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GEORGIA COLLEGE



MILLEDGEVILLE
MACON • DUBLIN • WARNER ROBINS

UNDERGRADUATE CATALOG
1992-1994

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 or activity" of Georgia College.

It is understood that throughout this Catalog and all other publications of Georgia College, the terms *he, his, himself, chairman*, etc. are used without regard to sex.

Georgia College is accredited by the Southern Association of Colleges and Schools, the Association of Collegiate Business Schools and Programs, 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.

SPECIAL NOTE TO PARENTS:

Georgia College, in compliance with the Family Educational Rights and Privacy Act of 1974 "Buckley Amendment," releases no personal information restricted by that Act without written consent of the student. This Act prohibits college officials from disclosing any records, including quarterly grade reports, academic standings, transcripts of records, or any other records, files, documents, and materials in whatever medium, which contain information directly related to the student and from which the student can be individually identified.

Authorization for parental access to student records covered by this Act must be made in writing by the student and addressed to the Assistant Vice President of Admissions and Records, Georgia College.

THE POLICIES, PROCEDURES, AND REQUIREMENTS CONTAINED IN THIS CATALOG ARE BINDING ON ALL STUDENTS WHO ARE ENROLLED DURING THE YEARS THIS CATALOG IS IN EFFECT. ANY ADVICE PROVIDED BY COLLEGE OFFICIALS OR EMPLOYEES IN CONFLICT WITH THIS CATALOG IS NULL AND VOID.

Georgia College

A Comprehensive Senior College of the University System of Georgia

UNDERGRADUATE CATALOG

Milledgeville, Georgia 31061

Vol LXVIII June, 1992

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1992-94



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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 Assistant Vice President of Admissions and Records, 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

1992-1993 MILLEDGEVILLE CAMPUS

SUMMER QUARTER 1992 First Term—June 23-July 21 (930)

June	21	Residence halls open at 2:00 p.m.
	22	Orientation and registration
	22	Registration for those students who have not preregistered and paid fees
	23	Classes begin
	24	Last day to add a course
	24	Last day to drop a course without fee penalty
July	1	Last day to drop a first term course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	21	Final Exams for first term classes
	21	First Term ends after last class period
	21	For full length summer courses, last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	21	Residence halls close at 6:00 p.m. for Summer I

Second Term—July 23-August 20 (931)

July	22	Registration for those students who have not preregistered and paid fees
	22	Residence halls open at 12:00 p.m. for Summer II
	23	Classes begin
	27	Last day to add a course
	27	Last day to drop a course
August	5	Last day to drop a second term course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	17-19	Developmental Studies schedule planning period
	19	Developmental Studies preregistration
	20	Final Exams for second term and full summer classes
	20	Second term ends after last class period
	20	Residence halls close at 6:00 p.m.
	20	Deadline to apply for graduation for those completing requirements Winter Quarter 1993

FALL QUARTER 1992 (932)

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 fees
	17	Classes begin
	21	Last day to add a course
	21	Last day to drop a course without fee penalty

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October	21	Mid-Quarter
	26	Last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
November	2-6	Schedule planning period for currently enrolled students planning to attend Winter Quarter, 1993
	3-9	Preregistration for Winter Quarter, 1993 (Preregister at your assigned time)
	20	Thanksgiving Holidays begin at the end of last class period
	20	Residence halls close at 6:00 p.m. for holidays
	29	Residence halls open at 2:00 p.m.
	30	Classes resume after holiday
Nov 30-Dec 3		Developmental Studies schedule planning period
December	1	Fall Quarter classes end
	3	Preregistration for Developmental Studies students
	2, 3, 4	Fall Quarter Examinations
	4	Christmas Holidays begin after last examination
	4	Residence halls close at 6:00 p.m.
	4	Deadline to apply for graduation for students completing requirements Spring Quarter, 1993

WINTER QUARTER 1993 (933)

January	4	Residence halls open at 2:00 p.m.
	5	Orientation and registration for new freshmen, new transfers and graduate students
	6	Registration for returning students who have not preregistered and paid fees
	7	Classes begin
	11	Last day to add a course
	11	Last day to drop a course without fee penalty
	18	Martin Luther King Holiday (No Classes)
February	5	Application deadline for scholarships
	10	Mid-Quarter
	15	Last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	15-19	Schedule planning period for currently enrolled students planning to attend Spring Quarter, 1993
	16-22	Preregistration for Spring Quarter, 1993 (Preregister at your assigned time)
March	15	Winter Quarter classes end
	15-17	Developmental Studies schedule planning period
	17	Preregistration for Developmental Studies students
	16, 17, 18	Winter Quarter examinations
	18	Spring Holidays begin after last examination
	18	Residence halls close at 6:00 p.m.
	15	Deadline to apply for graduation for students completing requirements Summer Quarter, 1993

SPRING QUARTER 1993 (934)

March	28	Residence halls open at 2:00 p.m.
	29	Orientation and registration for new freshmen, transfers and graduate students
	30	Registration for returning students who have not preregistered and paid fees
	31	Classes begin

April	2	Last day to add a course
	2	Last day to drop a course without fee penalty
	30	Honors Day
	30	Mid-Quarter
May	4	Last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	10-14	Schedule planning period for currently enrolled students planning to attend Summer I, Summer II and Fall Quarters
	11-17	Preregistration for Summer I, Summer II and Fall Quarters (preregister at your assigned time)
June	4	Spring Quarter classes end
	4-8	Developmental Studies schedule planning period
	7, 8, 9	Spring Quarter examinations
	9	Developmental Studies Preregistration
	9	Grades for all DEGREE CANDIDATES due in the Office of Admissions & Records
	9	Residence halls close at 6:00 p.m.
	9	Deadline to apply for graduation for students completing requirements Fall Quarter, 1993
	12	Graduation 10:00 A.M.

SUMMER QUARTER 1993 First Term—June 22-July 20 (940)

June	20	Residence halls open at 2:00 p.m.
	21	Orientation and registration
	21	Registration for those students who have not preregistered and paid fees
	22	Classes begin
	23	Last day to add a course
	23	Last day to drop a course without fee penalty
July	5	Holiday
	6	Last day to drop a first term course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	20	Final Exams for first term classes
	20	First Term ends after last class period
	20	For full length summer courses, last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	20	Residence halls close at 6:00 p.m. for Summer I

Second Term—July 22-August 18 (941)

July	21	Residence halls open at 12:00 p.m. for Summer II
	21	Registration for those students who have not preregistered and paid fees
	22	Classes begin
	23	Last day to add a course
August	23	Last day to drop a course without fee penalty
	4	Last day to drop a second term course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	17-18	Developmental Studies schedule planning period
	18	Developmental Studies preregistration
	18	Final Exams for second term and full summer term classes
	18	Second term ends after the close of last class period
	18	Residence halls close at 6:00 p.m.
	18	Deadline to apply for graduation for students completing requirements Winter Quarter, 1994.

GEORGIA COLLEGE OFFICIAL CALENDAR**1993-1994
MILLEDGEVILLE CAMPUS****FALL QUARTER 1993 (942)**

September	19	Residence halls open at 2:00 p.m. for new students
	20-21	Orientation of new students
	21	Registration for new freshmen, new transfers and graduate students
	22	Residence halls open for returning students
	22	Registration for returning students who have not preregistered and paid fees
	23	Classes begin
	27	Last day to add a course
	27	Last day to drop a course without fee penalty
October	26	Mid-Quarter
	29	Last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
November	1-5	Schedule planning period for currently enrolled students planning to attend Winter Quarter, 1994
	2-8	Preregistration for Winter Quarter, 1994 (preregister at your assigned time)
November	19	Thanksgiving Holidays begin at the end of last class period
	19	Residence halls close at 6:00 p.m. for holidays
	28	Residence halls open at 2:00 p.m.
	29	Classes resume after holiday
December	3	Fall Quarter classes end
	3-6	Developmental Studies schedule planning period
	6, 7, 8	Fall Quarter Examinations
	7	Preregistration for Developmental Studies students
	8	Christmas Holidays begin after last examination
	8	Residence halls close at 6:00 p.m.
	8	Deadline to apply for graduation for students completing requirements Spring Quarter, 1994

WINTER QUARTER 1994 (943)

January	4	Residence halls open at 2:00 p.m.
	5	Orientation and registration for new freshmen, new transfers and graduate students
	6	Registration for returning students who have not preregistered and paid fees
	7	Classes begin
	11	Last day to add a course
	11	Last day to drop a course without fee penalty
	17	Martin Luther King Holiday (No Classes)
February	4	Application deadline for scholarships
	9	Mid-Quarter
	14	Last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	14-18	Schedule planning period for currently enrolled students planning to attend Spring Quarter, 1994

	15-21	Preregistration for Spring Quarter, 1994 (preregister at your assigned time)
March	14	Winter Quarter classes end
	14-16	Developmental Studies schedule planning period
	16	Preregistration for Developmental Studies students
	15, 16, 17	Winter Quarter examinations
	17	Spring Holidays begin after last examination
	17	Residence halls close at 6:00 p.m.
	17	Deadline to apply for graduation for students completing requirements Summer Quarter, 1994

SPRING QUARTER 1994 (944)

March	27	Residence Halls open at 2:00 p.m.
	28	Orientation and registration for new freshmen, transfers and graduate students
	29	Registration for returning students who have not preregistered and paid fees
	30	Classes begin
April	1	Last day to add a course
	1	Last day to drop a course without fee penalty
	29	Honors Day
May	3	Mid-Quarter
	6	Last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	9-13	Schedule planning period for currently enrolled students planning to attend Summer I, Summer II and Fall Quarters
	10-16	Preregistration for Summer I, Summer II and Fall Quarters (preregister at your assigned time)
June	3	Spring Quarter classes end
	3-7	Developmental Studies schedule planning period
	6, 7, 8	Spring Quarter Examinations
	7	Developmental Studies Preregistration
	8	Grades for all DEGREE CANDIDATES due in the Office of Admissions & Records
	8	Residence halls close at 6:00 p.m.
	8	Deadline to apply for graduation for students completing requirements Fall Quarter, 1994
	11	Graduation 10:00 a.m.

SUMMER QUARTER 1994 First Term—June 21-July 18 (950)

June	19	Residence halls open at 2:00 p.m.
	20	Orientation and registration
	20	Registration for those students who have not preregistered and paid fees
	21	Classes begin
	22	Last day to add a course
	22	Last day to drop a course without fee penalty
July	4	Holiday
	5	Last day to drop a first term course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	18	Final Exams for first term classes
	18	First Term ends after last class period
	18	For full length summer courses, last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)

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18 Residence halls close at 6:00 p.m. for Summer I

Second Term—July 20-August 16 (951)

July

19 Residence halls open at 12:00 p.m. for Summer II

19 Registration for those students who have not preregistered and paid fees

20 Classes begin

21 Last day to add a course

21 Last day to drop a course without fee penalty

August

2 Last day to drop a second term course without academic penalty (unless previously assigned an *F* by professor for absences)

15-16 Developmental Studies schedule planning period

16 Developmental Studies preregistration

16 Final Exams for second term and full summer term classes

16 Second term ends after the close of last class period

16 Residence halls close at 6:00 p.m.

16 Deadline to apply for graduation for students completing requirements Winter Quarter, 1995

GENERAL INFORMATION

Georgia College, a senior college of the University System of Georgia, is a comprehensive, coeducational, residential institution with its residential campus in Milledgeville. Additional commuter centers are located in Macon, Warner Robins, 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 100 miles from Augusta, Albany, Atlanta, and Columbus and 30 miles from Macon. The town, which is the antebellum capital of Georgia, has a population of 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, the institution's 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. Commuter center programs were also added to the college schedule. The first courses in the Master of Business Administration degree program were offered in 1969.

Continuation of quality and growth both on the residential campus and at the commuter centers makes Georgia College an outstanding senior college for men and women in the central 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., the current president, 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:

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 Georgia community, emphasizes graduate, undergraduate, and continuing education programs designed to meet the educational needs resulting from social, intellectual, and technological change. Specialized programs, on a credit and 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 RESIDENTIAL CAMPUS AND COMMUTER CENTERS

The residential campus consists of forty-three acres in the center of Milledgeville. Twenty-three acres provide the site for the major education facilities; 20 acres, two blocks away, are used primarily for student housing and the new Centennial Center. Many of the 30 buildings are red brick with Corinthian columns and limestone trim. The athletic complex, known as West Campus, is on a 546 acre site just outside the city. A few miles east of campus is another extension, known as East Campus, which consists of a lake lot and Lake Laurel. 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 the Macon Campus and commuter centers in Warner Robins and Dublin. The Robins Commuter 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 and at Georgia College in Macon, as well as in communities throughout central 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 catalog 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 two 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 transferrable for academic credit.

COMMUNITY SERVICES

College personnel are available as resource persons, consultants, speakers, and 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, the Ann Simpson Smith House and Parkhurst are available as conference sites and for housing. The Museum and Archives of Georgia Education also provide educational opportunities to the community.

PEABODY CHILD AND FAMILY CENTER

The School of Education administers the Peabody Child and Family Center. The Center operates programs for young children in support of the School of Education degree programs as well as for programs in other schools of the college. The laboratory setting of the Center provides Georgia College students with hands-on experience working with children and observing children.

During each summer, special enrichment classes for older children are added. Georgia College Child Care is administered through the Center in cooperation with Georgia College Student Affairs Office. Quality child care is provided at a minimal charge for children during the hours their parents are in Georgia College classes; child care is administered through the center in cooperation with the Student Affairs Office.

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 Central 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 the Kilpatrick Education Building.

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, two minicomputers 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.

Several "electronic classrooms" including commuter centers 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. Access to books and other cataloged materials in the collections of Russell Library, and the Georgia College commuter centers are provided through the Georgia College Libraries computerized public access catalog. The catalog is on compact disc (CD-ROM) and helps users find items in the library easily and quickly. Other indexes on CD-ROM also assist users in locating magazines, journal articles and research published in general fields, as well as in the fields of business, education, nursing, and psychology. The Library subscribes to the DIALOG Information Retrieval Services 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 and Georgia history, books by and about Georgians, rare first editions and other valuable books, manuscripts, maps, as well as 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 unit of the Georgia College Library and includes the following areas: an equipment distribution center, production laboratories, and television studios. 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. Types of materials produced include slides, audio and videotapes, and photographs. Assistance is also provided in selecting, designing, and scripting programs. A color television studio is available for the purpose of providing remote and studio productions for instructional purposes, public service broadcasts, and public relations 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. Alumni Weekend is held in April of each year. 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 (Milledgeville Campus)
Milledgeville (912) 453-5004
Georgia College in Macon (912) 471-2898
Robins Centers (912) 926-6125
Logistics Education Center (Robins Air Force Base) (912) 926-6544
Georgia College in Dublin (912) 275-6644

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. Handicapped students are advised to visit the main campus in Milledgeville before admission because it is composed of historic buildings, of which many do not have elevators.

Application forms may be obtained from the Office of Admissions and Records, Georgia College, Milledgeville, Georgia 31061; or directly from one of the centers listed above. Students may call our Milledgeville local number: 453-5004 or our toll-free number: 1-800-342-0471 Monday-Thursday between 8:00 a.m. and 6:00 p.m., and Friday 8:00 a.m. to 5:00 p.m., or they may call the number above for the specific center. Applicants for the Georgia College Robins Residence Center must apply directly to the Center.

Every applicant must submit a formal application to the Office of Admissions and Records with a \$10.00 non-refundable application fee. Georgia residents sixty-two years of age or older are not required to pay the application fee. After an application is submitted, each 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 and the applicant is fully admitted to the college. 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 Assistant Vice President for Admissions and Records will provide details of the appeals procedure. Students furnishing the college with false, incomplete, or misleading information relating to their application or academic record will be subject to rejection or dismissal.

An applicant who applied but did not attend Georgia College within the last year and desires to be admitted to Georgia College for a future quarter may call the Office of Admissions to update their application. The student should also request that official transcripts from any other institution the student may have attended since applying to Georgia College be sent to the Office of Admissions and Records.

IMMUNIZATION REQUIREMENTS

Georgia College and The University System of Georgia require immunization documents from every newly admitted student. Georgia College will forward to each newly admitted student an immunization certificate to be completed immediately and should be returned to Georgia College for evaluation prior to enrollment.

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 (18 English ACT), and 360 quantitative SAT (16 Math ACT), and a combined SAT score of 720. [Students must have a 1.80 high school grade point average (on 4.00 scale and on academic work only), or a 250 verbal SAT (13 English ACT), or a 280 quantitative SAT (14 Math ACT) in order to be eligible for consideration for admission to Georgia College.] (See Developmental Studies section of this catalog for information on CPE and Developmental Studies Requirements.)
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 FRESHMAN ADMISSION 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 Developmental Studies requirements if necessary.
2. Students who have fulfilled all requirements with the exception of the College Preparatory Curriculum requirements may be admitted as provisional students under the admission requirements of the College Preparatory Curriculum.
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 who graduated 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.

All entering freshmen must meet the following standards:

COURSE (UNITS)	INSTRUCTIONAL EMPHASIS
English (4)	—Grammar and Usage —Literature (American and World) —Advanced Composition Skills
Mathematics (3)	—Algebra I —Algebra II —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
- Keyboarding
- Speech
- Geography

ADMISSION REQUIREMENTS OF THE COLLEGE PREPARATORY CURRICULUM

Beginning Fall Quarter 1992, Georgia College will phase in the requirement that all entering freshmen must have completed the College Preparatory Curriculum (CPC) in order to be eligible for admission to Georgia College. By Fall Quarter 1995, no entering freshman will be admitted who has not completed all five areas of the College Preparatory Curriculum in high school, as verified by their official transcript.

COLLEGE PREPARATORY CURRICULUM ADMISSIONS POLICY

1. Beginning Fall Quarter 1992, first-time students may have no more than three CPC deficiencies. Students with more than three CPC deficiencies will not be admitted to Georgia College.
2. Beginning Fall Quarter 1993, first-time entering students may have no more than two CPC deficiencies. Students with more than two CPC deficiencies will not be admitted to Georgia College.
3. Beginning Fall Quarter 1994, first-time entering students may have no more than one CPC deficiency. Students with more than one CPC deficiency will not be admitted to Georgia College.
4. Beginning Fall Quarter 1995, first-time entering students must have completed all CPC requirements. No student will be admitted to Georgia College with CPC deficiencies.

All students in the categories described below who enroll in a 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 Curriculum. While these requirements do not apply to students pursuing two-year terminal degree or certificate programs, students in these programs who transfer into programs leading to the baccalaureate degree will be required to meet College Preparatory Curriculum requirements.

- A. Students who graduated 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. Transfer students from non-University System schools who have not completed at least forty-five (45) credit hours of accepted transfer core curriculum credits with a minimum of a 2.0 average accepted by the receiving institution. Transfer students must take these courses immediately upon entering Georgia College.
 - D. Students transferring from within the University System are expected to register for CPC deficiency courses during their first quarter of enrollment and for each quarter thereafter until all deficiency requirements have been satisfied.

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 FRESHMAN ADMISSION

Georgia College provides a Provisional Admission category for students who graduated 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. Beginning Fall Quarter 1992, Georgia College will phase-in the requirement that all entering freshmen must have completed the College Preparatory Curriculum (CPC) in order to be eligible for admission to Georgia College. Refer to CPC Admission Requirements for more detailed information. 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. CPC students with deficiencies in Developmental Studies have an option of completing all Developmental Studies requirements prior to enrolling in CPC deficiency courses. Students will be monitored by the Developmental Studies Advisor on a quarter to quarter basis and must make continuous progress toward the completion of their Developmental Studies work in order to defer the CPC deficiency courses.

STUDENTS WITH CPC DEFICIENCY COURSE REQUIREMENTS ARE EXPECTED TO REGISTER FOR THIS REQUIREMENT IN THE FIRST QUARTER OF ENROLLMENT AND FOR EACH QUARTER THEREAFTER UNTIL ALL DEFICIENCIES HAVE BEEN SATISFIED. This will allow a student to carry a full academic load (12 hours) without losing full financial aid eligibility. 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 CURRICULUM REQUIREMENTS

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. This course does not apply toward the degree. Students are expected to register for this CPC deficiency during their first quarter of enrollment and for each quarter thereafter until this deficiency has been satisfied. The approved course in science is one the student did not have in high school, selected from the following: Biology 123, Chemistry 101, Physics 101, Astronomy 101, and Environmental Science 210 or 211 (one of the latter three (3) courses may be taken to satisfy a Physical Science deficiency.)

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. This course does not apply toward the degree. Students are expected to register for this CPC deficiency during their first quarter of enrollment and for each quarter thereafter until this deficiency has been satisfied. 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. The courses do not apply toward the degree. Students are expected to register for this CPC deficiency during their first quarter of enrollment and for each quarter thereafter until this deficiency has been satisfied. At Georgia College, the student must take two courses in the same foreign language if zero to one-half units 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 a 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.

Students whose native language is not English may be considered to have met the CPC foreign language requirement if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency (for example, attendance at a school conducted in the native language) is available or the student acknowledges English as a second language by meeting the institutional requirements for ESL students.

None of the work taken to fulfill College Preparatory Curriculum or Developmental Studies deficiencies may be counted toward a degree. A student 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 institution. The only exception is for students transferring from non-University System schools with

45 hours of acceptable CORE curriculum credits with a minimum of a 2.0 average. These requirements also apply to students seeking to change from a two-year terminal degree program to a baccalaureate program. Financial Aid will not be awarded for *remedial* work in excess of 45 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 non-refundable 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. An 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 quarters hours may be taken through extension courses. This total includes any courses offered by the staff at Georgia College.

An applicant transferring from a non-University System institution or program that did not require the College Preparatory Curriculum must submit a transcript of secondary school credits unless the applicant has completed at least forty-five credit hours of accepted transfer Core Curriculum credits with a minimum of a 2.00 average or graduated from high school before Spring, 1988. Transfer students who have not met the College Preparatory Curriculum requirements and who have not completed at least forty-five credit hours of accepted transfer Core Curriculum credits with a minimum of a 2.00 average may be admitted only as provisional students under the provisional admission procedures established by Georgia College.

STUDENTS TRANSFERRING FROM WITHIN THE UNIVERSITY SYSTEM ARE EXPECTED TO REGISTER FOR CPC DEFICIENCY COURSES DURING THEIR FIRST QUARTER OF ENROLLMENT AND FOR EACH QUARTER THEREAFTER UNTIL ALL DEFICIENCY REQUIREMENTS HAVE BEEN SATISFIED.

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. If the student was enrolled at Georgia College within the past year, he or she may *call* the Georgia College Office of Admissions and Records to update their 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 Admissions and Records Office 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 meets minimum Georgia College freshman or transfer admission requirements may seek temporary admission to Georgia College. The following documents and fees are required:

1. A properly completed official application form with a \$10.00 non-refundable application fee
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

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 (24 English and 21 Math).
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).
5. The Collegiate Placement Examination (CPE) is required of all students seeking Early Admission. (Not required for Joint Enrollment students).
6. Students entering through the Joint Enrollment or Early Admission Program must have completed the University System of Georgia College Preparatory Curriculum requirements with the following exceptions:
 - a. Students with SAT verbal scores of at least 450 (or comparable ACT scores) who have not completed the final unit of high school English and/or social science may be permitted to fulfill these high school requirements with the appropriate college courses taken through the joint enrollment or early admissions program.
 - b. Students who have not completed the College Preparatory Curriculum requirements may be admitted through the joint enrollment program if they are enrolled in the necessary high school courses and scheduled to complete the requirements by the end of their senior year.

With the exception of English and social science courses taken by students with SAT verbal scores of at least 450 (or comparable ACT scores), a college course may not be used to fulfill both high school College Preparatory Curriculum requirements and college degree requirements.

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 admissions 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) minimum score for admission is 500
 - b. E.L.S. 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. Insurance may be purchased on arrival at Georgia College.
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.
9. The following language guidelines apply to international students:
 - a. Non-U.S. citizens who are admitted to Georgia College and who have high school transcripts indicating fluency in a language other than English will be exempt from the language requirements; these will be expected to complete another Area I course or degree elective in lieu of the language requirement for all B.S./B.A. degrees in Arts and Sciences.
 - b. Non-U.S. citizens whose native language is English must take a second language and meet requirements similar to those for U.S. citizens.
 - c. Students who do not have a high school transcript to document their proficiency in a second language will be required to undergo an appropriate test to determine their ability in that language comparable to at least the first course for the B.S. and the fourth course for the B.A. requirement.
 - d. Students whose native tongue is a language offered at Georgia College may take courses in that language for credit only after proper placement exams have been taken and evaluated. Courses taken for credit must be at the appropriate level.

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 Building.

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 Hall, Records Office 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 not 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.

ENROLLMENT IN GRADUATE CLASSES BY UNDERGRADUATES

An undergraduate student who is within 10 hours of graduation and who has at least a *B* average in the major subject may enroll for courses carrying graduate degree credit. Approval must be obtained from the degree program coordinator prior to registration. No course taken without this approval may be counted for graduate credit. Graduate work taken under this provision may not be used to meet undergraduate requirements. An undergraduate who is permitted to enroll for graduate work as indicated above will be classified as a nondegree student until such time as the student has attained regular admission to a graduate degree program.

No more than 10 quarter hours of graduate work may be completed prior to the completion of baccalaureate degree requirements and admission to the Graduate Program as an applicant for a graduate degree. No student will be allowed to pursue two degrees simultaneously.

EXPENSES

As a unit of the University System of Georgia, Georgia College is a state-supported institution. 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.

Fee assessments are subject to audit and correction and any such adjustments will be made. Students will be notified by mail of any such adjustments.

The basic charges are as follows:

GENERAL FEES (1992)

	Academic	Health	Student			Total
			Athletics	Activity	Parking	
STUDENTS TAKING 12 OR MORE QUARTER HOURS:						
Legal Resident of Georgia . . .	\$ 430.00	\$17.00	\$43.00	\$26.00	\$5.00	\$ 521.00
Nonresident	1290.00	17.00	43.00	26.00	5.00	1381.00
STUDENTS TAKING 6 OR MORE QUARTER HOURS BUT LESS THAN 12 QUARTER HOURS:						
Legal Resident of Georgia . . .	36.00 qtr hr	17.00	43.00	26.00	5.00	
Nonresident	108.00 qtr hr	17.00	43.00	26.00	5.00	
STUDENTS TAKING 5 OR LESS QUARTER HOURS:						
Legal Resident of Georgia . . .	36.00 qtr hr	N/A	N/A	N/A	5.00	
Nonresident	108.00 qtr hr	N/A	N/A	N/A	5.00	

All Summer Quarter rates are by the quarter hour.

RESIDENCE HALL CHARGES

Per quarter \$371.00 to \$595.00

FOOD SERVICE

The following choices are available:

5 meals a week (for non-residents only)	\$210.00
10 meals a week Monday thru Friday	395.00
14 meals a week	435.00
21 meals a week	460.00

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 is \$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, refunds, payments, and other educational 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 student's records may be held, and legal action may be taken.

DEPOSITS REQUIRED

All deposits received will be credited to the student. Deposits are nontransferable.

ROOM RESERVATION DEPOSIT (\$75.00)—Required of all students who apply to live in college residence halls. The \$75.00 is a one-time fee paid at the time the student submits his/her Housing Application Form to the Residence Life Office.

Once hall residence is established, the breaking of the room and board contract will result in the forfeiture of the deposit.

For new applications, the deposit is refundable only when written request for cancellation and refund is received in the Residence Life Office a minimum of 30 days prior to the start of the quarter.

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 Department of Public Safety. The fine as indicated on the ticket is payable to the cashier of the Business Office. Any student who has unpaid traffic fines may be denied registration, transcripts, refunds, payments, check-cashing privileges, and other college records.

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 non-refundable 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, to move to another room, or to pay for a private room. 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 Office 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 during the first week following the scheduled registration date are entitled to a maximum refund of 80% of the mandatory fees paid for that quarter.

Students who formally withdraw during the second week after the scheduled registration date are entitled to a maximum refund of 60% of the mandatory fees paid for that quarter.

Students who formally withdraw during the third week after the scheduled registration date are entitled to a maximum refund of 40% of the mandatory fees paid for that quarter.

Students who formally withdraw during the fourth week after the scheduled registration date are entitled to a maximum refund of 20% of the mandatory fees 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 of the specific nature of the instruction of Applied Music, no refunds of these fees will be made.

REFUND FOR STUDENT HOUSING

The room and board contract is for the entire academic year. Upon formal withdrawal from the College or from student housing, (up until the end of the 7th week of classes in the quarter) a refund for the weeks remaining will be processed. Early contract termination results in the forfeiture of the space reservation deposit (\$75.00).

REFUND FOR FOOD SERVICE

Any request for a refund will be calculated based upon the date the meal card is received in the Residence Life Office. There is no refund for missed meals during the contract period. Request for refunds of meal plan by students who have left the halls will be prorated on a weekly basis (defined as Monday through Sunday) up until the end of the 7th week of classes during any quarter. There will be no prorated refunds of meal plan charges after the end of the 7th week of classes.

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 Assistant Vice President 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 the 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 40% 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*, 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, Supplemental Educational Opportunity Grant, College Work-Study, Stafford 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; Exclusive of College Preparatory Curriculum 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	1.80
Graduation	2.00

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	21 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).

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 7 years and a required 210 hours for the degree, an undergraduate full-time student must successfully complete 1/7 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.

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 Georgia College Financial Aid application which is available from the Financial Aid Office.
2. 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.
3. 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.
4. Other forms and documents as requested.

GENERAL INFORMATION

1. To be considered for student financial aid you must:
 - A. be a United States citizen or permanent resident of the United States, and
 - B. have been accepted for admission and classified as a degree-seeker at Georgia College by the Office of Admission and Records; or be currently enrolled in an approved degree seeking program; and

Exception: (Applicable to SL, PLUS, and SLS Loans only). A non-degree seeker may be eligible for a loan under one or more of these programs if (s)he is enrolled or accepted for enrollment as at least a half-time student in a program that is necessary for either a professional credential or certification from a state if that credential or certification is required for employment in that state as an elementary or secondary school teacher.

 - C. be making progress toward the completion of your course of study according to the "Academic Requirements for Receiving Financial Aid"; and
 - D. not be in default on any loan and have not borrowed in excess of loan limits under the Title IV programs at any institutions; and
 - E. not owe a refund on any grant received under the Title IV programs at any institution.
 - F. have passed the "Regents' Exam" before accumulating 135 quarter hours of college credit.
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, prizes and awards available for students. Information may be obtained from the Scholarship Office, 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

Scholarships available for entering freshman and for transfer students include:

- Georgia College Scholars
- Outstanding Student Scholarship
- Presidential Scholarship

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
Maribel Benton Music Prize
Mary Burns Scholarship
Chandler Memorial Scholarship
Louise McWilliam Christian Chemistry Scholarship
Class of 1917 Scholarship
Class of 1921 Scholarship
Susan Dorothy Colquitt Scholarship
J. Wilson Comer Scholarship
Harriette L. Donahoo Leadership Award
Helen Douglas Piano Award
O. C. Eidson Scholarship
Lucy Blake Carson Ferguson Grant
Floride Moore Gardner Scholarship in Education
Richard Russell Green Scholarship
Jane M. Haddock Scholarship
Mae Hollinshead Hammond Scholarship
Annie Pettigrew Jones Nursing Grant
Clyde E. Keeler Science Research Award
Betty Boyd Love Scholarship
Joanne Mayberry Math Award
McCall Sisters Scholarship
Bernice Brown McCullar Scholarship
The Flannery O'Connor Scholarship
Marvin McIyeire Parks-Ruth Vaden Parks Scholarship
The Gloria Ravelo Scholarship
Thomas F. Schepis Music Award
Ann Simpson Smith Scholarship
Rube Ryle Smith Scholarship
Joseph F. Steelman Award
Hoy Taylor International Student Scholarship
Susan Cook Terry Memorial Scholarship
Catherine Everett Thurston 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:

Ad Club of Central Georgia
AAUW
Athletic Scholarships
Atlanta Chapter Institute Internal Auditors Scholarship
Army ROTC Scholarship
Miller R. Bell Memorial Scholarship

J.C. Bonner Scholarship
 J. Whitney Bunting Scholarship
 Career Women's Network
 Diego Cindaro Memorial Scholarship
 Etowah Education Foundation
 Commuter Scholarships
 Ollie Bessie Elton Scholarship
 Faculty/Staff Scholarship Fund
 Gamma Beta Phi Scholarship
 GEICO Achievement Award
 Georgia College Accounting Education Association Scholarship
 Alberta Goff Music Award
 Grumman Minority Student Grant
 International Student Fellowships and Scholarships
 International Studies Scholarship
 Lowe Scholarship
 B.H. Lowe Scholarship
 McDuffie Scholarship
 Milledgeville Chapter Professional Secretaries International Scholarship
 Milledgeville Music Club Scholarship
 Milledgeville Rotary Club Scholarship
 Minority Teacher Scholarship
 J. Malcolm Moore Award
 Sylvester Mumford Memorial Fund
 National Business Education Association Award
 Max Noah Music Scholarship
 Nursing Scholarships
 Patricia Joe Samprone Memorial Scholarship
 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 \$1,450 per academic year. Subject to the availability of funds and the continued eligibility of the recipient, the scholarship must 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. 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.

ROBERT C. BYRD SCHOLARSHIP PROGRAM

The Robert C. Byrd Scholarship is available to students who demonstrate outstanding achievement. The purpose of this program is to promote student excellence and achievement and to recognize exceptionally able students who show promise of continued excellence. The individuals awarded scholarships are known as Byrd Scholars and receive a stipend of \$1,500 for the academic year.

To be eligible, a student must be enrolled in or accepted for enrollment at an institution of higher education. Ten individuals will be selected from applicants from each of ten congressional districts in the state. For additional information, contact:

State Department of Education
2066 Twin Towers East
Atlanta, GA 30334
Telephone: (404) 656-5812

PAUL DOUGLAS TEACHER SCHOLARSHIP PROGRAM

The Paul Douglas Teacher Scholarship program was established by the federal government to encourage outstanding high school graduates to pursue teaching careers at the pre-school, elementary or secondary level by offering scholarship assistance. The Georgia Student Finance Authority administers the program in Georgia.

Among other eligibility criteria, applicants must have graduated in the top 10% of their high school graduating class. In addition, applicants who are classified as sophomores or higher level students must have a minimum 3.0 cumulative grade point average on a 4.0 scale. Priority consideration is given to students in the critical teaching fields.

Scholarship awards may not exceed \$5,000 for an academic year, or the recipient's cost of education less the amount of Title IV aid received, whichever is less. This program is not based on financial need. After completing their education, recipients are expected to teach for a specific number of years or repay the total amount received plus interest. For more information, contact the Georgia Student Finance Authority.

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 \$100 to \$450 per academic year. The total number of awards will depend on the amount of funds approved by the 1990 Georgia Assembly for this program.

Students apply by completing the Georgia College application and the Financial Aid Form not later than April 15 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 \$300 to \$450 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 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.

STAFFORD 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, from their local lender.

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.

To apply, students must complete the Georgia College application procedure. In addition, SLS applicants must apply for a Pell Grant and Stafford Loan, if eligible, before applying for an SLS.

Applications are available from your local lender or the 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 Stafford 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 Higher 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:

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.

REFUND POLICY AND PROCEDURES

Financial Aid Refunds and Repayments

Students who are entitled to a refund for withdrawal and are receiving student financial aid are subject to having all or part of the refund returned to the appropriate financial aid programs. After the Financial Aid Office is notified by the Fiscal Services Office of the refund amount, this determination is made based on the following formula:

$$\frac{\text{Total Amount of Title IV Assistance
Awarded for the Period (Exclusive of
CWS Earnings)}}{\text{Total Amount of Assistance (Exclusive
of all Work Earnings)}} \times \text{Amount of Refund}$$

Accounts are credited according to the following distribution policy:

- | | |
|------------------|-----------------|
| 1) SEOG | 6) SLS Loan |
| 2) Pell Grant | 7) PLUS Loan |
| 3) SIG | 8) Other Loans |
| 4) Perkins Loan | 9) Scholarships |
| 5) Stafford Loan | 10) Student |

Loan programs include only the amount attributable to the payment period of withdrawal.

If more aid is received than could have reasonably been spent for non-institutional costs during the portion of time of enrollment, students may be subject to repayment. The amount of repayment, if any, is determined on a prorated basis by the number of days in attendance. Repayments are returned according to the following distribution policy:

- | | |
|-----------------|----------------------------------|
| 1) SEOG | 4) SIG |
| 2) Pell Grant | 5) Institutional Scholarship |
| 3) Perkins Loan | 6) Non-institutional Scholarship |

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 \$3,000 per academic year, or \$4,000 for a full calendar year, but may not receive more than a total of \$12,000 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 31908-8169

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, 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 counseling services free of charge to all Georgia College students and limited services to faculty and staff. Services are designed to help students adjust to the college, understand themselves and others, and plan life goals. Personal counseling is available to help individuals deal with the stress 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 or interview results are released only by authorization of the student. Services to faculty and staff include consultation, presentations to classes and crisis intervention.

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

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 for students taking more than 5 hours. 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.

INTRAMURAL-LEISURE SERVICES

The office of Intramural Sports and Recreation purpose is twofold: to provide students with recreation opportunities and to enhance their development outside the classroom. The Intramural Office provides team as well as individual sports. Included also is the chance to compete in Intramural Sports events at a state level. In addition students participate in intramural fencing, waterskiing, and soccer.

INTERCOLLEGIATE ATHLETICS

Georgia College has offered intercollegiate athletics since 1968. The purpose of the athletic programs is to enrich the students 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 Collegiate Athletic Association Division II (NCAA II) teams in the following:

Women	Men
Basketball	Basketball
Fast-Pitch softball	Baseball
Tennis	Tennis
Cross-Country	Cross-Country
	Golf

In 1991-92 the Georgia College athletic program changed its affiliation from the National Association of Intercollegiate Athletics (NAIA) to become an NCAA II member institution; joining other colleges and universities from Georgia and South Carolina to form the Peach Belt Conference. The PBC promises to be one of the premier NCAA II athletic conferences in the nation.

While in the NAIA, Colonial and Lady Colonial athletic teams enjoyed success in every sport. Men's basketball, baseball, men's tennis and softball all earned trips to the national championships, while women's basketball, golf, and women's tennis are all top regional programs.

EXTRACURRICULAR ACTIVITIES PARTICIPATION

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

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 minority student 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 eight 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 a Resident Director. All residence halls have at least one student on each floor who serves as the Resident Advisor (RA). The RA represents the Office of Residence Life and is available to provide assistance and to enforce hall regulations.

REGULATIONS

Regulations pertaining to residence hall may be found in the housing contract and terms in the Residence Life Student Handbook and the Georgia College Student Handbook.

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 and secure property insurance.

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, to move to another room, or to pay for a private room. 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 vacation, 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 PROGRAMS

Each residence has a hall council, which has responsibility for hall governance and the planning of 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	Yes	Yes
Bell	188	Females	Suites With Connecting Bath	2	No	Yes	Yes	Yes
Ennis	24	Males	Suites With	2	No	Yes	Yes	No
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 social, recreational, cultural, and entertainment activities. 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, including concerts, drama productions, comedians, intramurals, movies, club sports, special interest groups, academic organizations, honor societies, and Greek organizations. The College provides a number of campus facilities for student uses described below.

FACILITIES AND LOCATIONS

Maxwell College Union

The first level of the Maxwell College Union houses recreation areas, conference rooms, 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, College Bookstore, Mailroom, and the Information Desk.

The second level accommodates the College Dining Hall, and two private dining rooms.

Centennial Center

This 97,000 square foot multi-purpose center opened in October 1989, and was constructed to enhance educational opportunities through facilitating comprehensive Health/Physical Education and Intercollegiate athletic programs, and upon serving this priority, to provide special center services to a remaining college family and its community.

Complete with a 4,000 seat arena, classrooms, racquetball courts, indoor track, and weight room, this facility will serve a great many educational and public service needs.

East Campus (Lake Laurel, Lake Sinclair Lot)

The East Campus includes Lake Laurel, 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. Arrangements for services and information may be obtained by calling the Office of Continuing Education and Public Services.

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 lectures 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.

CHORAL GROUPS

The groups include the Mixed Chorus, and GC Show Choir.

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

G.C. Show Choir: G.C. Show Choir is a group of eight to twelve singers both male and 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 BOARD

Georgia College operates a student-run 10 watt educational FM radio station, call letters WXGC, at 88.9 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 program 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 performed at least once each quarter.

GREEK LIFE

There are five sororities and seven fraternities recognized on campus. The Pan-Hellenic, and 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, Phi Delta Theta, Pi Kappa Alpha, Pi Kappa Phi, and Phi Beta Sigma.

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. Arts Unlimited is coordinated through the School of Arts and Sciences.

PUBLICATIONS

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

This Week at GC 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.

STUDENT ACTIVITIES BOARD

Student Activities Board (SAB) 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
Advertising Club	Professional organization
Alpha Delta Pi	Sorority
Alpha Kappa Alpha	Sorority
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
<i>Colonnade</i> Student Newspaper	Student newspaper
Council for Exceptional Children	Professional organization for special education majors
Delta Sigma Theta	Sorority
Delta Zeta	Sorority
Eta Sigma Gamma	National honor society
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
Greek Council	Coordinates all Greek organizations
History Club	Discipline organization
Honor Student Association	Coordinates honor student activities
Interfraternity Council	Coordinates social fraternities
International Students Association	Campus-wide interest group
Kappa Alpha	Fraternity
Kappa Alpha Psi	Fraternity
Kappa Sigma	Fraternity
Literary Guild	English club
Mad Hatters	Pep Club
Music Therapy Society	Professional organization

NAME	CLASSIFICATION
Student Activities Board	Student programming committee
Panhellenic Council	Coordinates social sororities
Phi Alpha Theta	National honorary in history
Phi Delta Theta	Fraternity
Phi Kappa Phi	Academic honor society
Phi Mu	Sorority
Phi Mu Alpha Sinfonia	National music fraternity
Pi Kappa Alpha	Fraternity
Pi Kappa Phi	Fraternity
Pi Tau Chi	Honor society in religion
Professional Organization of Health, Physical Education, Recreation and Dance	Departmental organization
Psychology Club	Departmental organization
Sigma Alpha Iota	Music honor sorority
Sigma Tau Delta	National English honor society
Sigma Theta Tau	International honor society for nursing
Society for Advancement of Management	Professional organization
Student Georgia Association of Educators (SGAE)	Professional organization
Student Government Association	Student governance group
Student Home Economic Association	National professional association
Students in Free Enterprise (SIFE)	Professional organization
Taido Club	Martial arts organization
Wesley Foundation	Religious organization
Who's Who	National honor group
WXGC Radio	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. (See Learning Disabilities in the Academics Section of this catalog.)

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.

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 food service provides a cafeteria style service and a cash snack bar. The cafeteria offers a variety of food selections including two hot lines, deli bar, snack bar, and self-serve salad bar. The cafeteria serves cash customers and meal ticket holders.

The cash snack bar offers fast food items, pastries, and premade salads. Meal tickets are not accepted in the snack bar.

All residence hall students are required to purchase one of the available meal plans as described in the Expense Section.

DEPARTMENT OF PUBLIC SAFETY

Public Safety officers are certified and mandated police officers patrolling the campus on a 24 hour/day basis and the office is open 24 hours a day seven days a week. Students are required to register vehicles in use on campus and obtain a \$5.00 parking permit each quarter. This fee is part of your regular fees and paid at registration. Students are also asked to report all suspicious behavior and to keep valuables locked up at all times.

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 Department of Public Safety. The fine as indicated on the ticket is payable to the cashier of the Business Office. Any student who has unpaid traffic fines may be denied registration, transcripts, grades, refunds, payments, check-cashing privileges, and other college records.

BOOKSTORE

Textbook and school supplies are sold in the Georgia College Bookstore located in the Maxwell College Union on campus and in the Macon Center. Textbooks for the Robins Graduate Center are sold at registration in Warner Robins. Textbooks for the Dublin Center are sold by Middle Georgia College Bookstore in Cochran.

Refunds for textbooks may be obtained the first week of class provided the book is in original condition and accompanied by a cash register receipt. Buy-back of selected used textbooks is conducted on campus, as well as at the Macon and Robins centers, during the week of final exams each quarter.

The Bookstore also carries gifts, greeting cards, sundry items and Georgia College imprint items. Georgia College class rings and nursing pins are ordered through the Bookstore.

IDENTIFICATION CARDS

At registration, each student is issued an identification card (ID) as official college identification of student status which will be validated at each subsequent registration. A fee of \$5.00 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:

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.L.S.	BACHELOR OF SCIENCE IN LOGISTICS SYSTEMS
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.M.I.S.	MASTER OF MANAGEMENT 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)
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 Georgia College 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 Education—Bachelor of Science with teacher certification, Master of Education, Specialist in Education

Information Systems—Bachelor of Business Administration, Master of Management Information Systems

Chemistry—Bachelor of Arts, Bachelor of Science, Bachelor of Science with teacher certification

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

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—Master of Education, Specialist in Education
- Health Education—Bachelor of Science, Bachelor of Science with Certification
- History—Bachelor of Arts, Bachelor of Arts with teacher certification, Bachelor of Science, Bachelor of Science with teacher certification, Master of Arts
- 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 Business 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, Master of Education
- Middle Grades Education—Bachelor of Science, Master of Education, Specialist in Education
- Music—Bachelor of Music
- 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—Bachelor of Science with Health and Physical Education Certification
- 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
- Social Science—Bachelor of Science with teacher certification, Master of Education, Specialist in Education
- Sociology—Bachelor of Arts, Bachelor of Science
- Spanish—Bachelor of Arts, Bachelor of Arts with teacher certification
- 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

These majors are available only at the graduate level (see Graduate Catalog for details):
 Administration and Supervision, Instructional Technology (Library Media) and Natural 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 these areas:

- | | |
|--|--|
| Art History | Crafts |
| Biology | Criminal Justice Administration |
| Black Studies | Drama |
| Business Communications (for business and for non-business majors) | Drawing and Painting |
| Information Systems (for business and non-business majors) | Economics (for business and for non-business majors) |
| Chemistry | Elementary Physical Education |
| Coaching | English |
| Computer Programming | Finance (for business and for non-business majors) |
| Computer Systems | French |

General Business Administration (for non business majors)	Music
Geography	Photography
Health Education	Political Science
History	Professional Writing
International Business (for business and for non business majors)	Psychology
International Studies	Public Administration
Journalism	Sociology
Management (for business and for non-business majors)	Spanish
Marketing (for business and for non-business majors)	Special Education
Mathematics	Speech
	Textiles
	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 215 | 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 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 NT-4, Teachers Nonrenewable Provisional Certificate. To be recommended 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

History

Mathematics

Political Science

Science (Biology or Chemistry)

Social Science

All Grades (K-12)

Art Education

Foreign Language (French or Spanish)

Health and Physical Education

Health Education

Instructional Technology (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. (For more specific information see section entitled "Grade Averages.")
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. 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 the 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.
8. Successfully passed both reading and writing sections of the Regents' exam.
9. Take the Comprehensive Examination in the chosen major.

NOTE: Students may be graduated *in absentia* provided they submit written notice to the Office 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. Students have ten years from the year they are admitted to Georgia College to complete their bachelor's degree. Students must graduate under the degree requirements in effect in one, and only one, of the catalogs during their enrollment. The student may select the catalog under which they plan to graduate. Students who take longer than ten years to complete their degree requirements must repeat the courses, if they're still required, that were taken before the start of the ten-year period.

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.

OFFICIAL DISCIPLINE ABBREVIATIONS

ACT	ACCOUNTING	INS	INTERNATIONAL STUDIES
ART	ART	ISC	INFO SYSTEMS AND COMMUNICATIONS
AST	ASTRONOMY	JPN	JAPANESE
BIO	BIOLOGY	JRN	JOURNALISM
BOA	BUSINESS EDUCATION AND OFFICE ADMINISTRATION	LAS	LEGAL ASSISTANCE STUDIES
BOT	BOTANY	LEB	BUSINESS LAW
BUA	BUSINESS ADMINISTRATION	LGS	LIBERAL GENERAL STUDIES
CHE	CHEMISTRY	LOG	LOGISTICS
COM	COMMUNICATIONS	MAT	MATHEMATICS
CRJ	CRIMINAL JUSTICE	MGT	MANAGEMENT
CSC	COMPUTER SCIENCE	MIS	MANAGEMENT INFORMATION SYSTEMS
DRA	DRAMA	MKT	MARKETING
DST	DEVELOPMENTAL STUDIES	MSC	MILITARY SCIENCE
EAS	ADMINISTRATION/SUPERVISION	MUA	APPLIED MUSIC
ECO	ECONOMICS	MUE	MUSIC EDUCATION
EEC	EARLY CHILDHOOD EDUCATION	MUP	MUSIC ENSEMBLES
EEX	SPECIAL EDUCATION	MUS	MUSIC
EFS	FOUNDATIONS AND SECONDARY	MUT	MUSIC THERAPY
EGR	ENGINEERING	NUR	NURSING
EIT	INSTRUCTIONAL TECHNOLOGY (LIBRARY MEDIA)	PEM	PHYSICAL EDUCATION MAJORS
EMG	MIDDLE GRADES EDUCATION	PHI	PHILOSOPHY
ENG	ENGLISH	PHY	PHYSICS
ENS	ENVIRONMENTAL SCIENCE	POS	POLITICAL SCIENCE
ERD	READING	PSY	PSYCHOLOGY
FIN	BUSINESS FINANCE	PUA	PUBLIC ADMINISTRATION
FRE	FRENCH	REL	RELIGION
GEO	GEOGRAPHY	SOC	SOCIOLOGY
GER	GERMAN	SPA	SPANISH
HEA	HEALTH	SPE	SPEECH
HIS	HISTORY	WEL	WELLNESS
HUM	HUMANITIES	ZOO	ZOOLOGY
IGC	GENERAL GEORGIA COLLEGE		
IIS	INTERNATIONAL INTERCULTURAL STUDIES		

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 establishes 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
Area I. Humanities	20
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; DRA 105; HUM 201H.**	

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

**HUM 201H is open to students participating in the honors program.

Middle Grades Education majors must take either ART 103 or MUS 102 in Area I. Early Childhood Education majors must take either ART 103 or MUS 102 in Area I. They must take the one not selected for Area I in Area IV.

	Hours
Area II. Mathematics and Natural Sciences	20
Four courses, consisting of a two-course sequence in laboratory science and at least one course in mathematics, from the following: (No more than 10 hours may be taken in any one 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; 103; PHY 201, 202, or 203; AST 101; ENS 210 or 211	
Mathematics*	5-10
MAT 101, 111, 130, 140, 145, 150, 160, 200, or 225	

*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, 140, or 225.

Business Majors are required to take MAT 111 or its equivalent.

	Hours
Area III. Social Sciences	20
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; GEO 101	
Business Majors and Nursing Majors must take either PSY 201 or SOC 101 or 101H.	
Area IV. Courses appropriate to the major field of the student	30
(Listed under each department)	
Wellness Program	6
1. If a student has completed a transfer Associate Degree, leading toward a Baccalaureate Degree from a university system school or another accredited college or university, it will be accepted at face value and the student will not be required to take additional physical education hours.	
2. If a student has not completed the Associate Degree and has less than six hours of the required Physical Education hours, the student must take Wellness 100 (three hour course) and up to three activity hours of wellness courses to meet the degree requirements.	
3. If a Georgia College student is completing a degree entirely at a Georgia College off campus center, the Physical Education course requirement is satisfied with <i>five</i> academic hours.	
4. Veterans may satisfy the six hour physical education requirement by presenting a copy of their DD-214 for evaluation.	
Total Basic Requirements for All Bachelor's Degrees	96

FRESHMAN ENGLISH POLICY

Students should enroll in ENG 101 no later than the first quarter 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 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. Wellness activities are graded on a pass/fail (S/U) basis.

All students are expected to complete the General Education Requirement. Students transferring to Georgia College with an Associate Degree will have completed the requirement. There will be no waiver of WEL 100. In the event of extreme hardship, the student may petition for waiver of a portion of the Wellness activity requirement. Criteria for granting a waiver will include:

1. Severe physical limitation that prevents enrollment in any regular offering or social activity.
2. Specific medical excuse from a physician (a note stating, "No Physical Education" will not be sufficient).

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 Change of Major/Minor/Location or Degree 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 residential campus, the Robins Residence Center, the Robins Graduate Center, Georgia College in Dublin, and the Georgia College in Macon.

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 Building 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.

Exit exams are an important part of the student's participation in assessing institutional effectiveness and fostering program improvement. Individual scores on exit exams will be recorded on student transcripts and will be part of the student's official Georgia College record.

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:

	Hours
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
	<u>186-189</u>

*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	<u>0-10</u>
	186

BACHELOR OF GENERAL STUDIES

	Hours
Basic Requirements	96
Major Requirements	50
Electives	<u>40</u>
	186

BACHELOR OF MUSIC

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

Instrumental	
Basic Requirements	96
Major Requirements	84
Foreign Language	0-10
Electives	<u>0-6</u>
	186
Voice	
Basic Requirements	96
Major Requirements	86
Foreign Language	0-15
Electives	<u>0-4</u>
	186

BACHELOR OF MUSIC EDUCATION

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

	Hours
Basic Requirements	96
Music Courses	70-74
Teacher Certification	28
	<hr/> 194-198

BACHELOR OF MUSIC THERAPY

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

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

BACHELOR OF SCIENCE

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

	Hours
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	40-43*
	<hr/> 186-189

*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:

	Hours
Basic Requirements	96
Elective, Prenursing, and nonmajor requirements	10
Nursing courses	94
	<hr/> 200

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 Assistant Vice President 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 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.

CLASS ORGANIZATION

This 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.

Students who are in good standing but who fail to meet the minimum GPA for graduation may petition for graduation under the Undergraduate Graduation Average Plan. Under this plan a student may propose to count only the 186 hours of his/her academic program which meet all Core, graduation, major program and degree requirements and on which he/she has earned at least a 2.0 average. Forms to accompany the petition are available from the Records Office.

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 (Withdrew 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. Students withdrawing after mid-term for non-academic reasons will be eligible to petition the dean of the appropriate school for an incomplete grade.

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. Students may register on a credit basis at a later time.

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.)

NR—Grade not reported by instructor

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 or 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 incomplete 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 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.

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.

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 Records Office, 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 Office 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.

Georgia College will accept only the credit hours from transient courses that are passed, and not the quality points. 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. This challenge policy does not apply to Developmental Studies Courses.

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).

CREDIT FOR ARMED FORCES PERSONNEL

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 Assistant Vice President 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 Assistant Vice President 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 Assistant Vice President 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 Assistant Vice President 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 Assistant Vice President 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 certificate is awarded with the 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.

DEAN'S LIST

A student who makes an average of 3.20 on twelve or more hours of work in any quarter and who has an overall cumulative average of 2.50 shall be named to the Dean's List during the following quarter.

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, 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 one of their first two quarters 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 Regents' 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 one of their first two quarters 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, 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. (See Testing Office for more information).
- 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*.

ESSAY REVIEW PROCESS FOR REGENTS' TEST

A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded. 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.

GEORGIA COLLEGE TESTING PROCEDURES

The purpose of the Regents' Test is to certify the academic literacy of all graduates from Georgia College. The test will be given each quarter to all eligible students who are pursuing any undergraduate degree program. The Regents' Test is administered in accordance with the instructions provided in the program's administration manual.

I. Testing and Remediation Requirements

- A. Each student must register and sit for the Regents' Test before the accumulation of 75 quarter-credit hours. If the student reaches 60 quarter-credit hours before passing the Test, he/she must take the Test even if he/she has not passed English 101 and 102. Students may repeat the Test one time without remediation if they take the Test before the accumulation of 75 hours.
- 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 failed either or both parts of the Test the second time or who accumulate 75 hours of academic credit and have not taken the Regents' Test are required to enroll in the Regents' remedial classes every quarter of attendance thereafter until they pass both parts of the Test.

Students enrolled in a Regents' Test remediation course may repeat the Test during the quarter of enrollment if they are making satisfactory progress at the time of the Test. Students who do not pass the Test during the quarter but complete the course successfully will be allowed to take the Test the next quarter.

- 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. First-time examinees must take both parts of the Test. A student who has failed both parts of the Regents' Test and who becomes eligible to take only one part may take that part separate from the other part.
- F. 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 Test must take the Test during one of their first two quarters of enrollment.

II. Guidelines for Remedial Courses

- A. Required remedial work is 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 provided. Courses developed for other purposes, such as those for Developmental Studies students or for regular credit English, are not used to fulfill the Regents' Test remediation requirement.
- C. Each required Regents' Test remedial course consists of a minimum of 25 hours of classroom/laboratory instruction provided before students retake the Test.
- D. Regents' Test remediation courses are classified as a regular part of the student's academic load, resulting in institutional credit, and are handled as part of the regular registration procedure.

III. Special Categories of Studies

- A. A student holding a baccalaureate or higher degree from an accredited institution of higher education are not required to complete the Regents' Test in order to receive a degree from a University System institution.
- B. Students whose mother tongue is other than English will certify their literacy competence by taking a locally developed test 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 after a repeat of the Test, the student will have to complete the work before re-taking the Test.
- C. If any accommodations in the Test administration are to be made because a student has a learning disability, the request for accommodation should be filed the quarter before the Test is to be taken. Handicapped students are examined in a manner dependent on their individual circumstances that verifies their literacy without discriminating against them because of their handicap. Requests for accommodations because of a learning disability or handicap should be directed to the Office of Testing. (See Testing Office for more information.)
- D. Students who took the Regents' Test before Fall Quarter 1980 and who failed the reading portion of the Regents' Test are not 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*.

IV. Guidelines for Registration

- A. All students must register to take the Regents' Test with their advisers during pre-registration for the quarter in which they will take the Test. All students must take the Test as soon as they are eligible, which is described above under the heading "Testing and Remediation Requirements."
- B. When a student has completed the Regents' Test requirements, 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 Test, the statement, "Must pass Regents' Test next quarter" is printed on the grade report. These students must register to take the Regents' Test the next quarter of their enrollment at Georgia College. However, if the student has taken and failed the Test and has accumulated no more than 60 hours credit, he may repeat the Test one time before remediation is required.
- C. "Regents' Test 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 Test. Students who have passed 75 quarter hours of College level credit and who have not taken the Test are required to register for remedial courses in English and reading until they take and pass the Test. 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 Test will be on "Regents' Test Restriction", and will be permitted to register for up to 12 quarter hours credit which must include the necessary remedial course(s).
- D. 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' Test should be directed to the Office of Testing, Kilpatrick Education Center.

ON-CAMPUS ESSAY REVIEW FOR REGENTS' TEST

A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded. The review procedures should be as follows:

- A. A student initiates the review of his essay with the Regents' Test coordinator, Kilpatrick Education 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.
- B. 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.
- C. 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.
- D. 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.

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 Admissions and Records.

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 appropriate college officials name on the petition.

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 will be open. Faculty advisers are available to assist students with scheduling problems.

LEARNING DISABILITIES

Georgia College Policy to Determine Eligibility for Accommodations due to Learning Disability

The following policy is based on the University System of Georgia Committee on Policies Affecting Learning Disabilities Executive Summary and Recommendation report endorsed and adopted by the Board of Regents on September 11, 1991. The policy is intended to assist students and faculty in determining appropriate accommodations for students with learning disabilities at Georgia College. The University System of Georgia has adopted the following definition of Learning Disabilities:

Learning Disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities, or of social skills. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance), with socio-environmental influences (e.g., cultural differences, insufficient or inappropriate instruction, psychogenic factors), and especially with attention deficit disorder, all of which may cause learning problems, a learning disability is not the direct result of those conditions or influences.

Georgia College and the University System have adopted the position in which minimum, if any, University System policies are waived or exceptions made for learning disabled students. Instead, means should be sought to assist students in meeting all requirements through special accommodations and modifications of instructional techniques and testing procedures. This position should cover all College Preparatory Curriculum requirements, admissions standards, Developmental Studies policies, Core Curriculum requirements and Regents' Test requirements.

Professional clinical judgment and interpretation must be included in any assessment. This is particularly important in the case of minority students involved in standardized testing. The use of previous evaluation information may be integrated into the evaluation process if deemed appropriate by the professional eligibility team. The criteria a student must exhibit in order to demonstrate eligibility for accommodations based on the existence of a learning disability are:

1. One or more, but not all, areas of specific academic deficit

Deficits in basic academic areas are assumed to be due to an underlying deficit in a related cognitive system. Academic area deficits which do not have a correlated deficit are not considered to represent a specific learning disability. Therefore, only the following academic areas may be found to be deficient: reading, writing, spelling, mathematics, and language. To be considered an academic deficit, a student's individually administered standardized achievement test results must fall at least one standard deviation below the student's intellectual abilities, or a standard deviation below the student's other academic abilities as assessed by the same measures.

2. A correlated cognitive deficit

The following cognitive domains are identified as areas of specific deficit: language, visual-spatial, memory, fine motor/dexterity skills, executive functions, and attention. A correlated cognitive deficit must be demonstrated on multiple independent tests of cognitive functioning in a specific cognitive area previously noted. The deficit must represent a logical basis for the academic deficit.

3. Average Intellectual Ability

Average intellectual ability will be defined as the student's best verbal or nonverbal domain score. A standard IQ score of 90 or above will be considered in the average range.

The following guidelines are established to assist students in determining eligibility for accommodation due to learning disability. Students wishing accommodation on the Regent's Test because of a learning disability are also referred to the Director of the Center for Testing.

Responsibilities of the Student

1. The student will request an evaluation for eligibility by the college wide Professional Eligibility Team. This request will be made in writing to:
Dr. Craig Smith, Chairman
Georgia College Learning Disabilities Committee
Kilpatrick Education Center, Room 247
2. The student will furnish any documentation he/she wishes to be considered by the Professional Eligibility Team.
3. The student will bear all costs of tests or other evaluations required by the Professional Eligibility Team that is not provided by Georgia College.
4. The student will agree to any additional testing or evaluation recommended by the Professional Eligibility Team.
5. The student will inform Georgia College of any previous or existing diagnosis of learning disability no later than the last day of the first quarter of enrollment. In such cases the student must provide the Professional Eligibility team with copies of all existing documentation used as the basis for a previous diagnosis of learning disabilities. Eligibility will be determined in such cases by the Chairperson of the Professional Eligibility team.

Professional Eligibility Team

1. The Professional Eligibility Team will consist of three members; at least one of which is a specialist in learning disabilities with a doctorate or equivalent experience in special education, and/or two of the following: school or clinical psychologist, a neuropsychologist and/or a social worker trained in characteristics and treatment of learning disabled, others with sufficient training and experience in learning disabilities as deemed appropriate by the Vice President/Dean of Faculties.

2. The Professional Eligibility Team will meet as a group to consider all material presented by the student, the Director of Student Services, and/or the Director of the Center for Testing to determine whether or not the student meets the University System Criteria for learning disability.
3. The Professional Eligibility Team will review all documentation presented and will, if needed, request additional information and/or test data, or conduct independent assessment creating new data.
4. The Professional Eligibility Team will interview the Director of Student Support Services and/or the Director of Testing as a measure of assessment if deemed appropriate.
5. The Professional Eligibility Team will make recommendations for whatever special academic accommodations may be required to the Dean of the appropriate school and the Director of Student Services. The Dean of each school will designate a faculty member to provide advisement for students determined to be eligible for accommodation due to learning disability.
 - a) The Dean of each school will maintain an appropriate record of diagnosis and accommodation provided for each individual student.
 - b) It is the responsibility of each school Dean to direct students to an appropriate major course of study based on the nature and severity of the learning disability, with the understanding that certain academic courses or programs of study may be inappropriate for students with specific learning disabilities.
 - c) Each School will have responsibility to investigate and implement program modifications based on the nature and severity of disability.

ACADEMIC ADVISEMENT PROGRAM

Georgia College maintains a comprehensive advisement system. The Advisement Center, located in Parks Hall 203, provides general information about academic advisement (and assists students in finding out who their advisers are).

The objectives are:

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 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.

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

CAREER CENTER

Career counseling, occupational exploration and current employment information is available through The Career Center to students who seek assistance in making decisions about and entering the world of work.

COOPERATIVE EDUCATION AND INTERNSHIP PROGRAM

Two types of experiential learning opportunities are available as part of the Georgia College curriculum: the Cooperative Education program and the Internship program.

The Cooperative Education program is an academic program that provides students an opportunity to enrich their educational program by alternating meaningful, full-time work experience with classroom studies. Students participating in the Cooperative Education program work a minimum of two quarters under supervision of departmental faculty coordinators, The Career Center staff, and on-site work supervisors. These experiences are graded, educational experiences that earn up to 15 hours credit, depending upon department.

Like Cooperative Education experiences, Internships are graded, academic experiences that provide students an opportunity to put classroom learning into practice. Internships are one quarter in length and may vary from half-time to full-time work experiences. Many Georgia College students participate in the Governor's Intern Program, working in government agencies around the state. Others elect to intern in business or industry in areas convenient to their homes or to Georgia College.

In order to be placed with an employer in the Cooperative Education or Internship program a student must have and maintain a minimum cumulative grade point average of 2.5 while participating in the program, have an officially declared major, have completed the Core Curriculum in Areas I, II, III, and IV (90 hours), have passed both parts of the Regents' Exam, and be recommended by the department in which the major is declared.

All students participating in the Cooperative Education or Internship program must enroll in the appropriate course and earn academic credit in accordance with the policies and procedures outlined in their academic department and those outlined in the Cooperative Education and Internship Program brochure available in The Career Center.

PLACEMENT SERVICES

The Career Center provides placement assistance to students and graduates who are seeking employment through on-campus interviewing programs, current listings of employment notices, and a variety of employment resources like the College Placement Council Annuals. Information on part time and summer employment opportunities is also available in The Career Center. While the office does not function as an employment agency, the staff seeks to assist students in identifying potential employers, developing resumes and preparing for job interviews. In addition, The Career Center hosts a number of Career Days each academic year which enable students to meet with college recruiters from business, industry and government agencies to gather information and develop job prospects. Information about a variety of these companies, school systems and government agencies is available in the Career Resource Library.

The Career Center also offers students an opportunity to develop and maintain a credentials file of reference letters, transcripts, and other career related materials that would be sent at students' requests to prospective employers. All students participating in on-campus interviews, including interviews scheduled during Teacher Placement Day, must have a completed credentials file in The Career Center in order to interview. Students are strongly encouraged to become familiar with placement resources and to establish their credentials files at the beginning of their senior year.

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.

ADMISSION TO THE HONORS PROGRAM

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 Eta Sigma Alpha 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 as part 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 sections meeting core requirements include ENG 102H and HUM 201H.

Honors Interdepartmental Seminars. Students may enroll in interdepartmental seminars offered winter and spring quarters for two credit hours. 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, (either ENG 102H or HUM 201H) 5 hours
One seminar, 2 hours
One independent study or internship, 5 hours | D. One seminar, 2 hours

Two major area courses, 10 hours |
| B. One freshman course, (either ENG 102H or HUM 201H) 5 hours
One seminar, 2 hours
One major area course, 5 hours | E. One seminar, 2 hours

One major area course, 5 hours
One independent study or internship, 5 hours |
| C. One seminar, 2 hours
Two independent studies or internships, 10 hours | F. Three seminars, 6 hours
One independent study or internship, 5 hours |

Honors Program for Nursing Students. Honors Students in nursing may enroll in a special honors section of NUR 484 Practicum in Professional Nursing (12 hours credit) the requirements are:

1. Recommendation from the clinical instructor in NUR 458 as an exceptional student.
2. GPA of at least 3.00 in all nursing courses.
3. Score of at least 70 on the National League for Nursing Examination "Health and Illness of Adults".

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, respiratory therapy, physical therapy, occupational 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. In most instances after completing the professional degree one must pass a state licensing examination to be entitled to practice in the profession. Preprofessional requirements may be met at any accredited colleges. Georgia College maintains a coordinated program of preprofessional advisement in all the areas to assure that students meet professional school requirements and are provided assistance in gaining admission to professional school. A faculty adviser is assigned to each area as described in the following pages. Some students may be interested in professional schools of associated dental sciences, medical illustration, medical records administration, physician assistant training, osteopathy, podiatry or health 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

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

Predental and Premedical

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

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

Pre-Dental Hygiene

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

Pre-engineering

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

Preforestry, Pre-Horticulture, Landscape and Grounds Management

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

Pre-Health Administration

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

Pre-Health Therapy (Respiratory, Occupational & Physical Therapy)

Dr. James Newberry, Assistant Professor of Health/Physical Education/Recreation, Centennial Center 114, 453-1786

Prelaw

Dr. Hank Edmondson, Assistant Professor of Government and Sociology, Room 200-3, Lanier Hall, 453-4562

Pre-Medical Record Administration

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

Pre-Medical Technology

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

Preoptometry

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

Prepharmacy

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

Pre-Radiologic Technologies

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

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

The preprofessional adviser will work with the student to plan a curriculum to meet requirements of professional school admission. The adviser is frequently the student's academic adviser but this will vary depending upon one's major. Preprofessional advisers may be consulted on the application process and professional school admission criteria; they have a supply of professional school catalogs and are knowledgeable about variations in admission requirements among schools. 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 information and career counseling are available from the Coordinator of Counseling Services and from the Coordinator of Preprofessional Programs.

PLANNING FOR CAREER FLEXIBILITY

Students considering a professional school must, from the beginning, face the reality that admissions are very competitive. Often preprofessional students 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, many are not accepted. These realities demonstrate the need for students 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 for completing the application process 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 the student's grade-point average earned predominantly during the first three years of college.

Such considerations make it imperative that preprofessional student be assigned a preprofessional adviser immediately upon entering Georgia College. Students who do not have an adviser should contact the Office of Preprofessional Programs. Early contact with preprofessional advisers will help students stay on track in their preprofessional curriculum and complete it most expediently.

PRE-CHIROPRACTIC

Students planning careers as chiropractors must have the following courses in addition to the required Core Curriculum:

- 10 hours biology
- 10 hours physics
- 10 hours inorganic chemistry
- 10 hours organic chemistry

Individual chiropractic colleges vary in their preprofessional requirements and some may require additional courses. Students should refer to the catalog of the college to which they plan to apply. Students in this preprofessional program will be advised by a premedical adviser and will be assigned to this adviser through the Office of Preprofessional Programs.

PRE-DENTISTRY

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

Freshman pre-dental 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. 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 384 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-DENTAL HYGIENE

A Bachelor of Science Degree in Dental Hygiene requires two years or 90 hours of preprofessional courses, plus 2 years of professional school. A balanced program of studies in the liberal arts and sciences is preferred. Recommended courses supportive to the major include chemistry, anatomy and physiology, nutrition, educational psychology and behavioral sciences. Students should apply to a professional program at least 6 months prior to their expected time of matriculation. Students should contact the preprofessional adviser for additional information and professional school admission requirements.

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 for its own students as well as transfers. 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 not offered every quarter and has MAT 130 and 140 as prerequisites (if the student has achieved a high score on the Scholastic Aptitude Test, it is possible to enter MAT 150 directly). Therefore, MAT 130 (or 150) 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 a fitness and conditioning focus.

Students in the Dual Degree Program 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 admission 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.

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)
10 hrs Inorganic Chemistry	(CHE 121, 122)
5 hrs Organic Chemistry	(CHE 231)
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, Vertebrate Zoology. Others may take a math or natural science elective in lieu of Physics 102 with permission of the preforestry adviser.

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.

PRE-HEALTH ADMINISTRATION

The increasing complexities of health care delivery systems and the number of alternatives in terms of health services are creating a need for health service administrators. Individuals that are trained in health services administration may work in hospital management, health planning agencies, group practices, mental health facilities, developmental disabilities centers, and long-term care facilities.

Graduate programs vary in their admission requirements. Admission is competitive, often limited, and open to students from a variety of majors. Although some programs do not require a specific major, specific prerequisite courses may be required. Since admission and financial assistance is limited, interested students should apply early. Information regarding admission to specific programs and application deadlines are available through the preprofessional adviser.

Students interested in health service administration are encouraged to obtain a current copy of *Health Services Administration Education* (published by the Association of University Programs in Health Administration—AUPHA, 1911 North Fort Meyers Drive, Suite 503, Arlington, VA 22209).

PRE-HEALTH THERAPY

OCCUPATIONAL THERAPISTS are concerned with helping people whose lives have been disrupted by physical injury or illness, birth defects, aging, psychological/emotional or developmental problems. They help individuals to regain the skills needed to function in their daily activities of self-care, work, school, play and leisure. The preprofessional curriculum must include specific courses in the social sciences as well as in biology and physics.

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. The preprofessional curriculum for this area must include required courses in physics, biology and the social sciences.

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. Students who are interested in this allied health career must have 15 hours of biology, at least 5 hours of physics and additional courses as required by the professional school to which they apply.

UNDERGRADUATE CURRICULUM

The first two years of training toward any of these professions may be completed at Georgia College and consist of the basic Core Curriculum requirements and 30 hours of specified courses and electives in Area IV. To complete the professional curriculum the candidate transfers to a School of Allied Health such as Georgia State University or the Medical College of Georgia. The requirements of professional schools vary considerably and individual catalogs should be consulted. Application to the professional school should be made nine to twelve months in advance, with exact deadlines depending on the individual school and program. It is important that the student get advisement from the beginning to assure proper course selection. Students should be advised by the appropriate health therapy adviser as soon as this preprofessional area of interest is declared. This will facilitate proper planning and scheduling of courses.

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.

In addition to your major adviser there is a prelaw adviser. This faculty member should be kept updated on your progress both in your major and in your electives. Prearranged appointments will enable your prelaw adviser to review your progress and suggest additional strategies.

PRE-MEDICAL RECORD ADMINISTRATION

The medical record administrator is responsible for planning and managing medical information developed during patient care in health care facilities. The Bachelor of Science Degree in Medical Record Administration requires two years of prescribed preprofessional courses to include anatomy and physiology, management, computer science, chemistry and biology. Students should apply to professional programs at least 6 months prior to the expected time of matriculation and should contact their preprofessional adviser each quarter for assistance in course selection and career planning.

PRE-MEDICAL TECHNOLOGY

Medical laboratory technology is one of the allied health professions, providing the physician with information for patient diagnosis and treatment. Medical technologists utilize laboratory techniques based on knowledge in chemistry, immunology, and biology. Most medical technologists work in physicians' offices or in hospital laboratories, but other positions exist with veterinarians, toxicologists, pharmaceutical companies, and research centers.

PREPROFESSIONAL CURRICULUM

Some medical technology programs operate on a 2+2 basis. The student takes two years of college, including the courses below, and then transfers to the professional school for two years of clinical training. Others programs 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 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, 225)

APPLICATION TO MEDICAL TECHNOLOGY SCHOOL

Students should apply to a medical technology program about one year in advance. The principal criteria for admission are college grades and letters of recommendation from preprofessional advisers and other college faculty or community professionals.

MEDICAL TECHNOLOGY PROGRAM

(Armstrong State College, Georgia State University)

Georgia College students may apply to any accredited medical technology program for the clinical practicum, however Georgia College (GC) has an agreement with Armstrong State College (ASC) and Georgia State University (GSU) to accept GC students meeting its transfer admission requirements. Graduates of the ASC 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 GC and the five-quarter clinical practicum at ASC. Upon satisfactory completion of the clinical component, the student receives a certificate of completion of the Medical Technology Program from ASC or GSU and the undesignated Bachelor of Science Degree from GC. This program provides a unique combination of liberal and professional education, well suited for those desiring to enter the field of medical technology.

Certificate of Completion of MT Program from ASC or GSU Plus B.S. (Undesignated) from GC

	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
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Area IV	30
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CHE 121, 122, 123, 280 (0-20)

BIO 123, 124 (0-10)

ZOO 200, 210, 211 (0-15)

MAT 101, 255 (5-10)

PHY 101, 102 (0-10)

PSY 201 (5)

Specific Requirements for Medical Technology Program Students

1. BIO 123, 124 (10 Area Area II)
2. CHE 121, 122 (5 hours Area II, 5 hours Area IV)
3. MAT 101, 225 (5 hours Area II, 5 hours Area IV)
4. BOT 320, BIO 454, CHE 336, 337 (20 hours)
5. PSY 201 (5 hours Area IV)

20 hours electives in Biology, Chemistry, Physics, and/or Computer Science. These must contain at least one Biology or Chemistry course which completes a 10-hour sequence and one biology course. (Suggestion: CHE 338, CHE 351 and courses listed in Area IV which exceed the specific requirements.)

Please note: In order to graduate with the Undesignated Degree, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog. See GC Official Calendar for deadline to apply for graduation from GC.

PREMEDICINE

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, as well as their premedical adviser, 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, 124 and ZOO 200 or BOT 200) |
| 15 hrs general chemistry |(CHE 121, 122, 123) |
| 15 hrs organic chemistry |(CHE 336, 337, 338) |
| 15 hrs physics |(PHY 101, 102, 103) |

Some medical schools also require algebra, calculus, statistics, advanced chemistry, genetics, embryology, anatomy, psychology, history, political science, speech, or foreign language. Many allow biochemistry to be taken 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 101-103. 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).

The ability to express oneself well orally and in writing is becoming increasingly important to medical school admissions, and essay writing is now a factor in one's MCAT scores. Students are therefore strongly advised to take science, English literature, or other courses that involve writing formal papers and speaking in class.

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, organic chemistry, and physics. The MCAT also covers reading, writing, and quantitative skills with a strong emphasis on writing ability, scientific problem-solving, and analytical thinking skill. Students should consult a premedical adviser in the spring quarter of the junior 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 often detect other diseases, including glaucoma, cataract, diabetes, hypertension, and arteriosclerosis, and refer patients for treatment. Most optometrists engage in private practice; but careers also exist in government service, teaching, and research in optics, physiology, and public health.

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, 124 and ZOO 200, or 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)

Additional courses in statistics, physiology, comparative anatomy, or microbiology may be required.

APPLICATION TO OPTOMETRY SCHOOL

There are no optometry schools in Georgia and only a few of those out of state admit students from Georgia. The preoptometry student should consult the preprofessional adviser for this area before applying. Most optometry schools require the Optometry Admission Test (OAT), which should be taken the spring of the junior year or fall of the senior year. The OAT 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.

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 University 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)
10 hrs organic chemistry	(CHE 336, 337)
10 hrs physics	(PHY 101, 102)

The prepharmacy curriculum may vary among Schools of Pharmacy. Therefore, it is important that students consult with the prepharmacy adviser each quarter.

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.

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.

BACHELOR OF GENERAL STUDIES

MAJOR: Liberal Studies

Program Coordinator: Dr. Thomas F. Armstrong

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, JPN, JRN, MUS, PHI, SPA, SPE	
3. Social and Natural Sciences (10-20 hours) AST, BIO, BOT, CHE, CRJ, CSC, ECO, ENS, GEO, HIS, INS, 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, Japanese, Journalism, Music, Philosophy, Spanish, Speech

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

Social Sciences: Criminal Justice, Economics, Geography, History, International Studies, 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
Total	186

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

MILITARY SCIENCE

Coordinator: Lt. Colonel Pat Patterson

Adjunct Faculty: Captain David Bill

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 2395, 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 \$700. 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, N.C. 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, 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 required. Freshmen with a GPA of 2.9 or higher, a SAT score of 850 or higher, or ACT of 19 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 19 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. 1 Credit Hour

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. MOUNTAINEERING. 1 Credit Hour

Instruction in techniques of mountaineering (climbing, rappelling, belaying, knot tying, and rope bridging), to include safety considerations and the use of group dynamics to expand the learning experience in a wilderness environment. One weekend field trip is required. Recommended for freshmen and sophomores.

102. ROLE OF THE ARMY. 1 Credit Hour

An introduction to the U.S. Army including organization, customs and traditions of the service, the role of the Army and the role of the various branches of the Army. Instruction into military style of writing will be included in this course.

103. SURVIVAL. 1 Credit Hour

Basic skills in rustic outdoor living to include an appreciation for nature and its many challenges. An introduction to map reading and navigational techniques using terrain analysis and association will be stressed. One weekend field trip is required. Recommended for freshmen and sophomores.

200. LEADERSHIP LABORATORY. 1 Credit Hour

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. FIRST AID. 2 Credit Hours

Certified first aid measures for treating shock, fractures, burns, heat injuries, frostbite. Cardiopulmonary resuscitation (CPR) will be taught, and students will become Red Cross certified during this course.

202. LEADERSHIP DEVELOPMENT. 2 Credit Hours

Functions, duties and responsibilities of junior leaders and the development of potential leaders through exercises to include conducting briefings and classes. Tactics will also be discussed as leadership exercises.

203. MARKSMANSHIP. 2 Credit Hours

Introduction in basic marksmanship techniques including safety procedures. Physiological considerations, and the proper firing techniques for small caliber weapons. One weekend field trip is required. Recommended for freshmen and sophomores.

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ADVANCED COURSE

300. LEADERSHIP LABORATORY. 1 Credit Hour

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 Credit 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 Credit 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 Credit 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. 1 Credit Hour

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 Credit 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 Credit 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 Credit 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.

INTERNATIONAL PROGRAMS

Coordinator: Ms. Helena Bussell

GOALS

Internationalizing the curriculum at Georgia College is a process directed toward:

- a) Promoting a comprehension of global "interdependence" among students and faculty by incorporating international dimensions into existing courses within each academic school;
- b) Developing broad, interdisciplinary courses which transcend traditional departmental/school barriers while inculcating technological, economic and multi-cultural aspects implicit in the new global consciousness
- c) Utilizing international students, visiting faculty, consulate personnel, etc.—their knowledge, skills, diverse backgrounds—so as to sensitize the Georgia College community to the importance of intercultural differences;
- d) Encouraging students to acquire competence in foreign language skills;
- e) Facilitating student participation in study abroad programs;
- f) Facilitating faculty participation in academic exchange programs abroad.

INTERNATIONAL STUDIES (INS)

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

An interdisciplinary approach to the study of business, politics, and culture in international affairs. Required for International Studies Minor.

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.

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.

250. MODERN LATIN AMERICA

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.

39A-E. SPECIAL TOPICS (Var)

Prerequisites: Permission of instructor. Consideration of topics in which courses are not otherwise offered, but for which there is a current need. Subject matter varies.

48A-Q. INDEPENDENT STUDY (Var)

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 program coordinator.

49Q. INTERNSHIP/COOPERATIVE EDUCATION (2-15 hours)

An individually designed and planned experience involving off campus field experience and study in the private or public sector. Must be approved by the program coordinator.

Study Abroad

Studying abroad enables students to increase knowledge of a foreign language, provides the opportunity to gain insight into and appreciation for the cultures and institutions of other peoples, facilitates the development of relevant career skills and contributes to personal maturity, a sense of independence, self-knowledge, and confidence.

ACADEMIC YEAR ABROAD, LEICESTER, ENGLAND

Georgia College recognizes the importance of spending a longer period abroad and has developed a program which enables students to study abroad for one or for part of one academic year while earning academic credit in their major field. Georgia College students in Computer Science, English, History, and Political Science may take part of their major curriculum at Leicester Polytechnic after completion of the core curriculum. Criteria considered in selecting participants include grade point average, recommendations, and prerequisites completed. For further information contact the International Services and Programs Office, 213 Lanier Hall, (912) 453-4789.

INTERNATIONAL INTERCULTURAL STUDIES PROGRAM—IISP

The International Intercultural Studies Program (IISP) of the University System of Georgia provides students with a multitude of opportunities to study abroad while earning academic credit toward completion of degree requirements at their home campus. The IISP currently offers summer study abroad programs in Western Europe, the Pacific, Canada, and Mexico, and quarter, semester, and academic year opportunities in several countries in Western Europe. In 1990 approximately 350 participants enrolled in these programs.

IISP programs are open to all undergraduate students with a minimum GPA of 2.5; however, certain programs may require a higher GPA and completion of prerequisites. Graduate students are required to have a 3.0 GPA. For further information contact the International Services and Programs Office, 213 Lanier Hall, telephone (912) 453-4789 or the IISP directly at 1 Park Place South, Suite 817, Atlanta, GA 30303, telephone (404) 651-2450.

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

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

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

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

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

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

FINANCIAL AID/STUDY ABROAD SCHOLARSHIPS

Students in the University System of Georgia who are eligible for financial aid may use that aid toward IISP programs. A limited number of scholarships are available from Georgia College. Deadline to apply for a study abroad scholarship is in the beginning of February each year. Contact the Scholarship Office, 203 Parks Hall, (912) 453-4463/5208 for guidelines.

COOPERATION AGREEMENTS WITH FOREIGN INSTITUTIONS

Cooperation Agreements with institutions world-wide facilitate the participation of Georgia College faculty in exchange programs abroad and the visit of foreign scholars to Georgia College. Georgia College has Cooperation Agreements with institutions in the following countries:

Brazil

—Federal University of Pernambuco

Mexico

—Valle de Mexico

People's Republic of China

—Lanzhou Commercial College

Spain

—Universidad de Valladolid

United Kingdom

—Leicester Polytechnic

Ukraine

—L'vov State Ivan Franko University

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 401	Economic Geography
GEO 450	Political Geography
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
POS 491	The Politics of Japan
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

STUDENT SUCCESS (IGC)

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 257.

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IGC 101. STUDENT SUCCESS. (3-0-3) FWS

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 in life. Emphasis is placed on increasing self-awareness and establishing communication between individual needs and available resources in the college community.

IGC 102. STUDENT LEADERSHIP. (2-0-2)

This course is designed to assist students in their development of leadership skills. A variety of experiences are offered to develop and enhance such general skills as communication, time and stress management, and conflict resolution, as well as specific skills such as budgeting, goal setting for organizations, and planning meetings and programs. Students completing the course will have compiled a personal notebook containing articles and planning documents designed specifically for their individual goals.

IGC 103. CAREER PLANNING. (2-0-2)

An elective course for seniors to prepare them for the job search and interview process

IGC 116. WORD PROCESSING. (1-0-1)

Course designed to introduce students to rudiments of word processing thus enabling them to use Academic Computing Laboratory or personal computers in handling of report writing, letter writing and related areas.

IGC 120. COMPUTING HARDWARE: INSTALLATION, MAINTENANCE, AND REPAIR

Prerequisites: CSC 201 or above and ISC 209 or above. Hands on installation, maintenance, and repair of microcomputing.

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 commuter centers. Students enrolled in commuter center programs may complete their entire degree program at the appropriate 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 Centers, Robins Air Force Base

Bobby Graham, Director

(Phone 912-926-6544)

Degrees in:

Master of Business Administration (MBA)
Master of Public Administration (MPA)
Master of Science Logistics Systems (MS/LS)
Master of Science in Administration Logistics Management (MSA/LM)
Bachelor of Business Administration (BBA)
 Accounting
 Management
 Business Information Systems
Bachelor of Science (BS)
 Logistics Systems

GEORGIA COLLEGE IN DUBLIN

Dublin Center

Foster S. Goff, Jr., Director

(Phone 912-275-6644)

Degrees in:

Master of Business Administration (MBA)
Master of Education (MEd)
 Early Childhood
 Middle Grades
Bachelor of Business Administration (BBA)
 General Business
Bachelor of General Studies (BGS)
Bachelor of Science in Nursing (BSN)
Bachelor of Science
 Early Childhood Education (BS)

GEORGIA COLLEGE IN MACON

Macon Campus

Bruce Brumfield, Director

(Phone 912-471-2898)

Degrees in:

Specialists in Education (Ed.S)
 Administration and Supervision
Master of Business Administration (MBA)
Master of Management Information Systems (MMIS)
Master of Public Administration (MPA)
Master of Science in Nursing (MSN)
Master of Education (MEd)
 Administration and Supervision
 Health and Physical Education
 Instructional Technology (Library Media)
 Special Education-Learning Disabilities, Behavior Disorders
Bachelor of Business Administration (BBA)
 Accounting
 Management

Bachelor of Science in Education (BS)

Early Childhood

Middle Grades

Bachelor of General Studies (BGS)

Bachelor of Science in Criminal Justice (BS)

Bachelor of Science in Legal Assistance Studies (BS)

Bachelor of Science in Nursing (BS)

GEORGIA COLLEGE IN FORSYTH

Georgia Public Safety Center

Michael F. Digby, Director

(Phone 912-453-4562)

Training programs in Public Safety Occupations

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, 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. Dean Andrea Wise is the Dean of the graduate school. The graduate programs are described in a separate publication, the *Graduate Catalog*, which is available from the Office of Admissions.

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 Office 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 transferable 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

Michael F. Digby, Assistant Dean

PURPOSE

The purpose of the School of Arts and Sciences is to provide sound advising and instruction in the Core curriculum and in the major programs of study; and to provide outstanding teaching in the subject matter of the liberal arts and sciences, and to provide opportunities for professional growth and cultural understanding. Faculty and staff of the School are committed to these goals through academic programs that include the fine and applied arts, humanities, behavioral, social and natural sciences; and professional fields including criminal justice or legal assistance studies, and international education. The 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 and technological changes. Higher education is best if students are actively involved with the faculty in developing stronger communication skills, skills in critical thinking and analytical reasoning, and intercultural understanding. That education comes from programs that educate for life. Students deserve the opportunity to find their way to professional and vocational fulfillment without conflict between liberal and specialized courses of study.

In addition to providing instruction in the traditional arts and science fields, the School also serves students who have career objectives in business, teaching and nursing. This objective is accomplished by providing the courses for the Core curriculum.

The greatest asset of the School of Arts and Sciences is its more than seventy member teaching faculty. Academic qualifications include more than 75% with earned doctorates from nearly 30 different major universities. The faculty represent natives of more than 25 states and four foreign countries. Approximately one-third of the faculty either published or completed scholarly works during this past year. They are also valued members of the Milledgeville-Baldwin County community, participating in and providing leadership to civic, church and cultural activities.

ART

Dorothy D. Brown, Chairperson

Associate Professors: Brown, Hardy

Assistant Professor: Wyllly

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.

ADMISSION

Students are advised that admission to the college is not the same as being admitted to the major programs in the Art Department. The admissions criteria listed below must be satisfied in addition to college admissions requirements in order to be admitted to the major programs in the Art Department.

Admission to the Art Department is a formal screening process required of all department majors in Art Education, Art Marketing, and B.A. programs. Formal admission is required for students to continue in their programs.

The following criteria must be met for admission to be granted:

1. Students must submit a representative portfolio of work completed in ART 204, 205, 206* to the Art Department during spring quarter. It is the student's responsibility to select and organize the portfolio for this juried process. Admittance is based on the quality exhibited in the portfolio for this juried process. Admittance is based on the quality exhibited in the portfolio and other stated requirements.

*Students should submit their portfolio while taking ART 206.

2. Students must achieve a grade of C or better in all art courses attempted.
3. Students must have a 2.0 cumulative grade point average or above on all work attempted.

Transfer students who have completed the basic two and three-dimensional design courses and an introductory drawing course require:

1. A portfolio of work completed at the previous university/college.
2. A grade point average of 2.0 in the art courses taken at another school.
3. Students must have a 2.0 cumulative grade point average or above on all work attempted.

NOTE: Those students who have not taken two and three-dimensional design and introductory drawing may be admitted provisionally until these courses are completed.

GRADES

A grade of C or better must be earned in all major and minor courses in Art.

EXHIBIT ATTENDANCE

Students are required to attend all exhibit openings held in the Art Department. A faculty member will be assigned to check roll at each exhibit. Illness requires a doctor's excuse. If a student is employed and unable to attend for this reason, a statement to that effect, signed by the student's employer, will be required.

DEGREES OFFERED

1. The Bachelor of Arts with a major in Art.
2. The Bachelor of Science with a major in Art Education.
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

AREAS I, II, III (See Core section of the catalog)	Hours
.....	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
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ART—SCHOOL OF ARTS AND SCIENCES / 121

Area IV 30

- 1. ART 204, 205, 206, 210, 211 (15 hours)
- 2. FRE 101, 102, 103, 221 or SPA 101, 102, 103, 221 (10 hours)
- 3. Humanities elective chosen from ART 103, DRA 105, MUS 102 (5 hours)

Major Requirements 54

- 1. ART 100 (1 hour)
- 2. ART 211, 212 (6 hours)
- 3. ART 320, 330, 340, 380 (20 hours)
- 4. ART concentration in the areas of drawing/painting, crafts, textiles, selected from ART 322, 338, 341, 350, 351, 352, 360, 361, 363, 370, 371, 380, 384, 386, 387, 420, 440, 450, 460, 461 (15 hours)
- 5. ART electives (Any courses at the 300 or 400 level not used for other requirements) (5 hours)
- 5. ART 490, 491, 492 (7 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without ART 204, 205, 206, and 210 (15 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 69 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 should take an approved minor course of study.
- 2. A grade of C or better must be earned in all major and minor courses in art. Any digression from standard Area IV requirements will be verified by examination.

Electives 26

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 ART EDUCATION

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 in Area I.

Wellness 6

Area IV 30

- 1. ART 204, 205, 206, (12 hours)
- 2. EFS 295 (5 hours)
- 3. EFS 204 (5 hours)
- 4. ART 210 (3 hours)
- 5. ART 103, MUS 102, SPE 101, DRA 105 (5 hours)

Major Requirements	65
1. ART 100, 211, 212 (7 hours)	
2. ART 315, 316, 320, 330, 340, 360, 384, 386 (40 hours)	
3. ART 350, 351, 352 or 450 (Select one) (5 hours)	
4. ART 492 (3 hours)	
5. EIT 478 (5 hours)	

NOTE TO TRANSFERS: Students who transfer to Georgia College without ART 100, 204, 205, 206, and 210 (15 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 75 hours for these students, depending on their transfer credits.

Degree Requirements	10-15
1. Additional courses from social, behavioral, natural sciences, and mathematics (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 the requirement.	

Teacher Certification	38
1. EFS 204, 295 (10 hours, may be counted in Area IV)	
2. EEX 364, EIT 301, 306, EFS 400, 490, 493 (25 hours)	

Other Requirements	
1. A grade of C or better must be earned 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 380 at some point in their course work.	

Total 197

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

Areas I, II, III (See Core section of the catalog)	Hours 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. ISC 209 (5 hours)	
3. ART 204, 205, 206, 212 (15 hours)	

Major Requirements	90
1. ART 322, 330, 340, 360, 384, 386 (30 hours)	
2. ART 492 (3 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. Select one from MKT 367, 370, 464 (5 hours)	
8. ART 210, 211 (6 hours)	

NOTE TO TRANSFERS: Students who transfer to Georgia College without ACT 251, 252, ISC 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. A grade of C or better must be earned in all major and minor courses in art. Any digression from standard Area IV requirements will be verified by examination.
2. Students must have a 2.5 cumulative GPA or better to register for an internship. (ART 49E-Q)

Electives 0-5

Total 191

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

	Hours
Area I, II, III (See Core section of the catalog)	60

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

Wellness	6
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Area IV	30
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1. ACT 251, 252 (10 hours)
2. ISC 209 (5 hours)
3. ART 204, 205, 206, 212 (15 hours)

Major Requirements	90
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1. ART 210, 211 (6 hours)
2. ART 320 or 380, 322, 330, 340, 360, 384, 386 (35 hours)
3. ART 492 (3 hours)
4. ART 49Q (15 hours)
5. MGT 301, 340 (10 hours)
6. MKT 361, 362, 366 (15 hours)
7. MKT 367, 370, 464 (select one) (5 hours)
8. LEB 307 (5 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without ACT 251, 252, ISC 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. A grade of C or better must be earned in all major and minor courses in art. Any digression from standard Area IV requirements will be verified by examination.
2. Students must have a 2.5 cumulative GPA or better to register for an internship. (ART 49E-Q)

Electives 0-3

Total 191

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, 212 (9 hours)
2. ART 350, 351, 352, 450 (20 hours)

MINOR IN DRAWING AND PAINTING

Twenty-seven quarter hours, distributed as follows:

1. ART 204, 205, 206 (12 hours)
2. ART 330, 338, 340, 440 (15 hours)

MINOR IN CRAFTS

Twenty-seven quarter hours, distributed as follows:

1. ART 204, 205, 206 (12 hours)
2. ART 360, 363, 384, 386 (15 hours)

MINOR IN WEAVING/TEXTILES

Twenty-five quarter hours, distributed as follows:

1. ART 370, 371 (10 hours)
2. ART 360, 361, 363, 460, 461 (15 hours)

INTERDISCIPLINARY MINOR

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

CAREER INFORMATION

1. The Bachelor of Arts prepares students for further study in specialized fields of commercial art, advertising, interior design, textile design, ceramics, painting, crafts, art history.
2. The Bachelor of Science degree with a major in art education is accredited by the National Council for the Accreditation of Teacher Education. It prepares students for further study and to teach in the public schools.
3. The Bachelor of Arts and 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 Blackbridge Hall 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

100. ART MEDIA, TOOLS AND SAFETY (1-0-1) F

An introduction to basic materials and processes, material hazards, safety practices and presentation of art work.

103. INTRODUCTION TO ART (5-0-5) F,W,S,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 I. (0-8-4) F

Two-dimensional color and design.

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

Two-dimensional/three-dimensional color and design.

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

Drawing and composition.

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

Ancient World to Early Renaissance.

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

High renaissance to 20th Century.

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

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.) F,W,S

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

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

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

315. ART EDUCATION METHODS—ELEMENTARY SCHOOL (0-10-5)

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.

316. ART EDUCATION METHODS—MIDDLE AND HIGH SCHOOL (0-10-5)

A study of art curriculum and methods for the 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 the middle and high school. Included in this study will be lecture, curriculum planning resources, and adaptation to various teaching levels.

320. PRINTMAKING (0-10-5) Alternate years

Prerequisites: ART 204, 205, 206 or permission of instructor. Problems in creative arrangements and the composition of two-dimensional forms. Experience in relief and intaglio processes. Fee for materials.

322. COMMERCIAL DESIGN. (0-10-5) (Alternate years)

Prerequisite: ART 205, 205, 206 or permission of instructor. 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.

330. DRAWING I. (0-10-5) W

Prerequisites: ART 204, 205, 206 or permission of instructor. A course designed to enable the student to make effective visual response to still life, landscape, and the human figure using various drawing media. Studio and lecture.

338. DRAWING II. (0-10-5) Alternate years.

Prerequisites: ART 330 or permission of instructor. This course is designed to develop skills in rendering the human figure. Fee for models. Studio and lecture.

340. PAINTING I. (0-10-5) S

Prerequisites: ART 204, 205, 206 or permission of instructor. Picture structure through design and composition. Studio and lecture.

341. WATERCOLOR PAINTING. (0-10-5) Alternate years

Prerequisites: ART 204, 205, 206, 333. This course is designed to acquaint students with the medium and techniques of watercolor. Studio and lecture.

350. 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 influence which shaped this work. (Crosslisted with MUS 301.)

351. THE MODERN WORLD (5-0-5)

A study in the development of 20th Century painting, sculpture and architecture.

352. 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.

360. WEAVING I. (0-10-5)

Prerequisites: ART 204, 205 or permission of instructor. A study of vocabulary and techniques of basic weaving process. Studio and lecture. Fee for materials.

361. WEAVING II. (0-10-5)

Prerequisites: ART 360. A course designed to acquaint the student with a variety of advanced weaving techniques, including rug weaving. Lecture and studio. Fee for materials.

363. BASKETRY (0-10-5)

This course includes demonstrations and practical experiences in developing a variety of baskets. Techniques to be covered will be coiling, splintwork, ribbed processes, and knotting. The student will learn the history of each basketry technique and will be shown slides and actual examples. Fee for materials.

370. TEXTILE DESIGN I. (0-10-5)

Prerequisites: ART 204, 205, 206. This course involves the fundamentals of resist and dye techniques on textiles: batik, tie dye, discharge and direct application will be included. Fee for materials. Lecture and studio.

371. TEXTILE DESIGN II. (0-10-5)

Prerequisites: ART 370. This course is designed to help students become more aware and to develop their ability to see and expand their own creative ideas. Areas of design particularly important to the textile artist will be stressed: color, texture, structure, drawing, and pattern. Lecture and studio. Fee for materials.

380. SCULPTURE. (0-10-5) Alternate years

Prerequisites: ART 204, 205, 206 or permission of instructor. Problems in creative arrangement of three-dimensional forms. Experience in various sculpture media. Studio and lecture.

384. JEWELRY (0-10-5) W

Prerequisites: ART 204, 205, 206 or permission of instructor. Design related to a variety of materials and processes in metalwork including enameling and the setting of stones. Studio and lecture. Fee for materials.

386. CERAMICS I. (0-10-5) S

Prerequisites: ART 204, 205, 206 or permission of instructor. An introduction to the materials and processes in designing, constructing, glazing and firing earthenware and stoneware clays. Fee for materials.

387. CERAMICS II. (0-10-5) S

Prerequisites: ART 386 or permission of instructor. Advanced study in ceramic sculpture and/or wheel throwing. Students may have an opportunity to pose and work out specific problems in either or both areas. Formulation and mixing of glazes is included. Fee for materials.

420. ADVANCED PRINTMAKING. (0-10-5)

Prerequisite: ART 320. Intensive study of printmaking. Fee for materials.

440. PAINTING II. (0-10-5)

Prerequisites: ART 330, 340. 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.

450. GEORGIA ARCHITECTURE SEMINAR TOUR. (Intensive study nine days—5 hrs. credit)

Summer quarter. 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.

460. WEAVING III. (0-10-5)

Prerequisites: ART 360. Advanced Weaving—students will explore the effects of materials, scale and color on structure through class projects. Fee for materials.

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461. WEAVING IV. (0-10-5)

Prerequisites: ART 360. Advanced Weaving—student creates and implements original drafts for woven pieces based on research of traditional patterns. Fee for materials.

490. RESEARCH PAPER (Var) F,W,S

For art majors only. To be completed during the last three quarters of college work.

491. RESEARCH PROJECT (Var) F,W,S

For art majors only. To be completed during the last three quarters of college work.

492. SENIOR EXHIBITION (Var) F,W,S

For art majors only. To be completed during the last three quarters of college work. This course is designed to give the student a working knowledge of exhibitions.

39A-E. SPECIAL TOPICS (Var)

Prerequisites: Permission of instructor. Consideration of topics in which courses are not otherwise offered, but for which there is current need. Subject matter varies.

48A-Q. INDEPENDENT STUDY (Var)

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 hours)

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 chairperson of the department.

BIOLOGICAL AND ENVIRONMENTAL SCIENCES

David J. Cotter, Chairperson

Professors: Barman, Caldwell, Cotter, Saladin, Whipple

Associate Professors: Reed, Wall

Assistant Professors: Moody, Parmley, Toney

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. Students majoring in Biology will receive broad training in the field with requirements for work in each subdiscipline including Zoology and Botany. Internships are encouraged.

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

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

Note: Biology majors should take MAT 130 to meet mathematics requirement in Area II.

Wellness	6
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Area IV	30
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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, 230, 255, 260; CSC 201 or ISC 209; FRE 101, 102; GER 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
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1. Students who do not take BIO 123, 124, BOT 200, ZOO 200 and 20 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 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	0-20
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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.

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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: Biology students may count 10 hours in Area IV.

Biology students must take 20 hours of chemistry (they may be counted in Areas II or 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.

Note: Biology majors should take MAT 130 to meet mathematics requirement in Area II.

Wellness **6**

Area IV **30**

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, 225, 250, 255, 260; CSC 201 or ISC 209; FRE 101, 102; SPA 101, 102; GER 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: Biology students must take 20 hrs. of chemistry (they may be counted in Areas II or IV).

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

	Hours
Areas I, II and III (See Core section of the catalog)	60
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.	
Wellness	
Area IV	30
1. BOT 200, ZOO 200 (10 hours)	
2. EFS 204 (5 hours)	
3. EFS 295 (5 hours)	
4. Ten hours chosen from BIO 124, CHE 121, 122, 123, 231, 280, ENS 211, PHY 101, 102, 201, 202, 203, MAT 140, 145, 150, 160, 225, 250, 255, 260, CSC 201 or ISC 209, FRE 101, 102, SPA 101 102, GER 101, 102, (BIO 124, CHE 231 or CHE 280 are recommended).	
Major Requirements	53
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.	
Other Science Areas	10
A. Biology majors 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 225 (5 hours)	
Teacher Certification	33
1. EFS 204 (5 hours, Area IV)	
2. EFS 295 (5 hours, Area IV)	
3. EEX 364, EFS 400, EIT 301, 306, EFS 455, 456, 490, 493 (30 hours)	
Degree Requirements	5
1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)	

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Note: These courses may be counted in Area IV and must not be in the major.

Biology 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 202

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)
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)
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)
Consideration of vital issues affecting man: reproductive physiology, sexual behavior, drugs and behavior, population crisis, pollution, environmental degradation, and resource consumption.
- 205. BIOLOGICAL VOCABULARY (2-0-2)
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
Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.
- 301. CELL PHYSIOLOGY. (5-0-5)
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)
Prerequisite: BIO 123. A consideration of the basic biological aspects of the conservation of man's renewable and non-renewable natural resources. Cross listed as GEO 350.

401. RECENT ADVANCES IN BIOLOGICAL SCIENCES. (5-0-5)

A course designed to survey the field of biology by examining some of the new developments on the frontiers of biological science.

415. BIOGEOGRAPHY. (3-0-3)

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.

420. MICROBIAL PHYSIOLOGY. (3-4-5)

An in-depth study of the variety of physiologic capabilities of microorganisms as well as a detailed study of the structures associated with these capabilities. This includes the processes of replication, transcription and translation that are considered a part of molecular genetics. Also included are the processes that contribute to the process of cell growth and division.

421. MEDICAL MICROBIOLOGY. (5-0-5)

Prerequisite: BOT 320. A study of the agents of infectious diseases, their pathogenic properties, associated immune responses, symptomatology and epidemiologic trends.

422. ESSENTIAL IMMUNOLOGY. (5-0-5)

The structure and normal as well as the abnormal function of the immune system in animals. Includes such topics as antibody structure and its normal as well as its abnormal function. The function and interrelationships of the cellular and humoral components of the immune systems.

423. MICROBIOLOGICAL TECHNIQUES. (3-4-5)

Advanced techniques used in microbiology: including, Enumeration, anaerobic cultivation, preservation of cultures, preparation of complex media, assay of trace materials, titrating enzymes and the use of the literature.

425. LIMNOLOGY. (4-2-5)

Prerequisite: 10 hours of chemistry or permission of instructor. Ecology of freshwater environments including interactions of biological, chemical, and physical features.

440. MENDELIAN GENETICS. (5-0-5)

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)

Prerequisite: 20 hours of biology. A study of the processes of organic evolution.

442. ECOLOGY. (3-4-5)

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.

443. MOLECULAR GENETICS. (4-2-5)

Prerequisite: BIO 301 or BOT 320. Study of genetics from the molecular viewpoint. Structure of DNA, its replication, transcription, translation, and regulation in both prokaryotes and eukaryotes. The laboratory will involve genetic manipulation of prokaryotes.

469. FRESHWATER BIOLOGY (3-4-5)

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. The maximum number of hours in BIO 48 and BIO 49 permitted to count for biology requirements for a degree is 10 hours.

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 1-15)

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. The maximum number of hours in BIO 48 and BIO 49 permitted to count for biology requirements for a degree is 10 hours.

490. SEMINAR. (3-0-3)

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)

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)

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)

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

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361. VASCULAR PLANTS (2-6-5)

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.

390. HORTICULTURE (3-4-5)

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)

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)

Prerequisite: BOT 200. An introduction to the distribution, morphology, evolution, and classification of algae.

460. PLANT ANATOMY (2-6-5)

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)

Prerequisite: BOT 200. A presentation of the principles of plant physiology through lecture topics, lab demonstrations, and experiments.

485. ENVIRONMENTAL MICROBIOLOGY (2-6-5)

Prerequisite: BOT 200. Selected topics covering freshwater bacteria, fungi, algae, protozoa, and microcrustacea.

ENVIRONMENTAL SCIENCES (ENS)**210. PHYSICAL GEOLOGY (4-2-5) (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.) Cross listed with GEO 200.

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)

Basic principles of meteorology with application to human activity. Suitable for teacher certification requirement.

ZOOLOGY (ZOO)**200. GENERAL ZOOLOGY (4-2-5)**

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)

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)

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)

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)

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 (3-4-5)

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 (3-4-5)

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)

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. (Cross listed as PSY 350.)

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

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. (Cross listed as PSY 374)

403. VERTEBRATE ZOOLOGY (2-6-5)

Prerequisite: ZOO 200. A study of the classes of vertebrates in relation to taxonomy, life history, behavior, populations and evolution. Includes laboratory and field collections emphasizing Georgia species.

434. HISTOLOGY (2-6-5)

Prerequisite: ZOO 200. The microscopic anatomy of vertebrate tissues and organs, with emphasis on humans and other mammals

444. VERTEBRATE EMBRYOLOGY (2-6-5)

Prerequisite: ZOO 200. The early embryological development of vertebrates. Includes study of germ cells, fertilization, differentiation, and the origin of organ systems.

445. ICHTHYOLOGY. (2-6-5)

Prerequisite: ZOO 200. Taxonomy, morphology, life history, ecology, economic importance, aquaculture and distribution of the fishes. Laboratory deals with the taxonomy and identification of native fish species and includes field trips to various aquatic habitats

446. PARASITOLOGY. (2-6-5)

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.

450. HERPETOLOGY. (2-6-5)

Prerequisite: ZOO 200. Principles of evolution, classification, structure, distribution, physiological adaptation, and life history of amphibians and reptiles. Laboratory and field work emphasizing Georgia species.

455 MAMMALOLOGY (4-2-5)

A study of taxonomy, behavior, distribution, and natural history of mammals worldwide.

460. BIOLOGICAL PSYCHOLOGY I. (5-0-5) F

Prerequisites: PSY 201 or BIO 123. An examination of neural and endocrine mechanisms of behavior. Topics include: Issues in neuroscience, neuron and glial cell anatomy and function, neural transmission and neurotransmitters, neuropharmacology gross neuroanatomy, development and evolution, internal regulation, states of consciousness, learning and memory, affective and psychotic disorders, and recovery from brain damage. (Cross listed as PSY 460)

461. BIOLOGICAL PSYCHOLOGY II. (2-6-5) W

Prerequisite: PSY or ZOO 460 or equivalent. An introduction to neuroscience research techniques with small mammals (rodents). Topics include: Issues of animal care, handling and welfare; circadian rhythms, injections, euthanasia; animal pain, anesthesia and analgesia basic stereotaxic surgery (cortical and subcortical); perfusion, organ removal and preservation; neuroanatomical tracers neurohistology and microscopy; behavioral methodologies; conducting experiments in behavioral neuroscience. (Cross listed as PSY461)

462. PSYCHOPHARMACOLOGY. (5-0-5)

Prerequisite: 10 hours of Biology or Chemistry, or permission of instructor. A survey of drugs that influence brain and behavior. The course focuses on mechanisms of drug action, chemical neuroanatomy, neural hypothesis of functional disorders as well as progressive neuropathologies and their treatment. (Cross listed as PSY 462).

465. VERTEBRATE PALEONTOLOGY (4-2-5)

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)

Prerequisite: ZOO 200. An introduction to the biology, classification, morphology, and behavior of insects.

CHEMISTRY AND PHYSICS

David G. Baarda, Chairperson

Professors: Baarda, Hargaden, Lamb, Pohl

INTRODUCTION

The purpose of the Department of Chemistry and Physics is to help students to master the problem solving, thinking and learning discipline which has been cumulatively developed in the study of physical sciences.

The department offers courses of study in Chemistry, Physics, Astronomy, and Engineering appropriate for students of any major. Particular attention is given to the content and timely offering of science courses in education and preprofessional curricula. The practice of Analytical Chemistry is taught in courses appropriate for majors in disciplines other than chemistry. For the student interested in Chemistry, the major program of study is appropriate preparation for graduate studies, science education, employment in the laboratory environment, or pursuit of studies in several allied areas such as engineering and many health service professions.

For students studying Engineering, the department administers the Dual Degree Program with the Georgia Institute of Technology and Engineering Transfer Agreements with GIT, Mercer, and other Engineering Schools in the Southeast.

The department also administers the Center for Science Education endowed by area industries to work toward the improvement of precollege science education in the area schools and the development of a science community.

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, 225, 250, 255, 260 (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
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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, 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)

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, 225, 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

378.758

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- 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, SPA, GER, JPN)

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. EFS 295 (5 hours)
- 3. CHE 123; MAT 150, 160; PHY 201, 202 (20 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 33

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, EIT 301, 306, EFS 455, 456, 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 199

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.)

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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. (Students cannot receive credit for both CHE 231 and CHE 336.)
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 interpretative 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 (Area II)

Prerequisite: A working knowledge of high-school algebra. Introductory algebra-based course presenting the fundamental principles of mechanics, properties of matter and fluid mechanics. Intended for non-physical science majors. (Students cannot receive credit for both PHY 101 and PHY 201.)

102. INTRODUCTORY PHYSICS II. (4-2-5) W (Area II)

A continuation of PHY 101 dealing with electricity, magnetism, and modern physics. (Students cannot receive credit for both PHY 102 and PHY 202.)

103. INTRODUCTORY PHYSICS III. (4-2-5) S (Area II)

A continuation of PHY 102 dealing with heat, thermodynamics, vibratory and wave motion, sound and optics. (Students cannot receive credit for both PHY 103 and PHY 203.)

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.

330. ELEMENTS OF ELECTRICAL ENGINEERING I. (5-0-5) S

Prerequisites: MAT 255, PHY 202. Introduction to basic concepts of circuit elements, circuit models, and techniques for circuit analysis. Study of the steady-state and transient response of circuits of periodic and step inputs.

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.

ENGLISH AND SPEECH (JOURNALISM)

R.B. Jenkins, Chairperson

Professors: Ferrell, Gordon, Jenkins

Associate Professors: Glowka, Rankin, Stanford, Viau

Assistant Professor: Land

Instructors: Book, Muschell

INTRODUCTION

ENGLISH:

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 world literature, 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 help the students sharpen their critical awareness, encourage clarity of thought and expression, and stimulate and develop the creative imagination.

JOURNALISM:

The major in journalism provides the student with information to understand and appreciate mass media and its function in society. The journalism major prepares students through instruction in gathering, preparing, and presenting information through the mass media. Journalism majors choose a concentration in print, advertising/public relations or telecommunications. This training prepares the student for a career in newspapers, radio, television, advertising, public relations, and many other communications fields.

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 105; HIS 201, 202, 215; 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

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. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. PHI 200; HIS 201, 202, 215; FRE 101, 102, 103, 221; SPA 101, 102, 103, 221 (10 hours)
5. MUS 102; ART 103; SPE 101, DRA 105 (5 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, 422, 424, 449 (40 hours)
3. ENG electives at 300-400 level (10 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 38

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, EIT 301, 306, EMG 450, EFS 455, 457, 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 189

SPECIAL COLLECTIONS
378.752

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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, 221 or
SPA 101, 102, 103, 221 (10-15 hours)
2. ART 103, ENG 200 or 201; DRA 105;
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 **43-53**

1. JRN 200, 205 if not taken in Area IV (0-10 hours)
2. JRN 203, 300, 315, 320, 340 (25 hours)
3. JRN 49E—Journalism Internship (5 hours)
4. Three courses selected from:
JRN electives, ART 322, ELM 478, 479, ENG 315,
MKT 366 (15 hours)
5. JRN 210—1 hour journalism practicum (5 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 60 hours for these students, depending on their transfer credits.

Degree Requirements **10-25**

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 (15 hours)
Note: Five hours of language requirements may be taken in Area I. Students who exempt the basic course or courses by examination must take the courses at the appropriate level to fulfill this requirement. JRN students may count language hours in Area IV.

Other Requirements

1. Journalism majors are required to successfully complete off-campus internships in the communications field. If a student does not have a 2.0 GPA, he must successfully complete a non-credit internship and take five additional hours of journalism electives.
2. Journalism majors must earn a C or better in all 300-400 courses that count toward their major.

Electives (Students may use these hours to complete minors) **12-37**

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, 221 or
SPA 101, 102, 103, 221 (10-15 hours)
2. ART 103, ENG 200 or 201; DRA 105
MUS 102 or SPE 101 (0-5 hours)
3. HIS 201, 202, 215
POS 200, 201, 210, 220
PSY 201, 210, 250
SOC 101, 205 (0-10 hours)
4. JRN 200, 205 (0-10 hours)

Major Requirements

50-60

1. JRN 200, 205 if not taken in Area IV (0-10 hours)
2. JRN 203, 310, 340, 318, 410 418 (30 hours)
3. JRN 49E—Journalism Internship (5 hours)
4. JRN 210—1 hour Journalism practicum (5 hours)
5. Two courses selected from:
JRN electives, ART 329, EIT 478, 479, ENG 315, MKT 366 (10 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 60 hours for these students, depending on their transfer credits.

Degree Requirements

0-25

1. Additional courses from the social, behavioral, and 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 (15 hours)
Note: Five hours of language requirements may be taken in Area I. Students who exempt the basic course or courses by examination must take the courses at the appropriate level to fulfill this requirement. JRN students may count language hours in Area IV.

Other Requirements

1. Journalism majors are required to successfully complete off-campus internships in the communications field. If student does not have a 2.0 GPA, he must successfully complete a noncredit internship and take five additional hours of journalism electives.
2. Journalism majors must earn a C or better in all 300-400 courses that count toward their major.

Electives (Students may use these hours to complete minors)

12-37

Total

186

ENGLISH—SCHOOL OF ARTS AND SCIENCES / 145

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, 221 or
 SPA 101, 102, 103, 221 (10-15 hours)
2. ART 103, ENG 200 or 201; DRA 105;
 MUS 102 or SPE 101 (0-5 hours)
3. HIS 201, 202, 215
 POS 200, 201, 210, 220
 PSY 201, 210, 250
 SOC 101, 205 (0-10 hours)
4. JRN 200, 205 (0-10 hours)

Major Requirements 50-60

1. JRN 200, 205 if not taken in Area IV (0-10 hours)
2. JRN 203, 340, 400, 405 (20 hours)
3. ART 322 or JRN 320 (5 hours)
4. JRN 49E—Journalism Internship (5 hours)
5. JRN 210—1 hour Journalism practicum (5 hours)
6. Three courses selected from:
 JRN electives, ART 322, ELM 478, 479, ENG 315, MKT 366 (15 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 60 hours for these students, depending on their transfer credits.

Degree Requirements 10-25

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 (15 hours)
 Note: Five hours of language requirements may be taken in Area I. Students who exempt the basic course or courses by examination must take the courses at the appropriate level to fulfill this requirement. JRN students may count language hours in Area IV.

Other Requirements

1. Journalism majors are required to successfully complete off-campus internships in the communications field. If student does not have a 2.0 GPA, he must successfully complete a noncredit internship and take five additional hours of journalism electives.
2. Journalism majors must earn a C or better in all 300-400 courses that count toward their major.

Electives (Students may use these hours to complete minors) 12-37

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 322, ELM 478 (5 hours)

MINOR IN SPEECH

Twenty quarter hours, distributed as follows:

1. SPE 101 (5 hours)
2. SPE 309 or 39E (5 hours)
3. Ten hours from: SPE 210, SPE 310 or five hours from the course not selected in item 2 above.

MINOR IN PROFESSIONAL WRITING

Twenty-five quarter hours, distributed as follows:

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.

SPECIAL COLLECTIONS
378.752

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.

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

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

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. 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. 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 interdepartmental 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.

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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 and including a component to ensure competency in speech.

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.

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.

SPECIAL COLLECTIONS
378.75R

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.

HUMANITIES (HUM)

201H. THE RENAISSANCE TO THE MODERN PERIOD. (5-0-5)

Prerequisites: Completion of English 102 and admission to the Honors Program or permission of the instructor. An interdisciplinary course in which students will read and develop an understanding of a wide range of world art, music, drama and literature from the 16th century to the present. Particular emphasis is on Western Cultural trends. Course meets the Area I literature requirement for students in the honors program.

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 course in which students will read and develop an understanding of a wide range of world art, music, drama and literature from the 16th century to the present. Particular emphasis is on Western Cultural trends. Course meets the Area I literature requirement for students in the honors program.

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: ENG 101 and 102. Introduction to the skills of journalism writing and reporting, conducting interviews, examining news stories and periodicals.

210. JOURNALISM PRACTICUM. (0-3-1) 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. BROADCASTING JOURNALISM. (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.

318. BROADCAST PRODUCTION. (5-0-5)

A practical course to introduce the technical applications of broadcast production equipment and theory. Emphasis upon "hands-on" experience in a television studio and laboratory.

320. EDITING AND MAKEUP. (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.

340. JOURNALISM LAW. (5-0-5)

A study of legalities affecting the mass media with special emphasis on radio, television, and newspapers.

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.

407. ADVERTISING CAMPAIGNS. (5-0-5)

Prerequisite: JRN 405. The examination of the research, organization and preparation of an advertising campaign. An in-depth look at advertising campaigns of the past and the present.

408. ISSUES IN ADVERTISING AND PUBLIC RELATIONS. (5-0-5)

Prerequisite: JRN 400 or 405. A study of the current trends in advertising and public relations through examination of professional and trade media.

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 from news to commercial writing.

418. ADVANCED BROADCAST PRODUCTION (5-0-5)

Prerequisite: JRN 318. A practical course in the advanced technical application of broadcast and production theory. Emphasis upon remote radio and television productions and the concepts and application of editing.

419. NEWS SHOW. (5-0-5)

Prerequisite: JRN 318. A practical course with emphasis on television broadcast reporting skills. Students will shoot, write and edit their own stories to be broadcast on local cable.

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. 1-15) 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.

210. SMALL GROUP COMMUNICATION. (4-2-5)

This course will focus on leadership, group process, communication and management of discussion. Both presentation skills and decision making skills will be stressed. Course will examine problem solving and conflict resolution through the techniques of speech communication.

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.

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.

378.758

GOVERNMENT AND SOCIOLOGY

Larry Elowitz, Chairperson and Endowed Carl Vinson Professor
Professors: Byram, Digby, Elowitz, Fly, Hemphill, Mable, Sallstrom
Associate Professors: Guerin
Assistant Professors: Edmondson, Graham, Murphy, Scheff
Instructor: Backman.

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, Logistics.

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 Science with a major in Logistics Systems
10. The Bachelor of Arts with a major in Sociology
11. The Bachelor of Science with a major in Sociology
12. The Master of Public Administration (see Graduate Catalog for description)
13. The Master of Science in Administration—Logistics Systems
14. The Master of Science Logistics Systems

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

	Hours
Area I, II, III (See Core section of the catalog)	60
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, 215;
 ECO 271, 272 (may not also count ECO 270 in Area III);
 SOC 101; PSY 201; GEO 101 (30 hours)

Major Requirements 40

1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. POS 210 or PUA 338 (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

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, 215
 ECO 271, 272 (may not also count ECO 270 in Area III);
 SOC 101; PSY 201; GEO 101 (30 hours)

Major Requirements 40

1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. PUA 338 (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.

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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

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. FRE 101, 102, 103, 221; or SPA 101, 102, 103, 221; or GER 101, 102, 103, 221; POS 200, CRJ 220, POS 201, 210, 291H, 292H; HIS 201, 202, 215; ECO 271, 272 (may not also count ECO 270 in Area III); SOC 101; psy 201; GEO 101 (20 hours)
2. EFS 204 (5 hours)
3. EFS 295 (5 hours)

Major Requirements 40

1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. POS 210 or PUA 338 (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, EIT 301, 306, EFS 455, 459, 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 0-15**Total** 189

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

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, 221; or
SPA 101, 102, 103, 221;
POS 200; CSC 201 or ISC 209;
POS 201, 210, 291H, 292H; HIS 201, 202; 215; CRJ 220;
ECO 271, 272 (may not also count ECO 270 in Area III);
SOC 101; PSY 201; GEO 101 (30 hours)

Major Requirements 40

1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. POS 210 or PUA 338 (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

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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. FRE 101, 102, 103, 221; or SPA 101, 102, 103, 221; or GER 101, 102, 103, 221; POS 200; CSC 220; POS 201, 210, 291H, 292H; HIS 201, 202., 215; ECO 271, 272 (may not also count ECO 270 in Area III); SOC 101; PSY 201; GEO 101 (20 hours)	
2. EFS 204 (5 hours)	
3. EFS 295 (5 hours)	
Major Requirements	40
1. POS 300 (5 hours)	
2. POS 201 or 301 (5 hours)	
3. POS 210 or PUA 338 (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, EIT 301, 306, EFS 455, 459, 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	0-5
Total	
189	

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; JPN 101, 102; or SPA 101, 102, 103, 221; POS 200; CSC 201 or ISC 209 POS 201, 210, 291H, 292H; HIS 201, 202, 215; CRJ 220; ECO 271, 272 (may not also count ECO 270 in Area III); SOC 101; PSY 201; GEO 101 (30 hours)	
Major Requirements	40
1. POS 300 (5 hours)	
2. POS 201 or 301 (5 hours)	
3. PUA 338 (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	
Area 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. CRJ 220 (5 hours)	
2. 15 hours of CRJ transfer courses at introductory level, subject to department approval.	
3. Selections (0-10 hours) from: SPA 101, 102; ENG 200, 201; HIS 201, 202, 215	
4. Selections (0-20 hours) from: PSY 201, 210; SOC 101; CSC 201 or ISC 209; ECO 270 or 271, 272 (may not take 270 and 271-272 sequence); POS 201; CHE 101, 102	

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Criminal Justice Requirements 50

1. Twenty hours from the following:
CRJ/SOC 424; PUA 338; POS 300; CRJ 320
2. Ten hours from the following:
CRJ 401, 402, 403, 404
3. Fifteen hours from the following:
CRJ/POS 407; CRJ 39E, 48E; POS 301, 315, 400, 405, 406, 420; PUA 441, 468, 471, 478; PSY 432, 448, 450, 451, 452, 453; ENG 315; SOC 426, 428, 444, 452, 465, 474
4. Five hours: CRJ 485

Degree Requirements 5

1. 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

Students must have a 2.3 GPA to be admitted into the CRJ major program. Majors must take at least a C 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

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, 221; JPN 101, 102; or
SPA 101, 102, 103, 221 (0-10 hours)
2. CSC 201 or ISC 209 (5 hours)
3. POS 201, 291H, 292H; HIS 201, 202; 215;
SPE 101; ECO 270; SOC 101;
PSY 201, GEO 101 (15-25 hours)
4. BOA 226 (5 hours)

NOTE: Student may petition to exempt BOA 226 and substitute another five hours based on proficiency to level of course.

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

Areas I, II, III (See Core section of the catalog)	Hours 60
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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, 215;
 - ECO 270; POS 201, 210; SOC 205, 293;
 - PSY 201, 210; GEO 101 (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)	Hours 60
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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, 221; or
 SPA 101, 102, 103, 221;
 ECO 270; POS 201, 210;
 PSY 201, 210; GEO 101;
 HIS 201, 202; 215; 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.

LOGISTICS SYSTEMS DEGREE

Bobby G. Graham, Director

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

	Hours
Areas I, II, III (See Core section of the catalog and consult Logistics Adviser)	60
Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.	
Area IV Courses	30
ACT 251 Principles I	
ACT 252 Principles II	
ISC 209 Intro. to Computers	
COM 237 Business Communications	
ECO 271 Principles (free elective if chosen in Area III)	
ECO 272 Principles II	
Systems Design	35
LOG 301 System Engineering Analysis	
LOG 302 Logistics Engineering	
LOG 303 Logistics Support Analysis	
LOG 307 Reliability/Maintainability	
LOG 411 Warehouse & Inventory Control	
LOG 412 Transportation and Distribution	
LOG 419 Quality Control	
Systems Management/Administration	40
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	
One Principles Course (MGT 340 Principles of Management or PUA 338 Principles of Public Administration)	
One Statistics Course (MGT 301 Business Statistics or POS 300 Systematic Analysis)	
Computer Electives	10
Electives	10
Student may choose these hours, with approval of their academic advisor, from the following disciplines: LOG, PUA, ISC, CSC, ACT, MGT, ECO, FIN, POS.	
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.

378.750

DEPARTMENTAL MINORS

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) CRJ advisor.

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 338.
- 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 policy making, 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, public policy, urban planning, and 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. 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

Students 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 prelaw adviser or the preprofessional coordinator in Herty 310.

378.758

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. Oriented toward the non-law officer/practitioner. Cross listed with POS 220.

302. INTRODUCTION TO LAW IN AMERICA FOR THE LEGAL PROFESSIONAL. (5-0-5)

Prerequisite: POS 101. Similar in content to CRJ 220, but covering additional topics of an advanced nature appropriate to the training and experience of the legal professional. Student may not receive credit for both CRJ/POS 200 and CRJ/POS 302.

320. 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.

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.

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. PROBLEMS IN POLICE ADMINISTRATION. (5-0-5)

Advance study of administration problems peculiar to police agencies. Problems in areas such as staffing, budgeting, organizing, planning, and legal responsibilities will be addressed.

402. CRIMINAL LAW. (5-0-5)

Development of the criminal law and its interpretation and application. Special emphasis is placed upon the common law and the Georgia Criminal Code.

403. PROBLEMS IN INSTITUTIONAL CORRECTIONS. (5-0-5)

Detailed examination of the administration of correctional institutions for adults and juveniles, including issues of organizational design, staffing and personnel matters. Emphasis is placed on the theory of crime as well.

404. COMMUNITY CORRECTIONS PROBLEMS. (5-0-5)

Detailed examination of the administration of community correctional agencies such as probation, juvenile diversion, and parole. Emphasis is placed on the theory of crime as well.

407. CONSTITUTIONAL LAW III. (5-0-5)

A study of the developmental and current application of constitutional law, focusing on criminal procedure questions.

424. CRIMINOLOGY AND PENOLOGY. (5-0-5)

Causes of crime and juvenile delinquency, analysis of criminal behavior and offenses theories of punishment, and study of penal institutions. (Cross listed as SOC 524).

485. POLICY PROBLEMS IN CRIMINAL JUSTICE. (5-0-5)

Prerequisite: POS 300 and senior standing required. This course is designed to examine major issues of public policy that affect criminal justice. Specific issues will vary. Topics could include the death penalty, alternative models of corrections, police liability, white collar crime, policy options in the war on drugs, and others.

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. Deals solely with real estate law, the creation of sale contracts, title searching and the creation of deeds, leases and other forms needed to transfer various kinds of real estate.

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 in the private or public sector. Must be approved by the department chairperson. Required for all pre-service students

PHILOSOPHY (PHI)

200. SURVEY OF 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. LOGICAL AND CRITICAL THINKING. (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.

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

Prior approval of department chairperson and or the coordinator is required. Investigation of a topic of special interest, with reports to instructor.

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. STATE GOVERNMENT. (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 functions, limits, and future of the law. Oriented toward the non-law officer/practitioner. Cross listed with CRJ 220.

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. SYSTEMATIC ANALYSIS. (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. Laboratory work is 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.

302. INTRODUCTION TO LAW IN AMERICA FOR THE LEGAL PROFESSIONAL. (5-0-5)

Prerequisite: POS 101. Similar in content to POS 220, but covering additional topics of an advanced nature appropriate to the training and experience of the legal professional. Cross listed with CRJ 302. Students may not receive credit for both POS/CRJ 220 and POS/CRJ 302.

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.

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: international politics, 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. CONSTITUTIONAL LAW I. (5-0-5)

A study of the development and current application of constitutional law, focusing on federal questions, such as the commerce and supremacy clauses.

406. CONSTITUTIONAL LAW II. (5-0-5)

A study of the development and current application of constitutional law, focusing on individual political and civil rights questions.

407. CONSTITUTIONAL LAW III. (5-0-5)

A study of the development and current application of constitutional law, focusing on criminal procedure questions.

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.

20. AMERICAN POLITICAL THOUGHT I. (5-0-5)

Prerequisite: POS 101. A study of American political thought from the colonial era through the civil war period.

421. AMERICAN POLITICAL THOUGHT II. (5-0-5)

Prerequisite: POS 101. A study of American political thought, beginning in the late 19th century continuing to the present. This course emphasizes the development of the concepts of liberalism and conservatism in the American setting; and the political thought animating the Progressive Era, the New Deal Era, the Great Society period, and the Civil Rights Movement.

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 people 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.

456. THE VIETNAM WAR. (5-0-5)

Prerequisite: POS 101. A comprehensive and in-depth study of America's longest war, with special emphasis placed on the historical background, political decisions, military strategy/tactics and legacy associated with that conflict.

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.

491. THE POLITICS OF JAPAN. (5-0-5)

This course will explore both the domestic and foreign policies of contemporary Japan. Emphasis will be placed on Japan's political leadership and structures as well as those key cultural components which underlie the political-economic systems of the 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)

338. PRINCIPLES OF PUBLIC ADMINISTRATION. (5-0-5)

Prerequisite: POS 101. A general survey of the field of Public Administration, including coverage of the executive branch, executive-legislative interactions, administrative procedures, and classical and contemporary bureaucratic problems.

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 ORGANIZATIONAL THEORY. (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.

458. PUBLIC PERSONNEL ADMINISTRATION. (5-0-5)

Prerequisite: POS 101. A comprehensive investigation of contemporary problems, practices, and issues in the management of public employment. Major emphasis is given to position analysis, career development, performance evaluation, and employee motivation.

468. LEGAL ENVIRONMENT OF PUBLIC ADMINISTRATION. (5-0-5)

Prerequisite: POS 101. An examination of law in society and its influence upon public sector operations. Applications of substantive areas of the law, such as regulatory processes, administrative adjudication, due process, ombudsmanship, are addressed.

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.

478. 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-E. INDEPENDENT STUDY. (Var. 1-15)

Prior approval of department chairperson and or the coordinator is required. Investigation of a topic of special interest, with reports to the 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.

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.

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.

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

Prior approval of department chairperson and or the coordinator is required. Investigation of a topic of special interest, with reports to instructor.

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. (Cross listed as EHE 293)

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 size. Emphasis upon the three demographic variables—fertility, mortality, and migration—and their relationships 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. (Cross listed as CRJ 424.)

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 are considered.

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 and function of complex organizations with emphasis on large scale bureaucracies in both public and private sectors.

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.

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 addressed 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 techniques 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.

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

Topics in which courses are not otherwise offered, but for which there is current need. Topics will vary from quarter to quarter.

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.

48A-E. INDEPENDENT STUDY (Var.)

Investigation of topics of special interest, with reports to the instructor. Prior approval by program coordinator and instructor is required

HISTORY AND GEOGRAPHY

Frank B. Vinson, Chairperson

William I. Hair, Callaway Professor of Southern History

Professors: Armstrong, Begemann, Chandler, Hair, Turner, Vinson

Associate Professor: Abdi-Wheeler, 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. Graduate courses in history, can fulfill content requirements for M.Ed. and Ed.S. degrees with a concentration in social science. In addition the department offers the M.A. in History.

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

	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. HIS 201, 202 (10 hours)	
2. Foreign Language (0-10 hours) FRE 101, 102, 103, 221; or SPA 101, 102, 103, 221	
3. Selections from: (10-20 hours)	
CSC 201; ECO 270; GEO 101; MAT 225; POS 200, 201, 210; SOC 101, 205; PSY 201, 250; HIS 212, 215.	
Major Requirements	30

1. American history: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following:
HIS 315, 316, 403, 404, 406, 411, 413, 414, 415, 417, 418, 419, 429 (10 hours)
3. 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.

Up to 20 hours of history transfer courses may be accepted.

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. Selections from: CSC 201; ECO 270; FRE 101, 102, 221; GEO 101; GER 101, 102, 221; HIS 215; MAT 225; POS 200, 201, 210; SOC 101, 205; SPA 101, 102, 103, 221; PSY 201, 250 (20 hours)

Major Requirements 30

1. American history: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following: HIS 315, 316, 403, 404, 406, 411, 413, 414, 415, 417, 418, 419, 429 (10 hours)
3. 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 courses at college level may count one of them in Area I.

Teacher Certification **33**

1. EFS 204, 295 (10 hours, Area IV)
2. EEX 364, EFS 400, EIT 301, 306, EFS 455, 459, 490, 493 (30 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.

Electives **2-15**

Total **189**

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 **30**

1. HIS 201, 202 (10 hours)
2. Foreign Language (0-10 hours)
FRE 101, 102, 103, 221; or
GER 101, 102, 103; 221; or
SPA 101, 102, 103, 221
3. Selections from: (10-20 hours)
CSC 201; ECO 270; GEO 101; MAT 225; POS 200, 201, 210; SOC 101, 205;
PSY 201, 250; HIS 212, 215

Major Requirements **30**

1. American history: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following: HIS 315, 316, 403, 404, 406, 411, 413, 414, 415, 417, 418, 419, 429 (10 hours)
3. 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.

Up to 15 hours of history transfer courses may be accepted.

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. Selections from: CSC 201; ECO 270; FRE 101, 102, 103, 221; GEO 101; GER 101, 102, 103, 221; HIS 215; JPN 101, 102; MAT 225; POS 200, 201, 210; SOC 101, 205; SPA 101, 102, 103, 221; PSY 201, 250 (20 hours)	
Major Requirements	30
1. American History: HIS 201, 202 (10 hours, Area IV)	
2. European/English history, two courses from the following: HIS 315, 316, 403, 404, 406, 411, 413, 414, 415, 417, 418, 419, 429 (10 hours)	
3. 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.	
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	33
1. EFS 204, 295 (10 hours, Area IV)	
2. EEX 364, EFS 400, EIT 301, 306, EFS 455, 459, 490, 493 (33 hours)	
Electives	7-15
Total	189

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 I: Modern Foreign Language recommended.	
Area III: SOC 101 recommended.	
Wellness	6
Area IV	30
1. HIS 201, 202 (10 hours)	
2. EFS 204, 295 (10 hours)	
3. PSY 201; SOC 101 (5 hours)	
4. MUS 102; ART 103; SPE 101; DRA 105 (5 hours)	
Major Requirements	60
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 315, 316, 403, 404, 406, 411, 413, 414, 415, 417, 418, 419, 429 (10 hours)	
3. 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, 5 hours of which may be counted in Areas III or IV)	
1. Behavioral Science/Geography (15 hours) SOC 101 (5 hours, Area III or IV); GEO 101, or 200 (5 hours); GEO 476 (5 hours)	
2. Economics (15 hours) ECO 271, 272 (10 hours), ECO 370 (5 hours)	
3. Political Science (15 hours) POS 201 or 210 (5 hours), 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, 295 (10 hours, Area IV)	
2. EEX 364, EFS 400, EIT 301, 306, EFS 455, 459, 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 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.	

Total 189

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 101 (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 I. (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)

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)

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.

215. BLACKS IN AMERICAN HISTORY. (5-0-5)

Prerequisites: 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.

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

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

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.

323. LATIN AMERICA. (5-0-5)

Prerequisite: 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. (Cross listed as ECO 341)

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.

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.

403. CLASSICAL GREECE. (5-0-5)

Prerequisite: HIS 110 and 111. Greece and the Aegean through Alexander the Great, with emphasis on political, social and cultural history.

404. CLASSICAL ROME. (5-0-5)

Prerequisite: HIS 110 and 111. Rome from its origins until the Empire became Christian, with emphasis on political, social and cultural history.

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.

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.

418. 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.

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.

444. RELIGION IN AMERICAN HISTORY. (5-0-5)

Prerequisite: HIS 110 and 111. A study of the historical significance of religion in shaping American society and culture.

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)

456. THE VIETNAM WAR. (See POS 456)

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)

101. INTRODUCTION TO GEOGRAPHY. (5-0-5)

A survey of the major fields of physical and human geography.

200. PHYSICAL GEOGRAPHY. (5-0-5)

A study of the shape and form of the world land mass, the configuration of the land and seas, the enveloping atmosphere, and the distribution of climates and soils. (Cross listed with ENS 210)

350. CONSERVATION. (See BIO 350)

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)

This course emphasizes the relationships between geography and economics. Stress is placed upon spatial interactions within the following sectors: agriculture, forestry and fishing, transportation, manufacturing, energy and international trade. Among the concept stressed are: resources allocation, resource development, technology, population, urbanization, and international development.

450. POLITICAL GEOGRAPHY. (5-0-5)

This course examines patterns of political control and the changes in these patterns as political systems evolve. Emphasis is placed upon the interrelationships between all the manifestations of politics and the physical environment. Special emphasis is placed on the study of the State and the interactions of individuals within the State of political institutions at every level. The last half of the course will focus on political regions, spatial interactions within and between political regions, geopolitics, and transnational interactions and institutions.

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.

492. METEOROLOGY. (See ENS 492)

MATHEMATICS AND COMPUTER SCIENCE

David J. DeVries, Chairperson
 Professors: Carpenter, DeVries, King
 Associate Professor: Adkins
 Instructors: Heath, Pratt

INTRODUCTION

This department is committed to offering meaningful courses and curricula which meet the needs of students in mathematics and computer science. There are three distinct but overlapping areas of need which the department addresses:

1. Courses are provided which comply with the Regents' guidelines and may be used to satisfy requirements in Area II of the core curriculum. The specific courses approved for this purpose are listed under the core requirements section of this catalog.
2. Courses and curricula are provided to meet special needs in mathematics or computer science of students in majors outside this department. A special sequence of courses is designed for students in Elementary Education majors.
3. For students wishing to major in mathematics or computer science a solid basic curriculum in each of these areas is offered, upon which graduate study, further training or careers can be built. Students wishing to teach mathematics at the secondary level can pursue a program leading to secondary certification. The department also has available a student exchange program in computer science to promote international study.

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
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, 221 (0-20 hours)	
3. Electives: CSC 201 or 220, MAT 255 (0-10 hours)	
Major Requirements	25
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 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. MAT 150, 160, 250, 260 (10-20 hours)
4. FRE 101, 102, 103, 221; GER 101, 102, 103, 221 (0-10 hours)
5. CSC 201 or 220; MAT 255 (0-10 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 220
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	33
1. EFS 204 (Area IV) EFS 295 (Area IV)	
2. EFS 400, EIT 301, 306, EFS 455, EFS 458, EFS 490, EFS 493, EEX 364 (33 hours)	
Other Requirements	
Only courses in MAT and CSC in which a grade of C or higher is earned can be used to satisfy requirements.	
Electives	0-25
Students are encouraged to use these hours to complete a minor.	
	Total
	189

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, 221 (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 220, 221 if not taken in Area IV (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 requirements.	
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

	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. EFS 204 (5 hours)	
2. EFS 295 (5 hours)	
3. MAT 150, 160, 250, 260 (10-20 hours)	
4. FRE 101, 102, 103, 221; GER 101, 102, 103, 221 (0-10 hours)	
5. CSC 201 or 220; MAT 255 (0-10 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 (25 hours)	
3. One MAT course at the 300-400 level which has MAT 255 or 160 as a prerequisite (5 hours)	
4. CSC 220, 221 (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	33
1. EFS 204 (Area IV); EFS 295 (Area IV)	
2. EFS 400, EIT 301, 306, EFS 455, EFS 458, EFS 490, EFS 493, EEX 364 (33 hours)	
Other Requirements	0
Only courses in MAT and CSC in which a grade of C or higher is earned can be used to satisfy requirements.	
Electives	5
Total	189

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 250 and 255 (10 hours) if not taken in Area IV	
4. MAT 360 or 480 (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	
7. MAT 225	
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 of higher is earned can be used to satisfy 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

Often people tend to think the only career open to mathematics majors is teaching either at the secondary level or, after graduate school, at the college level. Although there is a critical shortage of mathematics teachers, part of the reason is that many other careers are open to mathematics majors. Professional schools, businesses, government and industry recognize that mathematics majors are problem solvers and are skilled in the use of logic and reasoning. A major in mathematics opens doors to many careers which are closed to those without quantitative skills.

Computer Science majors usually find themselves in careers directly related to computer science, technology and applications. The expansion of computer use in every area of society has dramatically increased the need for students educated in computer science. Further education at the graduate level or further training enhances career prospects.

Students with a particular applied interest are encouraged to obtain at least a minor in that area to go along with their major in mathematics or computer science. This can significantly increase the chances of pursuing a career combining these areas of interest.

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 non-scientific 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.

105. MATHEMATICS FOR THE LIBERAL ARTS STUDENT. (5-0-5) F, W, S

Prerequisite: Two years of high school algebra and a score above the minimum score set by the College on the Mathematics portion of the College Placement Examination. A course designed primarily for the liberal arts student who does not plan to take further courses in mathematics but does wish to gain some insight into mathematical thought. Topics may include elementary number theory, elementary set theory, logic, geometry, graphing and problem solving.

111. SURVEY OF CALCULUS. (5-0-5) F, W, S, Su (Area II)

Prerequisite: MAT 101 or MAT 130 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, S (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 (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 graphing of equations.

145. PRECALCULUS: COLLEGE ALGEBRA AND TRIGONOMETRY. (5-0-5) Su (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) F, S (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, W (Area II)

Prerequisite: MAT 150. The definite integral is studied along with a study of derivatives of exponential and logarithmic functions.

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.

225. ELEMENTARY PROBABILITY AND STATISTICS. (5-0-5) S, Su

Prerequisites: MAT 101 or 130 or 200. 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 science, social science and business. Students may not receive credit for MAT 225 after receiving credit for MAT 360.

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 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.

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) F

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.

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 260. 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. GEOMETRY 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.

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, 255 and CSC 220. 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 255, 260. 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, Su

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. The course is designed as an introduction to Computer Science for the non major.

202. COMPUTERS AND DIGITAL DESIGN FUNDAMENTALS. (3-0-3) W, S

Prerequisite: CSC 201. An introduction to basic concepts of digital design in computer organization including number systems. Boolean logic, latches, flip-flops, registers, stacks, and D/A and A/D conversion.

220. PRINCIPLES OF COMPUTER PROGRAMMING I. (5-0-5) F

Prerequisite: C or higher in MAT 130. Corequisite with PHI 250. 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

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 ADA language is used.

291, 292H. HONORS SEMINARS. (2-0-2) W, S

Prerequisite: Honors Program, sophomore classification. A general interdepartmental seminar.

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.

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, S

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) W

Prerequisite: C or higher in CSC 360 and 370. Basic principles, structure, and functions of operating systems. Topics include concurrency, multitasking and process synchronization, multiprogramming, and memory, processor, and device management. The course includes an extensive introduction to UNIX.

380. SYSTEMS PROGRAMMING. (5-0-5) S

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. Programming is done in the C language within the UNIX environment.

39E. SPECIAL TOPICS. (5-0-5) On Demand

Prerequisite: C or higher in CSC 310. Selected topics not available in other departmental courses.

410. DATA BASE SYSTEMS. (5-0-5) S

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) W

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) W

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) F

Prerequisite: Consent of instructor. 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.) ON DEMAND

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

Roger A. Noel, Chairperson
 Professor: Guitton
 Associate Professor: Noel
 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.

Our first priority is to help students acquire practical skills. Foreign language majors are expected to bring those skills to a considerable level of expertise. We very much encourage them to visit and study in their target country where they will strengthen their personal, in depth knowledge of the language and culture. Non-majors are also encouraged to study abroad to develop marketable skills in French (Spanish) regardless of their intended major.

We give special attention to the language majors who plan to teach and we share with them the benefits of our own professional experience.

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

	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. FRE 101, 102, 103, 221 (10-20 hours)

2. Selections from: (10-20 hours)
 ART 103; ECO 270; ENG 200, 201; HIS 201, 202, 215; PSY 201; SOC 101, 205; POS 210; GEO 100, 200; MUS 102; PHI 200; DRA 105; JRN 200; GER, JPN, SPA 100, 200 level courses

Major Requirements	40
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1. FRE 321, 322, 411, 421, 422, 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
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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.A. DEGREE WITH A MAJOR IN FRENCH 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 105 (5 hours)	
5. FRE, GER, SPA 100, 200 level courses (10 hours)	
Major Requirements	45
1. FRE 311, 312	
2. FRE 321, 322, 411, 412, 421, 422, 445 (45 hours)	
Teacher Certification	33
1. EFS 204 (5 hours, Area IV)	
2. EFS 295 (5 hours, Area IV)	
3. EEX 364, EFS 400, 460, EIT 301, 306, EFS 455, 490, 493 (33 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
Total	189

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 103; ECO 270; ENG 200, 201; HIS 201, 202, 215; PSY 201; SOC 101, 205; POS	
210; GEO 100, 200; MUS 102; PHI 200; DRA 105; JRN 200; GER, JPN, SPA 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)	
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
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 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 105 (5 hours)	
5. FRE, GER, SPA 100, 200 level courses (10 hours)	
Major Requirements	45
1. SPA 311, 312 (10 hours)	
2. SPA 321, 322, 411, 412, 421, 422, 445 (or 450) (35 hours)	
Teacher Certification	33
1. EFS 204 (5 hours, Area IV)	
2. EFS 295 (5 hours, Area IV)	
3. EEX 364, EFS 400, 460, EIT 301, 306, 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	189

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 (implemented in 1988) is opening 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.

412. FRENCH. (5-0-5) LINGUISTICS (FRENCH) METHODS OF SECOND LANGUAGE ACQUISITION OF YOUNG CHILDREN (K-8)

This course is designed to provide appropriate content and methodology for students entering the teaching profession in French Education.

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.

221. INTERMEDIATE GERMAN READINGS. (5-0-5)

Designed to increase the student's facility in reading German classics and to prepare him to participate readily in literature courses conducted principally in the language. Reading of representative German novels, plays, poetry and short stories.

JAPANESE (JPN)

101, 102, 103. ELEMENTARY JAPANESE 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 Japanese 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.

412. SPANISH. (5-0-5). LINGUISTICS (SPANISH) METHODS FOR SECOND LANGUAGE ACQUISITION OF YOUNG CHILDREN (K-8)

This course is designed to provide appropriate content and methodology for students entering the teaching profession in Spanish Education.

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) AND DRAMA (DRA)

James L. Willoughby, Chairperson

Professor: Willoughby

Associate Professors: Underwood

Assistant Professors: Curtis, Moore, Pepetone, Shiver, Tipton

INTRODUCTION

The aims of the department of Music and Drama 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, (3) to educate students for careers in the field of music therapy, and (4) to educate students in basic concepts of drama leading to a minor.

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.

THEATRE

The Georgia College Theatre produces a varied season of dramas, comedies, and musicals, showcasing the talent of our students, community members, and professional artists-in-residence. The Georgia College Theatre provides an opportunity for students to channel their creative energies in a challenging and rewarding way, whether they are working toward a theatrical career or a lifelong appreciation.

DEGREES OFFERED

1. Bachelor of Music in Instrumental Music.
2. Bachelor of Music in Voice.
3. Bachelor of Music Education in Instrumental Music.
4. Bachelor of Music Education in Vocal Music.
5. Bachelor of Music Therapy.
6. Bachelor of Arts in Music.

BM DEGREE WITH A 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.	
Area I: Students must take MUS 102.	
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	81
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 341, 342, 343, 364, 380, 439-440, 441-442 or 445-446, 462 (23 hours)	
5. Choose 12 hours from MUS 301, 395, 396, 397, 398 (12 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**Total** 186

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

BM DEGREE WITH A 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 85

1. MUA (33 hours, including MUS 412)
2. MUP (10 hours of ensemble)
3. MUS 336, 337, 341, 342, 343, 364, 380 (23 hours)
4. Choose 12 hours from: MUS 301, 395, 396, 397, 398 (12 hours)
5. MUS 443, 444, 465 (7 hours)

Degree Program Requirement 0-15

Students must show competence in two foreign languages, one at the level of the third college course (103) and one at the level of the first introductory course (101). All entering students are tested for placement and any of these requirements may be absolved.

Electives 0-7**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 A 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. MUS 158, 159, 261, 262, 213, 214, 215, 216 (20 hours)

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 20 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, 341, 342, 343, 364, 380, 381, 462 (25 hours)	

Teacher Certification	28
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1. EFS 204 (5 hours, counted in Area IV) EFS 295 (5 hours, Area IV)
2. EEX 364, EFS 400, EIT 301, 306, EFS 490, EFS 493 (28 hours)

Total	194
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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
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Area IV	30
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1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. MUS 158, 159, 261, 262, 213, 214, 215, 216 (20 hours)

Major Requirements	78
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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 16 additional hours.
2. MUA/MUP (32 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	28
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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, EIT 301, 306, EFS 490, EFS 493 (28 hours)

Total	198
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NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

BMT DEGREE WITH A MAJOR IN MUSIC THERAPY

	Hours
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
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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. MUA/MA/MUS/MUP (36 hours total, 14 of which can be counted in Area IV). The student must demonstrate proficiency in piano and guitar (20 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, 213, 313, 314, 415, 416, 417, 418, 419, 420, 423, 424 (33 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.

BA DEGREE WITH A MAJOR IN MUSIC

	Hours
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. MUS 121, 122 or 123 (2 hours)	
2. MUS 158, 159, 261, 262, 266 (16 hours)	
3. Applied-Ensemble (12 hours)	
Major Requirements	31
1. MUS 364 (5 hours)	
2. MUS 341, 342, 343, 380 (12 hours)	
3. MUS 332-333, 334-335, 336-337 or 338-339 (4 hours)	
4. Applied-Ensemble (10 hours)	
Foreign Language	0-20

The requirements 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.

Major Electives	9
Choose 9 hours from the following:	
1. MUT 101	2
2. MUS 240	2
3. MUS 301	5
4. MUT 313	4
5. MUS 334	2
6. MUS 336	2
7. MUS 338	2
8. MUS 365	3
9. MUS 395	3
10. MUS 396	3
11. MUS 397	3
12. MUS 398	3
13. MUS 462	3
Minor and General Electives	30-50

A formal minor must be completed or 30 hours must be earned at the 300-400 level in disciplines other than Music. Of these 30 hours, 20 must be taken in a single discipline, unless otherwise approved by the department chairperson.

Total 186

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

MINOR IN MUSIC

23 quarter hours, distributed as follows:

1. Applied Music (vocal or instrumental lessons) (3 hours)
Ensemble (Choir, Band, Jazz Ensemble) (3 hours)
2. MUS 102: Introduction to Music (5 hours)
MUS 158: Music Theory (3 hours)
MUS 159: Music Theory (3 hours)
3. Six hours selected from the following:
MUS 301: Women in the Arts (5 hours)
MUS 342: Music in the Baroque and Classical Period (3 hours)
MUS 395: Jazz History (3 hours)
MUS 396: American Music (3 hours)
MUS 397: Choral Masterworks (3 hours)
MUS 398: The Symphony (3 hours)

Note: Minimum of 10 hours of 300-400 level work required.

OTHER REQUIREMENTS FOR 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 for 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 or Bachelor of Music Therapy programs will participate in an ensemble during each quarter in college except during the quarter(s) they are student teaching or enrolled in an internship.

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.

PIANO PROFICIENCY REQUIREMENTS

Successful completion of the Piano Proficiency Test is a requirement for all music majors and is a prerequisite for student teaching or music therapy internship.

All music majors are required to take a minimum of 11 to 12 quarter hour credits in piano. Students are advised to enroll in Class Piano (121-223) to assist them in preparing for the Piano Proficiency.

All music majors enrolled in the Bachelor of Music Education and Music Therapy degrees are required to take a minimum of 11 to 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.

MUSIC THERAPY GUITAR PROFICIENCY REQUIREMENTS

Music Therapy majors must pass the guitar proficiency examination as part of the course MUT 212.

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

Guitar, 117-419

Clarinet, 121-423

Trumpet, 124-426

Flute, 127-429

French Horn, 131-433

Saxophone, 141-443

Tuba, 144-146

Trombone, 147-149

MUSIC EDUCATION (MUE)

323. MUSIC IN THE ELEMENTARY SCHOOL (3-0-3) F, 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) S

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) S

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.

495. PRACTICUM IN MUSIC IN EARLY CHILDHOOD (1). (0-2-2) F, W, S

Prerequisite: Senior standing. The first quarter of a two-quarter sequence of student teaching, 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, 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 G.C. Show Choir at the junior level during the spring quarter.

101-403. MIXED CHORUS. (0-3-1) each F, W, S

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. GC SHOW CHOIR. (0-1½-1) each F, W, S

Prerequisite: Entrance audition. Rehearsals are held once weekly. Choir is a group of eight singers, four male and four female, who perform pop, jazz and swing. Members must also belong to the Georgia College chorus.

131-433. PIANO ENSEMBLE (0-2-1) each F, W, S

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 F, W, S

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 F, W, S

Study and performance of the best in standard and contemporary band literature. Open to all college students.

181-483. JAZZ ENSEMBLE (0-3-1) F, W, S

Study and performance of the best in jazz repertoire. Lab groups ranging from small combos to 17-piece orchestra. Open to all college students.

MUSIC (MUS)

102. INTRODUCTION TO MUSIC (5-0-5) (Area I) F, W, S, Su

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.

121. CLASS PIANO INSTRUCTION (2-0-2) F

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, W, S

Emphasis on developing functional piano skills through programmed instruction. For music minors/majors only.

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 W, S

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 melodic 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, F Even-numbered years; W, S, F Odd-numbered 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, Odd-numbered years, W Even-numbered 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 F, W, S

Prerequisite: MUS 158 and placement audition. Emphasis on more complex functional skills required for Piano Proficiency Examination for Bachelor of Music Education, Bachelor of Music Therapy, and Bachelor of Music degrees.

225. FUNCTIONAL CLASS GUITAR (2-0-2) F

Prerequisite: MUS 158. For music majors with no previous experience on guitar. Emphasis on folk and jazz guitar skills, including chords, strums, tunings, and picking styles.

261, 262. INTERMEDIATE THEORY. (5-0-3) each F, W

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) F Even-numbered years.

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) S Even-numbered years

Discussion and performance of harmonic units and jazz patterns and their relationship to improvisational jazz.

301. WOMEN IN THE ARTS. (5-0-5) S Even-numbered years

A survey of the ways in which traditional subjects and materials have been incorporated into the work of women artists/musicians from diverse backgrounds to transform their ideas into powerful visual and aural statements. Emphasis is placed on the social, political, and religious influences which shaped this work. This course will serve as an elective and as one of the four required courses for a minor in Women's Studies. Cross listed with ART 350.

316. CLASS INSTRUCTION IN VOICE. (2-0-2) F

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 W, S Even-numbered years

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) W, S Even-numbered years

Analytical study of the literature for piano. Special emphasis given to musical structure and style.

336, 337. VOCAL LITERATURE. (2-0-2) each W, S Odd-numbered years

A study of solo and sacred literature, including Italian, French, German, English and American repertoire for professional singers and church musicians.

338, 339. ORGAN LITERATURE. (2-0-2) each W, S Even-numbered years

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.

341. HISTORY OF MUSIC I. (3-0-3) F

Prerequisite: MUS 102. A survey of musical developments during the Middle Ages and Renaissance (to 1450), with special emphasis given to structure and style.

342. HISTORY OF MUSIC II. (3-0-3) W

Prerequisite: MUS 102. A survey of musical developments during Baroque and Classical periods (1600-1800), with special emphasis given to structure and style.

343. HISTORY OF MUSIC III. (3-0-3) S

Prerequisite: MUS 102. A survey of musical developments during the Romantic and Modern periods (1800-present), with special emphasis given to structure and style.

364. FORM AND ANALYSIS. (5-0-5) S

Prerequisite: MUS 261, 262. A study of forms in the 18th and 19th centuries and a survey of established analytical techniques.

380. INTRODUCTORY INSTRUMENTAL CONDUCTING. (3-0-3) F

Prerequisite: MUS 262. Content of this course includes basic baton technique, instrumental, instrumental transposition, score reading, and rehearsal technique.

381. CHORAL CONDUCTING. (3-0-3) F

Prerequisite: MUS 380. Content of this course includes advanced baton techniques, choral score reading, and rehearsal techniques.

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) S Odd-numbered years

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) F Even-numbered years

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) F Odd-numbered years

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) S Odd-numbered years

This course traces the development of the symphonic genre, beginning with Baroque antecedents and continuing through the twentieth century, with emphasis on its treatment of individual composers. The course assumes some background in theory and music history.

412. SENIOR RECITAL. (0-0-3)

Solo recital of approximately fifty minutes. Required of students enrolled in the Bachelor of Music degree program.

439. PEDAGOGY OF PIANO I. (2-0-2). W, Odd-numbered years

Prerequisite: MUS 334-335. Techniques of teaching piano with emphasis on selection, organization and supervised teaching of appropriate materials.

440. PEDAGOGY OF PIANO II. (2-0-2). S, Odd-numbered years

Prerequisite: MUS 334-335. Techniques of teaching piano with emphasis on selection, organization and supervised teaching of appropriate materials.

441. PEDAGOGY OF ORGAN I. (2-0-2). W, Odd-numbered years

Prerequisite: MUS 338-339. Techniques of teaching organ with emphasis on selection, organization and supervised teaching of appropriate materials.

442. PEDAGOGY OF ORGAN II. (2-0-2). S, Odd-numbered years

Prerequisite: MUS 338-339. Techniques of teaching organ with emphasis on selection, organization and supervised teaching of appropriate materials.

443. PEDAGOGY OF VOICE I. (2-0-2). W, Odd-numbered years.

Prerequisite: MUS 336-337. Techniques of teaching voice with emphasis on selection, organization and supervised teaching of appropriate materials.

444. PEDAGOGY OF VOICE II. (2-0-2). S, Odd-numbered years

Prerequisite: MUS 336-337. Techniques of teaching voice with emphasis on selection, organization and supervised teaching of appropriate materials.

445. PEDAGOGY FOR ORCHESTRAL INSTRUMENTS I. (2-0-2)

Prerequisite: MUS 332-333. Techniques of teaching selected orchestral instruments with emphasis on selection, organization and supervised teaching of appropriate materials.

446. PEDAGOGY FOR ORCHESTRAL INSTRUMENTS II. (2-0-2)

Prerequisite: MUS 332-333. Techniques of teaching selected orchestral instruments with emphasis on 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) F

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 AND RECREATION. (3-1-3) S

Lectures, demonstration, and field work experience in developing, planning and leading music activities for recreational purposes with diverse populations. The use of instruments (autoharp, guitar, keyboard, omnichord, and rhythm instruments), movement and dance, singing, and other creative arts are included.

212. MUSIC THERAPY PRACTICUM I. (1-2-1) F

Prerequisites: MUT 101, 112. Observation techniques terminology, clinical skills, and documentation procedures used in music therapy practice; music therapy fieldwork in a clinical setting.

213. MUSIC THERAPY PRACTICUM II. (1-2-1) W

Prerequisites: MUT 212. Continuation of MUT 212. Music therapy fieldwork in the same clinical setting.

313. PSYCHOLOGY OF MUSIC I. (4-0-4) W

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) S

Prerequisite: MUT 313. Experimental research methodology in music, including individual student experimental investigations and a comprehensive survey of music-psychology literature.

415. MUSIC THERAPY PRACTICUM III. (1-2-1) W

Prerequisites: MUT 213. Must be taken concurrently with MUT 419. Music therapy field work with an adult population in a clinical setting.

416. MUSIC THERAPY PRACTICUM IV. (1-2-1) S

Prerequisite: MUT 415. Continuation of MUT 415. Music therapy fieldwork in the same clinical setting.

417. MUSIC THERAPY PRACTICUM V. (1-2-1) F

Prerequisites: MUT 416. Must be taken concurrently with MUT 420. Music therapy fieldwork in a clinical setting.

418. MUSIC THERAPY PRACTICUM VI. (1-2-1) W

Prerequisite: MUT 417. Continuation of MUT 417. Music therapy fieldwork in the same clinical setting.

419. MUSIC THERAPY PRINCIPLES II. (5-0-5) W

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) F

Prerequisite: MUT 101, 112; MUT 419 recommended. Music therapy practices with children and adolescents: the developmentally disabled, behavior disordered, physically and/or sensory impaired, medically ill, mentally retarded, and multiple handicapped.

423, 424. CLINICAL INTERNSHIP IN MUSIC THERAPY. (0-40-2) each (two consecutive quarters) F, W, S, Su

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.).

48A-E. INDEPENDENT STUDY IN MUSIC THERAPY. (Var) F, W, S, Su

DRAMA (DRA)

100, 101, 200, 300, 400. THEATRE PRACTICUM. (1-5-2)

A conference and critique course to develop skills in theatre production through direct involvement with the Georgia College Theatre with selections ranging from scenery construction, box office and house management, lighting and sound operation, assistant directing and stage management, and performance.

105. INTRODUCTION TO THEATRE. (5-0-5)

A study of the theatrical experience from play script to performance, including a view of theatre's development through history.

110. FUNDAMENTALS OF ACTING. (5-0-5)

Basic theory of acting with participation in theatrical exercises designed to introduce and develop acting skills.

115. STAGECRAFT. (3-3-5)

Introduction to the craft of technical theatre, including set construction, properties, painting, lighting, make-up, and sound. Assignments to Georgia College Theatre crews.

215. INTRODUCTION TO DESIGN. (5-0-5)

Study of basic theatrical design theory with a secondary emphasis on drafting technique, perspective, color theory, rendering in various media, and drawing the human form.

220. VOICE FOR THE STAGE. (4-6-5)

Participation in daily regimen of exercises for the body and voice as well as a series of group and individual activities designed to enhance vocal and physical expression in stage performance.

305. PLAYSRIPT INTERPRETATION. (5-0-5)

Study of methods used to analyze and interpret dramatic scripts. Examination of selected modern and period plays with emphasis on how interpretation translates to production choices for actors, directors, and designers.

310. ACTING II: CHARACTERIZATION. (5-0-5)

Prerequisite: DRA 110. Scene study with emphasis on character detail, focused motivation and spontaneous response.

325. THEATRE HISTORY I. (5-0-5)

Comprehensive study of theatre from its origins through Shakespeare. Emphasis on physical theatre, dramatic theory, dramatic literature, production techniques, and theatre's relationship to society.

326. THEATRE HISTORY II. (5-0-5)

Comprehensive study of theatre from the Restoration to 1900. Emphasis on physical theatre, dramatic theory, dramatic literature, production techniques, and theatre's relationship to society.

327. THEATRE HISTORY III. (5-0-5)

Comprehensive study of theatre from 1900 to present. Emphasis on physical theatre, dramatic theory, dramatic literature, production techniques, and theatre's relationship to society.

330. DIRECTING I. (5-0-5)

Prerequisite: Permission of the Director of Theatre. The fundamentals of directing, including script analysis, budgeting, casting, production organization, actor coaching, and staging techniques for proscenium, arena, and thrust.

410. ACTING III: PERIOD STYLES. (5-0-5)

Exploration into the problems and techniques of period acting and stylization through intensive scene study and performance. Prerequisite: DRA 310.

415. ADVANCED SCENIC DESIGN. (5-0-5)

Prerequisite: DRA 215. Advanced theory and practice of scene design, including research, sketch and rendering, scaled model, and construction and painting techniques.

416. ADVANCED LIGHTING DESIGN. (5-0-5)

Prerequisite: DRA 215. Advanced theory and practice of stage lighting design, including research, plot and rendering, and design execution.

417. ADVANCED COSTUME DESIGN. (5-0-5)

Prerequisite: DRA 215. Advanced theory and practice of stage costume design, including research, sketch and rendering, and design execution.

430. DIRECTING II. (2-5-5)

Practical supervised application of directing a play. Prerequisite: Permission of the Director of Theatre.

450. THEATRE MANAGEMENT. (5-0-5)

A critical examination of the economic and managerial aspects of the American theatre.

460. SENIOR PROJECT. (1-5-5)

Prerequisite: Permission of the Director of Theatre. Required of all drama majors, this project will focus on the student's specialization: acting, directing, design, playwriting, theatre management or theatre history.

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

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

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

Prerequisite: Permission of the Director of Theatre. Tutorial investigation of a topic of special interest.

PSYCHOLOGY

William W. McDaniel, Chairperson

Professors: Deal, McDaniel

Associate Professors: Gillis, Hendry, Jarvie, Lindsay

Assistant Professor: Lancaster

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 105; GEO 101; HIS 201, 202, 212, 215; 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, 225, 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. 5 hours in experimental/physiological/comparative psychology chosen from: PSY 350, 374, 455, 460, 461, 462, 470, or 487
5. 5 hours in social/developmental/personality area of psychology chosen from: PSY 250, 323, 324, 351, or 451
6. 5 hours in applied/counseling/clinical/testing psychology chosen from: PSY 370, 448, 452, 453, 456, 458, 459, 464, or 488
7. 15 additional hours in psychology chosen from courses listed above or others not taken elsewhere in program. No more than a total of 10 hours of independent study and internship may be counted toward these 15 additional hours.

Note: Seminars, independent studies and internships do not satisfy area requirements.

Degree Requirements	0-20
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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.S. DEGREE WITH A MAJOR IN PSYCHOLOGY

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 (5 hours)

2. Selections from: (25 hours)

ART 103; ECO 270; DRA 105; GEO 101; HIS 201, 202, 212, 215; 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, 225, 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 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. 5 hours in experimental/physiological/comparative psychology chosen from: PSY 350, 374, 455, 460, 461, 462, 470, or 487.

5. 5 hours in social/developmental/personality areas of psychology chosen from: PSY 250, 323, 324, 351, or 451.

6. 5 hours in applied/counseling/clinical/testing psychology chosen from: PSY 370, 448, 452, 453, 458, 459, 464, or 488.

7. 15 additional hours in psychology chosen from courses listed above or others not taken elsewhere in program. No more than a total of 10 hours of independent study and internship may be counted toward these 15 additional hours.

Note: Seminars, independent studies and internships do not satisfy area requirements.

Degree Requirements 10-15

1. Additional courses from natural sciences, mathematics, or computer science. (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.

Electives (Students may use these hours to complete other minors or majors)30-40

Total 186

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)

NOTE: No more than a total of 5 hours of independent study and internship may be counted toward the 25 hours needed for the minor.

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 counseling laboratory, 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.

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. Strongly recommended prerequisite MAT 225. An introduction to the basic descriptive and inferential statistical methods used in the behavioral sciences.

320. EXPERIMENTAL PSYCHOLOGY. (3-4-5) F, W, S

Prerequisites: PSY 201 and a C or better in PSY 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, S

Prerequisite: PSY 201. The physiological, intellectual, social, and emotional factors in child development.

324. ADOLESCENT PSYCHOLOGY. (5-0-5) Su

Prerequisite: PSY 201. A consideration of basic studies dealing with adolescence, with emphasis on developmental tasks and problems.

350. ELEMENTARY SOCIOBIOLOGY. (5-0-5) S Even years

(Cross listed as ZOO 350)

351. SOCIAL PSYCHOLOGY. (5-0-5) W, Su

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)

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.

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.

453. MARRIAGE AND FAMILY THERAPY. (5-0-5) F

Prerequisite: PSY 201. An introduction to principles and theoretical approaches.

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.

458. PSYCHOLOGICAL ASSESSMENT OF CHILDREN. (5-0-5) W

Prerequisite: PSY 456. Familiarity with the most commonly used psychological techniques with child 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 of children as part of a comprehensive psychological evaluation.

459. PSYCHOLOGICAL ASSESSMENT OF ADULTS. (5-0-5) S

Prerequisite: PSY 456. Familiarity with the most commonly used psychological 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 of adults as part of a comprehensive psychological evaluation.

460. BIOLOGICAL PSYCHOLOGY I. (5-0-5) F

Prerequisites: PSY 201 and BIO 123. An examination of neural and endocrine mechanisms of behavior. Topics include: issues in neuroscience, neuron and glial cell anatomy and function, neural transmission and neurotransmitters, neuropharmacology, gross neuroanatomy, development and evolution, internal regulation, states of consciousness, learning and memory, affective and psychotic disorders, and recovery from brain damage. (Cross listed with ZOO 460.)

461. BIOLOGICAL PSYCHOLOGY II. (2-6-5) W

Prerequisite: PSY or ZOO 460 or equivalent. An introduction to neuroscience research techniques with small mammals (rodents). Topics include: issues of animal care, handling and welfare; circadian rhythms, injections, euthanasia; animal pain, anesthesia and analgesic basic stereotaxic surgery (cortical and subcortical); perfusion, organ removal and preservation; neuroanatomical tracers, neurohistology and microscopy; behavioral methodologies; conducting experiments in behavioral neuroscience. (Cross listed with ZOO 461.)

462. PSYCHOPHARMACOLOGY. (5-0-5) Su

Prerequisites: 10 hours of psychology and 10 hours biology or chemistry, or permission of instructor. A survey of drugs that influence the brain and behavior. The course focuses on mechanisms of drug action, chemical neuroanatomy, neural hypotheses of functional disorders, as well as progressive neuropathologies and their treatment. (Cross listed as ZOO 462.)

463. THEORIES OF PERSONALITY. (5-0-5) F, Su

Prerequisite: PSY 201. The historical development of the study of personality, the methods of studying personality, and major theories of personality.

464. THEORIES OF PERSONALITY AND COUNSELING. (5-0-5) W, Su

Prerequisite: PSY 201. An overview of historic and contemporary theories of personality. Special emphasis will be given to the application of each theory in the practice of counseling.

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.

47-E. SEMINAR. (5-0-5) F, W, S

Prerequisite: 15 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, psychological disorders, and behavioral change in institutional populations.

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 (including PSY 456 and a total of at least ten upper division hours), 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. Credit five to fifteen hours.

499. ADVANCED GENERAL PSYCHOLOGY (5-0-5) F, Su

Prerequisites: PSY 201, 315, 320 or an undergraduate degree in any discipline. A comprehensive review of the concepts, principles, theories, issues, and methodology of the major areas of contemporary psychology. Recommended as preparation for the exit examination advanced psychology portion of the GRE, and preparation for the study of psychology at the graduate level. Hours earned by taking this course do not contribute to the 45 hours required for the major in Psychology or the 25 hours required for a minor in Psychology.

SCHOOL OF BUSINESS

Jo Ann Jones, Dean
Ronald D. McNeil, Assistant Dean

PURPOSE

The School of Business has as its central aim teaching excellence in order 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 pursues a total quality management philosophy by which its processes and activities support the mission of the school and institution.

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 of Business is composed of professors who have educational backgrounds and practical business experiences. The School of Business faculty engages in research and professional activities to support the teaching mission of the school and to ensure quality and timely educational experiences for our diverse student body which allows them to support the School's mission.

The School of Business has a broad-based public service program which includes the Center for Business and Economic Research, 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.

Georgia College, through its School of Business, is nationally accredited by and is a member of the Association of Collegiate Business Schools and Programs (ACBSP) for the offering of the following degree programs: (1) At the graduate level, for the Masters of Business Administration (MBA) and the Masters of Management Information Systems (MMIS) degrees; and (2) At the undergraduate level for the Bachelor of Business Administration (BBA) degree, and for the Bachelor of Science (BS) degree with a major in Business Education.

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 Degree with majors in accounting, art marketing (in cooperation with the Art Department), 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 information systems, communications, economics, finance, international studies, management, and marketing. A minor for non-business 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 curricular 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, Middle Georgia Technical Institute, the Greater Macon Chamber of Commerce, Milledgeville/Baldwin County Chamber of Commerce, Dublin/Laurens County Chamber of Commerce, Warner Robins/Houston County Chamber of Commerce, and Perry Area Chamber of Commerce have formed a consortium to join the Small Business Development Center at the University of Georgia to operate the Central Georgia Small Business Development Center. The center, located in Macon, provides counseling services for small business operators, continuing education programs, and linkage with the University of Georgia Small Business Development Center, the Small Business Administration, and the Center for Business and Economic Research.

CENTER FOR BUSINESS & ECONOMIC RESEARCH

The Center for Business and Economic Research works as a faculty research and public services outreach organization. The center promotes original business and economic research and development projects by School of Business faculty in their areas of expertise in the Georgia College service area.

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

Areas I, II, III (See Core section of this catalog)	Hours 60
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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. Business majors must take either Psychology or Sociology in Area III.

Wellness	6
Area IV*	30

1. ACT 251, 252 (10 hours)
2. ECO 271 (5 hours)
3. ECO 272 (5 hours)
4. ISC 209; 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 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; ISC 209; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: 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, ISC 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. or for the individual wishing to operate his or her own business.

ACCOUNTING

Dixie C. Trimble, Chairperson

Associate Professors: Goff, Rouk, D. Trimble

Assistant Professors: R. Jones, King, Moore, Stockard, C. Trimble

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. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.

Wellness 6

Area IV* 30

1. ACT 251, 252 (10 hours)
2. ECO 271 (5 hours)
3. ECO 272 (5 hours)
4. ISC 209; 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; ISC 209; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: 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. Beginning in 1998, Georgia Law provides that those individuals who have not previously taken The Uniform Certified Public Accountants Examination will be required to have a minimum of 225 quarter hours of college course work including a baccalaureate degree. Appropriate undergraduate or graduate coursework will be offered by Georgia College to meet this requirement.

ACCOUNTING (ACT)

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

A study of the underlying principles of accounting. The theory and application of the double-entry system, financial statements, accounting procedures and data processing, and other accounting techniques relating to service and merchandising firms. Among other topics is a broad study of current and long-term assets.

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

A continuation of Accounting Principles I, including financial statement analysis; the statement of cash flows; international accounting; the managerial aspects of accounting which include traditional and JIT product costing.

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 non-accounting 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 cash flows.

353. INTERMEDIATE ACCOUNTING III. (5-0-5)

Prerequisite: 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 statements, 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 registration.

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. JIT, job order, process, and standard cost systems are studied as they apply to service, manufacturing, and merchandising industries.

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

Prerequisite: ACT 352, 451; ISC 209 or ISC 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 351 or permission of adviser. 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, corporations, estates, trusts, and other entities.

457. AUDITING. (5-0-5)

Prerequisite: ACT 352 and 353 or permission of instructor. A study of the theory and practice of auditing. The course provides a foundation of concepts and methods that enables auditors to express an opinion on management assertions. Auditing standards, ethics, internal control, government regulation, and 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.

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

Investigation of a topic of special interests, with reports given to the instructor. 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 in the private and public sector. Approval of the department chairperson is required prior to registration.

LEGAL ENVIRONMENT OF BUSINESS (LEB)

307. LEGAL ENVIRONMENT OF BUSINESS I. (5-0-5)

Jurisprudence, the legal process, regulation of competition, consumers. A study of patterns and processes of legal regulations.

308. LEGAL ENVIRONMENT OF BUSINESS II. (5-0-5)

A study of the law of commerce including secured transactions, commercial paper and sales under the Uniform Commercial Code.

INFORMATION SYSTEMS AND COMMUNICATIONS

Richard Bialac, Chairperson

Professors: Bialac, Bloodworth, W.A. Jones, Katz, Wise

Associate Professors: Clinton, Glover, Hawkins, Kincaid

Assistant Professors: Kastory

INTRODUCTION

INFORMATION SYSTEMS AND COMMUNICATIONS (ISC)—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 Information Systems.

The Information Systems Program is designed to develop an in-depth hands-on understanding of the use of computers in business. The ISC curriculum emphasizes technical knowledge of computer hardware and software systems, competency in applying systems analysis and design strategies and techniques and programming skills. The ISC 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. Graduates meet the requirements for a T-4 teaching certificate.

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 the office environment.

DEGREES OFFERED

1. Bachelor of Business Administration with a major in 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 INFORMATION SYSTEMS

	Hours
Areas I, II, III (See Core section of the catalog)	60
<p>Note: Courses taken in Areas I, II, III can be used to satisfy other requirements. ISC 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. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.</p>	
Wellness	6
Area IV*	30
1. ACT 251, 252 (10 hours)	
2. ECO 271 (5 hours)	
3. ECO 272 (5 hours)	
4. ISC 209; 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.	
Information Systems Major Requirements	(45)
1. ISC 325, 326, 335, 405, 406, 435, 470 (35 hours)	
2. 300-400 level business electives (10 hours)	

NOTE: A grade of "C" or better is required in all Information Systems courses to graduate with a degree in Information Systems.

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; ISC 209; 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.

TRANSFER CREDIT

Information Systems courses may be accepted if they were taken at an accredited college and the student received a grade of B or better. A student must take at least 20 hours of Information Systems courses at Georgia College to receive a degree in Information Systems. At least 10 hours of these Information Systems courses will be required courses in the curriculum.

BS DEGREE WITH A MAJOR IN BUSINESS EDUCATION

	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. Business Education majors are required to take MAT 111 or its equivalent. Speech 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.	
Wellness	6
Area IV*	30
1. EFS 204, 295 (10 hours)	
2. ECO 271, 272 (10 hours)	
3. ISC 209, COM 237 (10 hours)	
Major Requirements	70
Business Major Requirements*	(45)
1. Area IV courses as listed above, plus the following business major requirements:	
2. ACT 251, 252, FIN 300, LEB 307, MGT 301, 340, 371, 499, and MKT 361.	
Business Education Major Requirements	(25)
1. ISC 335 (5 hours)	
2. BOA 226, 328, 330 (15 hours)	
3. EFS 455, EFS 461 (5 hours)	
Teacher Certification	25
1. EEX 364, EFS 400, 455, 461, 490, 493, EIT 301, 306 (25 hours)	
Total	191

*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors. ACT 251, 252; ECO 271, 272; ISC 209; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: 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

	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. Office Administration 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. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.

Wellness	6
Area IV*	30
1. ACT 251, 252 (10 hours)	
2. ECO 271, 272 (10 hours)	
3. COM 237 (5 hours)	
4. ISC 209 (5 hours)	
Major Requirements	90
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.	
Office Administration Requirements	(55)
1. BOA 226, 227, 328, 420 (20 hours)	
2. ISC 335 (5 hours)	
3. Select either of the following sequences:	
BOA 330, ISC 365 and 415 (15 hours)	
OR	
ISC 325, 326 and 405 (15 hours)	
4. Business electives at the 300-400 level (10 hours)	
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	
	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; ISC 209; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: 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 INFORMATION SYSTEMS—BUSINESS MAJORS

25 quarter hours, distributed as follows:

1. ISC 325, 335, 405, 435, 470 (25 hours)

NOTE: A grade of "C" or better is required in all Information Systems courses to graduate with a minor in Information Systems for business majors.

MINOR IN INFORMATION SYSTEMS—NONBUSINESS MAJORS

25 quarter hours, distributed as follows:

1. ISC 209, or CSC 201 (5 hours)
2. ISC 325, 335, 405, 435 (20 hours)

NOTE: A grade of "C" or better is required in all Information Systems courses to graduate with a minor in Information Systems for non-business majors.

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. Graduates may also be employed in commercial training departments or organizations.

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. 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; office supervisors; executive, medical, or legal secretaries. The skills graduates have are oriented toward the modern computer based office.

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. Telecommunications, 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. The use of high standard and ethical procedures in gathering and presenting data are emphasized.

428. MANAGERIAL COMMUNICATION. (5-0-5)

This course is designed to meet the needs of all students planning a career in business. Included are the communications carried out by managers in organizations, 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)

125. KEYBOARDING I FOR INFORMATION PROCESSING. (5-0-5)

The development of correct keyboarding techniques and the application of these techniques to writing letters and term papers.

226. KEYBOARDING II. (5-0-5)

Prerequisite: Keyboarding speed of 35 wpm or permission of instructor. Increased development of skill through speed building and job production activities. Records management is included in this course.

227. KEYBOARDING III. (5-0-5)

Prerequisite: BOA 226. Production 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, judgement, 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 assistant. 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. Proficiency in the use of electronic calculators, dictating or transcribing procedures, and new office technology. Business mathematics is included in this course.

330. WORD PROCESSING I. (5-0-5)

Originating and producing data of the administrative assistant and correspondence assistant in an information processing system.

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.

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.

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

Investigation of a topic of special interest, with reports given to instructor. 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 in the private or public sector. Approval of the department chairperson is required prior to registration.

INFORMATION SYSTEMS (ISC)

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. Students may not take both ISC 209 and 309 for credit.

220. PC OPERATING SYSTEMS AND HARDWARE MANAGEMENT. (1-0-1)

This one hour service course gives students an introduction to PC operating systems common in the business environment. Management procedures for hard disks are also covered. The course is taught in the electronic classroom.

222. ELECTRONIC SPREADSHEETS. (1-0-1)

This one hour service course gives students an introduction to electronic spreadsheets as used in a business.

224. PC DATA BASE MANAGEMENT SYSTEMS. (1-0-1)

This one hour service course gives students an introduction to database management programs as used in a business environment. Basic database operations are presented within a popular PC program. This course is taught in the electronic classroom.

291. 292H HONORS SEMINAR. (2-0-2)

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

309. COMPUTER APPLICATIONS IN BUSINESS. (5-0-5)

History, jargon, and concepts of dataprocessing. Intended for students with previous computer experience. Extensive hands-on use of wordprocessing and spreadsheets. Will substitute for ISC 209. Both courses may not be taken for credit. This course cannot be used for credit in Area IV.

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. APPLICATIONS PROGRAMMING I. (5-0-5)

Prerequisite: ISC 209 or 309. This course is an introductory programming course. Students learn to solve business problems using the COBOL programming language. Documentation tools such as flowcharts, file-layouts, pseudocode, structured programming, and other techniques are utilized by the student to generate correct modular programming code.

326. APPLICATIONS PROGRAMMING II. (5-0-5)

Prerequisites: ISC 325. This course builds on the principles introduced in ISC 325. At this level, students write COBOL programs for more advanced reporting, deal with interactive conditions, learn about relative, direct, and indexed files, and are introduced to interactive processing.

327. APPLICATIONS PROGRAMMING III. (5-0-5)

Prerequisite: ISC 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. Uses the RPG programming language.

335. INTRODUCTION TO MICROCOMPUTERS. (5-0-5)

Prerequisite: ISC 209 or 309 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: ISC 325 and 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.

365. DESKTOP PUBLISHING. (5-0-5)

This course is designed to introduce the student to basic design concepts relating to business publications. Software programs and equipment which allow the integration of text and graphics are evaluated. During the course the student will create examples of typical business publications such as newsletters, brochures, catalogs and reports.

405. SYSTEMS ANALYSIS AND DESIGN. (5-0-5)

Prerequisite: ISC 325 and 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, data definition, and data dictionaries are covered.

406. SYSTEMS ANALYSIS AND DESIGN PROJECT. (5-0-5)

Concepts introduced in ISC 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. Data communications are discussed.

415. DESKTOP PRESENTATIONS. (5-0-5)

This course is designed to introduce the student to software programs and equipment which allow the development of effective business presentations. The role of the computer and the interaction of various media in displaying corporate information to small as well as large groups is explored. During the course the student will create a variety of representations for business data such as slides, video and audio tapes, and overheads.

425. INFORMATION SYSTEMS SEMINAR. (5-0-5)

Prerequisite: ISC 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 current literature as well as their experience in a particular area.

435. DATABASE MANAGEMENT SYSTEMS. (5-0-5)

Prerequisite: ISC 335 or ISC 310. 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.

44X. SPECIAL TOPICS. (Var.)

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: ISC 326 and 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: ISC 406. This course is a capstone course which helps the student integrate all concepts taught in the IS curriculum with the real world. Students perform a structured study of live business applications through site visits and reports. Ethical issues of information systems are discussed.

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

Investigation of a topic of special interest, with reports given to the instructor. 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 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, K. Jones, Samprone, Speir, Wolfenbarger

Associate Professor: Farr

Assistant Professors: Lord, Soundararajan

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

	Hours
Areas I, II, III (See Core section of this catalog)	60
<p>Note: Courses taken in Areas I, II, III can be used to satisfy other requirements. Economics 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. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.</p>	
Wellness	6
Area IV*	30
1. ECO 271 (5 hours)	
2. ECO 272 (5 hours)	
3. ACT 251, 252 (10 hours)	
4. ISC 209; 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	
Economics Major Requirements	(45)
1. ECO 471, 472, 476 (15 hours)	
2. 300-400 level economics electives (20 hours)	
3. 300-400 level business electives (MGT 444 preferred) (10 hours)	
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; ISC 209; 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, 475 (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 nonbusiness 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.

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. Cross listed as HIS 341.

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)

Prerequisite: ECO 271 and 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 and 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 organizations and government. Emphasis on industry structure and performance. Includes government policies concerning regulation, control, and promotion of business enterprise.

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

Investigation of a topic of special interest, with reports given to the instructor. 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 in the private or public sector. Approval of the department chairperson is required prior to registration.

FINANCE (FIN)

300. BUSINESS FINANCE I. (5-0-5)

Prerequisites: ACT 251, 252, and ECO 271, 272, or ECO 270 and MGT 301. 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, MGT 301. A continuation of Business Finance I. A study of valuation, the cost of capital, leverage, and corporate long term financing decisions.

334. PERSONAL FINANCE. (5-0-5)

Prerequisite: FIN 300. A survey of the principles of planning and managing personal income, insurance, and investments. (Not open to Finance Minors.)

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 and 272. 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. This is a regular scheduled course with class attendance required.

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

Investigation of a topic of special interest, with reports given to the instructor. 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: Brumfield, Carpenter, Coleman, Craft, Harlow, McNeil, Yehle

Associate Professor: Phillips

Assistant Professors: Burgar, Dent-Crews, Frankenberger, Krilowicz, Maine, Wahlers

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

	Hours
Areas I, II, III (See Core section of this catalog)	60
<p>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. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.</p>	
Wellness	6
Area IV*	30
1. ECO 271 (5 hours)	
2. ECO 272 (5 hours)	
3. ACT 251, 252 (10 hours)	
4. ISC 209; 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.	
Management Major Requirements	(45)
1. MGT 342, 384, 443, 444 (20 hours)	
2. MGT elective (MGT 447 preferred) (5 hours)	
3. 300-400 level Business Electives (20 hours)	
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; ISC 209; and mathematics are general prerequisites for BBA candidates to enroll in upper-division business courses.

NOTE: 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, 443, 444 (15 hours)
2. 300-400 level Management course (5 hours)

Five 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. ORGANIZATIONAL 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.

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.

384. QUANTITATIVE METHODS. (5-0-5)

Prerequisite: MGT 371. 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.

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. COLLECTIVE BARGAINING/LABOR 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, and the collective bargaining process.

445. COMPENSATION AND BENEFITS. (5-0-5)

Prerequisite: MGT 444 or permission of instructor. Basic compensation and benefits systems. Topics include a study of the employment environment and its impact on compensation programs, including job evaluation methods and salary determinations. Benefit programs and governmental policy implications will be considered.

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.

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

Investigation of a topic of special interest, with reports given to the instructor. 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

James F. Wenthe, Chairperson

Professors: Boewadt, Long, Wenthe

Assistant Professor: Forrest

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

	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. Art 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. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.	
Wellness	6
Area IV*	30
1. ECO 271 (5 hours)	
2. ECO 272 (5 hours)	
3. ACT 251, 252 (10 hours)	
4. ISC 209; COM 237 (10 hours)	
Major Requirements	100
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.	
Art Marketing Major Requirements	(65)
1. MKT 362, 367, 466, 498 (20 hours)	
2. Approved 300-400 level MKT course (MKT 370 preferred) (5 hours)	
3. ART 204, 205, 206, 212, 330 (20 hours)	
4. ART 322, 360, 384, 386 (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.	
Total	196

*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: 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. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.

Wellness 6

Area IV* 30

1. ECO 271 (5 hours)
2. ECO 272 (5 hours)
3. ACT 251, 252 (10 hours)
4. ISC 209 or 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, 461, 466, 498 (20 hours)
2. 15 hours of marketing electives chosen from the following:
MKT 363, 365, 367, 369, 370, 372, 382, 384, 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; ISC 209; 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 366, 365, 367, 369, 370, 382, 389, 464, 466, 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)

Prerequisite: Junior standing. 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 study of the decision process and the internal and external influences on consumer behavior with an emphasis on the development of market strategy.

363. PRINCIPLES OF LOGISTICS IN BUSINESS. (5-0-5)

Prerequisite: MKT 361. A study of logistics operations in business with special emphasis on the importance 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.

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.

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.

372. BUSINESS ETHICS. (5-0-5)

Prerequisite: 15 hours of business courses. An introduction to the ethical philosophies Deontology, Utilitarianism, and the theory of Justice with special emphasis on developing analytical ability to deal with ethical problems encountered in the business world. Applications and case studies in accounting, economics, finance, information systems, communication, management, marketing, and international issues will be included.

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.

384. QUANTITATIVE METHODS. (5-0-5)

Prerequisite: MGT 371. 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.

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.

466. 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.

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

Investigation of a topic of special interest, with reports given to instructor. Approval of the department chair and supervising faculty member 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.

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 and supervising faculty member is required prior to registration.

SCHOOL OF EDUCATION

Edward M. Wolpert, Dean
James Wolfgang, Assistant Dean

PURPOSE

The School of Education offers courses, programs, and services 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 and other school personnel, 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. 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 Professional Standards Commission 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 Professional Standards Commission. 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
 - History
 - Mathematics
 - Political Science
 - Science (with Biology or Chemistry)
 - Social Science
- All Grades (K-12)
 - Art Education
 - Foreign Language (French or Spanish)
 - Health and Physical Education
 - Health Education
 - Instructional Technology (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 Professional Standards Commission 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, 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 2.25 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 winter 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.

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, he/she 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 Professional Standards Commission for certification. The standard certificate awarded is the T-4, Teachers Professional Four Year 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 or near the completion of their approved program. Information about the TCT is available from the Coordinator of Field Experiences, the Coordinator of Testing, or from the chairperson of the department in which the particular certification program is located.

The T-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, T-5, T-6, T-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

Frank Thompson, Chairperson

Professors: Baugh, Britt, Callaway, Lowney, Souter, Thompson, Wolpert

Associate Professors: Meyer, Powell

Assistant Professors: Daugherty, Warren, 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, and Middle Grades 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 (Early Childhood, Middle Grades and Secondary Programs) have been approved by the Georgia Professional Standards Commission 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 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:
 - Business Education (7-12)
 - Early Childhood Education (K-4)
 - English (7-12)
 - Mathematics (7-12)
 - Middle Grades Education (4-8)
 - Natural Science (7-12)
 - 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, 295, 400, 455, 490, 493, EEX 364, EIT 301, 306

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 English take EMG 450; students majoring in art take ART 315. Students take the Area IV Core Curriculum courses as specified in their major.

Students majoring in one of the natural sciences, social sciences, mathematics, modern foreign languages, or English must enroll in one of the following courses concurrently with EFS 455: EFS 456 (science), EFS 457 (English), EFS 458 (mathematics), EFS 459 (social sciences), or EFS 460 (modern foreign languages).

B.S. DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

	Hours
Areas I, II, III (See Core section of the catalog)	60
Note: Courses taken in Areas I, II, III can not be used to satisfy other program 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 105 (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; ISC 209, CSC 201 (10 hours)	
Both MUS 102 and ART 103 must be taken (one in area I and the other in area IV)	
Major Requirements	93
1. EFS 204, 295 (10 hours, Area IV)	
2. EFS 301, EIT 301, 305, 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	189

Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog and by the student's adviser.

B.S. WITH MAJOR IN MIDDLE GRADES EDUCATION

	Hours
Areas I, II, III (See Core section of the catalog)	60
Note: Courses taken in Areas I, II, III can not be used to satisfy other program 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 105 (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; ISC 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 101 is also strongly recommended.
3. EFS 301, 490, EMG 315, 351, 410, 440, 450, 451, 452, 492, EIT 300, 305, MAT 300, EEX 364, PEM 316 (73 hours)

Total	189
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Note: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog and by the student's adviser.

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 2.5 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 fails 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)

302. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS I. (3-4-5)

Prerequisites: EFS 204, 295 plus completion of core requirements. Major emphasis will be on learning process, student-teacher interactions, and group dynamics.

303. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS II. (1-4-3)

Prerequisites: EFS 204, 295 plus completion of core requirements. Major emphasis will be on learning process, student-teacher interactions, and group dynamics.

304. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS III. (1-2-2)

Prerequisites: EFS 204, 295 completion of core requirements. Major emphasis will be on learning process, student-teacher interactions, and group dynamics.

315. GENERAL SCIENCE FOR EARLY CHILDHOOD EDUCATION. (1-8-5)

Prerequisites: EFS 204, EFS 301, EEC 351, ELM 400. The basic processes of science appropriate for teaching young children.

316. FIELD BASED GENERAL SCIENCE FOR EARLY CHILDHOOD EDUCATION I. (2-4-3)

Prerequisites: EFS 204, 295. A study of science concepts appropriate for young children.

317. FIELD BASED GENERAL SCIENCE FOR EARLY CHILDHOOD EDUCATION II. (1-2-2)

Prerequisites: EFS 204, 295. A study of science concepts appropriate for young children.

351. READING AND LANGUAGE ARTS I. (3-4-5)

Prerequisites: EFS 204; Co-requisites: EFS 301 and ELM 400. Methods and materials for teaching the language arts.

352. FIELD BASED READING AND LANGUAGE ARTS. IA. (1-2-2)

Prerequisites: EFS 204, 295. Methods for teaching the language arts.

353. FIELD BASED READING AND LANGUAGE ARTS. IB. (1-2-2)

Prerequisites: EFS 204, 295. Methods for teaching the language arts.

354. FIELD BASED READING AND LANGUAGE ARTS. IC. (1-0-1)

Prerequisites: EFS 204, 295. Methods 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 EIT 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.

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411. FIELD BASED SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION I. (1-4-3)

Prerequisites: EFS 204, 295, EEC 302-304, EEC 352-354. An Analysis of basic social studies concepts that relate to curricula for young children. An awareness of multicultural values is emphasized.

412. FIELD BASED SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION II. (1-2-2)

Prerequisites: EFS 204, 295, EEC 302-304, EEC 352-354. An Analysis of basic social studies concepts that relate to curricula for young children. An awareness of multicultural values is emphasized.

450. FIELD BASED READING AND LANGUAGE ARTS IIB. (2-4-3)

Prerequisites: EFS 204, 295, EEC 302-304, EEC 352-354. Emphasis on methods and materials for language arts instruction and examination of current research in language arts.

452. READING AND LANGUAGE ARTS II. (4-2-5)

Prerequisites: EFS 204, EFS 301, EEC 351, and EIT 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. (Crosslisted as EHE 453).

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. (4-2-5)

Prerequisites: EFS 204, EFS 301, EEC 351, and EIT 400. A study of literature and writing as interactive processes in the early childhood curriculum.

461. FIELD BASED LITERATURE AND WRITING FOR YOUNG CHILDREN I. (2-4-3)

Prerequisites: EFS 204, 295, EEC 302-304, EEC 352-354. A study of literature and writing as an interactive processes. Emphasis will be placed on instructional strategies for integrating literature and writing in curriculum for young children.

462. FIELD BASED LITERATURE AND WRITING FOR YOUNG CHILDREN II. (1-2-2)

Prerequisites: EFS 204, 295, EEC 302-304, EEC 352-354. A study of literature and writing as an interactive processes. Emphasis will be placed on instructional strategies for integrating literature and writing in curriculum for young children.

481. FIELD BASED EARLY CHILDHOOD EDUCATION CURRICULUM I. (1-0-1)

Prerequisites: Admission to Teacher Education. Focuses on processes and content of program development appropriate for young children.

482. FIELD BASED EARLY CHILDHOOD EDUCATION CURRICULUM II. (1-4-3)

Prerequisites: Admission to Teacher Education. Focuses on processes and content of program development appropriate for young children.

488. FIELD BASED DEVELOPMENT OF LOGICAL THOUGHT IN YOUNG CHILDREN I. (1-2-2)

Prerequisites: EFS 204, 295, EEC 302-304, EEC 352-354. Focuses on the thinking process of young children and on concepts of mathematics appropriate for young children.

489. FIELD BASED DEVELOPMENT OF LOGICAL THOUGHT IN YOUNG CHILDREN II. (1-2-2)

Prerequisites: EFS 204, 295, EEC 302-304, EEC 352-354. Focuses on the thinking process of young children and on concepts of mathematics appropriate for young children.

490. DEVELOPMENT OF LOGICAL AND CREATIVE THOUGHT IN YOUNG CHILDREN. (2-6-5)

Prerequisites: EFS 204, EFS 301, EEC 351, and EIT 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.

492. FIELD BASE SEMINAR FOR STUDENT TEACHERS (0-4-2)

Prerequisites: Admission to Teacher Education and an academic grade average of 2.5 through Georgia College. Issues and problems related to teaching are 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. (3-14-10)

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. Computer skills are developed.

495. FIELD BASED PRACTICUM AND INTERPERSONAL RELATIONS I. (2-6-5)

Prerequisites: Admission to Teacher Education. Focuses on lesson planning, implementation of plans, and organization of daily activities for young children. Emphasis placed on interaction with parents co-workers, and professionals. Computer skills are developed.

496. FIELD BASED PRACTICUM AND INTERPERSONAL RELATIONS II. (2-6-5)

Prerequisites: Admission to Teacher Education. Focuses on lesson planning, implementation of plans, and organization of daily activities for young children. Emphasis placed on interaction with parents co-workers, and professionals. Computer skills are developed.

497. FIELD BASED STUDENT TEACHING IN EARLY CHILDHOOD I. (0-4-2)

Prerequisites: EEC 492 and completion of certification requirements. Full time teaching in grades 1-4.

498. FIELD BASED STUDENT TEACHING IN EARLY CHILDHOOD II. (0-36-12)

Prerequisites: EEC 492 and completion of certification requirements. Full time teaching in grades 1-4.

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. (4-2-5)

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. (Cross listed as NUR 295).

301. THE CHILD IN THE EDUCATIVE PROCESS. (6-4-8)

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. (2-2-3)

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.

40X. FIELD EXPERIENCES IN SECONDARY. (Var.)

Supervised experience in a secondary classroom with tutorials in child development as it relates to instruction.

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. (3-2-4)

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.

456. CURRICULUM AND METHODS IN SECONDARY SCIENCE EDUCATION. (0-2-1)

Prerequisites: EFS 204, 400 and EIT 401. Co-requisite: EFS 455. A discipline-centered curriculum and methods course in which contemporary trends in secondary science instruction are examined. The major foci are the specific application of the generic skills developed in EFS 455 to secondary science teaching. Also included are specific applications to science teaching of Projects T.E.A.C.H. and P.R.I.D.E.

457. CURRICULUM AND METHODS IN SECONDARY ENGLISH EDUCATION. (0-2-1)

A discipline-centered curriculum and methods course in which contemporary trends in English instruction are examined. The major foci are the specific applications of the generic skills developed in EFS 455 to secondary English teaching. Also included are specific applications of Projects T.E.A.C.H. and P.R.I.D.E.

458. CURRICULUM AND METHODS IN SECONDARY MATHEMATICS EDUCATION. (0-2-1)

A discipline-centered curriculum and methods course in which contemporary trends in mathematics instruction are examined. The major foci are the specific application of generic skills developed in EFS 455 to secondary mathematics teaching. Also included are specific applications of Projects T.E.A.C.H. and P.R.I.D.E.

459. CURRICULUM AND METHODS IN SECONDARY SOCIAL SCIENCE EDUCATION. (0-2-1)

The role of the social science teacher in identifying and organizing content, planning for instruction, diagnosing students, providing group interaction, assessing student learning, identifying reading problems, and promoting graphic literacy skills, inquiry skills, decision-making and value skills. A laboratory setting will provide practical, pragmatic experience.

460. CURRICULUM AND METHODS IN MODERN FOREIGN LANGUAGES. (0-2-1)

Prerequisites: EFS 204, 400 and ELM 401. Co-requisite: EFS 455. A curriculum and methods course in which contemporary trends in modern foreign language instruction are examined. The major foci are the specific applications of the generic skills developed in EFS 455 to the teaching of modern foreign language. Also included are specific applications to modern foreign language instruction of Projects T.E.A.C.H. and P.R.I.D.E.

461. CURRICULUM AND METHODS IN SECONDARY BUSINESS EDUCATION. (0-2-1)

Prerequisites: EFS 204, 400, 455, and EIT 301, 306. Methods of teaching skill subjects and basis business subjects are presented. Motivation of students, lesson planning, evaluation, techniques for presenting subject matter, and professionalism are emphasized. Current textbooks and instructional aids are examined. This course is a required course for business education majors who are seeking initial certification.

490. SEMINAR FOR STUDENT TEACHERS. (0-2-1)

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.

MIDDLE GRADES EDUCATION (EMG)**302. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS I. (3-4-5)**

Prerequisites: EFS 204, 295 plus completion of core requirements. Emphasis will be on learning process, student teacher interactions, and group dynamics.

303. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS II. (1-4-3)

Prerequisites: EFS 204, 295 plus completion of core requirements. Emphasis will be on learning process, student teacher interactions, and group dynamics.

304. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS III. (1-2-2)

Prerequisites: EFS 204, 295 plus completion of core requirements. Emphasis will be on learning process, student-teacher interactions, and group dynamics.

315. SCIENCE FOR THE MIDDLE GRADES. (1-8-5)

Prerequisite: EFS 204, EFS 301, EMG 351, and EIT 301, 306. A content course in science with emphasis on experimentation.

316. METHODS OF TEACHING SCIENCE IN THE MIDDLE SCHOOL. (1-8-5)

Prerequisites: EFS 204, EFS 301, EMG 351, and EIT 301, 306. 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.

317. FIELD BASED SCIENCE FOR FOR MIDDLE GRADES I. (2-4-3)

Prerequisites: EFS 204, 295, EMG 302-304. A study of science concepts appropriate for middle grade students.

318. FIELD BASED SCIENCE FOR MIDDLE GRADES I. (2-4-3)

Prerequisites: EFS 204, 295, EMG 302-304. A study of science concepts appropriate for middle grade students.

351. READING AND LANGUAGE ARTS I. (3-4-5)

Prerequisite: EFS 204. Co-requisite: EFS 301 and EIT 400. Methods for teaching the language arts.

352. FIELD BASED READING AND LANGUAGE ARTS IA. (1-2-2)

Prerequisites: EFS 204, 295. Methods for teaching the language arts.

353. FIELD BASED READING AND LANGUAGE ARTS IB. (2-4-3)

Prerequisite: EFS 204, 295. Methods for teaching the language.

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 EIT 301, 306. A study of the social science disciplines in the middle grades. Concepts and instructional strategies appropriate for the early adolescent will be examined.

411. FIELD BASED SOCIAL STUDIES IN MIDDLE GRADES I. (1-2-2)

Prerequisites: EFS 204, 295, EMG 302-304. A study of the social science disciplines.

412. FIELD BASED SOCIAL STUDIES IN MIDDLE GRADES II. (1-4-3)

Prerequisites: EFS 204, 295, EMG 302-304. A study of the social science disciplines.

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.

415. FIELD BASED EARLY ADOLESCENT LITERATURE I. (2-4-3)

A study of literature appropriate for early adolescent.

416. FIELD BASED EARLY ADOLESCENT LITERATURE II. (1-2-2)

A study of literature appropriate for early adolescent.

440. CURRICULUM AND METHODS FOR THE MIDDLE SCHOOLS. (5-0-5)

Prerequisites: EFS 204, EFS 301, EMG 351, and EIT 301, 306. 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.

441. FIELD BASED CURRICULUM AND METHODS FOR THE MIDDLE SCHOOLS I. (2-4-3)

Prerequisites: EFS 204, 295, EMG 302-304. Focuses on processes and content of program development appropriate for middle grades students.

442. FIELD BASED CURRICULUM AND METHODS FOR THE MIDDLE SCHOOLS II. (1-2-2)

Prerequisites: EFS 204, 295, EMG 302-304. Focuses on processes and content of program development appropriate for middle grades students.

447. FIELD BASED PRACTICUM FOR THE MIDDLE GRADES. (0-4-2)

Prerequisites: EFS 204, 295, EMG 302-304. Focuses on implementation of lesson plans and organization of daily activities for middle grades students. Computer skills are developed.

448. FIELD BASED LITERATURE, READING, WRITING IN THE CONTENT FIELDS I. (1-2-2)

Prerequisites: EFS 204, 295, EMG 302-304, EMG 352-353. A study of the reading and writing process. Emphasis will be placed on instructional strategies for integrating literature, reading and writing across the content fields.

449. FIELD BASED LITERATURE, READING, WRITING IN THE CONTENT FIELDS II. (2-4-3)

Prerequisites: EFS 204, 295, EMG 302-304, EMG 352-353. A study of the reading and writing process. Emphasis will be placed on instructional strategies for integrating literature, reading and writing across the content fields.

450. LITERATURE, READING, AND WRITING IN THE CONTENT FIELDS. (4-2-5)

Prerequisites: EFS 204, EFS 301, EMG 351 and EIT 301, 306. Corequisites: 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 EIT 301, 306. 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 EIT 301, 306. 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.

353. FIELD BASED READING AND LANGUAGE ARTS IIA. (1-2-2)

Prerequisites: EFS 204, 295, EMG 302-304, EMG 352-353. Emphasis on methods and materials for language arts instruction and examination of current research in language arts.

454. FIELD BASED READING AND LANGUAGE ARTS IIB. (1-4-3)

Prerequisites: EFS 204, 295, EMG 302-304, EMG 352,353. Emphasis on methods and materials for language arts instruction and examination of current research in language arts.

491. FIELD BASED SEMINAR FOR STUDENT TEACHERS (0-2-1)

Prerequisites: Admission to Teacher Education and a 2.5 academic grade point average on work through Georgia College. Issues and problems related to teaching included.

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.

497. FIELD BASED STUDENT TEACHING IN THE MIDDLE GRADES (0-40-14)

Prerequisites: EMG 491 and completion of certification requirements. Full time teaching in middle grades.

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

Associate Professors: Sanders, Willoughby

Assistant Professors: Allen, Culberson, Nifong, Wiggins

Instructor: Beasley, Stewart. Coordinator of Testing: Jones

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 PLACEMENT POLICY/PROCEDURE

1. All Georgia College freshmen and transfer students with fewer than 20 quarter hours credit must take the Collegiate Placement Exam (CPE). Students who have exited developmental studies at another system institution will be accepted as regular transfer students.
2. All students scoring below a scale score of 80 on the Mathematics Section of the CPE will be required to take Developmental Studies Math.
3. Students who scored below 360 on the verbal section of the SAT or who have a SAT composite score below 710 will be subject to placement in Developmental Studies reading and English, based on the following criteria:
 - a. Reading: Students who score below a scale score of 77 on the CPE must take Developmental Studies Reading.
 - b. English: Students who score below a scale score of 77 on the CPE or fail the writing section of the placement exam must take Developmental Studies English G60 and G61.
4. Students are encouraged to exhibit their best performance on the CPE since no retesting is permitted.
5. Students accepted for the Developmental Studies program are given three quarters to complete their Developmental Studies requirement(s). 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.

6. 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.
7. During each quarter of enrollment a student must first register for all required Developmental Studies courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible:

When two or three Developmental Studies areas are required and a student is enrolled in at least one Developmental Studies course, a freshman orientation course or physical education or other activity or performance courses may be taken that quarter instead of one of the required Developmental Studies courses.

In the event that a required Developmental Studies course is not available, a student may enroll in a course for degree credit if the student has met the course prerequisites, subject to the written approval of the president or designee. (Policy/Procedure 9 is applicable)

8. Developmental Studies students may not take a core course that has prerequisite skills for which the Developmental Studies course is designed.
9. Developmental Studies students may not accumulate more than 30 hours of academic credit before completing all Developmental Studies course work.
10. All Developmental Studies courses at Georgia College carry institutional credit. This credit can not be used toward a degree, nor is it transferable.
11. 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
12. To be eligible to take the exit examination (Collegiate Placement Exam), the student must be enrolled in the exit course for the area of deficiency and must have a "C" or better in the class.
13. Exit Standards
 - A. To exit a Developmental Studies area, the student must meet all criteria.

English

Students placed in G60 must pass the course by meeting course requirements to move to G61.

Students in G61 must pass the course by meeting course requirements, pass the exit writing sample and pass the English CPE on exit with a scale score of 77 or better.

Reading

If placed in G70, a student must pass the course by meeting all course requirements and must pass the CPE with a scale of 77 or above.

Mathematics

If initially placed in G50 with a CPE scale score of below 70, students must pass the course by meeting all course requirements to move to G51.

If initially placed in G51 with a CPE scale score of 70-74, students must pass the course by meeting all course requirements to move to G52.

If initially placed in G52 with a CPE scale score of 75-79, students must pass the course by meeting all course requirements and must pass the CPE with a scale score of 80 or better. The only exit from Developmental Studies mathematics is through G52.

14. 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."
15. 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.
16. Students suspended from Georgia College after four (4) quarters are not eligible for re-entry.

17. Students who have not been suspended and who wish to re-enter Developmental Studies programs to complete requirements, may be retested with the CPE if they have not taken any college work for five years.
18. Students with learning disabilities enrolled in Developmental Studies are required to fulfill all stated requirements before exiting. These students should be provided with appropriate course accommodations. Although learning disabled students must be required to meet the minimum Collegiate Placement Examination (CPE) score, they may be given extended time and/or separate administration of the test. In addition, the institution may authorize use of a calculator on the mathematics CPE if such an accommodation is supported by the learning disabled student's diagnosis. Students with learning disabilities may petition the institution through the Learning Disabilities Committee for a maximum of three additional quarters of Developmental Studies work. The documentation submitted by such students to support the petition must be consistent with the definition and criteria for evaluation provided by Regents' Policy Section 2.22. The Office of Testing must send the documentation to the Vice Chancellor for Academic Affairs at least one quarter in advance of the time the accommodation is needed. The Vice Chancellor for Academic Affairs may request additional information in considering the institution's recommendation for additional quarters.

DEVELOPMENTAL STUDIES (DST)

DEVELOPMENTAL STUDIES MATHEMATICS G50, G51, G52 are designed to prepare students for further work in mathematics. Students who are required by CPE 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.

DEVELOPMENTAL STUDIES ENGLISH G60 and G61 are designed to prepare students for further work in English. Students who are required by placement scores to take G60 will also be required to take G61. G61 is the only exit from Developmental Studies English to English 101.

G60. DEVELOPMENTAL STUDIES ENGLISH I. (5-0-5)

Prerequisite: Placement by examination or approval of the Developmental Studies Office. A course emphasizing grammar, mechanics, and paragraph writing. Students placed in G60 must also take G61.

G61. DEVELOPMENTAL STUDIES ENGLISH II. (5-0-5)

Prerequisite: G60 or approval of the Developmental Studies Office. Continuation of the study of grammar and mechanics with emphasis on essay writing.

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 College Placement 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: Failure of the Regents' Examination in the area of English 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: Failure of 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 Newberry, Acting Chairperson

Professor: Wolfgang

Assistant Professors: Ballard, Funke, Martiny, Newberry, Sofalvi, Wisynai

Instructor: Silva

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 or physical 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.

ACCREDITATION

The Health and Physical Education Programs with teacher certification, have been approved by the Georgia Professional Standards Commission 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 Physical Education: Community Physical Education.
4. Bachelor of Science with a major in Health Education: Community Health and Human Services.
5. Bachelor of Science with a major in Health Education: Exercise Science.
6. Master of Education with a major in Health and Physical Education.
7. Specialist in Education with a major in Health and Physical Education.

Information about the Master and Specialist degrees, is found in the Graduate Catalog.

B.S. DEGREE WITH A MAJOR IN PHYSICAL EDUCATION: HEALTH AND PHYSICAL EDUCATION TEACHING 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.	
Activity (Skill Developmental Activity Courses for Majors Only)	
PEM 101, 102, 103, 104, 105, 106	12
Area IV	30
ZOO 210 or PEM 200 (5 hours)	
EFS 204 (5 hours)	
PSY 201 or SOC 101 (5 hours)	
HEA 210, 251; PEM 210 (15 hours)	

Major Requirements	57
1. HEA 302, 350, 355, 420, 445 (23 hours)	
2. PEM 332, 362, 366, 367, 368, 369, 431, 432, 482 (34 hours)	
Teacher Certification	29
EEX 364, EFS 400, EIT 301, 306, PEM 492, 494 (29 hours)	
Degree Requirements	10
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.	
Total	198

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 PHYSICAL EDUCATION: COMMUNITY PHYSICAL EDUCATION

	Hours
Areas I, II, III (See Core section of catalog)	60
Note: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Activity (Skill Developmental Activity Courses for Majors Only)	
PEM 101, 102, 103, 104, 105, 106	12
Area IV	30
ZOO 210 or PEM 200 (5 hours)	
EFS 204, 295 (10 hours)	
PSY 201 or SOC 101 (5 hours)	
HEA 210, 251; PEM 210 (10 hours)	
Major Requirements	79
1. HEA 302, 350, 355, 420, (17 hours)	
2. PEM 296, 332, 362, 366, 367, 368, 369, 431, 432, 482, 492, 49Q (53 hours)	
3. SPE 309 (5 hours)	
4. WEL 220, 222, 230, 250 (4 hours)	
Degree Requirements	10
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 course must be selected with the approval of the major advisor.	
Total	191

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

	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 requirements.	
Wellness	6
Area IV	30
ZOO 210 (5 hours)	
EFS 204 (5 hours)	
PSY 201 or SOC 101 (5 hours)	
HEA 201; SPE 101; ZOO 211 (15 hours)	

Major Requirements	47
BOT 320, HEA 210, 251, 340, 350, 353, 355, 420, 445 (47 hours)	
Teacher Certification	33
EEX 364; EFS 295, 400, 490; EIT 301, 306, HEA 494 (33 hours)	
Degree Requirements	10
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.	
Electives approved by the major adviser	3
Total 189	

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

	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. HEA 201; ZOO 210, 211; ISC 209; SPE 101 (25 hours)	
2. Selection from: PSY 201 or SOC 101 (5 hours)	
Major Requirements	69
1. HEA 210, 251, 340, 350, 353, 355, 420, 445, 490, BOT 320, PEM 332 or PSY 315, HEA 324 (54 hours)	
2. Internship: HEA 49Q (15 hours)	
Degree Requirements	10
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.	
Electives approved by the major adviser	11
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 HEALTH EDUCATION: EXERCISE SCIENCE

	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.	
Activity WEL 220, 230, 240, 250, PEM 296	6
Area IV	30
1. HEA 201, HEA 251, PEM 200, ISC 209, CHE 102 (25 hours)	
2. Section from: PSY 201 or ECO 270 (5 hours)	

Major Requirements	80
1. HEA 350, 420, 428, 445, 463, 490, PEM 332, 362, 368, HEA 324, MKT 340, 361, COM 427, SPE 309 (65 hours)	
2. Internship: HEA 49Q (15 hours)	

Degree Requirements	10
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.

Total 186

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-five quarter hours distributed as follows:

1. HEA 201, 333 (8 hours)
2. PEM 210, 366, 431, 432, 482 (17 hours)

These minor 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 programs.

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.

Only courses in which a grade of "C" or higher is earned can be used to satisfy major program requirements.

Students in non-teaching certification programs are required to have a minimum cumulative GPA of at least 2.2 prior to being approved for the internship.

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 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.

Community physical education positions are available in agencies such as recreation departments, YMCA's, correctional facilities, and social services organizations. Opportunities also exist in hospital, corporate and community wellness programs.

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.

Graduates in Exercise Science are qualified for entry level and managerial positions in corporate, hospital, government, school and private health and fitness programs. Graduates will also be qualified to take several of the American College of Sports Medicine certification tests.

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 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
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 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.

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.

302. HEALTH CONCEPTS. (3-0-3)

The knowledge of scientific facts concerning the following content areas: Community Health, Environmental Health, Nutrition, Weight Control, Fitness, and Consumer Health.

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. (Cross listed as NUR 224).

326. FIELD BASED SCHOOL HEALTH I. (2-4-3)

A field based and classroom study of school health problems, student health appraisal, health record-keeping procedures, teaching methods and material, and other basic practices and procedures in health education.

327. FIELD BASED SCHOOL HEALTH II. (1-2-2)

A field based and classroom study of school health problems, student health appraisal, health record-keeping procedures, teaching methods and material, and other basic practices and procedures in health education.

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.

428. EXERCISE EVALUATION AND PRESCRIPTION. (6-0-6)

Identification and evaluation of cardiovascular and pulmonary risk factors, materials, methods and techniques of exercise prescriptions for healthy and diseased individuals.

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.

463. EXERCISE TESTING, PROMOTION, AND LEADERSHIP. (6-0-6)

Material, methods, and techniques of exercise testing, promotion, and leadership.

47A-Q. SPECIAL TOPICS. (Var. 1-15)

This course meets special needs of the students and/or the community.

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.

490. SENIOR SEMINAR. (2-0-2)

Comprehensive view of the basic issues, decision making, responsibilities, and expectations involved in internships, student teaching and professional development after graduation.

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 (TPAI) 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. SKILLS I. (0-4-2)

An introduction to the skills, rules, and strategies of fitness, archery, and golf. Attention is also given to swimming proficiency.

102. SKILLS II. (0-4-2)

An introduction to the skills, rules, and strategies of volleyball, basketball, and softball.

103. SKILLS III. (0-4-2)

An introduction to the skill and knowledge pertaining to dance, aerobics and movement.

104. SKILLS IV. (0-4-2)

An introduction to the skills, rules, and strategies of the games of flag football, soccer, and track and field.

105. SKILLS V. (0-4-2)

An introduction to the fundamentals of stunts, tumbling and gymnastics.

106. SKILLS VI. (0-4-2)

An introduction to the skills, rules, and strategies of badminton, tennis, and racquetball.

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.

296. METHODS OF EXERCISE INSTRUCTION. (1-2-2)

Materials, methods, and techniques utilized in organizing and instructing exercise classes.

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.

340. PRINCIPLES OF COACHING. (5-0-5)

Basic principles of coaching philosophy, legal aspects, budgets and finance, methods of operation, psychological applications and the application of same to program planning.

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. (4-2-5)

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. (4-2-5)

Methods, materials, and techniques of organizing and teaching physical education activities including team, individual and dual sports.

368. ATHLETIC TRAINING. (2-3-2)

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.

369. SECONDARY PHYSICAL EDUCATION PRACTICUM. (0-4-2)

Participation in teaching physical education in a secondary school setting.

431. EARLY CHILDHOOD & MIDDLE GRADES PHYSICAL EDUCATION. (4-2-5)

Comprehensive view of the decision making and teaching strategies in physical education at the early childhood and middle grade levels.

432. EARLY CHILDHOOD AND MIDDLE GRADES PHYSICAL EDUCATION PRACTICUM. (0-4-2)

Participate in teaching physical education in an early childhood and middle grades school setting.

47A-Q. SPECIAL TOPICS. (Var. 1-15)

This course meets special needs of the students and/or the community.

48A-Q. INDEPENDENT STUDY. (Var. 1-15)

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 internship, student teaching and professional development after graduation.

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.

498B-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)

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)

138 BOWLING I (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)

150 BASKETBALL (0-2-1)

151 VOLLEYBALL (0-2-1)

161 BACKPACKING (0-2-1)

162 SNOW SKIING (0-2-1)

163 CHALLENGE I (0-2-1)

164 CHALLENGE II (0-2-1)

190 SPECIAL ACTIVITIES I (0-2-1)

191 SPECIAL ACTIVITIES II (0-2-1)

48X INDEPENDENT STUDY (0-2-1)

FITNESS ACTIVITIES

- 211 CONDITIONING SWIMMING (0-2-1)
- 220 JOGGING (0-2-1)
- 222 FITNESS WALKING (0-2-1)
- 230 WEIGHT TRAINING I (0-2-1)
- 231 WEIGHT TRAINING II (0-2-1)
- 240 AEROBIC DANCE (0-2-1)
- 250 WEIGHT CONTROL (0-2-1)
- 260 RACQUETBALL I (0-2-1)
- 261 RACQUETBALL II (0-2-1)
- 265 HANDBALL I (0-2-1)
- 266 HANDBALL II (0-2-1)
- 290 ADAPTED ACTIVITIES I (0-2-1)
- 291 ADAPTED ACTIVITIES II (0-2-1)

SPECIAL EDUCATION AND ADMINISTRATION

Craig D. Smith, Chairperson

Professors: B. Powell

Associate Professors: Crews, Smith, Trice

Assistant Professors: Hennly, Sayles, Smith, Youngblood

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 Professional Standards Commission 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.
3. Master of Education with a major in Administration and Supervision
4. Master of Education with a major in Instructional Technology (Library Media)
5. Specialist in Education with a major in Administration and Supervision

NOTE: Information about graduate degrees is found in the Graduate Catalog.

B.S. DEGREE WITH A MAJOR IN SPECIAL EDUCATION

	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 105 (5 hours)	
5. BIO 125; BOT 200; ZOO 200, 210, 211; EHE 293 or SOC 293; JRN 200; HIS 201, 202, 215; GEO 101; CRJ 220; PSY 210, 250; SOC 205; MUT 101, 112 (10 hours)	
Major Requirments	71
1. EFS 204 (5 hours, Area IV)	
2. EFS 295 (5 hours, Area IV)	
3. EFS 301, EEC 351, EIT 300, 305, EFS 490, EEX 365, 467, 477, 479, 480, 494 (56 hours)	
4. EEX 471, 472, 474, 475, 476 (15 hours)	
Degree Requirements	10
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, 324, 351, 370, 448, 450, 451, 455, 456, 460, 470, 487; SOC 312, 370, 410, 424, 426, 428, 452, 465, 474 (10 hours)	

Electives	11
	Total 186

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.

INSTRUCTIONAL TECHNOLOGY (LIBRARY MEDIA)

No separate undergraduate degree is offered in Instructional Technology (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: EIT 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.

SPECIAL EDUCATION (EEX)**361. FIELD BASED EXCEPTIONAL INDIVIDUALS IN THE REGULAR CLASSROOM I. (1-4-3)**

Focuses on identification and basic techniques of teaching exceptional individuals in the regular classroom. Meets requirements of Georgia House Bill 671.

362. FIELD BASED EXCEPTIONAL INDIVIDUALS IN THE REGULAR CLASSROOM II. (1-2-2)

Focuses on identification and basic techniques of teaching exceptional individuals in the regular classroom. Meets requirements of Georgia House Bill 671.

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 Bill 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.

INSTRUCTIONAL TECHNOLOGY (EIT) LIBRARY MEDIA

300. MICROCOMPUTER SKILLS FOR ELEMENTARY TEACHERS (1-2-2)

This course provides an introduction to microcomputer operations and the development of basic skills in word processing, database management, spreadsheets and graphics. Hands-on work will be emphasized. Educational applications of concern to prospective elementary teachers are included. Students who have taken ISC 335 are exempt from this course.

301. MICROCOMPUTER SKILLS FOR SECONDARY TEACHERS (1-2-2)

This course provides an introduction to microcomputer operations and the development of basic skills in word processing, database management, spreadsheets and graphics. Hands-on work will be emphasized. Educational applications of concern to prospective secondary teachers are included. Students who have taken ISC 335 are exempt from this course.

305. INSTRUCTIONAL TECHNOLOGY IN THE ELEMENTARY CLASSROOM (2-2-3)

Prerequisite: EIT 300, ISC 335 or permission of the instructor. This course builds experience and competence in working with various aspects of instructional technology, including instructional materials production, information access skills, and networking/telecommunication skills. Techniques for the effective utilization of these technologies in the elementary classroom are emphasized.

306. INSTRUCTIONAL TECHNOLOGY IN THE SECONDARY CLASSROOM (2-2-3)

Prerequisite: EIT 301, ISC 335 or permission of the instructor. This course builds experience and competence in working with various aspects of instructional technology, including instructional materials production, information access skills, and networking/telecommunications skills. Techniques for the effective utilization of these technologies in the secondary classroom are emphasized.

307. FIELD BASED MICROCOMPUTER SKILLS I. (0-2-1)

Emphasis on planning, selection production of media, computer skills, and equipment operation.

308. FIELD BASED MICROCOMPUTER SKILLS II. (0-2-1)

Emphasis on planning, selection production of media, computer skills, and equipment operation.

309. FIELD BASED MICROCOMPUTER SKILLS III. (0-2-1)

Emphasis on planning, selection production of media, computer skills, and equipment operation.

310. FIELD BASED MICROCOMPUTER SKILLS IV. (0-2-1)

Emphasis on planning, selection production of media, computer skills, and equipment operation.

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.

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 TO 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: EIT 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: EIT 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.

48B-E. INTERNSHIP (Var.)

Supervised work and practical experience in the media field, including library, media center, television studio photography, etc.

SCHOOL OF NURSING

Pamela C. Levi, Dean

Professors: Holder, Levi

Associate Professors: Brown, Colvin, Long, Osborne, Siler

Assistant Professors: Burgamy, Johnson, Loper, Ormond, Russell, Sweeney, Tobias, Toney

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.

	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 II: A two course sequence in laboratory science required; MAT 101; CHE 101 (20 hours)	
Area III: SOC 101 is recommended	
Wellness	6
Area IV	30
ZOO 210, 211 (10 hours)	
Will accept a 5-hour Microbiology transfer course (5 hours)	
PHY 101, 201, 203 (5-10 hours)	
PHI 200, 250; PSY 201, 250; SOC 101, 205; CSC 201 (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.	
Major Requirements	94
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 484 (94 hours)	
2. Selection from: PSY 315, MAT 225, 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 summer junior classes (Macon Campus) should be submitted by March 1. Applications for the fall junior class (Residential Campus) should be submitted by April 1.

Students who are accepted into the junior nursing class will be required to have a current physical examination, Immunization Record, liability insurance, health insurance, uniforms, and current CPR certification.

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 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 the senior year. Failure to pass the examination will result in a student having to complete a remediation program followed by a retake of an examination. Any student not passing the exit examination will be individually received by the Admission and Progression Committee of the School of Nursing. Additional nursing studies/courses specified by the Admission and Progression Committee of the School of Nursing 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 and sequences of courses may be obtained from the School of Nursing. Registered nurse students must 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.

THE MACON CAMPUS

The undergraduate nursing courses for students who are not registered nurses are offered within a non-traditional schedule at the Macon Campus. This program option consists of two courses per quarter for nine consecutive quarters. A new class is admitted each June.

Nursing courses are generally scheduled from 5:00 p.m. to 10:00 p.m. two evenings per week and from 7:00 a.m. to 3:00 p.m. on Saturdays or Sundays.

Core curriculum courses (non-nursing) may be taken at any college convenient to the student. Students should consult nursing faculty at Georgia College before selecting core curriculum courses. Requirements for the program at The Macon Campus are the same as those for the program on campus with one exception: the application deadline for The Macon Campus is March 1st.

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. (Cross listed as EFS 295).

314. NURSING PROCESS—THEORY AND PRACTICE. (4-4-6)

Prerequisite: Acceptance into nursing major or permission of instructor. This course is designed to teach the process of health assessment of the adult client.

316. PEDIATRIC HEALTH ASSESSMENT. (5-0-5)

Prerequisite: NUR 314 or equivalent. Prepares students to perform health assessments on child clients. Developmental theories are examined. Health promotion within the context of the family is emphasized.

*324. NURSING PROCESS—CONCEPTS AND INTERVENTIONS. (4-6-7)

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)

Prerequisite: Acceptance into nursing major. Utilizing select theoretical and conceptual constructs, the discipline's approach to problem solving is introduced. Consideration is given to the individual and to the family as context. Communication, teaching, research, and legal aspects of nursing are introduced.

*344. NURSING PROCESS WITH ADULTS I. (4-6-7)

Prerequisite: NUR 224, 314, 324, 334. This course focuses on the use of nursing process in providing holistic care for clients with prevalent health problems. The course begins with an orientation to adults, their developmental tasks, and their health considerations.

*354. NURSING PROCESS FOR MENTAL HEALTH PROMOTION I. (3-6-6)

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.

*364. NURSING PROCESS—CHILDBEARING PHASE OF FAMILY CYCLE. (4-6-7)

Prerequisite: NUR 314, 324, 334. Parent-child nursing with clients and families experiencing pregnancy and childbearing. Major emphasis is invested in establishment of positive coping patterns and enhancement of growth and development through nursing intervention with individuals and families at various points along the childbearing health-illness continuum.

366. NURSING PROCESS—CHILDBEARING PHASE OF FAMILY LIFE CYCLE. (4-6-7)

Prerequisite: NUR 314, 324, 334, 344. Parent-child nursing with children and families in the child rearing phase of the family life cycle. Major emphasis is given to enhancement of growth and development through nursing interventions with children and families.

376. PHARMACOLOGY AND DRUG THERAPY FOR NURSES. (5-0-5)

Prerequisite: NUR 324. The properties theories and physiologic processes associated with drug therapy are explored. Emphasis is on developing and understanding a holistic approach to medication administration and education of clients and families.

404. LEADERSHIP AND MANAGEMENT. (3-0-3)

Prerequisite: Completion of junior level courses. The nurse as leader and manager within the health care system is examined. Consideration is given to leadership styles, organizational and management theories, economic parameters, and strategies for human resource management.

414. NURSING RESEARCH. (4-0-4)

Prerequisite or Corequisite Statistics Prerequisite: NUR 344. Foundations upon which scientific investigations in the health care system are based and their applications; to nursing practice are explored. Nursing research methodologies and supportive theories as studied for the purpose of expanding the scientific basic of nursing.

434. NURSING PROCESS FOR MENTAL HEALTH PROMOTION II. (3-6-6)

Prerequisite: Completion of junior level courses. The focus of the course is on crisis intervention. Emphasis is placed on strategies for crisis resolution.

444. NURSING PROCESS WITH ADULTS II. (4-8-8)

Prerequisite: NUR 344. This course is designed to provide theory and practice with adult clients experiencing complex health problems. Increased emphasis is given to the family as context.

454. NURSING PROCESS WITH THE COMMUNITY. (3-6-6)

Prerequisite or Corequisite: NUR 404, 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 community system. Attention is focused on the effects of man's environment and the resulting implications for health care delivery.

458. NURSING PROCESS WITH ADULTS III. (4-8-8)

Prerequisite: NUR 444. This course focuses on the multisystem health problems of adults and emphasizes the interdisciplinary nature of managing the client's total treatment regime.

464. ISSUES, TRENDS, AND PROJECTIONS IN PROFESSIONAL NURSING. (2-0-2)

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.

484. PRACTICUM IN PROFESSIONAL NURSING. (4-16-12)

Prerequisite: All nursing courses. This course is designed to provide the framework in which the student makes final progression toward operationalizing the program's objectives. The student synthesizes and applies the cognitive, psychomotor, and affective abilities and skills learned throughout the curriculum.

484H. PRACTICUM IN PROFESSIONAL NURSING. (4-16-12)

Prerequisite: All nursing courses and admission to Georgia College Honor's Program.

ADMINISTRATION, FACULTY AND STAFF

MEMBERS OF THE BOARD OF REGENTS

UNIVERSITY SYSTEM OF GEORGIA

	Current Term Expires
JOHN H. ANDERSON, JR., Hawkinsville	State at Large 1997
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DONALD M. LEEBERN, JR., Atlanta	State at Large 1998
BARRY PHILLIPS, Atlanta	State at Large 1995
THOMAS F. ALLGOOD, SR., Atlanta	State at Large 1999
ARTHUR M. GIGNILLIAT, JR., Savannah	First District 1997
JOHN HOWARD CLARK, Moultrie	Second District 1996
WILLIAM B. TURNER, Columbus	Third District 1993
JUANITA POWELL BARANCO, Decatur	Fourth District 1998
ELRIDGE W. McMILLIAN, Atlanta	Fifth District 1996
EDGAR L. RHODES, Bremen	Sixth District 1999
W. LAMAR COUSINS, Marietta	Seventh District 1994
S. WILLIAM CLARK, JR., Douglas	Eighth District 1999
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 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
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THE FACULTY

(Year in parentheses is year of first appointment at Georgia College.)

Edwin G. Speir, Jr., President and Professor of Political Economy (1981)

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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

John Stanley Aldridge, Acting Athletic Director And Professor of Physical Education (1975)

B.S., Berry College; M.S., University of Tennessee; Ed.S., Ed.D., University of Georgia

Brenda B. Allen, Assistant Professor of Developmental Studies (1985)

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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 G. Baarda, Chairperson, Department of Chemistry & Physics and Professor of Chemistry (1965)

B.A., Central College; M.S., Ph.D., University of Florida

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Mary Rose Baugh, Professor of Curriculum and Instruction (1971)

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Dorothy D. Brown, Chairperson, Department of Art, and Associate Professor of Art (1974)

B.S.Ed., M.S.T., Georgia Southern College; M.S.A., Georgia College

Victoria M. Brown, Associate Professor of Nursing (1985)

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Bruce C. Brumfield, Director of Macon Center and Professor of Management (1978)

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Paul S. Bugar, Assistant Professor of Management (1990)

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B.G.S., M.B.A., Georgia College

O. Wayne Byram, Professor of Sociology (1971)

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Sloan D. Caldwell, Professor of Biology (1969)

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Mae M. Carpenter, Professor of Computer Science (1977)

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Victoria Chandler, Professor of History (1978)

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Jo Ann Chappie, *Assistant Professor of Curriculum and Instruction (1988)

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Barbara Jeanne Clinton, Associate Professor of Information Systems (1982)

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Lucretia Coleman, Professor of Management (1977)

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Pamela Y. Cook, Director of Minority Affairs and Adjunct Instructor (1988)

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Therry N. Deal, Dean of Continuing Education & Public Services and Professor of Psychology (1972)

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B.A., M.A., Ph.D., Louisiana State University

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John P. Hargaden, Director of General Education Assessment and SACS Self-Study and Professor of Chemistry (1968)

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- William W. Lancaster, Jr., Assistant Professor of Psychology (1990)**
B.A., Emory University; M.Ed., Georgia State University; Ph.D., University of Georgia
- Mary Jean Land, Assistant Professor of Journalism/English (1983)**
B.A., Tift College; M.A., University of Georgia
- Pamela C. Levi, Dean, School of Nursing, and Professor of Nursing (1984)**
B.S., Columbus College; M.S.N., Medical College of Georgia; Ed.D., Auburn University
- John F. Lindsay, Jr., Associate Professor of Psychology (1982)**
A.B., Western Kentucky State College; M.S., Georgia College; Ph.D., University of Georgia
- Cheryl P. Long, Associate Professor of Nursing (1987)**
B.S.N., Medical College of Georgia; M.S.N., Georgia State University; Ed.D., University of Georgia
- J. Gordon Long, Professor of Marketing (1969)**
B.S.A.E., M.B.A., Ph.D., University of Georgia
- Alice B. Loper, Assistant Professor of Nursing (1991)**
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- Richard A. Lord, Assistant Professor of Finance (1988)**
B.M.E., Georgia Institute of Technology; M.B.A., University of Georgia
- Frank A. Lowney, Director of Regional Teacher Education Center and Professor of Curriculum & Instruction (1985)**
A.A., Miami-Dade Junior College; B.S., M.Ed., Ph.D., Florida State University
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A.B., University of Rochester; M.A., Ph.D., Washington University
- Mary R. Main, Assistant Professor of Management (1991)**
B.S., M.A., Appalachian State University; M.B.A., East Tennessee State University; M.S., North Carolina State University; Ph.D., University of Southwestern Louisiana
- Geza Martiny, Assistant Professor of Health, Physical Education and Recreation (1973)**
Diploma, College of Physical Education, Budapest, Hungary; T.T.D., University of Physical Education
- W. Neil McArthur, Instructor in Library in Media and Catalog Librarian (1992)**
B.F.A., University of Georgia; M.S., Florida State University
- William F. McDaniel, Chairperson, Department of Psychology, and Professor of Psychology (1977)**
B.S., Duke University; M.A. Appalachian State University; Ph.D., University of Georgia
- Ronald D. McNeil, Assistant Dean, School of Business, and Professor of Management (1983)**
B.A., Ambassador College; M.S., Ph.D., Memphis State University
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B.S., University of Georgia; M.S., Medical College of Georgia
- David S. Moore, Assistant Professor of Drama (1990)**
A.B., University of Georgia; M.F.A., University of Southern Mississippi
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B.S., M.Ed., Southwest Texas State University; Ph.D. Texas A & M University

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B.A., M.A., University of Tennessee

Jo Anne Nix, Program Specialist, CE/PS, and Assistant Professor of Art (1971)
B.A., Agnes Scott College; M.F.A., University of Georgia

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Licence, University of Leige (Belgium); M.A., University of Missouri; Ph.D., Washington University

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B.S.N., M.S.N., Medical College of Georgia

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Joseph C. Samprone, Jr., Professor of Economics & Finance (1983)

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Richard P. Scheff, Assistant Professor of Criminal Justice (1991)

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Craig D. Smith, Chairperson, Department of Special Education and Administration, and Associate Professor of Special Education (1986)

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UNIVERSITY SYSTEM OF GEORGIA

The University System of Georgia includes all state-operated institutions of higher education in Georgia—4 universities, 1 regional university, 14 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 1989-90 fiscal year were as follows: 71.2% from state appropriations, 28.5% from student fees, .30% 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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REGIONAL UNIVERSITY

Statesboro 30460
 Georgia Southern University—h; A,B,M,S,D

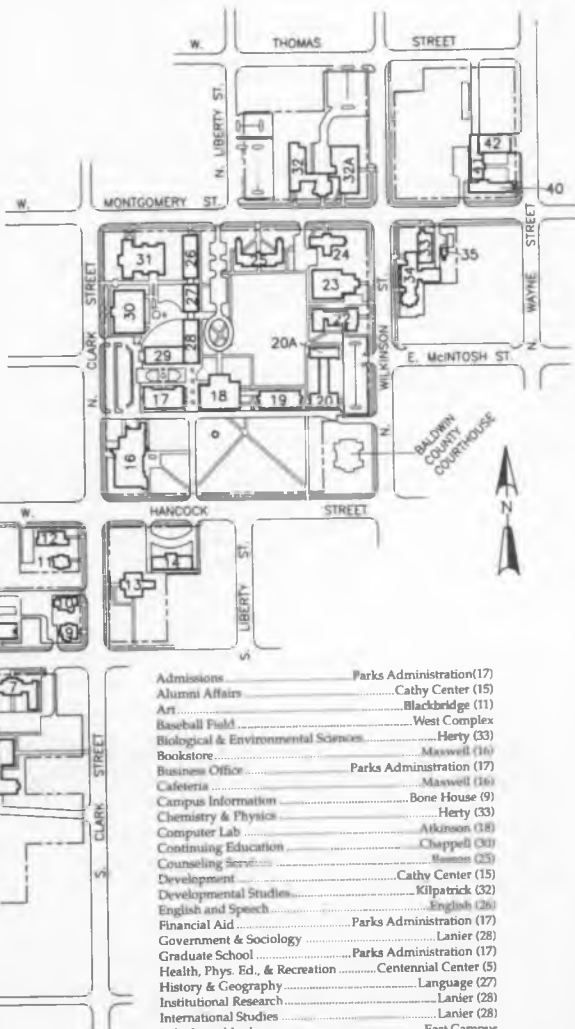
SENIOR COLLEGES

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 Dahlonega 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;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 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 East Georgia College—A Tifton 31793 Abraham Baldwin Agri. College—h; A Waycross 31501 Waycross College—A
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- Georgia House
- Parkhurst Apartments
- Ann Simpson Smith House
- Wells Hall (Residence)
- Centennial Center
- Napier Hall (Residence)
- Sanford Hall (Residence)
- Adams Hall (Residence)
- Bone House
- Museum & Archives of Georgia Education
- Blackbridge Hall
- Mayfair Hall
- Old Governor's Mansion
- Ennis Hall
- Cathy Alumni / Faculty Center
- Maxwell College Union
- Parks Administration
- Atkinson Hall
- Terrell Hall (Residence)
- Bell Hall (Residence)
- Porter Hall
- Health Sciences Building
- Parks Nursing Building
- Beeson Hall (Residence)
- English Building
- Language Building
- Lanier Hall
- Russell Auditorium
- Chappell Hall
- Ina Dillard Russell Library
- Kilpatrick Education Center
- Herty Hall
- Miller Studio
- Miller Court
- Central Receiving



Admissions	Parks Administration (17)
Alumni Affairs	Cathy Center (15)
Art	Blackbridge (11)
Baseball Field	West Complex
Biological & Environmental Sciences	Herty (33)
Bookstore	Maxwell (16)
Business Office	Parks Administration (17)
Cafeteria	Maxwell (16)
Campus Information	Bone House (9)
Chemistry & Physics	Herty (33)
Computer Lab	Atkinson (18)
Continuing Education	Chappell (30)
Counseling Services	Beeson (25)
Development	Cathy Center (15)
Developmental Studies	Kilpatrick (32)
English and Speech	English (26)
Financial Aid	Parks Administration (17)
Government & Sociology	Lanier (28)
Graduate School	Parks Administration (17)
Health, Phys. Ed., & Recreation	Centennial Center (5)
History & Geography	Language (27)
Institutional Research	Lanier (28)
International Studies	Lanier (28)
Lake Laurel Lodge	East Campus
Post Office	Maxwell (16)
Mathematics & Computer Science	Atkinson (18)
Modern Foreign Languages	Language (27)
Music & Drama	Porter (22)
President's Office	Mansion (13)
Psychology	Ennis (14)
Public Relations	Bone House (9)
Public Safety	Mayfair (12)
Records	Parks Administration (17)
Residence Life	Beeson (25)
Scholarships	Parks Administration (17)
School of Arts & Sciences	Lanier (28)
School of Business	Atkinson (18)
School of Education	Kilpatrick (32)
School of Nursing	Parks Nursing (24)
Snack Shop	Maxwell (16)
Sports Arena	Centennial Center (5)
Student Activities	Maxwell (16)
Testing	Kilpatrick (32)