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PREFACE

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

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

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

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College Calendar

1974-75

Fall Quarter, 1974

September	15	Arrival of new students*
	15	Meeting of President with parents of new students, 2:30 p.m. in Russell Auditorium*
	16-18	Orientation of new students*
	18	Arrival of upperclassmen*
	19-20	Registration
	23	Classes convene
	23	Last day to pay fees without penalty
	23	Formal convocation, 10:00 a.m.*
	25	Last day to add a course
	25	Last day to drop course without fee penalty
October	25	Mid-quarter reports*
	29	Last day to drop course without academic penalty
November	4-8	Advisement period for currently enrolled students planning to attend the Winter Quarter, 1975
	27	Thanksgiving holidays begin, after classes (Night classes will meet.)
December	2	Thanksgiving holidays end — classes re-convene
	6-9-10	Fall Quarter examinations
	11	Christmas holidays begin

Winter Quarter, 1975

January	3	Registration
	6	Classes convene
	6	Last day to pay fees without penalty
	8	Last day to add a course
	8	Last day to drop course without fee penalty
February	31	Mid-quarter reports*
	3	Last day to drop course without academic penalty
	3	Last day to file application for degree to be awarded June 7, 1975
March	10-14	Advisement period for currently enrolled students planning to attend Spring Quarter, 1975
	15-17-18	Winter Quarter examinations
	19	Spring holidays begin

*Optional for graduate students

Spring Quarter, 1975

March	24	Spring holidays end
	25	Registration
	26	Classes convene
	26	Last day to pay fees without penalty
	28	Last day to add a course
	28	Last day to drop a course without fee penalty
April	25	Mid-quarter reports*
	28	Last day to drop course without academic penalty
May	5-9	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarter, 1975
June	4-5-6	Spring Quarter examinations
	7	Graduation

Summer Quarter, 1975

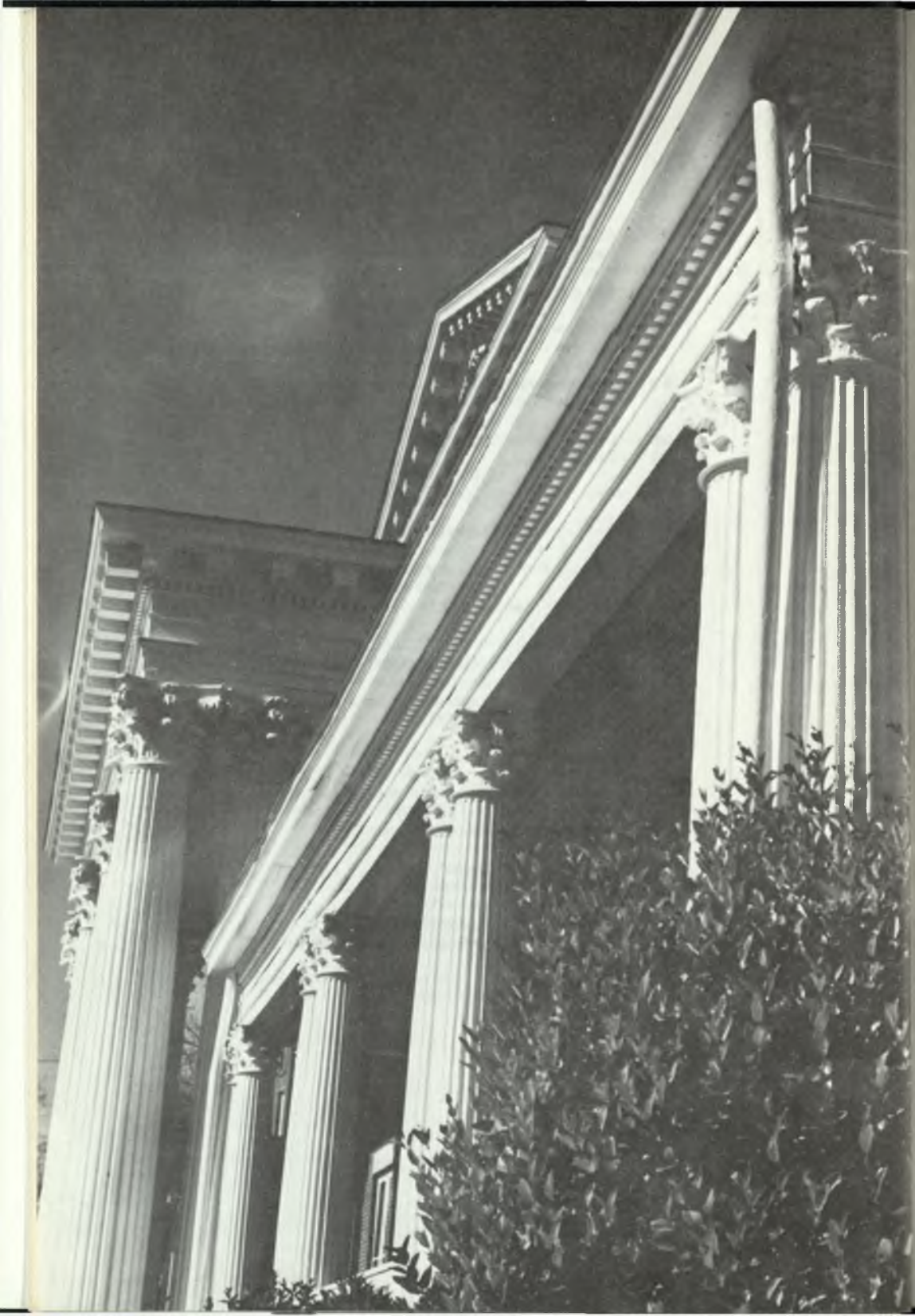
First Term — June 16, July 16

June	15	Arrival of new students*
	16	Registration
	17	Classes convene
	19	Last day to make course changes
	19	Last day to drop a course without fee penalty
	27	Last day to file application for degree to be awarded August 17, 1975
July	4	Holiday

Second Term — July 17 - August 14

July	16	Arrival of new students*
	17	Registration
	18	Classes convene
	22	Last day to make course changes
	22	Last day to drop a course without fee penalty
August	16	Graduation

*Optional for graduate students



GENERAL INFORMATION

HISTORY

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

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

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

As early as 1825 the Georgia House of Representatives, in session at Milledgeville, passed an act to establish "a public seat of learning in this state for the education of females." On the failure of the Senate to concur, the matter was dropped and was not considered seriously again for three-quarters of a century. In the meantime, a number of academies for men and women sprang up throughout Middle Georgia. Among them were the Georgia Female College and Oglethorpe University, established in the vicinity of Milledgeville during the 1830's. This was an era in which the South was building its educational services upon the pattern of young ladies' seminaries and of denominational and military institutions preparing young men to be gentlemen-planters. Most of these institutions succumbed to the War Between the States and were never reopened.

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

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

General Information

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

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

A graduate program was initiated in the summer of 1958, and the first Master of Education was granted in 1959. The first courses in the Master of Business Administration degree were offered in the winter quarter of 1969. The Master of Arts in History was added in the fall of 1970 and the Master of Science in Biology in the fall of 1972. The sixth year Specialist in Education degree is also offered.

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

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

STATEMENT OF PURPOSE

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

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

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

BUILDINGS, GROUNDS, AND SERVICES

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

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

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

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

The newest addition to Herty Science Hall, opened in 1972, contains an additional eleven labs, two lecture rooms, a hundred-seat teaching auditorium and supporting offices.

Parks Hall, containing the administrative offices, is situated at the southwest corner of the main group of buildings usually referred to as "front campus." While basically administrative in character, this building does contain a limited number of lecture rooms, faculty offices and administratively related offices.

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

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

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

The Education Building, situated behind the Library and facing Montgomery Street has for years been headquarters for the Department of Education. Present plans call for the new Georgia College Education Center to house the Department of Education upon completion of this construction and remodeling project. At that time a decision can be reached on the future use of the Education Building.

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

General Information

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

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

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

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

Parks Memorial Infirmary was built largely by contributions of friends of the late President Marvin M. Parks and of the College and was an Alumnae-sponsored project. The second floor of this facility has been converted this year to provide needed additional faculty office spaces. The lower floor will continue to serve as the College infirmary providing first aid and treatment of ordinary diseases.

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

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

Atkinson Hall, erected in 1897, was named for the late Governor W. Y. Atkinson, who introduced into the Georgia Legislature the bill that chartered the College. This building consists of the original Atkinson Hall and an addition called Atkinson Annex. The College's duplicating and printing activities are located in Atkinson Annex. The original Atkinson Hall is now being studied to determine its future use.

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

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

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

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

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

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

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

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

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

William Thomas Bone Alumni House, presented to the College in November 1972 by Frank E. Bone in honor of his wife, Mrs. William Thomas Bone. This eight room home includes the Alumni Office, with space to host visiting alumni.

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

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

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

THE LIBRARY

The Ina Dillard Russell Library, named for the mother of the late Senator Richard B. Russell, is the center for research activities for the College. The resources of the Library include over 113,000 books, 1100 current magazine and newspaper subscriptions, and extensive collections in microfilm. Some 34,000 items are added to the collection each year to support the growing undergraduate and graduate programs. The Library is normally open 78 hours each week with a reference librarian on duty much of this time to provide service and informal instruction in the use of the Library.

General Information

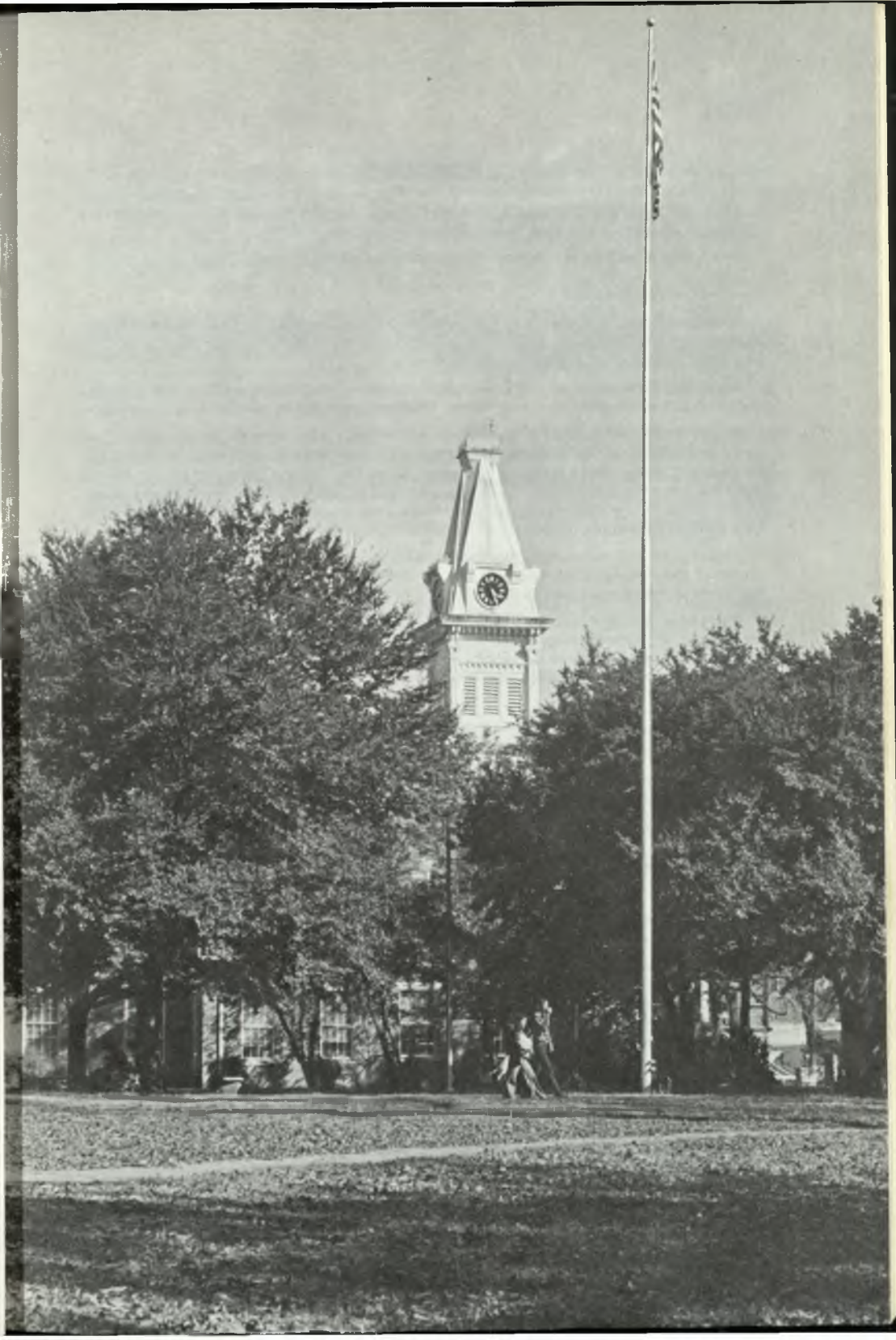
As a U.S. Government depository, the Library receives approximately 4000 documents annually. Other notable collections include *The New York Times* on microfilm from its beginning date of 1851 to the present; the American Periodical Series, a series of 18th, 19th, and early 20th century periodicals on microfilm; and the Educational Research Information Center (ERIC) research reports on microfilm from 1969 to the present.

The Library's Special Collections contain material on Georgia history, books by and about Georgians, rare and valuable books, manuscripts, research maps, and the college archives. The most notable special collection is the Flannery O'Connor Collection of manuscripts and books housed in the new Flannery O'Connor Room. This valuable collection of material of the world-renowned author, who was a member of the class of 1945, was given to the Library by her mother, Regina Cline O'Connor.

A separate model collection of resource material for pre-school through high pupils is housed in the Learning Resource Center which is administered by the Russell Library staff. This integrated collection of book and non-book media is used by all departments of the college for courses in teacher education. The Center which is in temporary quarters will be housed in the new education complex to be constructed in the near future.

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

With the 1968 addition and remodeling the Library is now one of the most attractive and comfortable buildings on campus. A variety of seating is provided, including individual study carrels and tables for group study. A typing room furnished with typewriters is provided for student use at no charge. Copying services for print and non-print materials are available at a nominal cost.



EXPENSES

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

The basic charges are as follows:

Fees and Deposits Required

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

Registration Deposit (\$25.00)—Students registering for the first time shall send a Registration Deposit when requested by the director of admissions.

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

Registration and room deposits received will be credited to the student's account. A refund of these deposits will be made only when the application for withdrawal is made 30 days prior to the opening date for any quarter.

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

General Fees

	Residents of Georgia	Non-Residents of Georgia
Full-time Student (12 or More Quarter Hours)		
Matriculation Fee	\$115.00	\$115.00
Tuition	—	180.00
Health Service Fee	10.00	10.00
Student Activity Fee	\$141.00	\$321.00
Part-time Student (Under 12 Quarter Hours)		
Matriculation, per quarter hour	\$ 9.75	\$ 9.75
Tuition, per quarter hour	—	\$ 14.00
Health Service Fee, six hours or more	\$ 10.00	\$ 10.00
Student Activity Fee, six hours or more	\$ 16.00	\$ 16.00
Dormitory Resident Charges		
Room (per quarter)	\$120-\$130.00	
Board (per quarter)	\$120-\$170.00	

Special Fees

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

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

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

Off-campus courses. The fee for off-campus courses is \$12.75 per hour.

Traffic and Parking Violation Fees—Each year the College prints an up-to-date set of traffic and parking regulations. These are available upon request from the Security Office. Violation of these regulations can result in a traffic ticket being issued to the offender. Tickets are issued by members of the College Security Force and every Security Officer is a deputized law enforcement officer of Baldwin County. The fine as indicated on the ticket is collected by the cashier at the Business office.

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

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

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

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

Non-Resident Students

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

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

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

1. (a) If a person is 18 years of age or older, he or she may register as a resident student only upon a showing that he or she has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
- (b) No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this State, in the absence of a clear demonstration that he or she has in fact established legal residence in this State.

Expenses

2. If a person is under 18 years of age, he or she may register as a resident student only upon 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. A full-time faculty member of the University System and his or her spouse and dependent children may register on the payment of resident fees even though he or she has not been a legal resident of Georgia for the preceding twelve months.
4. Non-resident graduate students who hold teaching or research assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payments of resident fees.
5. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in the University System institutions on the payment of resident fees, when such teachers have been legal residents of Georgia for the immediately preceding nine month period, and have been employed to teach full time in the public schools of Georgia during the ensuing school year.
6. All aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
7. Foreign students who attend institutions of the University System under financial sponsorship of civic or religious groups located in this State, may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.
8. If the parents or legal guardian of a minor change his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve month period the student may continue his registration only upon the payment of fees at the non-resident rate.
9. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of court appointment, and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fees.
10. If a woman who is a resident of Georgia and who is a student in an institution of the University System marries a non-resident of the State, she may continue to attend the institution on payment of resident fees, provided that her enrollment is continuous.
11. If a woman who is a non-resident of Georgia marries a man who is a resident of Georgia, she will not be eligible to register as a resident student in a University System institution until she has been domiciled in the State of Georgia for a period of twelve months immediately preceding the date of registration.
12. Non-resident graduate students who hold assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
13. *Children of New Residents*—Children of employees of new industries coming to the State and who become *bona fide* residents of the State shall satisfy the twelve months' residency requirement before enrolling as resident students.

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

Residence Cost and Regulations

Only regularly enrolled students may live in the residence halls. When accepting a room assignment, the student agrees to follow regulations established by the College, including the carrying of at least 10 hours of course work.

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

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

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

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

Room Rent

One week	80% refund
Two weeks	60% refund
Three weeks	40% refund
Four weeks	20% refund
No refund thereafter	

Food Service

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

Payment of College Expenses

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

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

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

Checks—If the student's bank does not honor the demand for payment and returns the check unpaid, the student is subject to payment of the late payment fee of \$5.00, plus

Expenses

returned check charge of \$2.00. If payment is not cleared promptly, the student's registration is subject to cancellation.

Refund Policy

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

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

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

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

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

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

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

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

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

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

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

TEXTBOOKS AND SUPPLIES

Textbooks and school supplies, as well as other student needs, are available in the College bookstore. The cost of books and supplies will vary with the courses elected by the individual student. A fair estimate of this cost is from \$40.00 to \$50.00 for the initial quarter of attendance. Subsequent quarters will vary, depending upon the student's schedule of class work.

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



FINANCIAL ASSISTANCE

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

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

Academic Requirements

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

Application Procedure

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

Renewal of Financial Assistance

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

Graduate Assistantships

Graduate assistantships are offered through the departments which have graduate degree programs. Recipients provide educationally beneficial assistance to the department which awards the assistantship. Applications for graduate assistantships should be directed to the chairman of the department of the applicant's degree program.

LOAN FUNDS

National Defense Student Loans

The College participates in the National Defense Student Loan program established by the National Defense Education Act of 1958 (Public Law 85-864). Students enrolled at least one-half time and in need of assistance to meet educational expenses are eligible to receive these loans.

The graduate student in need of assistance may borrow as much as \$1000 per year of a total of \$5000 from this source. Repayment begins nine months after the student completes his studies, and no interest accrues until the repayment period begins. Interest at the rate of

3 percent is charged from the beginning of the repayment period until the loan is fully repaid. If necessary, repayment may be extended over a ten-year period.

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

OTHER SOURCES OF FINANCIAL ASSISTANCE

Guaranteed Loans

Under the Guaranteed Loan Program loans are arranged through private banks and other financial institutions. Interest is paid by the Federal Government until the student completes his education. The amount of such loans depends upon financial need.

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

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

Student Employment

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

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

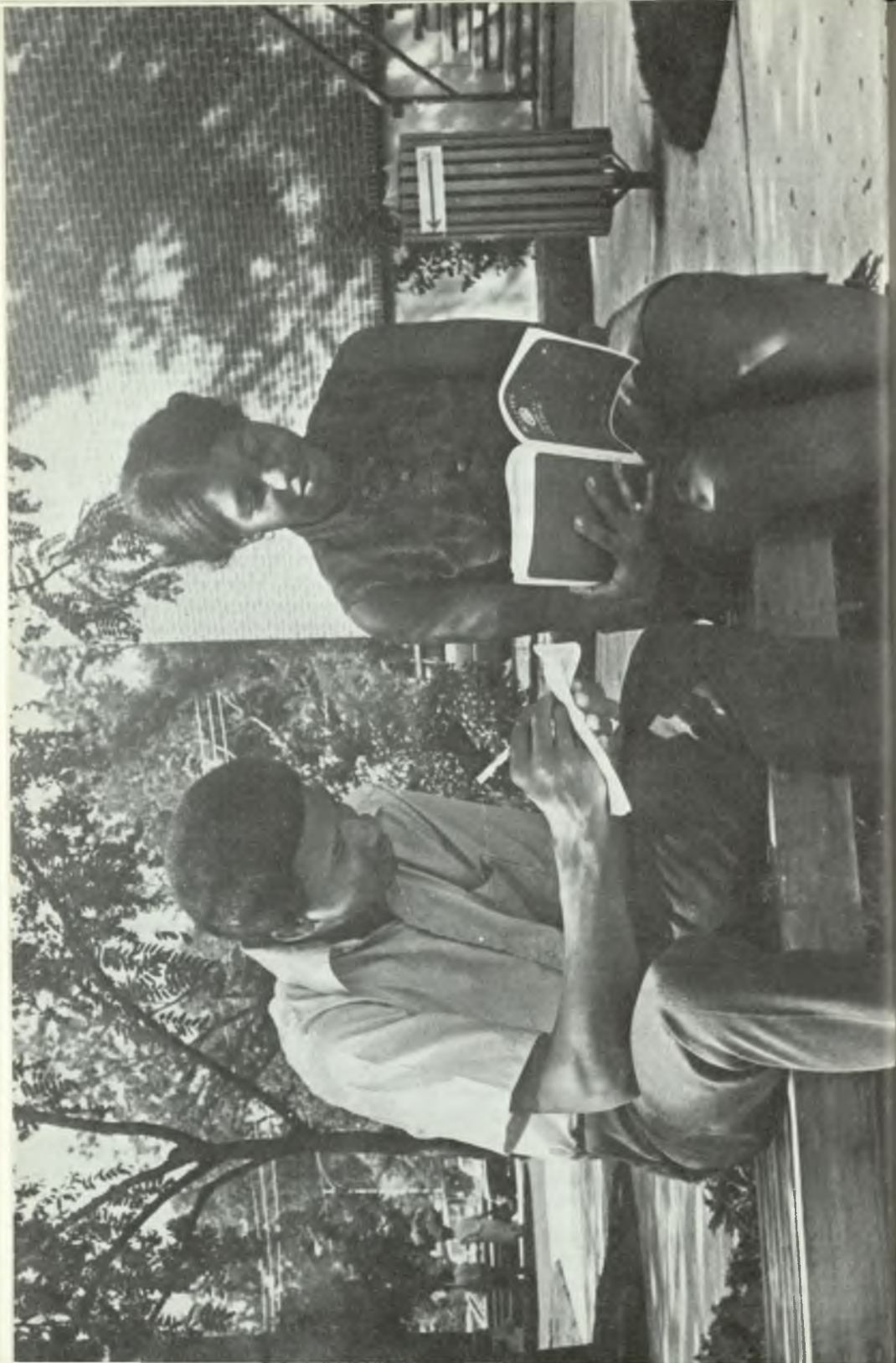
Job applications may be obtained from the Office of Financial Aid.

College Work-Study Program

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

Georgia College Work-Study Program

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



STUDENT LIFE

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

STUDENT CITIZENSHIP

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

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

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

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

The College Government Association

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

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

The College Government Association of Georgia College deals effectively with matters of student affairs, perpetuates the traditions of the College, promotes the best understanding

Student Life

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

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

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

SOCIAL AND RELIGIOUS LIFE

The Recreation Council

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

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

Agape

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

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

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

Other Activities

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

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

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

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

MAXWELL COLLEGE UNION

The Maxwell College Union, located on Hancock and Clark Streets, was opened to Georgia College students, faculty, staff, administration, alumni, and guests of the college family in September, 1972. The building accomodates Food Services, Book Store, Mail Room, Inventory Control, and Student Activities.

The first level of the College Union offers currently enrolled students, faculty, staff, administration, alumni, and guests of the College family areas for recreation, conference rooms, hobby rooms, photography lab, card room, study room, lounge with color T.V., music listening rooms, and offices for the College Government Association, *Spectrum* and *Colonnade*. Also, Inventory Control, Coordinator of Student Activities, and Building Manager offices are located on the first level.

The second level accomodates the college cafeteria, private dining room, and faculty lounge.

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

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

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

PUBLICATIONS

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

The *Colonnade* is the student newspaper.

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

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

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

ALUMNI ASSOCIATION

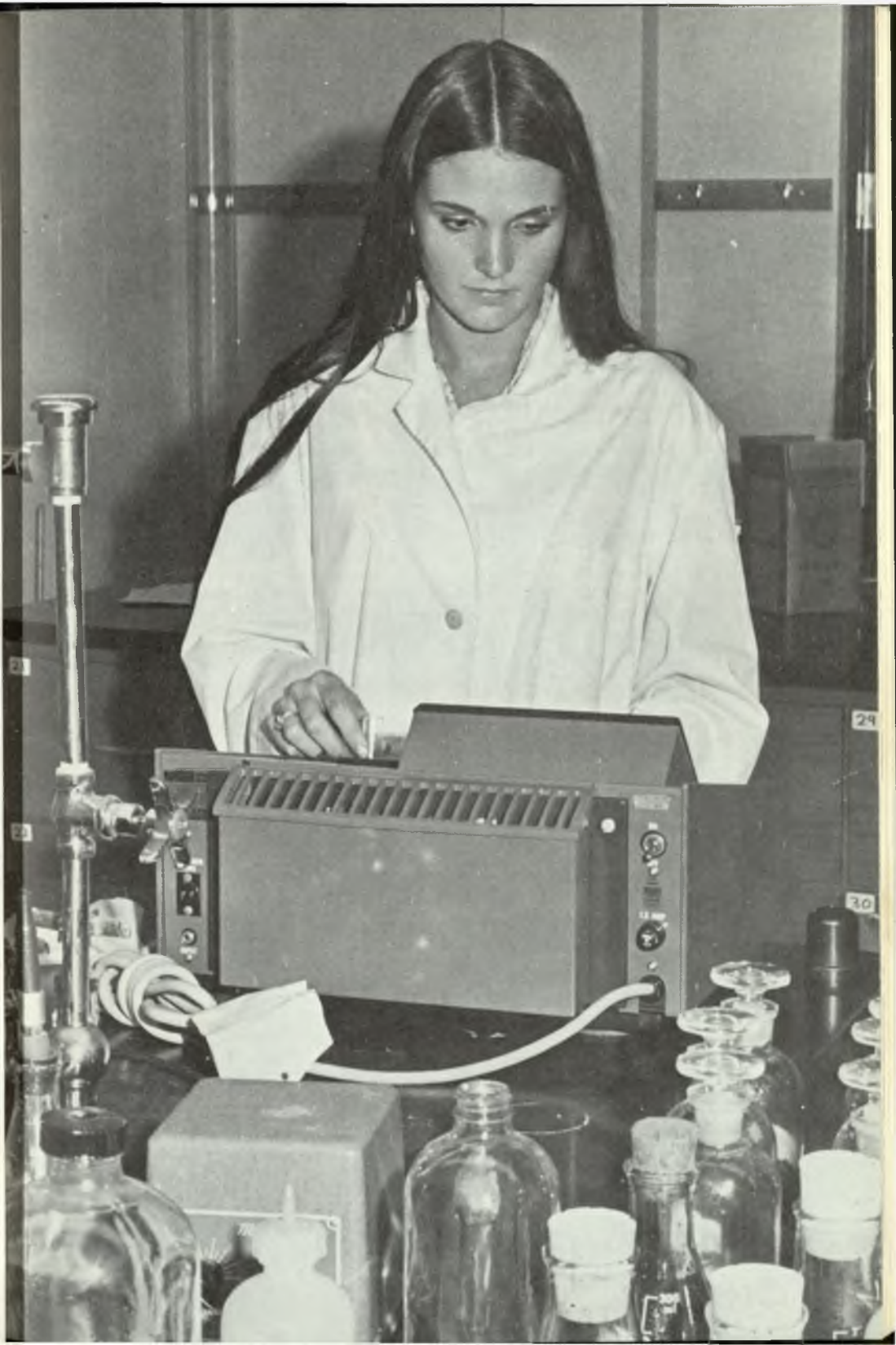
The Georgia College Alumni Association is almost as old as the College itself. Established in 1892 and incorporated in 1972, the association has two main purposes: promoting the interests of Georgia College and establishing mutually beneficial relations between the college and its alumni. The work of the organization is coordinted through an Executive Board whose goals are accomplished through a director and staff in the Office of Alumni Affairs. This office is located in the William Bone Alumni House, located at 141 South Calrk Street, one block from the campus square. A Homecoming Event for young alumni is held

Student Life

each year at mid-winter. The Annual Alumni Day is observed on the last Saturday of April.

PHI KAPPA PHI

The Honor Society of Phi Kappa Phi was chartered at Georgia College in June 1973. Selection for membership is on the basis of scholarship. Members are elected from faculty, administration, alumni and graduate and undergraduate students. To be eligible graduate students must be within 15 quarter hours of graduation and have only one course grade lower than an "A" (one "B" accepted); undergraduate students from the junior and senior classes must have a grade point average of 3.5 or higher on all college work and must be in the upper 5 per cent of the class.



GENERAL REGULATIONS

RESPONSIBILITIES FOR COLLEGE AND STUDENT PROPERTIES

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

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

VISITORS TO DORMITORY ROOMS

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



ACADEMIC REGULATIONS

RESPONSIBILITY OF THE COLLEGE TO THE STUDENT

The College has the general responsibility to each student of providing an institutional setting and curriculum for the orderly acquisition of knowledge. In meeting this responsibility the College has the obligation of providing competent faculty and valid degree programs.

RESPONSIBILITY OF THE STUDENT TO THE COLLEGE

The student is responsible for his own academic performance and compliance with the curriculum requirements presented in any one catalogue in effect during his enrollment. No change in academic programs inaugurated after a student has been admitted can be made compulsory for a student, unless ten years have elapsed since the student first enrolled. The College provides faculty advisors to assist the student in the preparation of his academic program; however, the student himself is responsible for selecting appropriate courses and satisfying the Academic Regulations of the College.

THE QUARTER SYSTEM

The college year is divided into four quarters of approximately ten weeks each. Under the quarter system classes generally meet Monday through Friday.

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 or three hours is equivalent to one class hour.

A normal course load is ten to fifteen hours each quarter. (Students are encouraged to use their own judgment in deciding the course loads they will take each quarter. The advice of the student's faculty advisor should be given serious consideration.)

LETTER GRADES

A student's academic standing is determined by his letter grades at the end of each quarter. Letter grades are ranked according to the following scale:

- A = Excellent
- B = Good
- C = Satisfactory
- D = Passing
- F = Failing
- W = Withdrew
- X = Incomplete
- AU = Audit

WITHDRAWAL FROM COURSES

No student may withdraw from any course without presenting to the Registrar's office a drop card signed by his faculty adviser and his instructor. A student who does not withdraw from a course by this procedure will receive a failing grade in the course.

A student may withdraw from a course without receiving a grade any time prior to mid-term. The timing of withdrawals in order to avoid penalty is the responsibility of the

student. A student who withdraws from a course prior to mid-term will receive a W for the course. The W will appear on the student's transcript. After mid-term no withdrawals from courses will be honored by the College unless the student withdraws from college.

WITHDRAWAL FROM COLLEGE

A student may withdraw from the College prior to the last day of classes and will receive a W for each course being carried at the time of withdrawal. He may however, with the approval of his instructors and faculty adviser, petition the Dean of the College for incomplete grades if his withdrawal is due to extreme extenuating circumstances and he is passing all courses at the time of withdrawal. The petition will specify when the student plans to return to Georgia College and remove the incomplete grades. A student's failure to honor the terms of an approved petition will result in the final grade of F (failing) in the incompleting courses.

To withdraw from the College, a student must report first to the Dean of Students Office. Failure to withdraw officially will result in the final grade of F in all courses.

INCOMPLETE GRADES

A graduate student may receive an incomplete grade in any course with the permission of the instructor, provided that the reason for the incomplete is not withdrawal from the College. (See last paragraph, above.)

RIGHT OF PETITION

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

CLASS ATTENDANCE

Each student is expected to attend classes regularly. It is recognized that absence will sometimes be necessary. It is the responsibility of the student to be cognizant of his own record of absences and to consult with his instructor relative to make-up of work missed. The decision to permit the student to make up work required by any class meeting rests with the instructor. A student should inform his instructor in advance of any expected absences.

AUDITING COURSES FOR NON-CREDIT

Any student may audit any course with the permission of the instructor. Audited courses will NOT be counted as part of the normal course load and no grade will be awarded. Instructors may set special conditions on students who audit their courses. Audited courses will be designated by an Au 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. A student must register as an auditing student and pay regular fees.

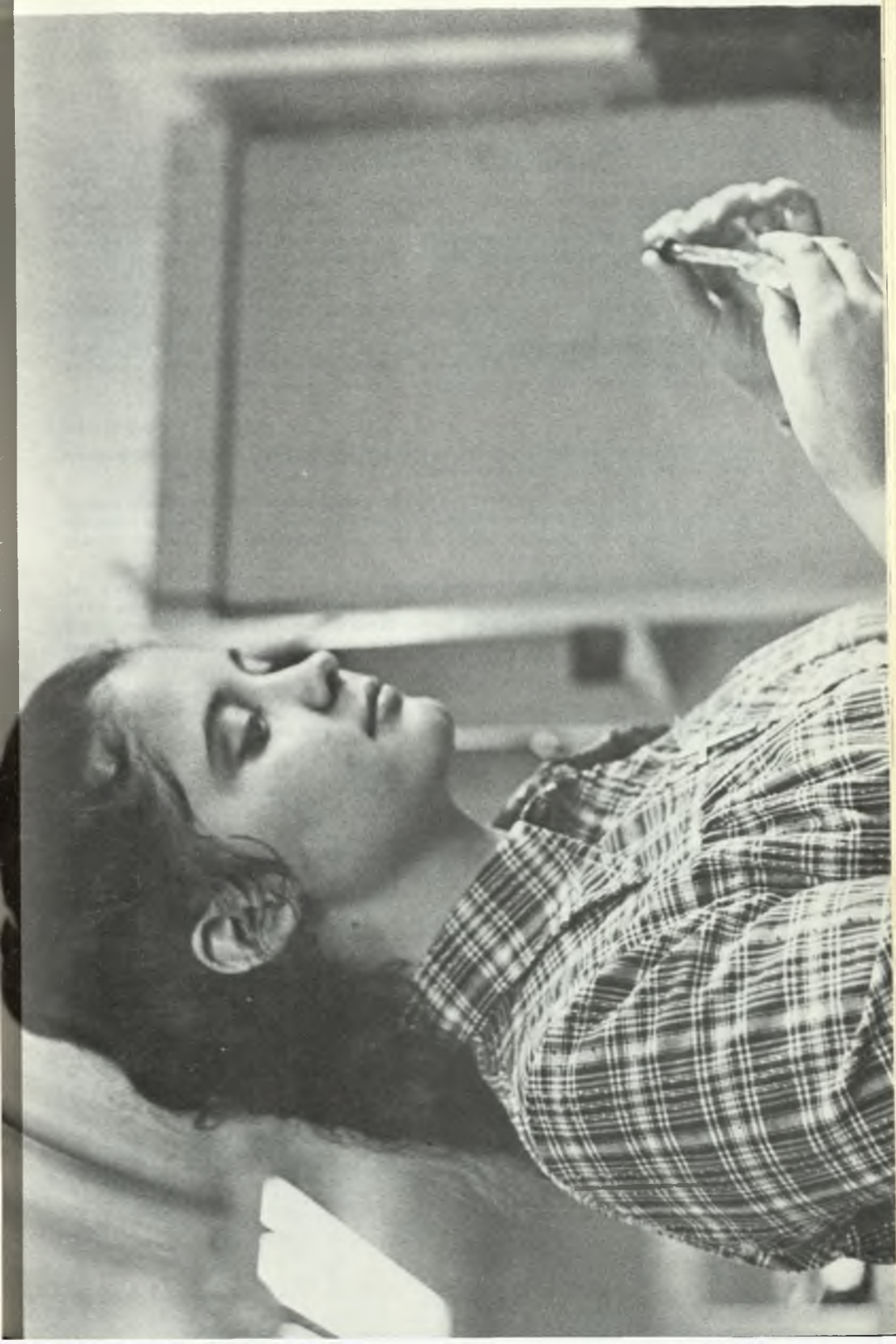
ADDING COURSES AFTER REGISTRATION

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

REQUIREMENTS FOR GRADUATION

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

1. Fulfill the departmental requirements for the degree chosen.
2. Present a written application for a degree on the form provided by the Director of Graduate Studies by the start of the Spring Quarter immediately preceding the June graduation or by the start of the second session of the Summer Quarter immediately preceding the August graduation.
3. A graduate student proposing to participate in June graduation exercises must have a 3.00 academic average in courses taken while enrolled at Georgia College not later than the end of the Winter Quarter immediately preceding the exercises; for August graduation, not later than the end of the Spring Quarter immediately preceding the exercises.
4. A student planning to use transfer work to qualify for his degree must have *official transcripts* submitted to the Director of Graduate Studies office not later than the beginning of the Spring Quarter immediately preceding June exercises; or the beginning of summer quarter for August exercises.
5. A student who has applied for and been approved for a degree, and does not appear at the graduation exercises he specified on his degree application form, shall not graduate at that time unless he has been approved previously by the Dean of the College for *in absentia* status. Upon resubmission of a written request for graduation at the next graduation exercises, request for *in absentia* status if desired, and a second payment of the graduation fee, he may receive his degree at the graduation exercises.
6. Approval for a student to be graduated *in absentia* will normally be granted only in unusual cases where the student would be placed under undue hardship in order to be present at the graduation exercises. The petition for graduation *in absentia* must state clearly and specifically the reasons for the request.
7. 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.



THE GRADUATE PROGRAMS

The Graduate Programs provide advanced study in biology, business administration, Home Economics Administration, Public Administration, Social Work Administration, teacher education and history. The programs award the degrees of Master of Science in Biology, the Master of Business Administration, the Master of Education, the Specialist in Education, the Master of Arts in History, and the Master of Sciences in Administration.

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

FACILITIES

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

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

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

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

SUMMER ACTIVITY PROGRAM

A varied program of educational, social, and recreational events is provided during the summer. Lectures by well-known educators, graduate seminars, art exhibits, and concerts are included. Recreational facilities are available for picnics, tennis, and bicycling. Group singing, square dancing, and other such activities are conducted periodically. Both indoor and outdoor swimming pools are open to students daily.

GENERAL POLICIES GOVERNING GRADUATE WORK

Courses numbered 600 are exclusively for graduate students. Courses numbered 500 are primarily for graduate students, but, on occasion, are open to qualified seniors or special students. Admission to graduate standing is a prerequisite for enrollment in graduate courses for graduate credit. Each graduate student is responsible for consulting with his faculty adviser and for the completion of individual course prerequisites.

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

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

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

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

No graduate credit will be allowed for correspondence work.

BIOLOGY

Dr. David Cotter, Chairman

MASTER OF SCIENCE IN BIOLOGY DEGREE

Admission:

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

1. A Bachelor's degree from an accredited institution.
2. A minimum of 35 hours of undergraduate work in biology.
3. Satisfactory scores on Graduate Record Exam. (Higher scores may allow students with a lower grade point average to enter the graduate program for the M.S. degree.)
4. An undergraduate average of 2.6 or better on a 4.0 scale.

A committee composed of departmental advisers will meet with each student to advise them on the specific requirements of the program and inform them of the research opportunities available.

Admission to Candidacy:

Applicants who have met the minimum requirements for admission to the graduate program in biology may apply for candidacy after completing a minimum of 15 hours of graduate work at Georgia College. The candidate must also have a planned program of study, have outlined an acceptable thesis problem and have passed a general comprehensive examination in the field of biology. Qualifying comprehensive examinations will be administered during the fifth week of any quarter.

Other Requirements:

All students entering the M.S. program must earn 45 hours of approved graduate credit and complete an independent research problem and submit three unbound copies of the thesis for approval. The student will select a major professor to direct his thesis problem. In addition, he will in concert with his major professor select a supervisory committee who will give him a final oral examination covering both the defense of his thesis and a comprehensive examination in biology emphasizing aspects of his graduate program. Other members of the Biology department and other departments may participate in the final. Elective course work (statistics, computer courses, chemistry, etc.) are considered as added requirements above the 45 hours of course work unless they are approved for graduate credit.

Financial Aid:

Inquiries concerning sources for financial support including Teaching and/or Research Assistantships should be directed to the Chairman of the Biology Department.

The following courses may serve to satisfy the subject area requirements for science in the Master of Education program or for completion of requirements for the Master of Science degree in Biology.

GRADUATE COURSES

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.

501. RECENT ADVANCES IN THE BIOLOGICAL SCIENCES. (5-0-5) Su of even years.
A course designed to bring high school science teachers abreast of selected modern advances in the biological sciences. Special attention will be given toward developing deeper understandings of some of the fundamental concepts in the biological sciences.
502. FIELD BOTANY. (2-6-5) S of even years, academic year, Su odd years
A course designed to acquaint the student with interrelationships of living organism through the use of plant material from the natural habitat.
503. FIELD ZOOLOGY. (2-6-5) S of odd years, academic year, Su of even years
A course designed to study the biology of animal populations in the natural habitat.
505. POLLUTION BIOLOGY. (3-4-5) W
Specific effects of pollutants on plant and animal life.
525. LIMNOLOGY. (3-4-5) Sp of even years, Su of odd years
The ecology of freshwater environments, including the interactions of biological, chemical, and physical factors.
540. GENETICS. (5-0-5) F, Su of even years
A study of the physical basis of inheritance, the laws of heredity and their relation to man.
541. EVOLUTION. (5-0-5) W, Su of odd years
A study of the processes of organic evolution.
542. ECOLOGY. (2-6-5) S, Su
Investigations into the effect of environment on the structures, functions, and community organization of plants and animals.
545. ICHTHYOLOGY. (3-4-5) F of odd years, Su of odd years
The biology, classification, morphology, behavior, and distribution of fish.
565. PLANT ANATOMY AND MICROTECHNIQUE. (2-6-5) F even years, Su of even years.
A course designed to acquaint the student with plant cells and tissue and the methods for preparing plant materials for microscopic examination.
569. FRESHWATER BIOLOGY. (3-4-5) S, Su
Study of freshwater organisms, their identification, natural history and environment relationships.
- 58R. INDEPENDENT STUDY. (Var.) By demand.
Special problems in biology.
- 59R. INTERNSHIP. (Var.) By demand
Open to students participating in the Georgia Intern Program. Credit: five to fifteen hours.
605. INTRODUCTION TO SCIENTIFIC RESEARCH. (5-0-5) Spring odd years, Su of even years
A practical guide to scientific research with emphasis on principles, techniques and procedures. Includes the choice and statement of the research problems, experimental design, sampling and analysis techniques, scientific illustration, and methods of reporting the results of research.
610. BIOLOGICAL TECHNIQUES (5-0-5)
A survey of biological techniques useful in teaching ecology, microbiology, physiology, taxonomy and other subdisciplines of biology.
615. BIOGEOGRAPHY. (5-0-5) W of odd years, Su of even years
Theories and principles concerning regional patterns of distribution of plants and animals, both past and present.

Biology

635. POPULATION ECOLOGY. (5-0-5) W of odd years, Su of even years

The investigations of the functions, interactions and behavior of individual populations in the ecosystems.

655. ADVANCED PARASITOLOGY. (2-6-5) W of even years, Su of odd years

The biology and taxonomy of parasitic Protozoans, Helminths, and Arthropods of native fauna. Research techniques emphasized.

665. ADVANCED PHYSIOLOGY. (3-4-5) W of even years, Su of odd years

A detailed study of vertebrate physiology using the systems approach. Systems covered include gastro-intestinal, reproductive, circulatory, excretory, respiratory, nervous, and muscle. The laboratory utilized a variety of vertebrate animals to demonstrate physiological principles.

675. ADVANCED ENTOMOLOGY. (2-6-5) F of even years, Su of even years

This course is a sequel to Entomology (Bio 467). Emphasis is placed upon selected entomological topics, more specific insect identification, environmental relations and insect distribution.

685. ADVANCED MICROBIOLOGY. (2-6-5) F odd years, Su odd years

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

696. THESIS RESEARCH. (Var.)

Credit: five to fifteen hours.

BUSINESS ADMINISTRATION AND ECONOMICS

Dr. Joseph F. Specht, Chm.
Dr. B.J. Dooley, Coordinator of Graduate Programs

MASTER OF BUSINESS ADMINISTRATION DEGREE

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

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

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

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

MASTER OF EDUCATION DEGREE

The primary objective of the Master of Education program in business education is to improve and make more effective the teaching work of experienced business teachers in the secondary school. Graduate study should include Business Administration 504, 529, 530, 532, 533, 540.

MASTER OF SCIENCE IN ADMINISTRATION

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

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

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

Admission Standards

Admission to Graduate Programs in Business Administration is limited to holders of the baccalaureate degree from regionally accredited institutions. It is expected further that admission will be granted only to students showing high promise of success in graduate study.

The candidate's performance on the appropriate test: (ATGSB) Admission Test for Graduate Study in Business, the General Aptitude portion of the (GRE) Graduate Record Examination, or the (NTE) National Teachers Examination, and the candidate's undergraduate work will be given primary consideration for admission. Consideration will be given to relevant work and leadership experience.

Admission To Candidacy

After admission as a regular student and completion of no less than fifteen hours of course work, a student must apply for admission to candidacy for the Master's degree. Students are responsible for initiating this step. Basic requirements for admission to candidacy are as follows:

1. The applicant must have completed not less than fifteen nor more than thirty hours of course work at Georgia College.
2. The applicant must submit a program of study approved by the major adviser and the Coordinator of Graduate programs in Business Administration.
3. Four copies of the planned program are submitted with the application for candidacy. Upon approval of student's candidacy, one copy of the program is returned to the applicant, one is sent to the major adviser and one to the Coordinator of Graduate Programs in Business Administration, and one is retained in the office of the Director of Graduate Studies.

GRADUATE COURSES

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.

Business Administration

503. BUSINESS STATISTICS. (5-0-5)

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

504. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION. (5-0-5)

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

517. ADVANCED COMMUNICATION AND REPORTS. (5-0-5)

Total communication principles that blend the most modern and successful written and oral principles and techniques for improved internal management communication and external management presentation.

529. PRINCIPLES OF INSTRUCTION IN BUSINESS SKILL SUBJECTS. (5-0-5)

Methods and procedures common to all vocational skill subjects in business, including the development in the business pupil of occupational intelligence, of good personal business traits, and of an understanding of what to expect in an office.

530. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION. (5-0-5)

Modern principles of business education in relation to the actual problems that face business teachers in secondary school.

532. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL BUSINESS SUBJECTS. (5-0-5)

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

533. ADVANCED OFFICE PRACTICE. (5-0-5)

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

540. ADMINISTRATIVE OFFICE MANAGEMENT. (5-0-5)

Concepts underlying the operation, organization and control of business offices.

541. FINANCIAL MANAGEMENT. (5-0-5)

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.

542. MANAGEMENT THEORY (5-0-5)

A general introduction into the evolution of management theory, into the problematics of technological and production systems, organization behavior and manpower systems.

545. COMPUTER AND DECISION-MAKING PROCESS. (5-0-5)

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

551. ACCOUNTING THEORY. (5-0-5)

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

555. MANAGERIAL ACCOUNTING. (5-0-5)

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

561. MARKETING AND DISTRIBUTION THEORY. (5-0-5)

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

603. STATISTICAL APPLICATIONS TO ECONOMICS AND BUSINESS. (5-0-5)

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

617. COMMUNICATIONS THEORY IN MANAGEMENT. (5-0-5)

A study of the nature, function, and dynamics of communication. This course involves a study of the models of communication and an analysis of the component theories of the communication process. The theories presented are applied in various problem situations encountered in the management level in business.

640. PRODUCTION MANAGEMENT. (5-0-5)

Theory and application of operations and production management. Management philosophies; production cycle; simplification and diversification; materials, production, and quality control.

642. ADVANCED PROBLEMS IN MANAGEMENT. (5-0-5)

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

644. HUMAN RESOURCES IN ADMINISTRATION. (5-0-5)

A review and study of theory and research as they apply to human relations in administration; contemporary, logical development and thinking, including current research and knowledge in environment, perspectives, relationships, and action.

646. DECISION THEORY. (5-0-5)

Development of a basic theory of decision making under uncertainty. The rationales of decision makers, utility and the concept of the value of perfect information will be examined. Both quantitative and nonquantitative decision making methodologies will be discussed.

648. ORGANIZATION THEORY. (5-0-5)

Study of the historical development and evolution of organization theory. Different theories will be utilized to analyze organization structure and function. Organizational elements such as power, authority, control, communication and decision theory will also be examined.

681. SYSTEMS ANALYSIS AND DESIGN. (5-0-5)

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

685. QUANTITATIVE METHODS FOR BUSINESS RESEARCH. (5-0-5)

A study of probability theory, statistical methods, classical statistical inference, and quantitative decision-making techniques. Emphasis on simple mathematical models for various business problems.

690. RESEARCH METHODS IN BUSINESS. (5-0-5/10)

Considers nature, scope, and importance of business research methodology. Emphasizes sources of information, methods of presentation, and methods of analysis and interpretation of statistical data.

699. RESEARCH PROBLEM. (5-0-5/10)

A study in depth of a problem of personal interest. This is not a formal dissertation but rather an opportunity for personal research and study.

Economics

571. ECONOMIC THEORY. (5-0-5)

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

676. MANAGERIAL ECONOMICS. (5-0-5)

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

678. BUSINESS RELATIONS WITH GOVERNMENT AND SOCIETY. (5-0-5)

A study of the philosophy and role of business and the business executive in the social, governmental, and economic environment. Special emphasis on legal and political processes as they affect democratic industrialized societies.



CHEMISTRY

Dr. J. F. Vincent, Chairman

The Chemistry department offers graduate courses that are applicable to the subject area requirements of the Master of Education degree. Chemistry courses may be taken by students seeking a Master of Science in Biology with the permission of the student's major professor.

GRADUATE COURSES

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.

501. ADVANCED INORGANIC CHEMISTRY. (4-2-5)

Prerequisites: Chemistry 301; Mathematics 223, 240

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

540. HIGH ENERGY INTERMEDIATES IN ORGANIC REACTIONS. (3-4-5) F

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

551. BIOCHEMISTRY, II. (3-4-5) Sp

Enzymology

58R. INDEPENDENT STUDY. 2 to 5 hours credit.

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

GRADUATE PROGRAMS IN EDUCATION

Dr. J. L. Lounsbury, Chairman
Dr. M. C. Sanders, Coordinator of Graduate Programs

MASTER OF EDUCATION DEGREE

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

Business Education (7-12)
Elementary Education (1-8)
English (7-12)
Health and Physical Education (1-12)
Home Economics (7-12)
Mathematics (7-12)
Science (7-12)
Social Science (7-12)
Spanish (7-12)
Special Education (Mental Retardation)

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

Admission

A student who applies for admission to this degree program is classified as either *regular* or *provisional*.

A *regular* graduate student is one who (1) holds a degree from an approved institution, (2) holds or is eligible for the T-4 Certificate in the area in which graduate work is planned, and (3) submits a recent satisfactory score on either the National Teacher Examinations (Common and Option) or the Graduate Record Examinations.

A *provisional* graduate student is one who does not meet requirements for admission as a regular graduate student. The student is permitted to take course work while removing deficiencies; however, *no more than 15 hours may be taken prior to regular admission*.

A student who does not intend to pursue a Master of Education program at Georgia College may be admitted in a *non-degree* status. Courses taken in this category do not count toward a degree. A student from another institution may be admitted as a *transient* by submitting, prior to registration, an application and a statement that he is a graduate student in good standing and has approval to enroll at Georgia College as a transient.

Students seeking professional certification must arrange to take the National Teacher Examinations (Common and Option in area of certification) prior to graduation. The examination is given on campus several times a year.

Admission to Candidacy

Application for admission to candidacy must be made *no later than the midpoint in the program*. Requirements for admission to candidacy are as follows: (1) admission as a regular graduate student, (2) completion of not less than 15 hours of graduate work at Georgia College with at least one 600-level professional education course and one course in the area of certification, and (3) a program of study approved by the adviser and the Coordinator of Graduate Programs in Education. *It is the responsibility of the student to initiate this step.*

Education

Program of Study

The Master of Education degree requires 60 hours of course work or 55 hours of course work and a research project. Courses must be completed in three categories as follows:

PROFESSIONAL EDUCATION 25 hours

ALL PROGRAMS

- Foundations (Ed 600 or Ed 620)
- Educational Research (Ed 630)
- Advanced Studies in Learning (Ed 640)
- Curriculum Planning (Ed 690)
- One elective

SPECIALIZED SUBJECT MATTER 25 hours

ELEMENTARY EDUCATION

Courses for the elementary teacher selected from the areas of language arts, social science, science, mathematics, creative arts, and health and physical education. *At least three areas must be represented.*

HIGH SCHOOL

Courses dealing with the specific field in which the certificate is to be issued.

SPECIAL EDUCATION

Courses dealing with the specific field in special education in which the certificate is to be issued.

ELECTIVES 10 hours

Total 60 hours

If the applicant is eligible for the T-4 Certificate in another field, the T-5 Certificate for elementary grades may be issued upon completion of the requirements outlined above provided the applicant has a total of 30 quarter hours in the *combined* undergraduate and graduate content courses *and* 5 quarter hours in an elementary methods course.

If the applicant is eligible for the T-4 Certificate in another field, the T-5 Certificate in a special education field may be issued upon completion of the requirements outlined above provided the applicant has the *combined* undergraduate and graduate courses which meet the teaching field required for the T-4 in this field *plus* 5 quarter hours in methods and materials for the specific field and 5 quarter hours in a supervised internship in one specific field.

Graduate Credit

The degree program is made up of courses numbered 500 or 600. An average of *B* must be maintained, and no grade below *C* will be accepted. All credit applied to the degree must be earned within six years after the initial work is completed. No graduate credit will be allowed for correspondence work.

Credit by Transfer

Fifteen quarter hours, if applicable to the proposed program, may be transferred from an accredited graduate school provided the credit was earned within six years prior to application for the degree. Only courses with a grade of *A* or *B* may be transferred.

Study Load

The maximum full-time load is 15 hours each quarter during the academic year and 10 hours in each summer school session. An in-service teacher may earn a maximum of 15

quarter hours during the school year with *no more than 5 hours each quarter.*

Residence

At least 30 hours of graduate work must be completed on campus. Under no circumstances will more than 30 hours of off-campus credit, including MGATES or comparable courses, be accepted on the program.

Advisement

Upon receipt of the application for admission to the graduate program, the Director of Graduate Studies notifies the student concerning acceptance. The student is then notified by the Coordinator of Graduate Programs in Education who will serve as adviser. *It is the responsibility of the student to consult with the adviser prior to registration.*

Steps in Completing the Master of Education Program

1. Apply for admission
2. Submit transcripts
3. Submit satisfactory NTE or GRE scores
4. Be assigned an adviser
5. Consult with adviser prior to each registration
6. Receive notice of admission as a regular graduate student
7. Apply for admission to candidacy
8. Submit "Change of Program" form if program changes after admission to candidacy
9. Apply for graduation
10. Apply for T-5 Certificate

Registration for NTE or GRE

Registration forms and information concerning the National Teacher Examinations or the Graduate Record Examinations may be obtained from the Education Office at Georgia College or from Educational Testing Service, Princeton, New Jersey 08540. Inquiries concerning the NTE should be sent to Box 911 and GRE inquiries to Box 955.

Grant-In-Aid

Information concerning the Georgia Grant-In-Aid may be obtained from the local school system or from this address: Consultant, In-Service Teacher Education, State Office Building, Atlanta, Georgia 20334.

Teacher Certificate Evaluation

Non-degree students wishing to change teaching fields or to establish initial certification when not professionally certified should request a transcript evaluation. Transcripts should be sent to Teacher Certification Services, State Department of Education, State Office Building, Atlanta, Georgia 30303. This evaluation should be secured *before* the student registers for course work. A degree from a non-accredited institution may be validated by satisfactorily completing three graduate level courses.

Registration for Area Service Courses

To receive credit for an area Teacher Education Service course, the student must present, at the time of registration, a permit signed by the adviser.

SPECIALIST IN EDUCATION DEGREE

Approved teacher education programs leading to the Specialist in Education degree and T-6 certification currently are provided in the following fields:

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

Admission

To be admitted to this degree program a candidate must (1) be admitted to the college for graduate study, (2) hold a Master's degree, (3) hold a T-5 Certificate in the proposed field, (4) have achieved a score of at least 1225 on the NTE (550 on common portion, 625 on option), (5) have a minimum of 2 years teaching experience, (6) submit a supplementary application form to the Education Department, and (7) come to campus for an interview.

Program of Study

The professional program includes:

1. a minimum of 45 quarter hours of course work beyond the Master of Education degree
2. A combined (fifth and sixth year) course sequence of a minimum of 105 quarter hours as follows:
 - 50 q.h. in content-instructional areas
 - 15 q.h. in foundations of education
 - 15 q.h. in curriculum, methods, and problems
 - 10-15 q.h. in research including a satisfactory field project or thesis
 - 10-15 q.h. of electives
3. a diagnostic exam which provides data for professional program planning
4. a plan for year-round personal and professional development

Year-Long Program of Activities

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

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

Terminal Oral

A terminal oral examination, scheduled at least two weeks prior to graduation, is required of all candidates for the Specialist in Education degree. In this culminating experience, a committee of three or four professors will appraise the candidate's progress

and will recommend additional activities for personal and professional development. Applications for the oral should be submitted to the Coordinator of Graduate Programs in Education during the first week of the candidate's final quarter of course work.

Graduate Credit

Only grades of *A* and *B* will be accepted. All credit applied to the degree must be completed within *four years* after registration for the first course at the sixth-year level.

Credit by Transfer

Ten quarter hours, if applicable to the proposed program, may be transferred from an accredited graduate school provided the work was completed after satisfying requirements for the T-5 Certificate.

Study Load

The maximum full-time course load is 15 hours each quarter during the academic year and 10 hours in each summer school session. An in-service teacher may earn a *maximum of 10 quarter hours* during the school year.

Advisement

Each candidate for the Specialist in Education degree is assigned two advisers: one in the area of certification and one in education.

Steps in Completing the Specialist in Education Degree

1. Apply for admission to the Graduate Program
2. Complete supplemental application for the Education Department
3. Receive notification of admission
4. Be assigned advisers (one in the area of certification and one in Education)
5. Plan tentative selection of courses
6. File copies of program
7. Contact advisers prior to each registration
8. Take the Diagnostic Examination (first quarter of sixth-year study)
9. Plan program of professional activities
10. File copies of professional activities
11. Apply for oral examination
12. Complete oral examination
13. Apply for graduation
14. Submit application for the T-6 Certificate

EDUCATION

Dr. John H. Lounsbury, Chairman

GRADUATE COURSES

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

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

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

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

General Professional*

510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS. (5-0-5)

Deals with philosophy and trends in home economics education, methods of teaching home economics, and methods of evaluation.

512. SOCIAL SCIENCE IN THE SECONDARY SCHOOL. (5-0-5)

The role of the social science teacher in promoting citizenship through critical thinking skills, inquiry, decision-making, and values clarification in all of the social sciences. Recent curriculum projects in the various social sciences and the resulting materials will be examined.

536. SEMINAR IN DRUG EDUCATION. (5-0-5)

Designed to inform teachers and other interested persons about the growing drug problems. Emphasis is on understanding and relating to youth, communication techniques, and psychological causes and effects of drug use, as well as drug information, rehabilitation, and legal aspects. Attention is given to community organization, methods of involving youth, and identifying and evaluating available resource people and materials.

540. ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL PROGRAMS. (5-0-5)

Administrative procedures for programs for young children relative to policies, standards, financing, staffing, housing, supervision, and parent involvement. The competencies needed in such programs as Day Care, vocational laboratory schools, private preschools, parent cooperatives, and Head Start considered.

558. INTERPRETATION OF PRINT AND NON-PRINT MATERIALS. (3-2-5)

Survey of print and non-print material for children and adolescents in the various media of communication, criteria of evaluation and analysis of books and other related materials in terms of today's needs, interests, and abilities of children and adolescents.

559. UTILIZATION OF MEDIA. (3-2-5)

Designed for teachers and library media specialists. Emphasis on evaluation, selection, use and relationships of various media to the school curriculum. Laboratory experiences stress production of materials, and proper care and use of media equipment.

585. GUIDING PROFESSIONAL LABORATORY EXPERIENCES. (5-0-5)

Prerequisites: Professional certificate, two years successful teaching experience, recommendation of cooperating system.

The first of the three-course sequence designed to provide teachers with information and understandings required for effective guidance of prospective teachers.

*Graduate courses are grouped under the following headings: General Professional, Elementary Teaching Field Courses, and Special Education.

586. INTERNSHIP FOR TEACHER EDUCATORS. (2-4-5)

Prerequisite: Education 585 and guiding a prospective teacher.

A field and seminar course provided for teacher educators in guiding a prospective teacher of a college for a quarter.

587. SEMINAR IN SUPERVISION. (5-0-5)

Prerequisite: Education 585, 586.

The seminar provides an opportunity for cooperating teachers to engage in a variety of follow-up and research studies of student teaching and focus on deepening understandings of guiding prospective teachers.

590. INTERPERSONAL RELATIONS IN TEACHING. (4-2-5)

Peer relations in teaching, the teacher as a person, interacting with parents, professional co-workers, volunteers and paraprofessionals, insights of group dynamics, sensitivity training and parent education are incorporated into practical experiences of mutual involvement among students and others in the teaching role.

593. EARLY CHILDHOOD EDUCATION CURRICULUM. (4-2-5)

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

594. PRACTICUM IN EARLY CHILDHOOD EDUCATION. (Var.)

Provides for teaching experiences under supervision, for involvement in planning and evaluating the daily program.

596. A, B. PROBLEMS IN TEACHING IN THE ELEMENTARY SCHOOL. (3-2-5)

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

597. A, B. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL. (3-2-5)

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

59R. INTERNSHIP. (Var.)

Prerequisite: Approval by the instructor

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

600. SOCIAL FOUNDATIONS OF EDUCATION. (5-0-5) F, Su

An inter-disciplinary approach to understanding the basic issues in American education with special emphasis on sociological factors.

605. THE HOME ECONOMICS CURRICULUM. (5-0-5)

The principles of developing and changing the home economics curriculum in relation to recent trends and the work of the total school.

610. ORGANIZATION AND ADMINISTRATION OF PUBLIC EDUCATION. (5-0-5)

A study of the organization, administration, and evaluation of schools including the relationship between public education and the state and federal governments.

620. PHILOSOPHICAL ISSUES IN EDUCATION (5-0-5) Su

An analysis of educational philosophies in their historical context. Develops understanding of the practices and policies in education by searching for their antecedents, both historical and philosophical.

Education

628. SEMINAR IN ELEMENTARY EDUCATION. (5-0-5) Su

Prerequisite: Admission to Ed.S. program.

An opportunity to identify and critically analyze issues, theories, practices, and problems of the profession through investigation and discussion, ways to improve classroom procedures, curriculum problems, and professional leadership.

630. EDUCATIONAL RESEARCH. (5-0-5) F, Su

Seeks to develop an appreciation for an adequate competence in basic procedures and methods of educational research.

631. RESEARCH DESIGN IN EDUCATION. (0-5-5) F, W, S, Su

Prerequisite: Ed. 630.

The full development, under supervision, of a comprehensive research project.

635. FIELD PROJECT IN EDUCATIONAL RESEARCH. (0-10-5)

Completing under supervision during the school year the project designed in Ed. 631. Includes securing and handling data, describing procedures, drawing conclusions, and reporting in a scholarly manner.

640. ADVANCED STUDIES IN LEARNING. W, Su

Prerequisite: Ed. 630

A comprehensive study of learning theory with emphasis upon recent literature; a study of methods and techniques utilized in assessing human performance. Special attention is given to research findings in motivation, accountability, behavioral modification, and human relationships in the classroom.

650. EDUCATIONAL PROGRAMS FOR EMERGING ADOLESCENTS. (5-0-5)

A consideration of the total field of junior high school/middle school programs. Suitable for educators who work in the transition years, no matter what organizational pattern.

680. PRINCIPLES AND PRACTICES OF GUIDANCE. (5-0-5) Su

An introduction to the principles of counseling and their application in the school setting.

690. CURRICULUM PLANNING. (5-0-5) S, Su

A study of trends in curriculum design, the principles and practices of curriculum planning, and the development of materials to be used in the individual school.

ELEMENTARY TEACHING FIELD

511. SOCIAL STUDIES CURRICULUM IN THE ELEMENTARY SCHOOL. (5-0-5) S, Su

The social studies curriculum of the elementary school, the methods of inquiry, the selection and use of learning resources, the organization of social studies content, and a survey of recent trends and research are explored. A selected social studies curriculum problem is designed.

515. ART EDUCATION (5-0-5)

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

521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL. (5-0-5) Su

The survey, selection, and evaluation of books, recordings, films, and other supplementary material for broadening and enriching music experience in the elementary classroom.

525. EARTH AND BIOLOGICAL SCIENCES FOR ELEMENTARY TEACHERS. (4-4-5)
F, Su

Designed to strengthen basic understandings of biological and earth science concepts appropriate for elementary school. Relevant research, current science programs, and effective methods and materials are included.

526. PHYSICAL SCIENCE FOR ELEMENTARY TEACHERS. (4-4-5) Su

Designed to strengthen basic understandings of physical science. Current research and programs are studied. Opportunities are provided for development of materials and methods for teaching science.

560. THE ELEMENTARY ENGLISH CURRICULUM. (3-2-5) W, Su

Basic concepts and understandings related to linguistic research and transformational grammar as they apply to the elementary curriculum. The production, use and evaluation of appropriate teaching materials receive intensive study.

660. PRINCIPLES AND PRACTICES IN TEACHING READING. (5-0-5) F, Su

Provides an understanding of principles, practices, and approaches to teaching reading. The production, use, and evaluation of materials receive intensive study.

661. DIAGNOSING AND CORRECTING READING DISABILITY. (4-1-5) W, Su

Prerequisite: Education 660.

Designed to provide teachers with skills in diagnosing and correcting reading disability, this non-clinical course emphasizes the need for early detection of reading problems and preventive teaching to eliminate later major reading disability. Understandings of various individual and group diagnostic techniques, both formal and informal, will receive major attention.

SPECIAL EDUCATION

565. CURRICULUM AND METHODS FOR THE TRAINABLE MENTALLY RETARDED. (5-0-5)

Prerequisite: Education 575.

Teaching methods for the trainable mentally retarded with emphasis on development of self-care, social adjustment, habit training, and the maximum useable work skills and academically related learnings.

567. VOCATIONAL TRAINING AND WORK STUDY PROGRAMS FOR EXCEPTIONAL PERSONS. (5-0-5)

Principles of providing occupation orientation and work experience; techniques of job classification and evaluation, selection and placement; activities related to work experience, knowledge of community agencies and public relations.

571. CLINICAL PRACTICUM IN SPECIAL EDUCATION. (1-4-5)

Supervised introductory field experiences in various facilities providing for the exceptional child.

573. COUNSELING PARENTS OF EXCEPTIONAL CHILDREN. (5-0-5)

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

574. SPEECH AND LANGUAGE DEVELOPMENT OF EXCEPTIONAL CHILDREN. (5-0-5)

Prerequisites: Ed 575.

Introduces the student to problems of speech and language development of exceptional children. Includes a review of the literature, psycholinguistic theory, verbal communication skills, language training programs and field experiences.

575. INTRODUCTION TO SPECIAL EDUCATION. (5-0-5)

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

577. THE NATURE OF MENTAL RETARDATION. (5-0-5)

Prerequisites: Ed. 575.

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

579. CURRICULUM AND METHODS FOR THE EDUCABLE MENTALLY RETARDED. (5-0-5)

Prerequisites: Education 577, 575.

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

580. APPLIED BEHAVIOR MODIFICATION THEORY. (5-0-5)

Prerequisites: Ed. 575, 577.

The theory and practice of operant conditioning techniques that may be applied in teaching the exceptional child. Review of relevant and research literature, and classroom techniques appropriate to both special and regular classes will be included.

584. TOPICAL SEMINAR IN SPECIAL EDUCATION. (5-0-5)

Prerequisites: Education 575, 577.

Class will focus on one or more of a number of special topics as interest and needs dictate. Basic topics include: occupations and guidance for the mentally retarded, gifted, learning disabilities, and behavioral disorders.

588.A,B,C. INTERNSHIP IN SPECIAL EDUCATION. (1-4-5) each

Prerequisites: Education 575, 577, and 579.

Provides the students with a full-time professional laboratory experience in a program for exceptional children under the supervision of a certified special class teacher and a college supervisor. Eligibility is dependent upon meeting all pertinent requirements.

681. NATURE OF BEHAVIORAL DISORDERS. (5-0-5)

Prerequisites: Education 575, 577.

Psychological development of behavior and its effects in school as well as the effect school has on the adjustments of the child. Problems of emotional and social adjustment are studied.

682. NATURE OF LEARNING DISABILITIES. (5-0-5)

Prerequisites: Education 575, 577.

A study of the characteristics and symptoms of specific learning disabilities, including the Strauss syndrome and other variations and the place of perception and concept formation in learning.

684. ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS. (3-2-5)

Prerequisites: Education 575, 577.

Organization, administration, and supervision of programs; finance, facilities, budgeting equipment, community agencies, and curriculum development.

685. APPRAISAL AND EVALUATION OF EXCEPTIONAL CHILDREN. (5-0-5)

Prerequisites: Education 575, 577.

Methods, techniques and instruments utilized in identifying and evaluating the exceptional child.

689. PHYSICAL EDUCATION AND RECREATION FOR THE EXCEPTIONAL STUDENT. (3-2-5)

Prerequisites: Education 579, 577.

An investigation of techniques, equipment, methods and graded programs for atypical children.

ENGLISH AND SPEECH

Dr. John Timmerman, Chairman

The department of English and speech offers graduate courses leading to the Master of Education degree with a subject area concentration in English. This concentration requires a minimum of twenty-five hours of graduate courses in English.

GRADUATE COURSES

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.

511. MILTON. (5-0-5)

A study of *Paradise Lost*, *Samson Agonistes*, and selected minor poems, as well as several of the shorter prose works of Milton, as these works reflect Milton's influence on the 17th and later centuries. The course is designed primarily for graduate students, but seniors may enroll upon invitation.

512. THE EIGHTEENTH CENTURY. (5-0-5)

Major figures from Dryden through Dr. Johnson.

522. ADVANCED GRAMMAR & SYNTAX. (5-0-5)

An analysis of the elements of language necessary for effective communication, of their proper location in the curriculum, and of the most effective means of presenting them to students. Extensive reading in the more recent studies of the teaching of grammar and composition.

531. SHAKESPEARE. (5-0-5)

An advanced course in Shakespeare open to those who have already had undergraduate work in the major plays. Emphasis on plays not usually studied at the undergraduate level. Consideration of divergent critical points of view.

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

A study of twentieth-century British and American poetry with attention to the development of sound, independent critical judgment.

537. ROMANTIC POETRY. (5-0-5)

A concentrated study of poetry and thought of Wordsworth, Coleridge, Byron, Shelly, and Keats.

538. TENNYSON AND BROWNING. (5-0-5)

A study of Tennyson and Browning and their relation to life and thought of the nineteenth century.

539. CHAUCER AND HIS AGE. (5-0-5)

A detailed study of *The Canterbury Tales* with a glance at the minor poems.

540. MAJOR THEMES AND MOVEMENTS IN NINETEENTH CENTURY AMERICAN LITERATURE. (5-0-5)

A study of recurrent ideas and attitudes especially as they appear in the writings of Poe, Emerson, Hawthorne, and Mark Twain.

544. FLANNERY O'CONNOR. (5-0-5) Su

An intensive study of the short stories, novels, and essays.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Mr. Floyd V. Anderson, Chairman

Fifth-Year Program

Graduate students may apply for a Master of Education degree with a concentration in Physical Education keeping within all requirements as stated under the Master of Education Degree (p. 47). Graduate students are required to complete twenty-five hours of appropriate subject area courses including HPER 525, 560, 687 or 688; approved selection* of one from 502, 510, 670 and one from 574, 575, 689. Of the ten hours in elective courses, at least five hours must be taken outside the departments of Education and HPER.

*Choice contingent upon undergraduate preparation.

Sixth-Year Program

Graduate students may apply for a Specialist in Education degree with a concentration in Physical Education. All requirements as stated under the Specialist in Education Degree must be fulfilled (p. 50). The sixth-year professional program includes a minimum of twenty-five hours in physical education courses which are designed according to previous course work and the individual needs of students.

GRADUATE COURSES

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.

Summer (Odd Years)

502. SCIENTIFIC FOUNDATIONS OF HEALTH EDUCATION. (5-0-5)

Students broaden their knowledge of scientific facts and effective health practices pertinent to personal, family, and community health problems.

525. ANALYSIS OF SPORTS TECHNIQUES. (5-0-5)

Designed to provide teachers and coaches a scientific basis for the analysis of teaching of basic movement and sports skills through investigation of the forces which act upon the human body and the effects which these forces produce.

550. OUTDOOR EDUCATION (V-5)

Teachers and others interested in instructional programs involving use of outdoor settings and school campus. Historical and philosophical bases and implications for the curriculum. Field trips and observations arranged.

560. PHYSIOLOGY OF EXERCISE. (5-0-5)

Includes an understanding of traditional concepts with regard to current advances related to muscular, respiratory, cardiovascular, nervous adaptations, and physical stress. Opportunity is offered to conduct experiments and studies on related topics.

575. CURRICULUM PLANNING IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. (5-0-5)

A study of curriculum needs, program planning, and the actual setting up of curricula to meet secondary school demands and interests.

670. HISTORY AND PHILOSOPHY OF HEALTH, PHYSICAL EDUCATION, AND RECREATION. (5-0-5)

Historical and philosophical implications in the development of physical education from primitive man to the present day.

688. PERCEPTUAL MOTOR LEARNING. (5-0-5)

A study of the perceptual basis of movement behavior with special emphasis upon the neuromuscular and conceptual aspects.

689. PHYSICAL EDUCATION AND RECREATION FOR THE EXCEPTIONAL STUDENT. (5-0-5)

An investigation of techniques, equipment, methods and graded programs for atypical children.

Summer (Even Years)

510. EVALUATION IN HEALTH, PHYSICAL EDUCATION AND RECREATION. (5-0-5)

Application of statistical techniques to research problems in Health, Physical Education, and Recreation.

515. THEORY AND PRACTICE OF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION. (5-0-5)

Needs and interests of students at the graduate level in designated areas of activity.

550. OUTDOOR EDUCATION. (V-5)

Teachers and others interested in instructional programs involving use of outdoor settings and school campus. Historical and philosophical bases and implications for the curriculum. Field trips and observations arranged.

574. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS. (5-0-5)

A study of programs in elementary, junior, and senior high schools in health and physical education, including intramurals and athletics. Discussion of objectives, equipment, scheduling, policies, and other administrative problems.

605. SEMINAR IN CONTEMPORARY HEALTH PROBLEMS. (5-0-5)

Prominent health issues of today (misuse of alcohol, drug abuse, smoking, venereal diseases, obesity, *et cetera*) and the positive approaches which might be utilized in the home, in the school, in the community, and in the church which lead toward possible solutions to the problems.

675. THE APPLICATION OF PSYCHOLOGY TO PHYSICAL EDUCATION AND ATHLETICS. (5-0-5)

Need, purpose, and study of psychology in physical education and athletics.

687. SEMINAR: EXPERIMENTAL STUDIES IN MOTOR LEARNING. (5-0-5)

Components of skilled movement; analysis of research in selected areas; development of laboratory techniques.

Electives

501. PROBLEMS SEMINAR IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. (1-4-5)

A survey of current problems and trends in these fields. Students have opportunity for independent investigations and research.

533. FIRST AID AND SAFETY EDUCATION. (5-0-5)

Knowledge and skill development to meet the needs of most situations when emergency first aid care is needed and to increase personal safety and accident prevention knowledge. Teaching skills stressed.

HISTORY AND GEOGRAPHY

Dr. O. W. Taylor, Chairman

The Department of History and Geography offers graduate instruction leading to the Master of Arts degree in history. (A full description of the program leading to this degree is given below.)

The department also offers graduate courses in history which fulfill subject-area requirements for the Master of Education Degree and the Specialist in Education Degree with concentrations in social studies. While other social science departments also offer courses fulfilling subject-area requirements for these degrees, the Department of History and Geography advises all students enrolled in the programs. (Full descriptions of the M. Ed. and Ed. S. degrees are given in the Department of Education section of this catalog. See information later in this section concerning social studies course requirements for the degrees.)

MASTER OF ARTS DEGREE IN HISTORY

The Master of Arts Degree in History prepares students for further study elsewhere toward the Ph.D. degree, for employment in historical and governmental agencies, and for teaching in junior colleges. Individuals who already hold a professional teaching certificate and who choose Plan B (without thesis) may use the elective courses to fulfill requirements for the T-5 certificate. Further details may be obtained from the chairman of the department.

Admission

Applicants for admission to the program leading to the Master of Arts Degree in History must comply with the general requirements of the University System and the college as described earlier in this catalog. If not satisfied under general requirements, applicants must also:

1. Hold the bachelor's degree from a regionally-accredited institution with a major in history, or be assured of receiving the degree before entering the program. A person with a major in another field, but with substantial work in history, may be admitted if, in the opinion of the chairman of the department of history and geography, he shows promise of doing acceptable graduate work in history. Ordinarily such admission will be on a provisional basis.
2. Have an undergraduate grade average of at least 2.5 on a 4.0 scale.
3. Submit acceptable scores on both the aptitude and the Advanced History portions of the Graduate Record Examination.
4. Arrange for submission of three letters of recommendation from undergraduate professors or others who can attest to the applicant's ability to do acceptable graduate work in history. One letter should be from the chairman of the department in which the undergraduate major was taken. Letters should be sent by the writers directly to the Director of Graduate Studies.

The completed application, including all supporting papers, must be filed with the Director of Graduate Studies not later than three weeks prior to the beginning of the quarter in which the applicant proposes to begin graduate study. Applicants will be given a prompt decision upon receipt of necessary materials, and the program may be entered in any quarter. Admission is granted by the Director of Graduate Studies upon recommendation of the chairman of the department of history and geography. *Prospective applicants should consult, in person or by mail, with the Chairman of the department of history and political science prior to filing application.*

History and Geography

Programs of Study

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

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

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

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

A maximum of fifteen hours of graduate work creditable to the program may be taken at other accredited graduate institutions. Courses taken prior to admission to this program must be directly pertinent, and *courses taken after admission must be taken in an approved transient student status*. In either case, grades may not be lower than "B". All work, whether in this institution or another, must be done within a period of six years.

Fields of concentration offered are:

1. The United States.
2. Europe.

Graduate instruction in other fields is also offered.

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

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

Advisement

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

Language Requirements

A reading knowledge of one modern foreign language, ordinarily French, German, or Spanish, must be demonstrated prior to admission to candidacy for the degree. With consent of the chairman of the department another language may be substituted. A reading knowledge may be demonstrated in either of two ways:

1. By having completed, not more than four years prior to admission to graduate study, the fourth course or higher of a language with a grade of at least "B."
2. By an examination, either standardized or local at the option of the student, administered by the department of modern foreign languages of the college. The local

examination consists of two parts: (a) writing a satisfactory translation, with the aid of a dictionary, of a relatively brief passage from a previously unseen work in the field of history, and (b) writing a satisfactory general summary in English, with the aid of a dictionary, of a longer passage from a previously unseen work in the field of history, and satisfactorily answering oral questions on the passage.

The examination may be taken a maximum of three times in any one language. The student should make arrangements for taking the examination directly with the chairman of the department of modern foreign languages.

Admission to Candidacy

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

1. Fully met all admission requirements.
2. Made an average grade of at least "B", with no grades below "C", on a minimum of fifteen hours of work.
3. Secured approval of the Plan of Graduate Study, including thesis topic if applicable.
4. Satisfied the language requirement.

Thesis

Students following Plan A will submit a thesis in an acceptable style of historical writing which demonstrates the ability to investigate independently a topic of historical significance. The topic will be selected in consultation with the student's advisor and be approved by the Supervisory Committee. Style and format will be in conformity with Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Phoenix Books, University of Chicago Press.). Four copies of the completed thesis in unbound form must be submitted to the Supervisory Committee for critical reading not later than four weeks prior to the date of proposed graduation. After the student has passed the Master's Comprehensive Examination on thesis and course work, one copy will be returned to him and three will be deposited with the Director of Graduate Studies for binding and preservation in the college library and the department of history and geography. The student will be charged a binding fee. The student must be registered for History 654 (Thesis Research) in the quarter in which he expects to complete and be examined on his thesis.

Final Examination

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

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

Financial Aid

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

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

Further Information

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

Inquiries concerning the nature of the program and the availability of given courses should be sent to the chairman of the Department of History and Geography.

MASTER OF EDUCATION DEGREE SPECIALIST IN EDUCATION DEGREE

(Special information concerning social studies course requirements for the degrees with a concentration in social studies.)

1. For the Master of Education degree, at least ten hours of the course work in social studies must be at the 600 level.
2. For the Specialist in Education Degree, at least fifteen hours of the course work in social studies, *in addition to that taken in the M. Ed. program*, must be at the 600 level.

GRADUATE COURSES

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 descriptions.

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

History

500. CLASSICAL CIVILIZATION. (5-0-5)

The history of Greece and Rome, stressing the transmission of classical culture to later periods.

501. THE NEGRO IN AMERICAN HISTORY. (5-0-5)

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.

506. THE MIDDLE AGES. (5-0-5)

Europe from the fall of Rome to the Renaissance. The Byzantine and Islamic Empires are also considered.

507. COLONIAL AMERICA. (5-0-5)

The North American colonies from settlement to the American Revolution. The English colonies are emphasized, but French, Dutch, and Spanish colonies are also considered.

509. CONTEMPORARY AMERICA. (5-0-5)

The United States from World War I to the present.

511. EUROPE IN THE TWENTIETH CENTURY. (5-0-5)
Contemporary European problems and their background, with emphasis on social and political changes growing out of World War I.
513. ECONOMIC AND SOCIAL HISTORY OF ENGLAND SINCE 1870. (5-0-5)
England's place in the emergence of the modern world economy of interdependence, and the resulting effects on all social classes.
515. RENAISSANCE AND REFORMATION. (5-0-5)
The rebirth of classical learning in Italy and its spread across Europe, and the religious upheavals of the 16th and 17th centuries.
519. THE FRENCH REVOLUTION AND NAPOLEAN. (5-0-5)
Europe from 1789 to 1815, emphasizing the role of France in the events of the period.
520. THE AMERICAN CIVIL WAR. (5-0-5)
The background of the war, followed by a detailed examination of the conflict between 1861 and 1865.
522. THE ANTE-BELLUM SOUTH. (5-0-5)
An examination of basic factors in Southern life such as the agrarian economy and racial dualism.
525. THE TEACHING OF HISTORY AND RELATED STUDIES. (5-0-5)
A course for social studies teachers which deals with techniques and materials on the secondary-school level.
526. CONSTITUTIONAL HISTORY OF ENGLAND. (5-0-5)
A study of English constitutional history emphasizing developments in England and the British Empire after 1776.
527. THE RECONSTRUCTION PERIOD. (5-0-5)
An intensive study of the troubled era following the Civil War.
529. MODERN GERMANY. (5-0-5)
Germany from the formation of the Second Reich to the present.
530. THE SOUTH SINCE RECONSTRUCTION. (5-0-5)
Economic, social, and political developments in Georgia with emphasis on modern trends.
542. AMERICAN SOCIAL AND INTELLECTUAL HISTORY TO 1865. (5-0-5)
An examination of the principal ideas and cultural trends which shaped American life in the formative years of the nation.
543. AMERICAN SOCIAL AND INTELLECTUAL HISTORY SINCE 1865. (5-0-5)
A study of selected concepts and attitudes in their social framework from social Darwinism to student activism.
551. TROPICAL AFRICA TO 1860. (5-0-5)
Tropical Africa to 1860, with special emphasis on West Africa. Major themes include the medieval empires, Islam, the slave trade, and the beginnings of European interest.
553. COLONIAL AND CONTEMPORARY AFRICA. (5-0-5)
Africa since 1860; considered are European penetration and the partition, colonial rule and the African response, and the independent movement.
555. CONTEMPORARY AMERICAN FOREIGN POLICY.
(See Political Science 555.)

History and Geography

59R. INTERNSHIP. (5 to 15 hours)

Prerequisite: selection for participation in Georgia Intern Program, Georgia Legislative Intern Program, or other intern program.

An individually-designed course sequence involving off-campus study, research, and work in a government agency, the Georgia legislature, or other agencies or organizations.

600. HISTORIOGRAPHY. (5-0-5)

A study of historical interpretations and the art of historical writing.

605,608,611,614,617. GRADUATE SEMINARS.

Areas and topics will vary from year to year, and may be treated as either research seminars or directed readings and discussion.

605. SEMINARS IN AMERICAN HISTORY. (TBA-0-5)

608. SEMINAR IN EUROPEAN HISTORY. (TBA-0-5)

611. SEMINAR IN SOUTHERN HISTORY. (TBA-0-5)

614. SEMINAR IN ENGLISH HISTORY. (TBA-0-5)

617. SEMINAR IN AFRICAN HISTORY. (TBA-0-5)

650. ADVANCED STUDY. (Var. 2-5) Each quarter

Prerequisite: approval of chairman of department.

Independent reading and reports arranged by the instructor according to the individual student's preparation, background, and needs. Open to M.Ed. students and required of all M. A. students.

654. THESIS RESEARCH. (TBA-0-5) Each quarter

Prerequisite: admission to candidacy for the M. A. degree.



HOME ECONOMICS

Dr. Therry N. Deal, Chairman

The department of home economics offers courses that satisfy the subject area requirements for the Master of Education degree and the Master of Science in Home Economics Administration degree. Courses for graduate credit should be planned in advance with the chairman of the home economics department.

GRADUATE COURSES

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.

***510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS. (5-0-5)**

This course deals with philosophy and trends in home economics education, methods of teaching home economics, and methods of evaluation.

515. ADVANCED PROBLEMS IN APPAREL SELECTION. (5-0-5)

Prerequisite: Approval of Instructor.

A survey of new developments in the areas of clothing and textiles as relates to selection, care, and buying. The course will include a research problem determined by the individual's interest in clothing selecting.

518. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING SELECTION. (5-0-5)

An examination of clothing in its relationship to economic principles, customs, values, fashion and other social and psychological forces. The course stresses an awareness of these forces in planning and selecting clothing.

523. EXPERIMENTAL FOODS. (3-4-5)

Study of chemical and physical properties affecting food preparation. Controlled experimentation will be used to test principles and techniques. Group and individual projects. Laboratory fee \$5.00

524. ADVANCED NUTRITION. (5-0-5)

This course deals with current knowledge of the metabolic functions of food in the human organism.

525. FAMILY AND COMMUNITY NUTRITION PROBLEMS. (5-0-5)

A review will be made of the fundamentals of nutrition. A survey will be made of family and community nutrition problems. Plans will be made for alleviating conditions. Special attention will be given to feeding low income families and methods of teaching nutrition.

527. DIET THERAPY. (3-4-5)

A study of impaired digestive and metabolic conditions. Adaptations of the diet as a prevention and treatment of these diseases.

531. FAMILY ECONOMICS. (5-0-5)

An analysis is made of the financial problems throughout the family life cycle and some possible ways of handling them. Such topics as human resources, savings, economics protection, credit risks, and the effect of the economy on the individual and family will be considered.

*Cross-listed with Department of Education.

533. MANAGEMENT OF HUMAN RESOURCES. (5-0-5)

Social and technical concepts and principles related to the use of human resources in the management of work in the home are studied.

535. FAMILY HOUSING PROBLEMS. (5-0-5)

The effects of housing on family and community life will be explored. Family structure, technology, social and financial factors will be guides for selecting and planning for housing, and in improving housing conditions.

538. RESOURCES FOR TEACHING HOUSE FURNISHINGS. (5-0-5)

A study will be made of trends and new concepts in furnishing the home. Aesthetics, functionalism, and consumer buying at different cost levels will be emphasized. Methods and materials for teaching home furnishings for the high school will be included.

***540. ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL PROGRAMS. (4-2-5)**

A study of administrative procedures for various kinds of programs for young children in regard to such matters as: policies, standards, financing, staffing, housing, supervision, and parent involvement. The competencies needed in such programs as Day Care, vocational laboratory schools, private preschools, parent cooperatives, and Head Start will be taken into account.

550. MANAGEMENT AND HOUSEHOLD EQUIPMENT. (5-0-5)

A study of family management in relation to selection, use, arrangement, and care of equipment in home and school situations is made. Consideration is given to the advantages of various types of equipment in relation to food preparation, laundering, cleaning, and home lighting. Laboratory experiences provided with many types of equipment.

552. READINGS IN CHILD DEVELOPMENT. (5-0-5)

Prerequisite: Home Economics 351, 453 or equivalent.

Characteristic and deviate behaviors and their interpretation. Special attention is given to reading research. Opportunity is given for students to work with child development situations according to interest.

553. ADVANCED CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)

Prerequisite: Home Economics 351 or equivalent.

Opportunity is offered for the student to explore at an advanced level the principles of human development and child study in relation to infancy and the preschool period. Participation in nursery school and home setting is required.

555. PARENT-CHILD INTERACTION. (4-2-5)

Family factors significant in child's development such as interpersonal relations, values, pattern of child rearing. Influence of community and community resources available for child rearing. Sensitivities and skills needed plus experiences in working with parents.

556. INFANT DEVELOPMENT. (4-2-5)

Emotional, social, intellectual and physical development in infancy with focus on recent research. Guided observation.

558A. PROGRAM ACTIVITIES IN CHILD DEVELOPMENT. (Var.-5)

Prerequisite: Home Economics 351 or equivalent.

Designing programs for young children in home, church, day care or other educational settings. Focus on implications of development for planning experiences.

*Cross-listed with Department of Education.

Home Economics

558B. PROGRAM ACTIVITIES IN CHILD DEVELOPMENT. (Var.-5)

Designing programs for young children in home, church, day care or other educational settings. Focus on processes in providing experiences for young children.

585. TEACHER-EDUCATION: A COOPERATIVE VENTURE. (5-0-5)

Prerequisites: Bachelor's degree, professional certificate, and two years of successful teaching experience.

First of three-course sequence for teachers cooperating in teacher-education efforts. This course provides teachers with information and understandings required for effective guidance of prospective teachers.

590. FAMILY LIFE EDUCATION. (5-0-5)

This course is designed to aid home economics teachers in analyzing possible approaches to studying family life of multi-ethnic, racial, and economic groups. Teaching techniques and the development of teaching materials for the various groups will be included.

593. EARLY CHILDHOOD EDUCATION. (5-0-5)

Prerequisite: Home Economics 351 or equivalent.

A course for teachers of young children with emphasis on nursery school and kindergarten. It deals with: processes and content of program development on the basis of the nature and needs of children; and of educational objectives; and with methods of providing effective learning situations. Offered Fall Quarter as an integral part of the Nursery School - Kindergarten (Pre-Primary) Term, which also includes Ed. 490 and 494. May be offered as a separate course, as needed, in other quarters, 5 hours.

594. THEORY IN CHILD AND FAMILY DEVELOPMENT. (5-0-5)

Prerequisite: Permission of instructor.

Theories related to human development in the family context such as interactional, structural, role and developmental.

58R. INDEPENDENT STUDY. (1-0-5)

An opportunity is provided for advanced study in any area of concentration in the home economics field. The course is for students enrolled in the honors program, seniors, and graduate students who are approved by the chairman of the department.

59R. INTERNSHIP. (Var.)

Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit: 5-15 hours.

*605. THE HOME ECONOMICS CURRICULUM. (5-0-5)

The principles of developing and changing the home economics curriculum in relation to recent trends and the work of the total school is the basic structure of the course.

*Cross-listed with Department of Education.

MATHEMATICS

Dr. Dick L. George, Chairman

The following courses, with the exception of Math 500, 501, and 502 may be used to satisfy the subject area requirements for the secondary level of the Master of Education degree with a concentration in mathematics. Math 500 may be used in a secondary program as an elective with the prior approval of the chairman of the mathematics department. Math 501 and 502 are subject area and methods courses for students seeking the Master of Education degree in elementary education. Prerequisite for each of the following courses is the consent of the math department.

GRADUATE COURSES

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.

500. METHODS AND MATERIALS FOR TEACHING SECONDARY SCHOOL MATH. (5-0-5) S

Designed to acquaint in-service secondary mathematics teachers with programs developed in recent years for the improvement of secondary school mathematics and to study the subject matter necessary to the presentation of the newer topics.

501. ELEMENTARY NUMBER CONCEPTS I. (5-0-5) Su.

The development of an understanding and working knowledge of the concepts and language of mathematics as background for the elementary teacher. Among the topics to be studied are set theory, concept of number, systems of numeration, modular systems and the real number system.

502. ELEMENTARY NUMBER CONCEPTS II. (5-0-5) Su.

A continuation of Math 501.

510. NUMBER THEORY I. (5-0-5) F, Su.

Divisibility, congruences, quadratic residues, important functions of number theory, Diophantine equations, simple continued fractions and the sequence of primes.

511. NUMBER THEORY II (5-0-5) W, Su.

A continuation of Math 510.

520. MATHEMATICAL STATISTICS I. (5-0-5) W, Su.

Elementary probability theory, common theoretical distributions, moments, moment generating functions, sampling distributions, point estimation, interval estimation and hypothesis testing.

521. MATHEMATICAL STATISTICS II. (5-0-5) S, Su.

A continuation of Math 520.

550. ABSTRACT ALGEBRA. (5-0-5) F, Su.-even years.

Algebraic proofs are stressed and it is hoped that students will come to work easily with abstractions and generalities. Some of the topics studied are: rings, integral domains, the fields of rational and complex numbers, groups and polynomials.

551. LINEAR ALGEBRA. (5-0-5) W, Su.-odd years.

Vectors and vector spaces, systems of linear equations, matrices, determinants and linear transformations.

Mathematics

560. ANALYSIS I. (5-0-5) W, Su.-on demand.

Set theory, the real number system, topology of Euclidean spaces and a rigorous development of the differential calculus of real valued functions of several real variables.

561. ANALYSIS II. (5-0-5) S, Su.-on demand.

Functions of bounded variation, rectifiable curves, Riemann-Stieltjes integration, sequences and series.

590. SPECIAL TOPICS IN MATHEMATICS. (5-0-5) On demand.

Prerequisites: Consent of the Chairman of the Mathematics Department.

Selected topics in mathematics which are not available in any other course offered by the department.

MODERN FOREIGN LANGUAGES

Dr. Jean M. Guitton, Chairman

The department of Modern Foreign Languages offers graduate courses that are applicable to the subject area requirements of the Master's Degree in Education.

GRADUATE COURSES

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.

Language 500. INTRODUCTION TO LINGUISTICS. (5-0-5)

A course designed to acquaint the student with the nature of human language and with its systematic study. Application of the major linguistic theories to the study of first language acquisition.

Spanish 502. PHONETICS. (5-0-5)

The phonetics and phonemics of the Spanish language both in Spain and in Spanish America. Emphasis on practical mastery of principles of pronunciation.

Spanish 503. THE TEACHING OF SPANISH AS A SECOND LANGUAGE. (5-0-5)

Principles of language teaching. Language testing. The language laboratory. Visual aids. Teaching machines and programmed learning.

Spanish 520. LITERATURE OF THE GOLDEN AGE. (5-0-5)

A study of representative authors of the Golden Age. Development of the drama, poetry and novel. Lope de Vega, Tirso de Molina, Calderon; study of DON QUIXOTE and other works of Cervantes.

Spanish 522. PROSE OF THE GOLDEN AGE. (5-0-5)

The development of the novel and other prose genres during the sixteenth and seventeenth centuries. La novela "picaresca", the bucolic novel, Cervantes, Gracian, etc.

Spanish 523. DRAMA OF THE GOLDEN AGE. (5-0-5)

The development of the Spanish *comedia* during the sixteenth and seventeenth centuries from Juan del Encina to Calderon.

Spanish 532. NINETEENTH-CENTURY PROSE. (5-0-5)

The *articulos de costumbres* and the development of the novel, with emphasis on the movements of realism and naturalism.

Spanish 543. TWENTIETH-CENTURY DRAMA. (5-0-5)

The development of the historical and social drama from Benavente to the present. Emphasis on Eenavente, Garcia, Lorca, Buero Vallejo, etc.

Spanish 561. MODERN SPANISH AMERICAN POETRY. (5-0-5)

Modernism as exemplified by Ruben Dario and his contemporaries; poetry since World War I, contemporary trends.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Dr. Ralph W. Hemphill, Acting Chairman

The department of Political Science and Public Administration offers the graduate program leading to the Master of Science in Public Administration. The department also offers graduate courses in political science which fulfill subject-area requirements for the Master of Education Degree and the Specialist in Education Degree with concentrations in Social Science. Full descriptions of the graduate programs in education are located in the department of Education section of this catalog.

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.

Political Science courses (for subject-area requirements of M.Ed. and Ed.S.)

505. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES. (5-0-5)

A study of the development and current application of political and civil rights and religious liberties in the American political system.

520. AMERICAN POLITICAL THEORY. (5-0-5)

A study of American political thinking from the colonial era through the contemporary period.

555. CONTEMPORARY AMERICAN FOREIGN POLICY. (5-0-5)

A study of the development of American foreign policy during the twentieth century. Emphasis is placed upon America's emergence as a world power and her role of alliance leadership in the nuclear age.

575. CONTEMPORARY INTERNATIONAL PROBLEMS. (5-0-5)

An examination of the most critical problems in world affairs, with emphasis on those areas which have the greatest potential for increasing the level of tension between the great powers.

590. COMPARATIVE FOREIGN POLICY. (5-0-5)

A comparative examination of superpower and non-superpower foreign policies. Emphasis will be placed on analyzing those factors which may affect the foreign policy of any nation.

59R. INTERNSHIP.(Var.-5/15)

An individually designed course sequence involving field experience and work in a government agency.

MASTER OF SCIENCE DEGREE IN PUBLIC ADMINISTRATION

The Master of Science degree in Public Administration prepares students for careers in government service, private research and consulting firms, and public planning agencies. The total program in public administration consists of sixty quarter hours of graduate credit. The curriculum is divided into a thirty quarter hour core of courses which cover the spectrum of basic management tools and personnel techniques. The other half of the course work involves the student in the specialized study of public policy determination. Further information may be obtained from the departmental coordinator of public administration.

Admission

Applicants for admission to the program leading to the Master of Science degree in Public Administration must comply with general requirements described below:

1. Hold a bachelor's degree from a regionally accredited institution with an acceptable grade point average.
2. Submit acceptable scores on either the Graduate Record Examination General Aptitude Test, or the Admission Test for Graduate Schools in Business.
3. Applicants who have a record of administrative experience are advised to submit letters of recommendation or a vita sheet which may be used in consideration for partial fulfillment of the admission requirements.

The completed application, including all supporting papers, must be filed with the Director of Graduate Studies not later than three weeks prior to the beginning of the quarter in which the applicant proposes to begin graduate study. Applicants will be given a prompt decision upon receipt of necessary materials, and the program may be entered any quarter. Admission is granted by the Director of Graduate Studies upon recommendation of the department. Prospective applicants should consult, in person or by mail, with the public administration coordinator prior to filing application.

Program of Study

The Master of Science degree in Public Administration is interdisciplinary and achieves its maximum effectiveness through a flexible approach for persons who desire advanced preparation in personnel management, systems skills, and policy determination. The program is divided into two parts:

Core Courses: Management Theory, Communication Theory, Human Resources in Administration, Financial Management, Organization Theory, Systems Analysis and Design. These courses are offered through the department of Business Administration and Economics. All six courses are required.

Major Courses: Government Organization and Administrative Theory, Public Personnel Administration, Administrative Law, Public Finance, Public Administration and Policy Making, State and Local Administration, American Public Administration, Research Problem, Advanced Study, Internship. These courses are offered through the department of Political Science and Public Administration. A student's major program may be composed of any six of these courses with the approval of his major adviser and program committee.

Advisement

Upon admission, and prior to admission to candidacy, each student is assigned a major adviser from the faculty of Political Science and Public Administration. Upon admission to candidacy, the student is assigned to a program committee composed of three or more members of the faculty who teach the courses involved in the student's major program. The program committee will be in charge of the student's progress toward completion of all degree requirements.

Admission To Candidacy

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

1. Fully met all admission requirements.

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

Further Information

Inquiries concerning admission to graduate work in the college and to the program leading to the Master of Administration degree should be sent to the Director of Graduate Studies.

Inquiries concerning the nature of the program and the availability of given courses should be sent to the Coordinator of Public Administration Programs, Department of Political Science and Public Administration.

PUBLIC ADMINISTRATION

541. GOVERNMENT ORGANIZATION AND ADMINISTRATIVE THEORY. (5-0-5)

A systematic analysis of governmental organization, management, and administration. Emphasis is placed upon institutional, behavioral, and psychological factors of contemporary public beauracracies.

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

The human relations aspects of the procedures and problems of governmental personnel administration.

568. ADMINISTRATIVE LAW. (5-0-5)

The legal principles and practical doctrines involved in public administration.

580. PUBLIC FINANCE. (5-0-5)

A study of the public fiscal and budgetary decision-making institutions and operations. Sources of revenue, methods of expenditure, allocations of resources and their impact on the economy are given special emphasis.

601. PUBLIC ADMINISTRATION AND POLICY MAKING. (5-0-5)

The decision-making process both within an agency and within the larger context of the total governmental process, policy and program planning, and the implementation of policy.

625. STATE AND LOCAL ADMINISTRATION. (5-0-5)

A study of the problems and approaches to the implementation of public policy at the state and local level of government. A comparative analysis is made with particular attention to Georgia.

635. AMERICAN PUBLIC ADMINISTRATION. (5-0-5)

A study of the problems and approaches to the implementation of public policy at the national level. The questions off control, accountability and responsiveness of the national administrative structure are considered.

695. RESEARCH PROBLEM. (Var.-5)

An indepth individualized study of a particular problem in contemporary public administration.

698. ADVANCED STUDY. (Var.-5)

Independent reading and reports arranged by the instructor according to the individual student's preparation, background, and needs.

699. INTERNSHIP. (Var.-5/15)

An individually designed course sequence involving field experience and work in a government agency.

PSYCHOLOGY

Dr. William W. Nish, Chairman

The psychology department offers the following graduate courses which may be used in any graduate degree program at Georgia College when it is deemed appropriate by the department offering the degree.

GRADUATE COURSES

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.

548. ABNORMAL PSYCHOLOGY. (5-0-5)

Study of causative factors in the development of all types of psychological maladjustment, and of diagnostic and treatment techniques.

552. SOCIAL PSYCHOLOGY. (5-0-5)

The origin and development of psychological aspects of social behavior in man.

556. TESTS AND MEASUREMENTS. (5-0-5)

The construction, use, and interpretation of psychological tests, and an evaluative survey of available tests.

563. THEORIES OF PERSONALITY. (5-0-5)

The historical development of the study of personality, the methods of studying personality, and major theories of personality.

587. PSYCHOLOGY OF LEARNING. (5-0-5)

An introduction to the concepts of learning as reflected in the systematic positions of the major learning theorists and to the results of research in the field of learning.

59R. INTERNSHIP. (Var.)

Prerequisite: Application for and acceptance into the Georgia Intern Program.

An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

SOCIOLOGY

Dr. Dorothy E. Pitman, Chairman

Courses in the department of sociology are offered for the Master of Education degree with certification in Social Studies (see description under Education) and for the Master of Science in Administration degree. Courses may also be taken as electives in other graduate programs with approval of the student's major adviser.

MASTER OF SCIENCE IN ADMINISTRATION

The Master of Science in Administration degree may be taken with a specialty in Social Administration. This will prepare students for careers in private research and consulting firms and in public and private planning and social agencies.

Admission

Applicants for admission to the program leading to the Master of Science in Administration must comply with the general requirements for University System and the college as described in this catalog. These requirements include:

- A. Holding of a baccalaureate degree from a regionally accredited institution.
- B. Submitting of satisfactory scores on the Graduate Record Examination or the National Teacher Examination.
- C. Submitting of two (2) copies of the transcript of college credit and three (3) copies of completed application form.

Advisement

Each student will work under the general coordinator of the Master of Science in Administration program and will be assigned a major adviser in his specialty.

Admission To Candidacy

Application for admission to candidacy for the degree Master of Science in Administration should be made after successful completion of fifteen hours of graduate work at Georgia College and must be made prior to completion of thirty hours. Candidacy will be granted to applicants who have:

1. Fully met all admissions requirements
2. Made an average grade of at least "B", with no grade below "C", on a minimum of fifteen hours work.
3. Submitted a program of study approved by the major adviser.

Program Requirements

No foreign language is required for the Master of Science in Administration degree. Each student must complete for credit an approved program of 60 quarter hours, which include:

A. Required Core		30 hours
BA 541	Financial Management	
BA 542	Management Theory	
BA 617	Communication Theory	
BA 644	Human Resources in Administration	
BA 648	Organization Theory	
BA 681	Systems Analysis and Design	

B. Major Courses in Social Administration		30 hours
Pol. Sc. 558	Public Personnel Administration	
Soc. 565	Urban Sociology	
Soc. 568	Social Administration	
Soc. 568	Principles of Bureaucratic Structure	
Soc. 616	Social Policies and Policy-Making	
Soc. 617	Special Topics in Social Administration	
Soc. 680	Research Problem	
Soc. 690	Internship	

GRADUATE COURSES

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.

542. METHODS OF RESEARCH IN SOCIAL RELATIONS. (5-0-5)

Processes of research in social relations; emphasis upon applications of the scientific method to social data. Current research studies are examined and analyzed.

544. 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.

565. URBAN SOCIOLOGY. (5-0-5)

Study of spatial distribution and relationships of people in urban centers.

566. SOCIAL ADMINISTRATION. (5-0-5)

Systematic study of administrative concerns in social agencies, with emphasis on administrative principles, problems, financial planning and personnel. Emphasis also on goal-setting, power factors, leadership, supervision and conflict resolutions.

568. PRINCIPLES OF BUREAUCRATIC STRUCTURE. (5-0-5)

An in-depth study of the theory and functioning of bureaucracies.

574. SOCIOLOGY OF DEVIANT BEHAVIOR. (5-0-5)

Study of individual and group behaviors which violate institutional expectations.

59R. INTERNSHIP. (Var.)

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

616. SOCIAL POLICIES AND POLICY-MAKING. (5-0-5)

A study of the nature of social policy, the process of policy formation, and translation of policy into service delivery.

617. SPECIAL TOPICS IN SOCIAL ADMINISTRATION. (5-0-5)

Focus on special areas of social administration.

Prerequisite: Sociology 566.

680. RESEARCH PROBLEM. (5)

Individual study of a particular problem associated with social administration.

690. INTERNSHIP. (Var.-5/15)

Field experience and work in a social agency setting.

ANTHROPOLOGY

552. CULTURAL ANTHROPOLOGY. (5-0-5)

A study of patterns of behavior growing out of group life, stressing the backgrounds, diffusion, and interrelations of human cultures. Attention is given to preliterate as well as national societies.

553. INDIANS OF THE AMERICAS. (5-0-5)

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