EFS 204, EFS 301, EEC 351, and ELM 400. Focuses on the development of the thinking process of young children. Particular emphases are placed on the learning of mathematics and reading. Principles of child development are applied to mathematical learning and to the development of reading in the early childhood years. Concepts of mathematics appropriate for teachers of young children are included.

**491. STUDENT TEACHING IN EARLY CHILDHOOD. (0-40-14)**

Prerequisite: EFS 490 and completion of certification requirements. A quarter of full-time teaching in grades K-4 in off-campus centers designated by the School of Education. Performance based assessment is included.

**493. EARLY CHILDHOOD EDUCATION CURRICULUM. (3-0-3)**

Prerequisite: Admission to Teacher Education. Focuses on processes and content of program development based on nature and needs of children, K-4.

**494. PRACTICUM AND INTERPERSONAL RELATIONS. (3-7-10)**

Prerequisite: Admission to Teacher Education. Provides supervised laboratory experiences with young children. Focuses on lesson planning, implementation of plans, and organization of daily activities for young children. Interaction with parents, co-workers, and professionals are important components of the course.

**49E-K. SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION. (Var.)**

Designed to supplement or enrich the regular program.

**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, function, socio-cultural impact, and organizational patterns, current and historical trends, and philosophical 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, and the individual across seven stages of development.

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

Prerequisites: EFS 204 and 295 plus completion of core requirements. Corequisite: EEC or EMG 351. Explores learning theories, and teacher-student interactions in the classroom. Major emphases will be on professional behavior, group dynamics, and the learning process. A practicum is provided in a public school classroom. The student must be making a C or better to be placed in the practicum.

**400. THE LEARNER AND LEARNING. (3-2-3)**

Prerequisite: EFS 204, 295 and completion of core requirements. Corequisite: ELM 401. The primary objective of this course is to acquaint the student with the most recent thought psychologists have to offer relative to the question, "How do we learn and how may I use that knowledge to teach effectively?" Emphasis in both lecture and practicum is on the adolescent.

**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.

**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. The student must be passing the course with a grade of C or better to accept a placement for practicum.

**490. SEMINAR FOR STUDENT TEACHERS. (1-0-1)**

Prerequisite: Admission to Teacher Education and a 2.5 academic grade point average at Georgia College. Prospective student teachers must register for the seminar the quarter before they plan to student teach. Information concerning placement, supervision, and actual student teaching will be provided. Issues and problems related to teaching will be discussed.

**493. STUDENT TEACHING IN SECONDARY AREAS. (0-40-14)**

Prerequisite: EFS 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 is included.

## **HOME ECONOMICS EDUCATION (EHE)**

**110. INTRODUCTION TO HOME ECONOMICS EDUCATION. (1-0-1)**

The student gains acquaintance with the philosophy, scope and purpose of the discipline. A study is made of the opportunities, preparation and personal qualities important for each profession. Required of majors in their first year of enrollment.

**120. DRESS FOR THE INDIVIDUAL. (3-4-5)**

Prerequisite: Art 205. 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.

**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.

**224. CLOTHING AND TEXTILES FOR CONSUMERS. (3-4-5)**

Prerequisite: EHE 110. Consumer-oriented study of textiles. Emphasizes fibers, fabric construction, and finishes in relation to use, serviceability, and care of apparel and household fabrics.

**293. MARRIAGE AND INTIMATE HUMAN RELATIONSHIPS. (5-0-5)**

A developmental study of intimate relationships, focusing on marriage. Specific subject areas are development of self esteem, courtship, communication, sexuality, and marital patterns of interaction over the life cycle.

**305. THE FAMILY AND SOCIETY. (5-0-5)**

A study of the interactional patterns of 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.

**311. ADVANCED CLOTHING CONSTRUCTION. (3-4-5)**

Prerequisites: EHE 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, "different fabric" problems and advanced construction techniques.

**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.

**326. MEAL MANAGEMENT. (3-4-5)**

Students have experiences in planning, marketing, preparing and serving foods for family meals at different economic levels. Experiences include in planning foods for special occasions. Emphasis is placed on time management, money management, energy, materials and nutrition knowledge.

**331. RESOURCE MANAGEMENT IN THE HOME. (4-2-5)**

The study of the family management system. Managing, valuing, evaluating, decision-making as integrative concepts in consumer studies and application to management of specific resources and personal and family finances. The effects of home technology and public policy on the family.

**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 and use of equipment required in quantity food production. Individual experiences related to design of food service facilities are provided.

**342. QUANTITY FOOD PRODUCTION AND CATERING. (4-2-5)**

Prerequisite: EHE 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.

**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.

**412. TAILORING. (2-6-5)**

Prerequisite: EHE 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: EHE 120 or equivalent and instructor's approval. Pattern styling, alteration, and development through the media of flat pattern.

**417. CONSUMER RESOURCES. (5-0-5)**

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.

**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.

**423. EXPERIMENTAL FOODS. (3-4-5)**

Prerequisite: CHE 101. EHE 215. Study of chemical and physical properties affecting food preparations. Controlled experimentation will be used to test principles and techniques. Group and individual projects.

**424. ADVANCED NUTRITION. (5-0-5)**

Prerequisite: EHE 324. A study of current knowledge of the metabolic functions of food in the human organism. Exposure to current research in the field.

**427. DIET THERAPY. (3-4-5)**

Prerequisite: EHE 424. A study of impaired digestive and metabolic conditions. Adaptations of the diet as a prevention and treatment of these diseases.

**42A-K. CREATIVE TEXTILES. (1-15 variable)**

A series of needleart classes with emphasis on understanding the historic and the textile aspects of the art as well as the creativity.

**432. HOME MANAGEMENT RESIDENCE EQUIVALENT. (2-6-5)**

The recognition, integration, and appreciation of management principles and concepts in a variety of family and community management situations. Field experiences related to home management are provided in selected locations.

**435. FAMILY HOUSING. (5-0-5)**

The historical, social, physical, aesthetic, legal and economic aspects of housing; includes inter-relationship with community and national trends and resources. Includes information regarding home furnishings and equipment for the home.

**466. CURRICULUM PLANNING IN HOME ECONOMICS. (3-4-5)**

Prerequisite: EHE 351, EFS 204, 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. Preparation for TCT and TPAI is considered.

**472. COMMUNICATING HOME ECONOMICS. (3-4-5)**

Prerequisite: EHE 466, EFS 400, ELM 400, senior standing and GPA of 2.50. (EHE 472, EFS 400, ELM 401 may be taken concurrently.) Presentation methods used in planning, executing, and evaluating home economics-related experiences with individuals of all ages in selected school and community settings. Includes participation in selected school and community settings.

**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.**

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 chairperson of the department. Credit: One to fifteen hours.

**490. STUDENT TEACHING IN HOME ECONOMICS EDUCATION. (0-40-14)**

Prerequisite: EFS 204, 400, 490, ELM 401, EHE 466 and 472, and overall GPA of 2.50. Full time student teaching is provided as the concluding experience of the professional sequence. Selected off-campus cooperating centers will be utilized for experience in teaching consumer homemaking, occupational home economics, and extra-curricular activities.

**494. ISSUES IN CHILD AND FAMILY. (5-0-5)**

Prerequisite: EHE 305 and 351 or equivalent and permission of instructor. Study of research, current issues and theories related to the family.

**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)**

A study of the technical services operation 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 ELEMENTARY SCHOOL CLASSROOM. (1-2-2)**

Designed to meet the unique needs of prospective elementary school teachers. Emphasis on planning, selection, production of media and equipment operation.

**401. THE USE OF MEDIA IN THE SECONDARY SCHOOL CLASSROOM. (1-2-2)**

Designed to meet the unique needs of prospective secondary school teachers. Emphasis on planning, selection, production of media and equipment operation.

**457. PRACTICUM IN OPERATING A LIBRARY MEDIA CENTER. (3-4-5)**

Supervised experience in a school library media center providing the student an opportunity to function as a library media specialist. This satisfies the state certification requirement for internship.

**458. PRODUCTION OF NON-PRINT MATERIALS. (3-4-5)**

The course's main objectives are to teach all the necessary skills needed to enable the student 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 and proper care and utilization 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.

**476. INSTRUCTIONAL TELEVISION. (3-2-5)**

The design, implementation and use of television in the classroom and media center. Laboratory experience with portable camera equipment will be included.

**477. TELEVISION PRODUCTION. (3-4-5)**

An introduction to television production for broadcast and non-broadcast applications. Emphasis is placed on planning and evaluation of effective video tape productions. Electronic news gathering, electronic field production, and studio crew participation are required.

**478. PHOTOGRAPHY I. (3-4-5)**

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 use of accessories. Darkroom lab work will include black-and-white processing and printing.

**479. PHOTOGRAPHY II. (3-4-5)**

Prerequisite: ELM 478 or permission of instructor. Extensive darkroom work including toning, high contrast, multiple printing, and push processing combined with work in small and large film formats and color slide film. Research in style, history, techniques, or other areas of photography will be required. Field trips to museums, exhibits and for photographic assignments will supplement classroom lectures, slides and print presentations and discussion.

**480. COLOR PHOTOGRAPHY. (3-4-5)**

Prerequisite: ELM 478 or permission of instructor. History and theory of color photography. Processing of slide and negative films as well as prints from both types of film. Special techniques will be included.

**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.)**

Supervised work and practical experience in the media field, including library, media center, television studio photography, etc.

## **MIDDLE GRADES EDUCATION (EMG)**

**315. SCIENCE FOR THE MIDDLE GRADES. (0-10-15)**

Prerequisite: EFS 204, EFS 301, EMG 351, and ELM 400. A content course in science with emphasis on experimentation.

**316. METHODS OF TEACHING SCIENCE IN THE MIDDLE SCHOOL. (2-6-5)**

Prerequisites: EFS 204, EFS 301, EMG 351, and ELM 400. 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 teaching skills are developed.

**351. READING AND LANGUAGE ARTS I. (5-3-5)**

Prerequisite: EFS 204. Co-requisite: EFS 301 and ELM 400. Methods for teaching the language arts.



**40X. FIELD EXPERIENCE IN MIDDLE GRADES EDUCATION. (Var.)**

Supervised experience in a middle grades classroom with seminars in child development as it relates to instruction.

**410. SOCIAL STUDIES IN MIDDLE GRADES. (5-0-5)**

Prerequisites: EFS 204, EFS 301, EMG 351, and ELM 400. A study of the social science disciplines in the middle grades. Concepts and instructional strategies appropriate for the early adolescent will be examined.

**414. EARLY ADOLESCENT LITERATURE. (5-0-5)**

A study of current literature for the preadolescent/adolescent, focusing on contemporary realistic fiction, biographies, science fiction, poetry, and historical fiction.

**440. CURRICULUM AND METHODS FOR THE MIDDLE SCHOOLS. (6-0-5)**

Prerequisites: EFS 204, EFS 301, EMG 351, and ELM 400. Co-requisites: EMG 450 and 451. Emphasis on characteristics of early adolescents, personalized curricula for middle school students, strategies for motivating the adolescent learner and methodology for acquiring desired objectives.

**450. LITERATURE, READING, AND WRITING IN THE CONTENT FIELDS. (4-2-5)**

Prerequisites: EFS 204, EFS 301, EMG 351 and ELM 400. Co-requisites: EMG 440 and 451. A study of the reading and writing processes for the middle and secondary schools. Instructional strategies for integrating literature, reading, and composition across subject fields will be examined. Classical and contemporary literature for the early adolescent will be studied, focusing on the use of literature across subject areas.

**451. PRACTICUM IN THE MIDDLE GRADES. (2-4-4)**

Prerequisites: EFS 204, EFS 301, EMG 351, and ELM 400. Co-requisites: EMG 440 and EMG 450. This practicum is linked to EMG 440 with applications for other course work in the Middle Grades Program.

**452. READING AND LANGUAGE ARTS II. (4-2-5)**

Prerequisites: EFS 204, EFS 301, EMG 351, and ELM 400. Provides the prospective teacher with an understanding of the principles and practices of teaching developmental reading. Students examine current research and teaching methodology. Methods and materials for teaching practical and creative writing and oral communication are also included. A practicum is provided for application of specific recommendation procedures.

**492. STUDENT TEACHING IN THE MIDDLE GRADES. (0-40-14)**

Prerequisites: EFS 490 and completion of certification requirements. A quarter of full-time teaching in grades 4 through 8 in off campus centers designated by the School of Education. Performance based assessment is included.

**49E-K. SPECIAL TOPICS IN MIDDLE GRADES EDUCATION. (Var.)**

Designed to supplement and enrich the regular Middle Grades Education Program.

## DEVELOPMENTAL STUDIES

**John A. Britt, Jr., Chairperson**

**Professor: Britt. Assistant Professors: Culberson, Sanders, Willoughby.**

**Instructors: Allen, Nifong. Coordinator of Testing: Thompson.**

### INTRODUCTION

The Department of Developmental Studies 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 through a controlled curriculum of specially designed courses. The faculty provides individualized guidance and counseling to help the student achieve success in college.

Because some students need course work only in one area, while others require work in several areas, the program provides from one to three quarters of guidance for students.

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 the student receives an "in progress" (IP) grade and continues without penalty to work on the deficiency during the next quarter of enrollment. At the end of the quarter in which the student completes special work and demonstrates competency at the pre-determined level, the student may leave the program and undertake regular college degree credit work. Developmental Studies courses do not carry credit for graduation.

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 in the section on grades policy in this catalog. No quality points are awarded.

Students who are required to take course work in all three areas (reading, English and mathematics) are strongly encouraged to take IGC 101, Student Success, a three quarter hour course.

### DEVELOPMENTAL STUDIES POLICY

1. Students scoring below 360 on either the SAT-Verbal or SAT-Math or students who do not meet the institution's standards for regular admission are screened for placement in Developmental Studies. This policy also applies to transfer students who have earned less than 20 hours credit and who have not completed their Developmental Studies requirements.
2. Areas in which deficiencies may be identified by the placement test are mathematics, reading, and English including a writing sample. A scale score of 70 or better is required in each skill area of the Basic Skills Examination (to become College Placement Examination for Fall 1988 admissions at which time the score requirements included in this catalog will be changed) to avoid Development Studies course work.
3. Students accepted for the Developmental Studies program are given three quarters to complete their Developmental Studies requirement. If a student is making progress he/she will be granted a fourth quarter through the petition process. All time spent in Developmental Studies is cumulative in the University System.
4. All students required to enroll in Developmental Studies courses are classified as Developmental Studies students. Regular admission students who need assistance in one or more areas should register for audit.

5. Students who are required to enroll in one or more Developmental Studies courses are required to meet all exit criteria from their first quarter through subsequent quarters until all criteria are met. Developmental Studies students must meet all Developmental Studies course requirements first.
6. Developmental Studies students may not take a Core course that has prerequisite skills for which the Developmental Studies course is designed.
7. Developmental Studies students may not accumulate more than 30 hours of academic credit before completing all Developmental Studies course work.
8. All Developmental Studies courses at Georgia College carry institutional credit. This credit cannot be used toward a degree, nor is it transferable.
9. Students who are required to take Developmental Studies courses and who are enrolled in regular credit courses may not withdraw from Developmental Studies courses without withdrawing from their regular credit courses.
10. To be eligible to take the exit Basic Skills Examination, (BSE) the student must have "C" or better in the class. To exit the class, the student must make a 70 or better on the BSE. In English, he/she must also pass a writing sample. In mathematics, he/she must also pass the CGP (Comparative Guidance and Placement Test).
11. Exit Standards
  - A. To exit a Developmental Studies area, the student must meet all criteria.

#### **English**

- If initially placed in G60, a student must pass the course by meeting course requirements to move to G61.
- If initially placed in G61, a student must pass the course by meeting course requirements, pass the exit writing sample and pass the Basic Skills Examination (BSE) with a scale score of 70 or better. To exit English a student must pass both the BSE and the writing sample. If students pass the writing sample on entrance, they must pass the BSE on exit as well as the course or courses they are required to take.

#### **Reading**

If placed in G70, a student must pass the course by meeting all course requirements and must pass the BSE with a scale score of 70 or above.

#### **Mathematics**

If initially placed in G50 with a BSE scale score of below 60, students must pass the course by meeting all course requirements to move to G51.

If initially placed in G51 with a BSE scale score of 60-64, students must pass the course by meeting all course requirements to move to G52.

If initially placed in G52 with a BSE scale score of 65-69, students must pass the course by meeting all course requirements, must pass the BSE with a scale score of 70 or better and must pass the CGP with a scale score of 50 or better. The only exit from Developmental Studies mathematics is through G52.

12. Students ineligible to return to their initial institution are ineligible to attend Georgia College. Only four (4) attempts per area are allowed, with an attempt being defined as a quarter in which a student received any grade or symbol except "W."
13. Students who do not meet departmental attendance requirements and/or who fail to complete required course assignments may be excluded from the program. Students may be dropped from school during a quarter if they fail to meet the attendance regulations.

14. All students who are required to participate in Developmental Studies on entrance to Georgia College are required to complete that work despite the fact that they transfer elsewhere, gain twenty or more academic hours credit, and then return to Georgia College.

## DEVELOPMENTAL STUDIES (DST)

DEVELOPMENTAL STUDIES MATHEMATICS G50, G51, 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 complete the sequence of Developmental Studies mathematics courses. DST G52 is the only exit from Developmental Studies mathematics to a regular college mathematics course.

### G50. DEVELOPMENTAL STUDIES MATHEMATICS I. (5-0-5)

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)

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 to simple equations, and graphing.

### G52. DEVELOPMENTAL STUDIES MATHEMATICS III. (5-0-5)

Prerequisite: Placement by examination, G51 or approval of the Developmental Studies Office. A continuation of G51 covering rational, radical, and quadratic equations, and complex numbers. General preparation for regular college mathematics courses.

### G60. DEVELOPMENTAL STUDIES ENGLISH I. (5-0-5)

Prerequisite: Placement by examination or approval of the Developmental Studies Office. This course is designed to prepare students for further courses in English. It focuses on grammar and mechanics. Students placed in G60 must take G61.

### G61. DEVELOPMENTAL STUDIES ENGLISH II. (5-0-5)

Prerequisite: Placement by examination or approval of the Developmental Studies Office. This course is designed to prepare students for further courses in English. It focuses on developing competencies in composition. DST G61 is the only exit from Developmental Studies English to English 101.

### G70. DEVELOPMENTAL STUDIES READING I. (5-0-5)

Prerequisite: Placement by examination or approval of the Developmental Studies Office. Focuses on the reading skills of students whose Basic Skills Examination scores indicate such a need. Considerable attention is given to study skills, comprehension, rates of reading and vocabulary development.

### G71. DEVELOPMENTAL STUDIES READING II. (5-0-5)

Prerequisite: Placement by examination, G70 or approval of the Developmental Studies Office. A continuation of G70 with emphasis on more individualized instruction. Emphasis is placed on note taking, note making and reading in the content fields.

### G95. DEVELOPMENTAL STUDIES ENGLISH FOR INTERNATIONAL STUDENTS. (5-0-5)

This course focuses on the skills of listening, speaking, reading, and writing; it provides international students with some transition between the English they already know and the academic English their college experience will require. Any non-native English speaker, freshman through graduate student levels, is encouraged to enroll.

## REGENTS' TEST REMEDIATION COURSES

### G62. REGENTS' TEST REMEDIATION: ENGLISH. (5-0-5)

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.

### G72. REGENTS' TEST REMEDIATION: READING. (5-0-5)

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.

# HEALTH, PHYSICAL EDUCATION AND RECREATION

**James Wolfgang, Chairperson**

**Mike Peeler, Director of Athletics**

**Professors: Anderson, Peeler. Associate Professors: Aldridge, Osborne, Taylor, Wolfgang. Assistant Professors: Kurtz, Martiny, Oden. Instructor: Carrick.**

## INTRODUCTION

The Department of Health, Physical Education and Recreation encompasses areas of education which are closely related but have features and functions which distinguish each from the other. The aims of the department are (1) to educate students to a sound program of both physical education and health education in teaching in public and private institutions, (2) to prepare students to perform the tasks of a health educator in community agencies or institutions other than schools, (3) to provide selected minor concentrations, (4) to provide a Wellness Program for the General Education requirement, and (5) to direct a sound program of athletics.

## ACCREDITATION

The Health and Physical Education Programs with teacher certification, have been approved by the Georgia Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

## DEGREES OFFERED

1. Bachelor of Science with a major in Physical Education: Health and Physical Education teaching certification. (This program leads to K through 12 teacher certification in health and physical education.)
2. Bachelor of Science with a major in Health Education: School Health teaching certification. (This program leads to K through 12 teacher certification in health education.)
3. Bachelor of Science with a major in Health Education: Community Health and Human Services.
4. Master of Education with a major in Health and Physical Education.
5. Specialist in Education with a major in Health and Physical Education.

Information about the Masters' and Specialist's degrees, is found in the Graduate Catalog.

## B.S. DEGREE WITH A MAJOR IN PHYSICAL EDUCATION: HEALTH AND PHYSICAL EDUCATION TEACHING CERTIFICATION

	Hours
<b>Areas I, II, III (See Core section of the catalog)</b> .....	<b>60</b>
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
<b>Activity (Skill Developmental Activity Courses for Majors Only)</b>	
PEM 101, 102, 103 .....	6
<b>Area IV</b> .....	<b>30</b>
ZOO 210 or PEM 200 (5 hours)	
EFS 204 (5 hours)	
PSY 201; SOC 101 (5 hours)	
HEA 202, 210, 251; PEM 210 (15 hours)	

<b>Major Requirements</b> .....	<b>58</b>
1. HEA 350, 355, 420, 445 (20 hours)	
2. PEM 332, 362, 366, 367, 368, 431, 482 (38 hours)	
<b>Teacher Certification</b> .....	<b>31</b>
EEX 364, EFS 295, 400, ELM 400 or 401, PEM 492, 494 (31 hours)	
<b>Degree Requirements</b> .....	<b>10</b>
Additional courses from the social, behavioral, natural sciences and mathematics (10 hours)	
Note: These courses may be counted in Area IV and toward the major, but must not be in the major discipline. These courses must be selected with the approval of the major adviser.	
<b>Total</b>	<b>195</b>

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN HEALTH EDUCATION: SCHOOL HEALTH TEACHING CERTIFICATION**

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog)</b> .....	<b>60</b>
Note: Courses taken in Areas I, II, III can be used to satisfy requirements.	
<b>Wellness</b> .....	<b>6</b>
<b>Area IV</b> .....	<b>30</b>
ZOO 210 (5 hours)	
EFS 204 (5 hours)	
PSY 201; SOC 101 (5 hours)	
HEA 201; SPE 101; ZOO 211 (15 hours)	
<b>Major Requirements</b> .....	<b>47</b>
BOT 320, EHE 324, HEA 210, 251, 340, 350, 353, 355, 420, 445 (47 hours)	
<b>Teacher Certification</b> .....	<b>30</b>
EEX 364; EFS 295, 400, 490; ELM 400 or 401, HEA 494 (30 hours)	
<b>Degree Requirements</b> .....	<b>10</b>
Additional courses from the social, behavioral and natural sciences and mathematics (10 hours)	
Note: These courses may be counted in Area IV and toward the major, but must not be in the major discipline. These courses must be selected with the approval of the major adviser.	
<b>Electives approved by the major adviser</b> .....	<b>3</b>
<b>Total</b>	<b>186</b>

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN HEALTH EDUCATION: COMMUNITY HEALTH AND HUMAN SERVICES**

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog)</b> .....	<b>60</b>
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
<b>Wellness</b> .....	<b>6</b>
<b>Area IV</b> .....	<b>30</b>
1. HEA 201; ZOO 210, 211; BIS 209; SPE 101 (25 hours)	
2. Selection from:	
PSY 201, SOC 101 (5 hours)	
<b>Major Requirements</b> .....	<b>67</b>
1. HEA 210, 251, 340, 350, 353, 355, 420, 445, BOT 320, PEM 342, EHE 324 (52 hours)	
2. Internship: HEA 49Q (15 hours)	
<b>Degree Requirements</b> .....	<b>10</b>
Additional courses from the social, behavioral and natural sciences and mathematics (10 hours)	
Note: These courses may be counted in Area IV and toward the major but must not be in the major discipline.	
<b>Electives approved by the major adviser</b> .....	<b>13</b>
<b>Total</b>	<b>186</b>

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**MINOR IN HEALTH EDUCATION**

Twenty-two quarter hours distributed as follows:

1. HEA 210 (2 hours)
2. Selection from: HEA 225, 251, 340, 350, 353, 355, 420, 445 (20 hours)

**MINOR IN ELEMENTARY PHYSICAL EDUCATION**

Twenty-six quarter hours distributed as follows:

1. HEA 201, 333 (8 hours)
2. PEM 210, 366, 431, 482 (18 hours)

These major areas do not lead to teacher certification for teaching in the public schools.

**ADMISSION REQUIREMENTS**

An applicant who meets Georgia College requirements may be admitted to the College for any academic term and be classified as a health education or physical education major. This admission enables the student to take Core curriculum courses. Admission to the College does not guarantee admission into the upper division courses in the major.

Enrollment in the major programs is limited to qualified students as determined by the Admission Committee of the Department of Health, Physical Education and Recreation.

The criteria for admission to the upper division major programs are as follows:

1. Completion of all Core curriculum requirements.
2. Attainment of a cumulative GPA of at least 2.0.  
(Students in the teacher certification emphasis must also fulfill GPA requirements for student teaching as outlined by the School of Education. See the appropriate section of this catalog.)
3. Attainment of a grade of "C" or better in each of the courses in Area IV of the Core taken at Georgia College.
4. Successful completion of twenty five (25) hours of Professional Service.
5. Successful completion of the Regent's Examination.
6. Personal interview, if requested by the department.

Students who have met these criteria must apply to the Department of Health, Physical Education and Recreation Admission Committee for acceptance into the upper division major classes.

Students who are accepted into the Junior class will be required to have liability insurance and an appropriate uniform for professional activities.

Conditional admission to the program will be granted for each quarter up to a maximum of three quarters if four of the six listed criteria have been met.

Any student may be denied permission to continue enrollment in the Department of Health, Physical Education and Recreation programs if, in the opinion of a departmental faculty committee and with the approval of the Chairperson and Dean, the student's mental, emotional, and physical health or his/her personal and professional behavior cast reasonable doubts upon his/her potential capabilities as a member of the profession.

The student is expected to meet all additional academic and/or certification requirements.

In order to provide appropriate learning experiences, it is necessary to use selected facilities within a 50-mile radius of Milledgeville. The student is expected to provide his or her own transportation to these facilities.

## **PROFESSIONAL SERVICE REQUIREMENT**

The programs of Health and Physical Education require all undergraduate majors to complete 100 clock hours of professional service in health and/or physical education prior to participating in student teaching or an internship experience. Class practicum activities may not count towards this total. Completion of twenty five (25) hours must be documented prior to being admitted to a specific program emphasis. Completion of a total of seventy five (75) hours must be documented prior to completion of the 140th quarter of academic work. Additional information regarding the approved activities and categorical weighting for the Professional Service Requirement may be found in the Professional Service Guidelines available in the office of the Department of Health, Physical Education and Recreation.

## **ADMISSION TO TEACHER EDUCATION**

Admission to Teacher Education requirements for majors with programmatic emphasis in School Health certification and programmatic emphasis in Health and Physical Education certification, in addition to School of Education requirements, are as follows:

1. Admission to Teacher Education should be initiated during the ninth quarter of enrollment, or during the quarter when the student enrolls in the 140th quarter hour of study.



2. The student must have a grade of C or better in all courses beyond Area I, II, and III of the Core.
3. On file should be three Professional Behavior Checklists, one each from the adviser, an additional department member, and a Georgia College faculty member involved with the program.
4. The student's ability to communicate must be demonstrated beyond passing the Regents Exam by acceptable ratings on the verbal proficiency items contained in the Professional Behavior Checklist.
5. Completion of the Professional Service Requirement must be documented in the advisement file.

## CAREER INFORMATION

Graduates of the department's programs in Health and Physical Education certification or Health Education certification are qualified to teach at the early childhood, the middle school, or the secondary school level. In many instances, coaching duties are a part of the health and physical education teaching assignments.

Teaching positions are available provided the individual is willing to move within the state. Employment is more readily available if the individual has a second teaching area or is capable of coaching a popular sport.

Graduates from the department's program in Community Health and Human Services are qualified to work as health education specialists in numerous health care delivery sites. Positions are available provided the individual is willing to move within the state. Job placement is enhanced by a minor in a related field.

## MISCELLANEOUS

As part of Georgia College's General Education Requirement, the Department of Health, Physical Education and Recreation provides a six-hour wellness program. The mission of the program is to help the student develop physical, psychological, and social well-being. To achieve this end, the student assesses personal health status, discusses the concepts of wellness, and participates in activities related to fitness and appropriate use of leisure time.

Students are required to enroll in WEL 100 during the freshman or sophomore year. In addition, students are to complete a minimum of three wellness activity courses before graduation. At least one of these courses must be at the 200 level.

All students are expected to complete the General Education Requirement. There will be no waiver of WEL 100. In the event of extreme hardship, the student may begin a petition with the Chairperson of the Department of Health, Physical Education and Recreation for waiver of a portion of the wellness activity requirement.

Criteria for granting a waiver will include (1) severe physical limitation or (2) specific medical excuse from a physician (a note stating "No Physical Education" will not be sufficient). The student will complete a WELLNESS WAIVER PETITION FORM and submit it to the Chairperson of Health, Physical Education and Recreation. The Chairperson will recommend to approve or disapprove the petition and forward it to the student's adviser. The adviser is responsible for forwarding the petition to the appropriate undergraduate dean for approval or disapproval. A copy of the waiver will be maintained in the Department of Health, Physical Education and Recreation.

## HEALTH (HEA)

### 201. PERSONAL HEALTH. (5-0-5)

An Introduction to methods of promoting good health in the individual.

202. HEALTH CONCEPTS. (5-0-5)

The knowledge of scientific facts concerning the following content areas: Community Health, Environmental Health, Nutrition, Weight Control, Fitness, and Consumer Health.

210. INTRODUCTION TO HEALTH EDUCATION. (2-0-2)

The history, philosophy, theory, and practice in the field of professional health education; acquaints the student with the role of the health educator as an agent of behavioral change.

225. HEALTH EDUCATION FOR EARLY CHILDHOOD AND MIDDLE GRADES. (5-0-5)

A study of school health problems, student health appraisal, health record-keeping procedures, teaching methods and materials, and other basic practices and procedures in health education.

251. SAFETY AND EMERGENCY CARE. (4-2-5)

Instruction in the fundamentals of first aid, cardio-pulmonary resuscitation and safety. Satisfactory completion of requirements qualifies the student for certification from the American Red Cross.

291. 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each.

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

333. FIRST AID. (3-0-3)

Practice and application of standards and accepted principles. Satisfactory completion of requirements qualifies the student for certification from the American Red Cross.

334. CARDIOPULMONARY RESUSCITATION. (1-0-1)

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.

335. CPR INSTRUCTOR. (1-0-1)

Skills and methods needed to teach cardiopulmonary resuscitation. Satisfactory completion of requirements qualifies the student for certification from the American Red Cross.

340. COMMUNITY HEALTH. (4-2-5)

A survey of community health problems and methods of solving them.

350. TOBACCO, ALCOHOL, AND DRUGS. (5-0-5)

A study of the physiological results of substance abuse.

353. COMMUNICABLE AND NON-COMMUNICABLE DISEASE. (5-0-5)

The epidemiology and prevention of diseases.

355. HUMAN SEXUALITY. (5-0-5)

An investigation and development of the skills, knowledge, methodology and abilities necessary to deal with human sexuality in a home, school, or community setting.

420. STRESS MANAGEMENT. (4-2-5)

Use of effective methods of promoting positive psychological and social health.

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.

445. HEALTH EDUCATION METHODS. (5-0-5)

Prerequisite: HEA 210. Innovative methods of affecting attitudes, knowledge and behavior regarding health practices.

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.

445. HEALTH EDUCATION METHODS. (5-0-5)

Prerequisite: HEA 210. Innovative methods of affecting attitudes, knowledge and behavior regarding health practices.

48A-Q. INDEPENDENT STUDY. (Var. 1-15)

Investigation of a topic of special interest with records to the instructor. Prior approval of department chairperson required.

494. STUDENT TEACHING. (0-40-14)

Prerequisite: EFS 490 and completion of professional program. A quarter of full-time teaching in off-campus centers designated by the School of Education. Performance based assessment (TPA) included.

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. Activity must be approved by the department chairperson and health education coordinator.

## PHYSICAL EDUCATION MAJORS (PEM)

101. ASSESSMENT OF INDIVIDUAL ACTIVITIES. (0-4-2)

The assessment of skill and knowledge pertaining to individual activity skills.

**102. ASSESSMENT OF TEAM ACTIVITIES. (0-4-2)**

The assessment of skill and knowledge pertaining to team activity skills.

**103. ASSESSMENT OF PERSONAL FITNESS, AQUATIC, AND SPECIAL ACTIVITIES. (0-4-2)**

The assessment of personal fitness, aquatic, environmental education, and combative activities.

**200. HUMAN STRUCTURE AND PERFORMANCE. (5-0-5)**

An investigation of the full significance of human structure and its relationship to the complex functions that normally occur during activity.

**210. INTRODUCTION TO PHYSICAL EDUCATION. (3-0-3)**

An overview of physical education and other professions related to physical activity, giving the historical, philosophical, and scientific foundations which guide the field.

**291. 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each.**

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

**315. METHODS IN ELEMENTARY PHYSICAL EDUCATION. (4-2-5)**

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. For early childhood majors.

**316. METHODS IN PHYSICAL EDUCATION FOR MIDDLE GRADES. (4-0-3)**

Taught in conjunction with PEM 315. No in-school placement required. For middle grades majors.

**332. MEASUREMENT AND EVALUATION. (5-0-5)**

Analysis of practice and procedures for developing and using tests. Specific attention to aptitude and achievement tests supplemented by clinical laboratory experiences. Use of computer to analyze statistical data.

**341. COACHING OF BASEBALL. (2-0-2)****342. COACHING OF BASKETBALL. (2-0-2)****343. COACHING OF FOOTBALL. (2-0-2)****344. COACHING OF GYMNASTICS. (2-0-2)****345. COACHING OF SOCCER. (2-0-2)****346. TECHNIQUES OF OFFICIATING. (2-0-2)**

A study of the rules, mechanics, and principles of officiating sports.

**362. ANALYSIS OF PHYSICAL ACTIVITY. (5-2-6)**

A study of the biomechanical and physiological aspects of physical activity. Opportunity is provided to conduct experiments and studies on related topics.

**366. INSTRUCTIONAL STRATEGIES. (5-0-5)**

Instructional strategies and curriculum design in physical education.

**367. SECONDARY PHYSICAL EDUCATION. (4-8-8)**

Methods, materials, and techniques of organizing and teaching physical education activities including team, individual and dual sports.

**368. ATHLETIC TRAINING. (3-2-4)**

Introduction to the skills of athletic training as they relate to the problems arising in physical education and athletics. Content specifically deals with fitness, care and prevention of athletic injuries, emergency training and rehabilitation.

**431. EARLY CHILDHOOD & MIDDLE GRADES PHYSICAL EDUCATION. (4-8-8)**

Comprehensive view of the decision making and teaching strategies in physical education at the early childhood and middle grade levels.

**48A-Q. INDEPENDENT STUDY. (Var. 2-15)**

Investigation of a topic of special interest with reports to the instructor. Prior approval of department chairperson required.

**482. ADAPTIVE PHYSICAL EDUCATION. (1-2-2)**

This course prepares the student to identify and provide teaching strategies and techniques to accommodate exceptional individuals in the educational setting.

**492. SENIOR SEMINAR. (2-0-2)**

Comprehensive view of the basic issues, decision making, responsibilities, and expectations involved in student teaching, especially as they pertain to the Teacher Performance Assessment Instruments.

**494. STUDENT TEACHING. (0-40-14)**

Prerequisite: PEM 492 and completion of the professional program. A quarter of full time teaching in off campus centers designated by the School of Education. Performance based assessment included.

**498-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. Activity must be approved by the department chairperson and physical education coordinator.

## **WELLNESS (WEL)**

100. WELLNESS. (3-0-3)

Students are required to enroll in this course during the freshman or sophomore year. Students are then to complete a minimum of three wellness activity courses before graduation. At least one wellness course must be at the 200 level.

## **PSYCHOMOTOR DEVELOPMENTAL AND RECREATIONAL ACTIVITIES**

- 110 FOLK DANCE (0-2-1)
- 111 SQUARE DANCE (0-2-1)
- 112 SOCIAL DANCE (0-2-1)
- 113 TAP DANCE (0-2-1)
- 114 MODERN DANCE (0-2-1)
- 120 NON-SWIMMER (0-2-1)
- 121 BEGINNING SWIMMER (0-2-1)
- 122 INTERMEDIATE SWIMMER (0-2-1)
- 123 ADVANCED LIFE SAVING (0-4-2)
- 124 WATER SAFETY INSTRUCTOR (0-4-2)
- 130 BASIC BADMINTON (0-2-1)
- 131 INTERMEDIATE BADMINTON (0-2-1)
- 132 BASIC GOLF (0-2-1)
- 133 INTERMEDIATE GOLF (0-2-1)
- 134 BASIC TENNIS (0-2-1)
- 135 INTERMEDIATE TENNIS (0-2-1)
- 136 BASIC FENCING (0-2-1)
- 137 INTERMEDIATE FENCING (0-2-1)
- 140 BASIC SAILING (0-2-1)
- 141 BASIC CANOEING (0-2-1)
- 142 WHITE WATER CANOEING (0-2-1)
- 143 BASIC SCUBA (0-2-1)
- 144 ADVANCED SCUBA (0-2-1)
- 145 OPEN WATER SCUBA (0-2-1)
- 150 BASKETBALL (0-2-1)
- 151 VOLLEYBALL (0-2-1)
- 152 SOFTBALL (0-2-1)
- 160 SHOOTING (0-2-1)
- 161 BACKPACKING/ORIENTATION (0-2-1)
- 162 SNOW SKIING (0-2-1)
- 190 ADAPTED ACTIVITIES I (0-2-1)
- 191 ADAPTED ACTIVITIES II (0-2-1)
- 48X INDEPENDENT STUDY (0-2-1)

## **FITNESS ACTIVITIES**

- 210 BICYCLING (0-2-1)
- 211 CONDITIONING SWIMMING (0-2-1)
- 220 JOGGING (0-2-1)
- 221 RUNNING (0-2-1)
- 222 FITNESS & WALKING (0-2-1)
- 230 WEIGHT TRAINING I (0-2-1)
- 231 WEIGHT TRAINING II (0-2-1)
- 240 AEROBICS (0-2-1)
- 250 WEIGHT CONTROL (0-2-1)
- 290 ADAPTED ACTIVITIES I (0-2-1)
- 291 ADAPTED ACTIVITIES II (0-2-1)
- 48X INDEPENDENT STUDY (0-2-1)

# SPECIAL EDUCATION

**Craig D. Smith, Chairperson**

**Associate Professors: Coombe, Hickman. Assistant Professor: Smith.**

## INTRODUCTION

The philosophy of special education is that human beings, both handicapped and non-handicapped, have the right to engage in career planning and educational experiences that 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 children and youth. The Department of Special Education provides courses and field experience supervision designed to develop the skills and competencies required of the teacher of exceptional students.

## ACCREDITATION

The special education program has been approved by the Georgia Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

## DEGREES OFFERED

1. Bachelor of Science with a major in Special Education. (This program leads to teacher certification in mental retardation.)
2. Master of Education with a major in Special Education (information about this degree is found in the Graduate Catalog).

## B.S. DEGREE WITH A MAJOR IN SPECIAL EDUCATION

	Hours
<b>Areas I, II, III (See Core section of the catalog)</b> .....	<b>60</b>
Note: courses taken in Areas I, II, III can be used to satisfy other requirements.	
<b>Wellness</b> .....	<b>6</b>
<b>Area IV</b> .....	<b>30</b>
1. EFS 204 (5 hours)	
2. EFS 295 (5 hours)	
3. PSY 201; SOC 101 (5 hours)	
4. MUS 102; ART 103; SPE 101; DRA 211 (5 hours)	
5. BIO 125; BOT 200; ZOO 200, 210, 211; EHE 293; JRN 200; HIS 201, 202; GEO 200; CRJ 220; PSY 210, 250; SOC 205, 293; MUT 101, 212 (10 hours)	
<b>Major Requirements</b> .....	<b>66</b>
1. EFS 204 (5 hours, Area IV)	
2. EFS 295 (5 hours, Area IV)	
3. EFS 301, EEC 351, ELM 400, EFS 490, EEX 365, 467, 477, 479, 480, 494 (51 hours)	
4. EEX 471, 472, 474, 475, 476 (15 hours)	
<b>Degree Requirements</b> .....	<b>10</b>
Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours).	

EEX students must fulfill this requirement by taking two of the following courses:  
 PSY 323, 351, 370, 432, 448, 450, 451, 455, 456, 460, 470, 487; SOC 312, 370, 410, 424, 426,  
 428, 452, 465, 474 (10 hours)

<b>Electives</b> .....	<b>14</b>
	<b>Total 186</b>

NOTE: In order to graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

**MINOR IN SPECIAL EDUCATION**

Twenty quarter hours, distributed as follows:

1. EEX 364 or 365 (5 hours)
2. EEX 467 (5 hours)
3. EEX 471, EEX 472, EEX 474, EEX 475, EEX 476 (10 hours)

A minor in special education will not lead to teacher certification.

**PROFESSIONAL SERVICE REQUIREMENT**

Special education majors must complete 100 clock hours of professional service in special education prior to admission to teacher education. Fifty hours must be documented direct service with exceptional individuals. Fifty hours must be documented service to professional organizations in special education at the local, state, or national levels. Additional information regarding the professional service requirement may be found in the Professional Service Guidelines available in the office of the Department of Special Education.

**ADMISSION TO TEACHER EDUCATION**

In addition to the requirements for Formal Admission to Teacher Education within the School of Education, students majoring in special education should fulfill the following:

1. Admission to teacher education should be initiated during the ninth quarter of enrollment or during the quarter when the student enrolls in the 140th quarter hour of study.
2. Students must have passed all courses taken within the School of Education with a grade of C or better.
3. On file in the advisement folder should be three professional behavior checklists from the faculty of the School of Education, at least one of which has been completed by a faculty member in the Department of Special Education.
4. The student's ability to communicate effectively must be demonstrated by passing both parts of the Regents' Examination and by satisfactory performance in course work and field experiences, as certified by the student's special education adviser.
5. Completion of the professional service requirement documented in the advisement file.

**CAREER INFORMATION**

With the passage of federal and state legislation mandating that special education services be provided to exceptional students in the public schools, the need for special education teachers has grown. A shortage of special education teachers exists nationally and this shortage is predicted to continue through the year 2000. Students majoring in special education can find teaching positions easily in most areas of the state of Georgia.

## MISCELLANEOUS

The faculty of Special Education instructs the course in identifying and teaching exceptional children in the regular classroom. This course (EEX 364) is required of all teachers by Georgia House Bill 671.

## SPECIAL EDUCATION (EEX)

### 364. EXCEPTIONAL INDIVIDUALS IN THE REGULAR CLASSROOM (5-0-5)

Non-special education majors. Focuses on the identification and basic techniques of teaching exceptional individuals in the regular classroom. Meets requirements of Georgia House Hill 671 for regular educators.

### 365. EXCEPTIONAL INDIVIDUALS. (5-0-5)

Prerequisite: Declared Special Education major or minor. Overview and discussion of the educational, social, physical, and emotional characteristics of exceptional individuals and their implications on programming educational and related services.

### 467. NATURE OF MENTAL RETARDATION. (5-0-5)

Prerequisite: EEX 365 for special education majors, EEX 364 or 365 for special education minors. 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 467. Discussion of the impact of an exceptional child on the total family relationship. Basic techniques and theories of counseling parents and the various social agencies working with parents are reviewed.

### 472. SPEECH AND LANGUAGE DEVELOPMENT FOR THE MENTALLY RETARDED. (5-0-5)

Prerequisite: EEX 467. Discussion of the speech and language problems in the mentally retarded. Reviews of the literature, psycholinguistic theory, verbal communication skills, and language development program are offered.

### 474. CAREER EDUCATION FOR THE MENTALLY RETARDED. (5-0-5)

Prerequisite: EEX 467. Principles, materials, and methods for implementing career education programs for all educational levels of mental retardation.

### 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.

### 476. EDUCATIONAL EVALUATION OF EXCEPTIONAL CHILDREN. (5-0-5)

Prerequisite: EEX 467. An introduction to standardized tests, criterion referenced and informal measures used in assessing children for educational placement and instruction. Students are required to administer, score, and interpret tests commonly used with exceptional children.

### 477. CURRICULUM AND METHODS FOR MENTALLY RETARDED I. (5-0-5)

Prerequisite: EEX 467. Current instructional planning for moderate and severely mentally retarded students will be considered. Attention will be focused on 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, individualized Educational Programs, curriculum practices, and methods and techniques useful in instruction.

### 480. PRACTICUM IN SPECIAL EDUCATION. (0-6-3)

Prerequisite: Sequence I, EEX 477. Intensive practicum in a special education self-contained or resource classroom is provided to improve skills in teaching the mentally retarded.

### 485. DIRECTED READINGS, SPECIAL EDUCATION. (5-0-5)

Prerequisite: EEX 467. Focuses on topics of current interest and developments in the field of special education.

### 494. STUDENT TEACHING IN SPECIAL EDUCATION. (0-40-14)

Prerequisite: EFS 490 and completion of Core, teacher education, and special education major courses. A quarter of full-time teaching in programs designed for the mentally retarded in off-campus public schools. Performance based assessment is an important part of the student teaching quarter.

# SCHOOL OF NURSING

**Pamela C. Levi, Dean**

**Associate Professors: Levi, Collins, Holder, Long, Osborne, Peavy.**

**Assistant Professors: Brown, Hodnett. Instructor: Milner, Seabrook.**

## INTRODUCTION

The baccalaureate program in nursing is an upper division 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.

## DEGREE OFFERED

### BACHELOR OF SCIENCE IN NURSING

This program is designed to satisfy the current educational requirements prescribed by the Georgia Board of Nursing. Upon successful completion of this program, the unlicensed graduate is eligible to apply for licensure as a registered professional nurse by examination. Approval for admission to the licensing examination and subsequent licensure of qualified applicants is granted by the Georgia Board of Nursing.

The baccalaureate program of nursing at Georgia College is fully accredited by the National League for Nursing.

	<b>Hours</b>
<b>Areas I, II, III (See Core section of the catalog) . . . . .</b>	<b>60</b>
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Area II: ZOO 210, 211; MAT 101; CHE 101 are recommended (20 hours)	
Area III: SOC 101 is recommended	
<b>Wellness . . . . .</b>	<b>6</b>
<b>Area IV . . . . .</b>	<b>30</b>
ZOO 210, 211 (5-10 hours)	
Will accept a 5-hour Microbiology transfer course (5 hours)	
*CHE 101, 102, 121, 122, 123; BIO 123, 124;	
PHY 201, 101, 203 (5-10 hours)	
PHI 200, 250; PSY 201, 250; SOC 101, 205 (0-10 hours)	
NUR 295, NUR 224 (10 hours)	
*In combination with Area II, 5-15 hours must be in Chemistry, Biology, or Physical Science.	
<b>Major Requirements . . . . .</b>	<b>104</b>
1. NUR 314, *NUR 324, NUR 334, *NUR 344, *NUR 354, *NUR 364, *NUR 366, NUR 404, NUR 414, NUR 434, *NUR 444, NUR 454, NUR 458, NUR 464, NUR 474, NUR 484 (94 hours)	



2. Selection from: PSY 315, CSC 201, MAT 325, MGT 301 (5 hours)
3. Elective at the 300-400 level supportive of the major (5 hours)

\*RN's may validate.

Total 200

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

## ADMISSION REQUIREMENTS

**Prenursing**—An applicant who meets Georgia College requirements may be admitted to the College for any academic term and be classified as a prenursing student. This enables the student to take Core Curriculum courses. Acceptance as a prenursing 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 School of Nursing.

Criteria for admission to the upper division nursing major follow:

1. Completion of all Core curriculum requirements
2. Attainment of a cumulative GPA of at least 2.5
3. Attainment of a grade of C or better in each of the following courses:  
Human Anatomy and Physiology I (ZOO 210), Human Anatomy and Physiology II (ZOO 211), Microbiology (BOT 320) and ENG 101.
4. Successful completion of the Regents' Examination
5. Personal interview, if requested by the School.

Students who have met these criteria must apply to the School of Nursing Admission and Progression Committee for acceptance into the upper division nursing major. Applications for the fall junior class should be submitted by April 1.

Students who are accepted into the junior nursing class will be required to have a current physical examination, liability insurance, uniforms, and current CPR certification.

Any student may be denied permission to continue enrollment in the School of Nursing if, in the opinion of the faculty, the student's knowledge, character, mental or physical fitness cast grave doubts upon ones potential as a registered professional nurse.

In order to provide appropriate learning experinces, it is necessary to use selected facilities within a 50-mile radius of Milledgeville. The student is expected to provide transportation to these facilities.

Nursing majors must make at least a C grade and demonstrate satisfactory clinical performance 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. Since nursing courses are sequential, building upon knowledge gained in a previous course, satisfactory completion (C) of one course is prerequisite to progressing to the following course.

A senior exit exam must be satisfactorily passed during winter quarter of the senior year. Failure to pass the examination will result in a student having to complete a remediation program followed by a retake of the examination. Any student not passing the exit examination the second time will not be graduated at that time and will be individually reviewed by the Admission and Progression Committee of the School of Nursing. Additional nursing studies/courses specified by the committee will be required before the student will be allowed to retake the exit examination.

## REGISTERED NURSES

The program accommodates registered nurse students who have completed associate degree or diploma nursing programs and are licensed to practice nursing in Georgia. 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 prenursing students. This classification enables registered nurse students to take Core curriculum courses and begin validation of selected nursing courses. Information about validation examinations may be obtained from the School of Nursing. Registered nurse students satisfy all School of Nursing admission criteria.

## CAREER INFORMATION

Registered nurses are employed in a wide variety of settings and roles. In Georgia ample professional opportunities exist in hospital and community settings for graduates of the baccalaureate nursing program. The need for registered nurses is expected to increase throughout the 1990's.

## NURSING (NUR)

Courses marked with an asterisk are open to validation by registered nurse students.

### 224. 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.

### 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, and the individual across seven stages of development.

### 314. NURSING PROCESS—THEORY AND PRACTICE. (4-4-6) 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. (4-6-7) 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.

### 334. NURSING PROCESS—FOUNDATIONS AND THEORIES. (5-0-5) F

Utilizing select theoretical and conceptual constructs, the disciplines approach to problem solving is introduced. The family as client is emphasized. Historical, theoretical and ethical aspects of the nursing profession are presented.

### \*344. NURSING PROCESS WITH ADULTS I. (3-6-6) W

Prerequisite: NUR 314, 324, 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 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.

### \*354. NURSING PROCESS FOR MENTAL HEALTH PROMOTION I. (3-6-6) S

Prerequisite: NUR 314, 324, 334. The focus of this course is on mental health concepts and psychotherapeutic nursing interventions 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 CYCLE. (3-6-6) W

Prerequisite: NUR 314, 324, 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—CHILDREARING PHASES OF FAMILY LIFE CYCLE. (3-6-6) S

Prerequisite: NUR 314, 324, 334, 344. Parent-child nursing with children and families experiencing the child rearing 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 family.

**404. LEADERSHIP AND CHANGE. (3-0-3) W**

Prerequisite: Completion of Junior level courses. 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. (4-0-4) F**

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. (3-6-6) F**

Prerequisite: Completion of Junior level courses. 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. (4-8-8) 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. (3-6-6) W**

Prerequisite or Corequisite: NUR 404, 434, 444. 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 II. (4-8-8) W**

Prerequisite: NUR 444. 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. Rehabilitative concepts and care principles will continue to utilize the nursing process as the vehicle through which provision of holistic care is accompanied with selected clients.

**464. ISSUES, TRENDS, AND PROJECTIONS IN PROFESSIONAL NURSING. (2-0-2) S**

Prerequisite: All junior level courses. 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.

**474. REHABILITATIVE CONCEPTS IN PROFESSIONAL NURSING. (3-4-5) S**

Prerequisite: NUR 458. This course is designed to focus on the concepts of rehabilitation and rehabilitative nursing. Emphasis will be concepts of rehabilitation of the disabled client to achieve his/her highest level of function.

**484. PRACTICUM IN PROFESSIONAL NURSING. (2-16-10) S**

Prerequisite: All nursing courses. This course is designed to provide the framework in which the student makes final progress toward operationalizing the program's objective 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. 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 the professional role.

## **DIVISION OF CENTERS AND EXTERNAL DEGREE PROGRAMS**

**Bruce C. Brumfield, Director**

**Kenneth D. Jones, Assistant Director**

### **PURPOSE**

The Division of Centers and External Degree Programs offers programs in General Business Administration in Dublin and Logistics Systems at the Logistics Education Center. The Division is structured with the objective to offer in-career public and private sector employees the opportunity to pursue an academic degree program of study without having to travel extended distances to complete course work. Degree opportunities in each location allow the student to complete all course work for the degree in that location's center. Other degrees which are offered off-campus but are administered by the various Schools within the College are listed in an earlier section of this catalog, entitled External Degree Programs.

All students enrolling with the Division of Centers and External Degree Programs are academically reviewed to insure that Freshman and Sophomore level courses have been completed. Students needing additional courses at these levels are advised to attend the area two year college to complete these requirements. The Division of Centers and External Degree Programs makes courses available at the Junior and Senior levels appropriate to the degree program(s) approved at the specific location.

The external degree programs are tailored to meet the academic needs of people in the specific location. For example, degree programs in Logistics are offered at Robins Air Force Base, the State's largest employer with a logistical function. These efforts to extend appropriate degree opportunities to cities within the middle Georgia area are a part of Georgia College's mission as a unit of the University System of Georgia.

### **ADMISSION**

Admission to the degree programs within the Division of Centers and External Programs requires formal acceptance. To be accepted this criteria must be met:

1. The student must provide official transcripts from all colleges and universities previously attended and be eligible to return to the last college or university attended.
2. The student must submit a completed official application form.
3. The student must have completed at least 60 hours of his/her Freshman and Sophomore course work. Students deficient in this area will be referred to the Georgia College main campus in Milledgeville or to the area two year college.

### **GENERAL BUSINESS ADMINISTRATION (DUBLIN)**

**Kenneth D. Jones, Coordinator**

**Professors: Brumfield, K. Jones**

### **INTRODUCTION**

The General Business major is offered at the Dublin Center. It provides the students with the opportunity to earn a Business degree with maximum flexibility relative to the selection of areas of concentration. The major in General Business will find employment in

many public and private sector organizations. The General Business major will take upper-level courses in most of the academic areas of business.

## DEGREE OFFERED

Bachelor of Business Administration with a major in General Business Administration  
Minors are available in Management, Marketing, Economics, Finance, and Communications.

### BBA DEGREE WITH A MAJOR IN GENERAL BUSINESS ADMINISTRATION

	Hours
Areas I, II, III (See Core section of this catalog) .....	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness/Physical Education/Health .....	6
Area IV .....	30
1. ACT 251, 252 (10 hours)	
2. ECO 271, 272 (10 hours)	
3. BIS 209, COM 237 (10 hours)	
Major Requirements .....	80
<b>Business Major Requirements (35)</b>	
1. Area IV courses as listed above, plus the following: FIN 300, LAW 307, MGT 301, MGT 340, MGT 371, MKT 361, MGT 499	
<b>General Business Administration Requirements (45)</b>	
1. 45 hours of 300-400 level courses selected by the student with advisory coordination selected from the areas: Management, Marketing, Accounting, Finance, Economics, Business Information Systems, and Business Communications.	
Electives (Non-Business Courses) .....	10
Total	186

## CAREER INFORMATION

The major in General Business is designed for the student who desires maximum flexibility in structuring his program of study to meet academic needs across several of the areas of business. The degree is appropriate for the student who works in the public or private sector and who plans to pursue graduate work in a field of business.

## LOGISTICS SYSTEMS (LOGISTICS EDUCATION CENTER)

**Bobby G. Graham, Coordinator**

## INTRODUCTION

The Bachelor of Science in Logistics Systems offers the student at Robins Air Force Base a unique opportunity to earn a degree in the rapidly expanding discipline of logistics.

Logistics support requirements are addressed as a vital part of the decision-making process from the very earliest stages of product/system planning and design, throughout the entire life cycle. Primary emphasis is on the total systems approach for developing logistic support requirements and for solving logistics related problems.

## DEGREE OFFERED

Bachelor of Science with a major in Logistics Systems

## ADMISSION

Applicants must have passed a minimum of twenty quarter hours of degree credit to enter the program. After the student has been accepted into the program, the remaining general education requirements may be completed before, in conjunction with, or after the logistics courses are completed.

- Submit one official copy of transcript from each college previously attended.
- Submit an Application for Admission form with \$10.00 non-refundable application fee. Application fee is not required of former Georgia College students.

## PROGRAM OF STUDY

<b>Area I Humanities</b> .....	<b>20 Qt Hrs</b>
English 101	
English 102	
English 200 Level or ENG 201	
Choice of one: ART 103;	
Music 102; Philosophy 200; 250;	
Modern Foreign Language, SPE 101	
<b>Area II Natural Science and Mathematics</b> .....	<b>20 Qt Hrs</b>
Biology 123, Chemistry 101 or	
Physics 101, Second Lab	
Course in Biology, Chemistry	
or Physics; Math 111, Calculus,	
Mathematics 101 (5 hours must be in Math)	
<b>Area III Social Science</b> .....	<b>20 Qt Hrs</b>
PSY 201, SOC 101 (5 hours)	
Political Science 101, History 110, History 111 (15 hours)	
<b>Area IV Courses</b> .....	<b>30 Qt Hrs</b>
ACT 251 Principles I	
ACT 252 Principles II	
BIS 209 Intro. to Computers	
COM 237 Business Communications	
ECO 271 Principles (free elective if chooses in Area III)	
ECO 272 Principles II	
<b>Systems Design Process</b> .....	<b>35 Qt Hrs</b>
LOG 301 System Engineering Analysis	
LOG 302 Logistics Engineering	
LOG 303 Logistics Support Analysis	

- LOG 308 Reliability/Maintainability
- LOG 411 Warehouse & Inventory Control
- LOG 412 Transportation and Distribution
- LOG 419 Quality Control

**Management** ..... 40 Qt Hrs

- MGT 340 Principles of Management
- MGT 301 Business Statistics
- LOG 306 Logistics Management
- LOG 321 Production Planning & Cost Analysis
- LOG 322 Logistics Acquisition
- LOG 424 Contract Management and Law
- LOG 428 International Logistics
- LOG 429 Governmental Logistics

**Electives** ..... 20 Qt Hrs

- Logistics/Business Elective
- Logistics/Business Elective
- Computer Elective
- Computer Elective

**Total Quarter Hours** ..... 185

Maximum hours transferred from a Two Year College ..... 101

Maximum hours transferred from a Senior College  
or a combination of a Two Year and Senior College ..... 126

At least 60 quarter hours of work must be taken with Georgia College.

**LOGISTICS (LOG)**

- 301. SYSTEMS ENGINEERING AND ANALYSIS. (5-0-5) F  
Development and implementation of the systems engineering process, definition of requirements, and extending through requirements allocation, system analysis, synthesis and optimization, system configuration, and system test and evaluation. Logistics is address in the context of the overall "systems approach."
- 302. LOGISTICS ENGINEERING. (5-0-5) W  
Prerequisite: LOG 301 or instructor's consent. A study of the initial development of a system or product and sustaining life-cycle maintenance and support, design requirements of supportability, and the selection of a specific design configuration.
- 303. LOGISTICS SUPPORT ANALYSIS. (5-0-5) F  
Logistic Support Analysis is an interactive analytical process by which the support requirement for a new or modified systems is identified. The integration and application of different analytical technqlues to solve a wide variety of problems. Methods may include linear/dynamic programming, queuing theory, simulation, Monte Carlo analysis, and economic analysis techniques.
- 306. LOGISTICS MANAGEMENT. (5-0-5) S  
This course addresses the different management functions associated with a life cycle approach to logistics, production and material flow, distribution, and sustaining customer support. This course covers the basic concept of management, with an orientation toward the management of logistics activities throughout the life cycle.
- 307. RELIABILITY AND MAINTAINABILITY. (5-0-5) Su  
This course covers reliability/maintainability terms and definitions, analysis, design, prediction/assessment and test and evaluation from the practical view point.
- 321. PRODUCTION PLANNING AND COST ANALYSIS. (5-0-5) F  
A survey of production processes, equipment and tooling, techniques for process analysis, scheduling, sequencing and planning for intermittent and continuous production situations.

**322. LOGISTICS ACQUISITION. (5-0-5) Su**

Introduces the procurement and contracting process including the techniques, terminology, principles, concepts, practices and methodology necessary for planning, developing and contracting for major systems. The course will also include the preparation and conduct of negotiation of contracts and performance evaluation.

**411. WAREHOUSING AND INVENTORY CONTROL. (5-0-5) Su**

Theory, concepts, and design of inventory control systems. This course includes coverage of inventory control concepts, inventory control models, inventory control systems, and warehousing requirements as related to fixed industries.

**412. TRANSPORTATION AND DISTRIBUTION (5-0-5) W**

Transportation and Distribution Systems Requirements, evaluation of alternative modes of transportation, physical distribution, transportation economics, government regulation/deregulation and future issues affecting transportation.

**419. QUALITY CONTROL. (5-0-5) W**

Introduction to quality control, quality requirements and standards, statistical quality control, control charts, acceptance sampling by attributes and by variables, components testing, human factors in quality, the reliability-quality interface, and quality impacts on logistics.

**424. CONTRACT MANAGEMENT AND LAW. (5-0-5) S**

Provides the context for the implementation of the contracting process and its complex interrelationships, including contract administration, contractor performance and evaluation, and the legal aspects of contracting with problems of contract development, interpretation, modification, disputes, termination and completion.

**428. INTERNATIONAL LOGISTICS. (5-0-5) Su**

A study of international logistics program management through a comprehensive treatment of the national security assistance program and processes as they relate to logistics support planning, organization, implementation and control. The course includes organizational and management interfaces and practices that are relevant to the current environment of international and multi-national logistics programs.

**429. GOVERNMENTAL LOGISTICS. (5-0-5) S**

Provides information of logistics in government with emphasis on factors in supply management system design, production processes, procurement and contract analysis, transportation and storage of the system, operational support, and system retirement and disposal.



# 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, 15 senior colleges, 15 two-year colleges. These 34 public institutions are located throughout 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 two-year colleges. This Curriculum requires 90 quarter credit hours, including 60 in general education—humanities, mathematics, natural sciences, and social sciences—and 30 in the student's chosen major area of study. It facilitates the transfer of the 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 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 consortia.

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 institution 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 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—approximately 52 percent—are made by the Board for Instruction. The percentage of funds derived from all sources for Instruction

in the 1986-87 fiscal year were as follows: 69.8% from state appropriations, 29.8% from student fees, .04% 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 University of Georgia—h; B,J,M,S,D Atlanta 30332 Georgia Institute of Technology—h; B,M,D	Atlanta 30303 Georgia State University—A,B,M,S,D Augusta 30912 Medical College of Georgia—h; A,B,M,D
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### SENIOR COLLEGES

Albany 31705 Albany State College—h; B,M Americus 31709 Georgia Southwestern College—h; A,B,M Augusta 30910 Augusta College—A,B,M Carrollton 30118 West Georgia College—h; A,B,M,S Columbus 31993 Columbus College—A,B,M Dalton 30597 North Georgia College—h; A,B,M Fort Valley 31030 Fort Valley State College—h; A,B,M Marietta 30061 Kennesaw College, A,B,M	Marietta 30060 Southern College of Technology—h; A,B Milledgeville 31061 Georgia College—h; A,B,M,S Morrow 30260 Clayton State College—A,B Savannah 31406 Armstrong State College—A,B,M Savannah 31404 Savannah State College—h; A,B,M Statesboro 30460 Georgia Southern College—h; A,B,M,S Valdosta 31601 Valdosta State College—h; A,B,M,S
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### TWO YEAR COLLEGES

Albany 31707 Darton College—A Atlanta 30310 Atlanta Junior College—A Bainbridge 31717 Bainbridge College—A Barnesville 30204 Gordon College—h; A Brunswick 31523 Brunswick College—A Cochran 31014 Middle Georgia College—h; A Dalton 30720 Dalton College—A Decatur 30034 DeKalb College—A	Douglas 31533 South Georgia College—h; A Gainesville 30403 Gainesville College—A Macon 31297 Macon College—A Rome 30161 Floyd College—A Swainsboro 30401 Emanuel County Junior College—A Tifton 31793 Abraham Baldwin Agri. College—h; A Waycross 31501 Waycross College—A
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# ADMINISTRATION, FACULTY, AND STAFF UNIVERSITY SYSTEM OF GEORGIA

## MEMBERS OF THE BOARD OF REGENTS

	Current Term Expires
JOHN H. ANDERSON, JR., Hawkinsville . . . . .	State at Large 1990
MARIE WALTERS DODD, Atlanta . . . . .	State at Large 1988
JOSEPH D. GREENE, Thomson . . . . .	State at Large 1991
JOHN E. SKANDALAKIS, Atlanta . . . . .	State at Large 1988
CAROLYN D. YANCEY, Atlanta . . . . .	State at Large 1992
ARTHUR M. GIGNILLIAT, JR., Savannah . . . . .	First District 1990
WILLIAM T. DIVINE, JR., Albany . . . . .	Second District 1989
WILLIAM B. TURNER, III, Columbus . . . . .	Third District 1993
JACKIE M. WARD, Atlanta . . . . .	Fourth District 1991
ELRIDGE W. McMILLAN, Atlanta . . . . .	Fifth District 1989
EDGAR L. RHODES, Bremen . . . . .	Sixth District 1992
W. LAMAR COUSINS, Marietta . . . . .	Seventh District 1994
THOMAS H. FRIER, SR., Douglas . . . . .	Eighth District 1992
JAMES E. BROWN, Dalton . . . . .	Ninth District 1994
JOHN W. ROBINSON, JR., Winder . . . . .	Tenth District 1993

## OFFICERS AND STAFF MEMBERS OF THE BOARD OF REGENTS

- Jackie M. Ward, Chair\*
- Joseph D. Greene, Vice Chair\*
- H. Dean Propst, Chancellor\*
- David S. Spence, Executive Vice Chancellor\*
- Henry G. Neal, Executive Secretary\*
- Jacob H. Wamsley, Vice Chancellor - Fiscal Affairs & Treasurer\*
- Frederick O. Branch, Vice Chancellor - Facilities
- Thomas F. McDonald, Vice Chancellor - Student Services
- Haskin R. Pounds, Vice Chancellor - Research and Planning
- Wanda K. Cheek, Assistant Vice Chancellor - Planning (on leave FY 88)
- Arthur Dunning, Vice Chancellor - Services and Minority Affairs
- Mary Ann Hickman, Assistant Vice Chancellor - Affirmative Action
- Gordon M. Funk, Assistant Vice Chancellor - Fiscal Affairs-Accounting Systems and Procedures
- Anne Flowers, Assistant Vice Chancellor - Academic Affairs
- H. Guy Jenkins, Assistant Vice Chancellor - Facilities
- Thomas E. Mann, Assistant Vice Chancellor - Facilities
- David M. Morgan, Assistant Vice Chancellor - Academic Affairs
- Roger C. Mosshart, Assistant Vice Chancellor - Fiscal Affairs-Budget
- T. Don Davis, Assistant Vice Chancellor - Fiscal Affairs-Personnel
- Joseph "Pete" Silver, Assistant Vice Chancellor - Academic Affairs
- Dr. Joseph Szutz, Assistant Vice Chancellor - Research

\*Officers of the Board

## GEORGIA COLLEGE ADMINISTRATION

EDWIN G. SPEIR, JR., B.S., M.A., Ph.D., President of the College

RALPH W. HEMPHILL, B.A., M.A., Ph.D., Vice President/Dean of Faculties

WILLIAM L. EDDINS, B.S., M.A., Vice President for Business and Finance

MAJORIE G. PRENTICE, B.A., M.A., Ph.D., Associate Vice President/Dean of the Graduate School

JOHN E. SALLSTROM, B.A., M.Div., Ph.D., Assistant Vice President for Academic Administration

ARNOLD WADE, B.M.E., M.S.Ed., Ph.D., Acting Vice President for Student Affairs

THOMAS F. ARMSTRONG, B.A., M.A., Ph.D., Dean of School of Arts and Sciences

JO ANN JONES, B.S.E., M.B.A., Ph.D., Dean of School of Business

EDWARD M. WOLPERT, B.Mus., M.A., Ed.D., Dean of School of Education

PAMELA C. LEVI, B.S., M.S.N., Ed.D., Dean of School of Nursing

TERRY N. DEAL, B.S.H.E., M.S., Ph.D., Dean of Continuing Education and Public Services

BRUCE C. BRUMFIELD, B.B.A., M.B.A., D.B.A., Director, Division of Centers and External Degree Programs

JANICE C. FENNELL, B.S., M.S., Ph.D., Director of Libraries

W. ALAN JONES, B.B.C., M.S., Ph.D., Director of Institutional Research, Planning and Computer Services

BEVERLY A. KIRCHNER, B.B.A., M.B.A., Director of Career Services

LARRY A. PEEVY, B.S., M.Ed., Director of Admissions and Records

## 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, Associate Professor of History and Geography (1978)**

B.A., Winthrop College; M.A., Indiana University of Pennsylvania; Ed.S., Ph.D., Georgia State University

**GERALD W. ADKINS, Associate Professor of Computer Science (1987)**

B.S., University of Kentucky; M.S., Florida Institute of Technology; Ph.D., Texas A & M University

**E. LEE AHRENS, Assistant Professor of Management (1987)**

B.S., University of Nebraska; M.S., University of North Dakota; M.B.A., University of Nebraska

**JOHN STANLEY ALDRIDGE, Coach and Associate Professor of Physical Education (1975)**

B.S., Berry College; M.S., University of Tennessee; Ed.S., Ed.D., University of Georgia

**BRENDA B. ALLEN, Instructor in Developmental Studies (1985)**

B.S., M.Ed., Georgia College

**FLOYD VAN WERT ANDERSON, Coordinator of Recreation Services and Professor of Health and Physical Education (1967)**

B.S., University of Pittsburgh; M.A., George Peabody College for Teachers

**THOMAS F. ARMSTRONG, Dean, School of Arts & Sciences and Professor of History (1974)**

B.A., M.A., University of Colorado; Ph.D., University of Virginia

**DAVID GENE BAARDA, Chairperson, Department of Chemistry and Physics and Professor of Chemistry (1965)**

B.A., Central College; M.S., Ph.D., University of Florida

**EVERETTE H. BARMAN, JR., Professor of Biology (1973)**

B.S., Central State University; M.S., University of Arkansas; Ph.D., Cornell University

**MARY ROSE BAUGH, Professor of Curriculum and Instruction (1971)**

B.S., University of Georgia; M.Ed., University of Maryland; Ph.D., University of Georgia

**ROSEMARY EDITH BEGEMANN, Professor of History (1974)**

B.S., College of Charleston; M.A., Ph.D., Emory University

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## ALUMNI AFFAIRS

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## BOOKSTORE

Manager of Bookstore ..... Glen A. Phillips, Maxwell 105  
912/453-4382

## BUSINESS AND FINANCIAL AFFAIRS

Vice President for Business and Finance ..... William L. Eddins, Parks 204  
912/453-5148

Administrative Assistant ..... Betty H. Scott, Parks 204  
912/453-5148

Comptroller ..... Wayne A. Monroe, Jr., Parks 111  
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## CAREER SERVICES

Director of Career Services ..... Beverly Kirchner, Chappell 200  
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## COLLEGE AND PUBLIC RELATIONS

Assistant to the President ..... Richard Baxter, Bone House/Campus Information Center  
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**CONTINUING EDUCATION AND PUBLIC SERVICES/COLLEGE CALENDAR**

Dean of Continuing Education and Public Services .....Therry N. Deal, Chappell 208  
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**DEVELOPMENT AND INSTITUTIONAL RELATIONS**

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**GRADUATE POLICIES AND PROGRAMS**

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912/453-4441

Business .....Ronald D. McNeil, Atkinson 401  
912/453-5115

Education .....Ronnie L. Sheppard, Kilpatrick 257  
912/453-4546

Dean .....Marjorie G. Prentice, Parks 207  
912/453-5163

**INSTITUTIONAL RESEARCH AND COMPUTER SERVICES**

Director of Institutional Research and Computer Services .....W. Alan Jones, Lanier 107  
912/453-5157

Operations Manager .....Edward Boyd, Lanier 107  
912/453-4255

**LIBRARIES**

Director of Libraries .....Janice C. Fennell, Russell Library  
912/453-4047

Coordinator of Media Services .....Louis Mazanti, Kilpatrick 164  
912/453-4714

**THE MANSION**

Manager of the Mansion .....Mary Jo Thompson, 120 South Clark Street  
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**OFF CAMPUS PROGRAMS**

Director of External Degree Programs and Residence Centers ..... Bruce C. Brumfield  
Macon College-912/474-4354  
Robins Residence Center-912/926-6544  
Dublin-912/275-2830  
Forsyth-912/994-2317

**PERSONNEL SERVICES AND AFFIRMATIVE ACTION**

Director of Personnel Services and Affirmative Action ..... W.E. Robinson, III, Parks 205  
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**PHYSICAL PLANT**

Director of Physical Plant ..... Ronald M. Harley, Miller Court  
912/453-4467

**PROCUREMENT AND PURCHASES**

Director of Procurement and Purchases .....David Groseclose, Parks 307  
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**PUBLIC SAFETY**

Director of Public Safety .....Ken Vance, Mayfair  
912/453-4054

**RESEARCH SERVICES**

Arts and Sciences .....John P. Hargaden, 101 Lanier  
912/453-6473

Business .....Andrea N. Wise, 203-C Atkinson  
912/453-4022

Education .....Frank Lowney, 258 Kilpatrick  
912/453-4546

Administration, Faculty, Staff / 311

Nursing ..... Leta M. Holder, 206 Parks Nursing Bldg.  
912/453-5206  
General Research Services ..... Marjorie G. Prentice, 207 Parks  
912/453-5163

**SERVICE AREA**

Manager of Inventory Control ..... Billy G. Wood, Miller  
912/453-4582  
Supervisor of Central Stores ..... Robert H. Kines, Warehouse  
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**STUDENT AFFAIRS**

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**COUNSELING SERVICES**

Director of Counseling Services ..... Arnold Wade, Parks 206  
912/453-5169

**FINANCIAL AID**

Director of Financial Aid ..... Michael Ramsey, Parks 101  
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**HEALTH SERVICES**

Director of Health Services ..... Luis Samper, M.D., Ennis 127  
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Director of Nursing ..... Jacqueline Wright, Ennis 134  
912/453-5288

**INTERNATIONAL STUDENT SERVICES**

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**INTRAMURAL-LEISURE SERVICES**

Coordinator of Intramural-Leisure Services ..... Ken Sexton, Maxwell 134  
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**MINORITY STUDENT AFFAIRS**

Coordinator ..... Theresa Dove, Beeson 113  
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**NEW STUDENT ORIENTATION**

Coordinator of New Student Orientation ..... Mary Jane Phillips, Beeson 108-B  
912/453-5331

**RESIDENCE LIFE**

Director of Residence Life ..... Roy Baker, Beeson 111  
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**STUDENT ACTIVITIES**

Director of Student Activities ..... Wes Lucas, Maxwell 116  
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**STUDENT SUPPORT SERVICES**

Director of Student Support Services ..... Helen Hill, Maxwell 131  
912/453-4027

**WELLNESS SERVICES**

Coordinator ..... Janet Buckworth, Maxwell 113  
912/453-4027

**TESTING CENTER**

Director of Testing ..... John A. Britt, Jr., Kilpatrick 202  
912/453-5016  
Coordinator of Testing ..... Jo Ann Chapple, Kilpatrick 202  
912/453-5016

**VETERANS SERVICES**

Veterans Secretary ..... Jimmie Lee Bale, 108 Parks  
912/453-5531

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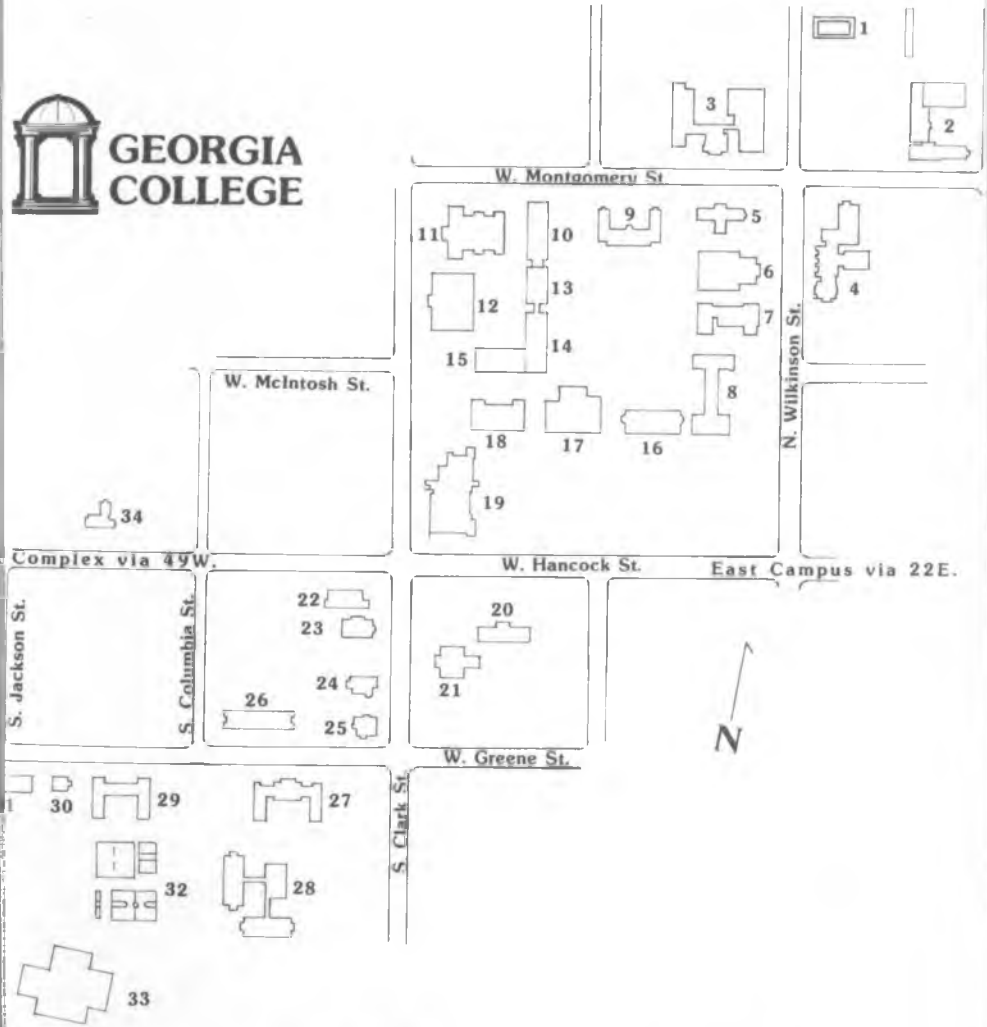
## NOTES

## NOTES





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