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The academic and administrative policy of the College subscribes to the non-discrimination provisions of Title VI of the Civil Rights Act of 1964, which states: "No person in the United States shall, on the ground of race, color, or natural origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity" of Georgia College.

Georgia College is cognizant of the Family Educational Rights and Privacy Act of 1974 and, in compliance, releases no information restricted by that Act without consent of the student.

The academic and administrative policy of the College also subscribes to the non-discrimination provisions of Title IX of the Higher Education Act of 1972, which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity" of Georgia College.

Georgia College is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The College is a member of the Association of State Colleges and Universities, the American Council on Education, the National Association of Schools of Public Affairs and Administration, the National Association of Schools of Music, and the Georgia Association of Colleges. Women graduates of the College are eligible for membership in the American Association of University Women.

Georgia College

GRADUATE BULLETIN

at Milledgeville, Georgia 31061

GRADUATE BULLETIN

GEORGIA COLLEGE



Milledgeville, Georgia 31061

Phone: (912) 453-5187

1976-77

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.

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

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

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

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CALENDAR FOR 1976

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1976-1977

Fall Quarter, 1976

(771)

September	12	Arrival of new students*
	12	Meeting of President with parents of new students* 2:30 p.m. in Russell Auditorium
	13-15	Orientation of new students*
	15	Arrival of upperclassmen*
	16-17	Registration
	20	Classes convene
	20	Last day to pay fees without penalty
	20	Formal convocation, 10:00 a.m.
	22	Last day to add a course
	22	Last day to drop course without fee penalty
October	22	Mid-quarter reports*
	26	Last day to drop course without academic penalty
	30	Graduate Management Admission Test
November	8-12	Advisement period for currently enrolled students planning to attend the Winter Quarter, 1977
	22	English Departmental Themes (6:30 p.m.)
	23	Thanksgiving holidays begin, after classes (Night classes will meet.)
	23	National Teacher Examinations
	29	Thanksgiving holidays end - classes re-convene
December	2-3-4	Fall Quarter examinations
	4	Christmas holidays begin, after last examination
	17	Last day to apply for admission for Winter quarter, 1977

Winter Quarter, 1977

(772)

January	3	Registration
	4	Classes convene
	4	Last day to pay fees without penalty
	6	Last day to add a course
	6	Last day to drop course without fee penalty
	8	Graduate Record Examinations
	29	Graduate Management Admission Test
	31	Last day to file application for degree to be awarded June 1, 1977
February	9	Mid-quarter reports*
	11	Last day to drop course without academic penalty
	19	National Teacher Examinations

*Optional for graduate students

6 / College Calendar

February	21-25	Advisement period for currently enrolled students planning to attend Spring Quarter, 1977
March	11	Last day to apply for admission for Spring Quarter, 1977
	7	English Departmental Themes (6:30 p.m.)
	16-17-18	Winter Quarter examinations
	18	Spring holidays begin, after last examination

Spring Quarter, 1977

(773)

March	26	Graduate Management Admission Test
	27	Spring holidays end
	28	Registration
	29	Classes convene
	29	Last day to pay fees without penalty
	31	Last day to add a course
	31	Last day to drop a course without fee penalty
April	23	Graduate Record Examinations
May	6	Mid-quarter reports*
	9	Last day to drop course without academic penalty
	16-20	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarter, 1977
	30	English Departmental Themes (6:30 p.m.)
June	6	Grades for all Degree Candidates due in Registrar's Office
	7-8-9	Spring Quarter examinations
	10	Last day to apply for admission for First Term of Summer Quarter, 1977
	11	Graduation

Summer Quarter, 1977

First Term -- June 20-July 19

(774)

June	19	Arrival of new students
	20	Registration
	21	Classes convene
	23	Last day to make course changes
	23	Last day to drop a course without fee penalty
	24	Last day to file application for degree to be awarded August 20, 1977
	July	4

*Optional for graduate students

- July 8 Last day to apply for admission for Second Term of Summer Quarter, 1977
9 Graduate Management Admission Test
16 National Teacher Examinations
19 First term ends after last class period
- Second Term -- July 21-August 20
(775)
- July 20 Arrival of new students
21 Registration
22 Classes convene
26 Last day to make course changes
26 Last day to drop a course without fee penalty
- August 18 Grades for all Degree Candidates due in Registrar's Office
20 Graduation
- September 2 Last day to apply for admission for Fall Quarter, 1977

UNIVERSITY SYSTEM OF GEORGIA BOARD OF REGENTS

	<i>Current Term</i>
JOHN A. BELL, JR., Dublin	State-at-Large 1970-1977
RUFUS B. COODY, Vienna	State-at-Large 1976-1983
JESSE HILL, JR., Atlanta	State-at-Large 1973-1978
MILTON JONES, Columbus	State-at-Large 1974-1981
LAMAR R. PLUNKETT, Bowdon	State-at-Large 1974-1981
ERWIN A. FRIEDMAN, Savannah	First District 1976-1983
CHARLES T. OXFORD, Albany	Second District 1975-1982
JOHN H. ROBINSON, III, Americus	Third District 1972-1979
JOHN R. RICHARDSON, Conyers	Fourth District 1970-1977
ELDRIDGE W. McMILLAN, Atlanta	Fifth District 1975-1982
DAVID H. TISINGER, Carrollton	Sixth District 1971-1978
JAMES D. MADDOX, Rome	Seventh District 1973-1980
CHARLES A. HARRIS, Ocilla	Eighth District 1971-1978
P. R. SMITH, Winder	Ninth District 1973-1980
CAREY WILLIAMS, Greensboro	Tenth District 1972-1979

OFFICERS AND STAFF

CHARLES A. HARRIS, *Chairman*
GEORGE L. SIMPSON, JR., *Chancellor*
JOHN O. EIDSON, *Vice Chancellor*
JOSEPH C. HAMMOCK, *Vice Chancellor-Academic Development*
JAMES L. CARMON, *Assistant Vice Chancellor-Computing Systems*
FRANK C. DUNHAM, *Vice Chancellor-Construction and Physical Plant*
MARIO J. GOGLIA, *Vice Chancellor-Research*
MARY ANN HICKMAN, *Assistant Vice Chancellor-Personnel*
ROBERT M. JOINER, *Assistant Vice Chancellor-Communications*
HOWARD JORDAN, JR., *Vice Chancellor-Services*
SHEALY E. McCOY, *Vice Chancellor-Fiscal Affairs and Treasurer*
C. C. MURRAY, *Director, Interinstitutional Programs in International Affairs*
HENRY G. NEAL, *Executive Secretary*
HARRY B. O'REAR, *Vice Chancellor-Health Affairs*
JOHN W. HOOPER, *Associate Vice Chancellor*
HASKIN R. POUNDS, *Assistant Vice Chancellor*

GEORGIA COLLEGE

The Administration

J. WHITNEY BUNTING, B.S., M.A., Ph.D.
President of the College

WILLIAM C. SIMPSON, A.B., M.S., Ph.D.
Dean of the College

RALPH W. HEMPHILL, JR., A.B., M.A., Ph.D.
Assistant Dean of the College

WILLIAM L. EDDINS, B.S., M.A.
Comptroller

CAROLYN C. GETTYS, A.B., M.S.W.
Dean of Students

WILLIAM T. FORGARTY, B.S., M.Ed.
Associate Dean of Students

R. LINTON COX, JR., A.B., M.A.
Registrar and Director of Admissions

W. ALAN JONES, B.B.C., M.S., Ph.D.
Director of Development and Institutional Research

T. LLOYD CHESNUT, B.S., M.S., Ph.D.
Director of Graduate Studies

CLAUDE R. MILLER, B.S., M.S., Ph.D.
Acting Director of Research Services

ROBERT L. WATKINS, B.B.A., M.B.A.
Director of Adult and Community Services

GRADUATE COUNCIL

T. Lloyd Chesnut, Ph. D.	Director of Graduate Studies
William C. Simpson, Ph.D.	Dean of the College
R. Linton Cox, M.A.	Registrar
Charles E. Beard, M.S.L.S.	Director of the Library
Joseph F. Specht, Ed.D.	Business Administration
Ralph William Hemphill, Jr., Ph.D.	Political Science
John H. Lounsbury, Ed.D.	Education
Therry Nash Deal, Ph.D.	Home Economics
David J. Cotter, Ph.D.	Biology
Orville W. Taylor, Ph.D.	History and Geography
Bobby Joe Dooley, Ed.D.	Business Administration
Marlin C. Sanders, Ed.D.	Education
Dorothy E. Pitman, Ph.D.	Sociology

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 designated as the capital of Georgia in 1804 and remained 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.

In January, 1967, the Board of Regents of the University System of Georgia authorized The Woman's College of Georgia to admit men students during 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.

The Graduate Program at Georgia College was initiated in the Summer of 1958, and the first Master of Education Degree was granted the following year. Courses leading to the Master of Business Administration Degree were offered for the first time 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.

The intent of the Graduate Program at Georgia College is to provide the student with a sufficient background to become an investigator in special fields of learning as well as enhancing his research methods, professional skills and competence.

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.

ADMISSION

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

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

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

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

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

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

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

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

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

EXPENSES

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

The basic charges are as follows:

General Fees

	Academic	Health	Activity	Total
STUDENTS TAKING 12 OR MORE QUARTER HOURS:				
Legal Residents of Georgia	\$145.00	\$10.00	\$18.00	\$173.00
Non Residents	\$383.00	\$10.00	\$18.00	\$411.00
STUDENTS TAKING LESS THAN 12 QUARTER HOURS:				
11 QUARTER HOURS				
Legal Residents of Georgia	\$132.00	\$10.00	\$18.00	\$160.00
Non-Residents	\$352.00	\$10.00	\$18.00	\$380.00

General Fees (Continued)

	Academic	Health	Activity	Total
10 QUARTER HOURS				
Legal Residents of Georgia	\$120.00	\$10.00	\$18.00	\$148.00
Non-Residents	\$320.00	\$10.00	\$18.00	\$348.00
9 QUARTER HOURS				
Legal Residents of Georgia	\$108.00	\$10.00	\$18.00	\$136.00
Non-Residents	\$288.00	\$10.00	\$18.00	\$316.00
8 QUARTER HOURS				
Legal Residents of Georgia	\$ 96.00	\$10.00	\$18.00	\$124.00
Non-Residents	\$256.00	\$10.00	\$18.00	\$284.00
7 QUARTER HOURS				
Legal Residents of Georgia	\$ 84.00	\$10.00	\$18.00	\$112.00
Non-Residents	\$224.00	\$10.00	\$18.00	\$252.00
6 QUARTER HOURS				
Legal Residents of Georgia	\$ 72.00	\$10.00	\$18.00	\$100.00
Non-Residents	\$192.00	\$10.00	\$18.00	\$220.00
LESS THAN 6 QUARTER HOURS (Calculated Per Hour)				
Legal Residents of Georgia	\$ 12.00	None	None	\$ 12.00
Non-Residents	\$ 32.00	None	None	\$ 32.00

Dormitory Charges
per quarter

\$130.00 to \$140.00

Food Service

The following Choices are available:

2 meals a day Monday through Friday \$155.00

14 meals a week \$175.00

21 meals a week \$185.00

All dormitory residents must have one of the meal plans.

Payment of College expenses

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

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

Fees and Deposits Required

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

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

Room Reservation Deposit (\$35.00)—A non-transferrable 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 Business Office in April prior to assignment of rooms.

All deposits received will be credited to the student's account. A refund of these deposits will be made only when cancellation and request for refund are received 30 days prior to the registration date for the quarter intended.

Dormitory Damage Deposit (20.00)—A refundable dormitory damage deposit is required of all dormitory students. This fee is refundable at the time a student leaves College housing, assuming there is no penalty for abnormal use.

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 may charge a laboratory fee in courses requiring extra materials or services of instruction. These fees are indicated in the course descriptions.

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

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

Traffic and Parking Violation Fees—Each year the College prints an up-to-date set of traffic and parking regulations. These are available upon request from the Security Office. Violation of these regulations can result in a traffic ticket being issued to the offender. Tickets are issued by members of the College Security Force and every Security Officer is a deputized law enforcement officer of Baldwin County. The fines 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 (\$5.00)—This is charged against any check not honored by the student's bank.

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

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

Housing Cost and Regulations

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

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

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

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

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

Room Rent

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

Food Service

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

Refund Policy

Refund for Reduction of Course Load. A student who elects to discontinue a portion of the course work for which he has registered and paid fees shall receive a refund of fees only if notice of discontinuance is given to the Registrar and to the Business Office on or before the last day to make course changes without fee penalty as indicated in the College calendar. Such student shall then be charged at the

per quarter hour rate applicable to the remaining number of quarter hours for which he is registered.

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

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.

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

Non-Resident Students

Non-Resident Tuition—A tuition fee of \$20.00 per quarter hour up to a maximum of \$238.00 per quarter is paid during the registration period at the beginning of each quarter by students who do not qualify as residents of the State of Georgia. This fee is in addition to matriculation fee.

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

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

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.
2. If a person is under 18 years of age, he or she may register as a resident student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
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 graduate 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.
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 months, were engaged in teaching during such 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.

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.

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

A limited number of 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 per cent 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, 9 LaVista Perimeter Pk., Suite 110, 2187 Northlake Parkway, Atlanta, Georgia 30084.

Student Employment

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

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

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

College Work-Study Program

Students who need to earn a portion of their College expenses are eligible for employment under the Federally supported College Work-Study Program. Students

in this program may work fifteen hours a week while classes are in session and forty hours a week during vacation periods. 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.

Veterans Services

In addition to the regular benefits, veterans can obtain financial aid in the form of work-study, loans, refresher training, and tutorial allowances. This program should be used by anyone who needs assistance. For further information, contact the Veterans Administration Regional Office, 730 Peachtree Street, N.E., Atlanta, Ga. 30308. The Coordinator of Veterans Services on campus is also available to assist you in any of these programs.

LIBRARY

The Ina Dillard Russell Library, named for the mother of the late Senator Richard B. Russell, is the center for research activities of the College. The resources of the Library include over 123,000 books, 1,250 current magazine and newspaper subscriptions, and extensive collections in microfilm. Particularly useful are the microfilm collections of **The New York Times** from its beginning date of 1851; **The Atlanta Constitution** from 1868; **The Times** (London) from 1785; the American Periodical Series, a series of 18th, 19th, and early 20th century periodicals; and the Educational Research Information Center (ERIC) research reports on microfiche from 1966 to the present. As a U. S. Government depository, the Library receives approximately 4,000 documents annually. Some 48,000 items are added to the collection each year to support the growing undergraduate and graduate programs.

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

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

temporary quarters will be housed in the new education complex to be constructed in the near future.

The campus-wide Media Equipment Center administered by the Library makes available to faculty, student groups or individuals the various types of projection/playback machines that are necessary to utilize audio-visual materials. The center staff delivers, sets up the requested equipment, and if necessary provides an operator for all campus users. Adjacent to the Media Equipment Center is a media production laboratory for students and faculty who need to make audiovisual instructional material for classroom use. Equipment is available for the production of transparencies, slides, audio tapes, video tapes, and dry mounts. The Media Equipment Center staff is available to assist in the production of these aids.

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

With the 1968 addition and remodeling the Library is now one of the most attractive and comfortable buildings on campus. A variety of seating is provided, including individual study carrels and tables for group study. A typing room furnished with typewriters is provided for student use at no charge. Copying service for print and non-print materials is available at a nominal cost. The Library is normally open 78 hours a week with a reference librarian on duty much of this time to provide assistance and informal instruction in the use of the Library.

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.

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 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.

STUDENT IDENTIFICATION

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

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

SOCIAL AND RELIGIOUS LIFE

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

COUNSELING SERVICE

Professional counseling is available to help students gain an understanding of self and others, explore personal and vocational goals, and make more effective decisions concerning their personal and career development. Vocational testing, information on career and educational opportunities, and individual counseling may assist students in career decision making. Students are encouraged to seek help through the Counseling Service with problems or questions relating to any aspects of their personal, educational, or vocational development. All interviews are confidential.

MAXWELL COLLEGE UNION

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

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

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

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

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

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

NURSERY SCHOOL

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

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.

VA News is reported in the Veterans Association Monthly Newsletter.

ALUMNI ASSOCIATION

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

GC RADIO

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

GC VIDEO SYSTEM

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

OTHER ACTIVITIES

Georgia College provides a variety of social and recreational activities on the campus. The recreation halls and living rooms in each dormitory serve as centers for social activities, teas, discussion groups, and special events.

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

GENERAL REGULATIONS

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

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

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

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 adviser should be given serious consideration.)

GRADES

All institutions of the University System of Georgia are on a 4.0 grade point average system. The following grades are approved for use in institutions of the University System of Georgia and are included in the determination of the grade point average:

- A -- excellent (4.0)
- B -- good (3.0)
- C -- satisfactory (2.0)
- D -- passing (1.0)
- F -- failure (0.0)
- WF -- withdrew, failing (0.0)

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

- I-- This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed after three quarters of residence, the symbol "I" will be changed to the grade "F" by the appropriate official.
- W-- This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examinations) except in cases of hardship as determined by the appropriate official of the respective institution.
- S-- This symbol indicates that credit has been given for completion of degree requirements other than academic course work.

U-- This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

V-- This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa.

Cumulative Grade Point Average. The cumulative grade point average in each institution of the University System of Georgia will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the students' permanent record.

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.

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 a V and will be considered in fee assessment. Auditing a course will not prevent a student from taking the course for credit at a later time. 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 it is the student's responsibility to know and satisfy the following requirements:

1. Fulfill the departmental requirements for the degree chosen. These requirements are described in the Degree Programs section of this catalog.
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 an overall B average (3.00 GPA) 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. Students completing all degree requirements in December or March may be graduated *in Absentia* at the June Commencement provided they submit written notice to the Registrar of their desire to do so at least five days before the commencement date.
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 an advanced study in Biology, Business Administration, Home Economics Administration, Public Administration, Social Work Administration, Teacher Education, and History. The programs award the degrees of Master of Science, the Master of Business Administration, the Master of Education, the Specialist in Education, the Master of Arts, and the Master of Science in Administration.

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

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.

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

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.

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 required work may be taken in or under the auspices of another graduate school. Such work must have been completed within the prescribed period of six years, must have a relationship to the student's program, and must comply with other requirements specified by the College.

No graduate credit will be allowed for correspondence work.

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

ACADEMIC REQUIREMENTS

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

Any student whose cumulative grade point average falls below 3.00 will receive an academic warning. If his grade point average falls below the equivalent of 10 hours of uncompensated "C's", the student will be placed on Academic Probation and subject to dismissal from the degree program.

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

SPECIALIST IN EDUCATION DEGREE

Dr. M. C. Sanders, Coordinator

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

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

Objectives of the Program

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

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

Admission

Applicants for admission to the program leading to the Specialist in Education degree must (1) be admitted to the college for graduate study, (2) hold a Master's Degree, (3) hold or be eligible for a T-5 Certificate in the proposed field, (4) have achieved within the past five years a score of at least 1225 on the NTE (550 on common portion and 625 on the teaching field), (5) have a minimum of 2 years teaching experience, (6) submit a supplementary application to the Education Department.

Program of Study

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

Classroom Studies. Each degree applicant must complete the following:

1. a minimum of 45 quarter hours of course work beyond the Master of Education degree with no grade below B.

2. a combined (fifth and sixth year) course sequence of a minimum of 105 quarter hours distributed as follows:
 - 50 q.h. in content-instructional areas
 - 15 q.h. in foundations of education
 - 15 q.h. in curriculum, methods, and problems, including the required seminar, Education 628
 - 10-15 q.h. in research including a satisfactory field project or thesis
 - 10-15 q.h. of electives

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

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

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

Three copies of the completed project, including one bound copy to be deposited in the Ina Dillard Russell Library, must be given to the Coordinator of Graduate Programs in Education at least a week prior to the oral examination for the Specialist in Education degree. The research project will be discussed during the oral examination.

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

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

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

Advisement

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

Examination

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

Steps in Completing the Specialist in Education Degree

1. Apply for admission to the Graduate Program
2. Complete supplemental application for the Education Department
3. Receive notification of admission
4. Be assigned advisers
5. Plan tentative selection of courses
6. File copies of program
7. Contact advisers prior to each registration
8. Plan program of professional activities
9. Complete field project in educational research
10. File copies of professional activities
11. Apply for oral examination
12. Complete oral examination
13. Apply for graduation
14. Submit application for the T-6 Certificate

MASTER OF ARTS DEGREE IN HISTORY

The Master of Arts Degree in History prepares students for further study elsewhere toward the Ph.D. degree, for 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 Geography prior to filing application.*

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 (Historical Methods and Interpretations), at least two courses chosen from History 605, 608, 611, 614, and 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 (Historical Methods and Interpretations), and at least two courses chosen from History 605, 608, 611, 614, and 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.

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 candidacy, each student is advised by the chairman of the Department of History and Geography. Upon admission to candidacy, the student is assigned 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. 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 adviser 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, the original will be placed in the vault of the college library for safekeeping, and the copies will be bound. The student will be charged a binding fee. One copy will be returned to the student and the others will be distributed to the library (for circulation), the Department of History and Geography, and the thesis supervisor. 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 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.

Further Information

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

MASTER OF BUSINESS ADMINISTRATION

Dr. B. J. Dooley, Coordinator

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 dynamically modern economy. Although a two-year academic program is offered requiring the successful 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 program. The first year of the two-year curriculum has been designed primarily for those students whose undergraduate academic experience has been basically in the liberal arts, science, engineering or other non-business areas.

The major emphasis in the Master of Business Degree is Management but it is possible to pursue secondary interests in such areas as accounting and health care administration via special topics (independently-taught) courses. All special topic courses must be individually approved.

Admission

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 either the Graduate Management Admission Test or the General Aptitude portion of the Graduate Record Examination and the candidate's undergraduate work will be given primary consideration for admission. Consideration will be given to relevant work and leadership experience.

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 department coordinator prior to filing application.

Program of Study

The first year of study consists of 45 quarter hours of course work. Courses included are: BA 503 Business Statistics, BA 517 Advanced Communications and Reports, BA 542 Management Theory, BA 541 Financial Management, BA 545 Computer and Decision Making Process, BA 551 Accounting Theory, BA 555 Managerial Accounting, BA 561 Marketing and Distribution Theory and ECO 571 Economic Theory. Many of these course requirements may be met by having completed an appropriate undergraduate equivalent.

The second year consists of 45 quarter hours of course work. Courses in the core and the 30 quarter hours required of all students follow: ECO 676 Managerial Economics, BA 603 Business Statistics, BA 642 Advanced Problems in Management, BA 685 Quantitative Methods for Business Research, BA 690 Research Seminar, and BA 699 Research Problem.

The remaining 15 quarter hours of required second year courses may be selected by the student from among the following courses: BA 544 Special Topics (may be taken for more than 5 quarter hours in different content areas), ECO 678 Business Relations with Government and Society, BA 617 Communication Theory in Management, BA 646, Decision Theory, BA 648 Organization Theory, BA 681 Systems Analysis and Design, and BA 640 Production Management.

The entering student with an appropriate academic background may complete the Master of Business Administration Degree with a minimum of 50 quarter hours of graduate work. A written research problem may be elected by the student although a thesis is not required. All programs of study are based on individual student needs.

Admission to Candidacy

Application for admission to candidacy for the Master of Business 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. Applicants are responsible for initiating this step.

Candidacy will be granted to applicants who have:

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

Further Information

The prospective student desiring further information should contact Dr. B. J. Dooley, Coordinator-Graduate Programs in Management, Georgia College, Box 577, Milledgeville, Georgia 31061.

MASTER OF EDUCATION DEGREE

Dr. M. C. Sanders, Coordinator

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

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

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

Admission

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 score more than five years old is not acceptable.

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 20 hours should 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 may not count toward a degree. A student from another institution may be admitted as a graduate student, prior to registering, in an application and a statement that he is a graduate student in good standing and has approval to enroll at Georgia College.

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 any course work. A degree from a non-accredited institution may be validated by satisfactorily completing three graduate level courses.

Program of Study

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

House Bill 671 (1975) requires all teachers, principals, and guidance counselors seeking initial certification or recertification after July 1, 1976, to complete a five quarter hour course in the identification and education of children who have exceptional needs or the equivalent approved staff development plan. EEX 564, Exceptional Individual in the Regular Classroom, meets the intent of this law. It may count on the planned program for a graduate degree as the professional elective or as one of the two general electives.

Specific requirements for each certification area follow.

BUSINESS EDUCATION

PROFESSIONAL EDUCATION (25 quarter hours)

EFS 600 or 620, 630, 640, 690, and one of these:

EFS 536, 585, 596, 598, 600 or 620, 631, 635, 680, EEX 564, ELM 559.

SUBJECT AREA (25 quarter hours)

BA 529, 530, 532, 533, and one of these:

BA 540, 555, 617, 642, 681, Economics 571, 676, 678.

ELECTIVES (10 quarter hours)

Any two courses selected from the subject area electives.

ELEMENTARY EDUCATION

PROFESSIONAL EDUCATION (25 quarter hours)

EFS 600 or 620, 630, 640, 690, and one of these:

EFS 536, 585, 593, 596, 598, 600 or 620, 631, 635, 680, ELM 559, EEX 564.

SUBJECT AREA (25 quarter hours)

Five courses representing three teaching areas selected from these:

EEL 511, 515, 521, 525, 526, 560, 561, 660, 661, Math 501, 502.

ELECTIVES (10 quarter hours)

Two courses selected from the professional education electives, the subject area courses, or the following:

ECE 594, EEX 564, EFS 586, 587, ELM 558, English 544, HPER 533, 550, History 501, 509, 520, 522, 527, 530, 551, 555, Home Economics 552, 553, 555, 556, 558 AB, 590, 593, 594, Political Science 505, 520, 555, 575, 590, Psychology 556, 563, 587, Sociology 544, 545, Anthropology 552, 553, 554, 555.

ENGLISH

PROFESSIONAL EDUCATION (25 quarter hours)

EFS 600 or 620, 630, 640, 690, and one of these:

EFS 536, 585, 596, 598, 600 or 620, 631, 635, 680, ELM 559, EEX 564.

SUBJECT AREA (25 quarter hours)

Five courses selected from these: English 512, 522, 531, 534, 537, 538, 539, 540, 544, 550.

ELECTIVES (10 quarter hours)

Two courses selected from the professional education electives, the subject area courses or the graduate level courses offered in another department.

HEALTH AND PHYSICAL EDUCATION

PROFESSIONAL EDUCATION (25 quarter hours)

EFS 600 or 620, 630, 640, 690 and one of these:

EFS 536, 585, 596, 598, 600 or 620, 631, 635, 680, EEX 564, ELM 559.

SUBJECT AREA (25 quarter hours)

HPER 525 or 650, 602 or 605, 687 or 688, 510 or 670, and one of these: 574, 575, 689.

ELECTIVES (10 quarter hours)

Two courses selected from the alternates listed under subject area or from these: HPER 533, 515, 550, 675.

HOME ECONOMICS

PROFESSIONAL EDUCATION (25 quarter hours)

EFS 600 or 620, 630, 640, 690, and one of these:

Home Economics 61R or 605, EFS 536, 585, 596, 598, 600 or 620, 631, 635, 680, EEX 564, ELM 559.

SUBJECT AREA (25 quarter hours)

Five courses representing two areas of home economics selected from these:

Home Economics 518, 523, 553, 555, 593, 594, 58R, 59R, 615, 624, 625, 631, 633, 635, 638, 650, 652, 656, 658, 659, 690.

ELECTIVES (10 quarter hours)

Two courses chosen from the professional education electives, subject area courses, or the graduate courses in any department.

MATHEMATICS

PROFESSIONAL EDUCATION (25 quarter hours)

EFS 600 or 620, 630, 640, 690, and one of these:

EFS 536, 585, 593, 596, 598, 600, or 620, 631, 635, 680, EEX 564, ELM 559.

SUBJECT AREA (25 quarter hours)

Five courses selected from these: Mathematics 510, 511, 520, 521, 550, 551, 560, 561, 590.

ELECTIVES (10 quarter hours)

Two courses selected from the professional education electives, the subject area courses, Mathematics 501, 502, or the graduate courses in any department.

SCIENCE (BIOLOGY)

PROFESSIONAL EDUCATION (25 quarter hours)

EFS 600 or 620, 630, 640, 690, and one of these:

EFS 536, 585, 596, 598, 600 or 620, 631, 635, 680, EEX 564, ELM 559.

SUBJECT AREA (25 quarter hours)

Five courses selected from the following: Biology 501, 502, 503, 505, 525, 540, 541, 542, 545, 565, 569, 58R, 59R, 605, 610, 615, 635, 655, 665, 676, 685.

ELECTIVES (10 quarter hours)

Two courses selected from the professional education electives, the subject area courses, or the graduate courses in any department.

SOCIAL SCIENCE

PROFESSIONAL EDUCATION (25 quarter hours)

EFS 600 or 620, 630, 640, 690, and one of these:

EFS 536, 585, 596, 598, 600 or 620, 631, 635, 680, EEX 564, ELM 559.

SUBJECT AREA (25 quarter hours representing three disciplines)

Five courses (at least two at the 600-level) selected from these: Anthropology 552, 553, 554, 555, Economics 571, History 500, 501, 506, 507, 509, 511, 513, 515, 519, 520, 522, 525, 526, 527, 529, 530, 542, 543, 551, 553, 555, 600, 605, 608, 611, 614, 617, 650.

Political Science 505, 510, 511, 520, 555, 575, 590.

Public Administration 541, 558, 568, 580, 601, 625, 635, 695, 698.

Psychology 548, 552, 556, 563, 587.

Sociology 542, 544, 565, 566, 568, 574, 616, 680.

ELECTIVES (10 quarter hours)

Two courses selected from the professional education electives, the subject area courses, or the graduate courses in any department.

SPECIAL EDUCATION

PROFESSIONAL EDUCATION (25 quarter hours)

EFS 600 or 620, 630, 640, 690, and one of these:

EEX 565 or EEX 585.

SUBJECT AREA COURSES*Behavior Disorders (35 hours)*

EEX 575, 586 (10 hrs.) 681, 683, 685, or Psy 556, Psy 548.

Interrelated Resource Program (35 hours)

EEX 588 (15 hours), EEX 678, 679, 680, 685.

Learning Disabilities (35 hours)

EEX 572, 575, 587, 682, 684, 685 or Psy. 556, EEC 660 or 661.

Mental Retardation (45 hours)

EEX 567, 571, 572, 575, 577, 579, 589, 685 or Psy 556.

Electives (10 quarter hours)

Students who hold a T-4 in another teaching field and are changing to a T-5 in a special education teaching field have no electives. If a student has completed any required course listed, he may substitute courses in his program with approval of his advisor.

CERTIFICATION ONLY

To add as a teaching field on an existing certificate:

Behavior Disorders (40 quarter hours)

EEX 565, 575, 587 (10 hours), 681, 683, 685 or Psy 556, Psy 548.

Gifted (15 quarter hours)

EEX 568, 569, 570.

Interrelated Resource Program (40 quarter hours)

EEX 585, 588 (15 hours), 678, 679, 680, 685.

Learning Disabilities (40 quarter hours)

EEX 565, 572, 575, 578, 682, 684, 685 or Psy 556, EEC 660 or 661.

Mental Retardation (40 quarter hours)

EEX 565, 567, 571, 572, 575, 577, or 579, 589, 685 or Psy 556.

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.

Students seeking certification in a secondary teaching field are assigned to the chairman of the Department in the certification area. Early childhood, elementary education, and special education majors are assigned advisers in the Department of Education.

Registration for area teacher education service courses (CATES and MGATES) requires a permit signed by the adviser. A schedule planning sheet signed by the adviser must be presented to register for a campus course. *It is the responsibility of the student to consult with the adviser prior to registration each quarter.*

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 with a B average of not less than 15 hours of graduate work at Georgia College with at least one 600-level pro-

fessional education course and one course in the area of certification, (3) a program of study approved by the adviser and the Coordinator of Graduate Programs in Education, and (4) the recommendation of the department chairman in the student's area of certification. *It is the responsibility of the student to initiate this step.*

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 after 15 quarter hours of course work
8. Submit "Change of Program" form for any changes after admission to candidacy.
9. Apply for graduation
10. Apply for T-5 Certificate

MASTER OF SCIENCE IN ADMINISTRATION

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

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

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

Admission

Applicants for admission to the program leading to the Master of Science in Administration 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 Graduate Management Admission Test for Management, Public Administration and Social Administration programs. Those seeking a degree in Management or Public Administration may submit scores on the Miller Analogies Test.
3. Applicants who have a record of administrative experience are advised to submit letters of recommendation and a vita sheet which may be used in consideration for partial fulfillment of the admissions 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 respective department coordinators prior to filing application. The coordinators by major area are listed below.

Program of Study

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

CORE COURSES

All Majors: 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

A student's major program may be composed of any six of the graduate courses in his selected area of specialization (Management, Home Economics Administration, Public Administration, or Social Administration) with the approval of his major adviser. A plan which meets the student's content option will be developed by the major adviser and the student.

Admission to candidacy

Application for admission to candidacy for the Master of Science in Administration should be made after successful completion of fifteen hours of graduate work at Georgia College, and must be made prior to completion of thirty hours. Applicants are responsible for initiating this step.

Candidacy will be granted to applicants who have:

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

Further Information

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

Inquiries concerning the nature of the program and the availability of given courses should be sent to the respective coordinators of the various administration programs.

Coordinators

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

MASTER OF SCIENCE IN BIOLOGY DEGREE

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

Admission

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

1. A Bachelor's degree from an accredited institution.
2. A minimum of 35 hours of undergraduate work in biology.
3. Satisfactory scores on Graduate Record Exam and/or National Teachers Exam. (Higher scores may allow students with a lower grade point average to enter the graduate program for the M.S. degree.)
4. An undergraduate average of 2.6 or better on a 4.0 scale.
5. Arrange for the submission of three letters of recommendation from undergraduate professors who can evaluate the potential of the applicant to pursue a graduate program of biology. Letters should be sent to the Director of Graduate Studies.

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

Program of Study

The Master of Science in Biology consists of 45 hours of graduate work and 15 quarter hours of thesis. The specific program for each student is determined by his graduate committee and described in the advisement section below.

Advisement

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

Language Requirements

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

Admission to Candidacy

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

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

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

Examinations

1. A written Comprehensive Examination covering the field of biology will be administered by the department in the fifth week of any quarter. The student must notify his graduate advisement committee of his desire to take the examination. Graduate Students must successfully complete this examination to become eligible for candidacy for the M.S. degree. The written Comprehensive exam may be attempted only twice.
2. A final oral examination, administered by the student's graduate committee and other members of the department will be administered after the receipt of the final copy of the thesis. The final oral examination consists of a defense of the thesis and may also cover general knowledge of the field of biology.

Thesis

Students must successfully complete 15 hours of thesis research which will be supervised by his graduate advisement committee. Style and format used will follow the American Institute of Biological Science style manual. Unbound copies of the Thesis must be available to the members of his graduate advisement committee at least two weeks prior to the final oral exam. Upon successfully completing the oral examination the student will present the required copies of the thesis to the College Library and the Department of Biology. The student will be charged a binding fee. The student must be enrolled in Bio 600 Thesis in the quarter in which he expects to complete and be examined on his thesis.

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.

BIOLOGY

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, 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, 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.

546. PARASITOLOGY (2-6-5) F

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

- 550H. INDEPENDENT STUDY—Honors Credit. (Var.) on demand
Prerequisite: Permission of instructor
Special Problems in biology. Open by invitation to graduate students.
565. PLANT ANATOMY AND PHYSIOLOGY. (2-6-5) F even years, Su of even years.
A course designed for the understanding of plant function as related to plant structure.
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.
600. THESIS RESEARCH (Var.)
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.
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.
665. SELECTED TOPICS IN VERTEBRATE PHYSIOLOGY. (5-0-5) W of even years, Su of odd years.
An in depth study of selected areas of vertebrate function. Various advanced physiological techniques and small mammals surgery are employed in the laboratory.
685. ADVANCED MICROBIOLOGY. (2-6-5) F odd years, Su odd years
Selected topics covering freshwater bacteria, fungi, algae, protozoa, and microcrustacea.

BUSINESS ADMINISTRATION AND ECONOMICS

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.

544. SPECIAL BUSINESS TOPICS

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

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.

546. BUSINESS GAMES AND SIMULATION

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

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 management; 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.

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

501. ADVANCED INORGANIC CHEMISTRY. (4-1-5)

Prerequisites: Chemistry 301; Mathematics 223, 240

A course presenting modern theories and practice of inorganic chemistry. Em-

phasis 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 permission of the instructor.

EDUCATION

CHILDHOOD EDUCATION

Early Childhood (EEC)

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.

590. LANGUAGE AND COMMUNICATION SKILL DEVELOPMENT (4-2-5)

Course includes study of language acquisition and oral communication skills, development of listening skills, planning, reading and writing readiness activities, and development of methods and materials for beginning reading and writing.

593. EARLY CHILDHOOD EDUCATION. (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. ADVANCED PRACTICUM IN EARLY CHILDHOOD EDUCATION. (Var.)

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

Elementary (EEL)

511. SOCIAL STUDIES. (5-0-5)

Explores 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. A selected social studies curriculum problem is designed.

515. ART EDUCATION (5-0-5)

Designed to give the non-art major an insight into the reasoning processes of the artist. Study centers around the creative process as a whole and the considerations which govern the artist in his work. Laboratory experiences in drawing and painting, crafts, or ceramics.

521. MUSIC LITERATURE. (5-0-5)

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. (4-4-5)

Strengthens basic understandings of biological and earth science concepts. Includes relevant research, current science programs, and effective methods and materials.

526. PHYSICAL SCIENCE. (4-4-5)

Strengthens basic understandings of physical science. Includes current research programs and provides opportunity to develop materials and methods for teaching physical science.

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

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

561. LITERATURE IN THE SCHOOL PROGRAM. (3-2-5)

Designed to broaden conceptual understandings of the various genre of literature with emphasis upon designing the school program. Emphasis is placed on integrating literature with academic subjects.

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

Employs a problem-centered approach design to assist elementary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching.

660. THE TEACHING OF READING. (4-1-5)

Provides an understanding of principles and practices of teaching reading. Emphasis is placed on recent research, study of various approaches to reading, and the production and use of methods and materials appropriate for the classroom.

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

Prerequisite: EEL 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.

FOUNDATIONS AND SECONDARY (EFS)

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)

Informs teachers and other interested persons about the growing drug problems. Emphasizes 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.

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

Employs a problem-centered approach designed to assist secondary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching.

598. SPECIAL TOPICS IN EDUCATION (Var.)

Individuals or groups select topics related to need or special interest. In-depth study and application develop competency in selected areas. 1 to 5 quarter hours.

600. SOCIAL FOUNDATIONS OF EDUCATION. (5-0-5)

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

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)

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.

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

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)

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)

Prerequisite: EFS 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 design in EFS 631. Includes securing and handling data, describing procedures, drawing conclusions, and reporting in a scholarly manner.

640. ADVANCED STUDIES IN LEARNING. (5-0-5)

Prerequisite: EFS 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. THE MIDDLE SCHOOL CURRICULUM (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.

666. FIELD EXPERIENCE: _____. (Var.)

Provides intensive field experience in exemplary educational programs. Restricted to experiences approved by the Graduate Committee in the Department of Education.

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

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

690. CURRICULUM PLANNING. (5-0-5)

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.

LIBRARY MEDIA (ELM)

558. PRODUCTION OF NON-PRINT MATERIALS. (3-4-5)

Designed for the classroom teacher and the library media specialist. The course's main objectives are to teach the student all the necessary skills needed to enable him/her to create appropriate non-print materials and to develop a rationale for selecting the best type of media for every instructional situation.

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

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.

PROFESSIONAL LABORATORY EXPERIENCES (EPL)

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.

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

Prerequisite: 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.

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

Prerequisite: EPL 585 and guiding a prospective teacher.

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

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

Prerequisite: EPL 585, 586.

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

SPECIAL EDUCATION (EEX)

564. EXCEPTIONAL INDIVIDUALS IN REGULAR CLASS. (5-0-5)

(The course required for the non-Special Education major)

Focuses on the identification of and basic techniques for working with the exceptional individual in the regular classroom.

565. EXCEPTIONAL INDIVIDUALS. (4-1-5)

Overview and discussion of the educational, social, physical, and emotional characteristics of exceptional individuals and their implications for educational and social planning. Field experiences are provided.

567. NATURE OF MENTAL RETARDATION. (4-1-5)

Prerequisite: EEX 565

Focuses on the mental, social, emotional, and physical characteristics of the mentally retarded. Classification, etiology and definitions and their implications on the individual and society. Field experiences are provided.

568. NATURE & NEEDS OF GIFTED. (3-2-5)

Presents an overview and an in-depth understanding of the physical, emotional, social, and educational characteristics of gifted. Field experiences are provided.

569. METHODS FOR TEACHING GIFTED. (3-2-5)

Prerequisite: EEX 568

Emphasis given to the various methods and instructional models for teaching gifted individuals. Field experiences are provided.

570. ASSESSMENT OF GIFTED INDIVIDUALS. (3-2-5)

Prerequisites: EEX 568 & 569

Emphasizes the various assessment techniques for identification and planning of instructional programs for gifted individuals. Field experiences are provided.

571. COUNSELING PARENTS OF THE EXCEPTIONAL INDIVIDUAL. (3-2-5)

Prerequisites: EEX 565 and 567

Discussion of the impact of the exceptional individual on the total family relationships. Basic techniques and theories of counseling parents and the various social agencies working with parents. Field experiences are provided.

572. LANGUAGE DEVELOPMENT FOR EXCEPTIONAL INDIVIDUALS. (5-0-5)

Prerequisites: EEX 565 and 567

Overview of the theories on the development of language and speech in the exceptional individuals. Review of the literature and research in speech and language development.

574. CAREER EDUCATION FOR THE MENTALLY RETARDED. (3-2-5)

Prerequisites: EEX 565 and 567

Overview of the various types of materials, methods, and principles for teaching the mentally retarded career education experiences. Field experiences are provided.

575. BEHAVIOR MODIFICATION. (3-2-5)

Prerequisites: EEX 565 and 567

Theory and practices of behavior modification techniques appropriate in instructional programs for exceptional individuals. Field experiences are provided.

577. CURRICULUM AND METHODS FOR TEACHING THE MENTALLY RETARDED I. (3-2-5)

Prerequisites: EEX 565 and 567

Curriculum development and various instructional methods for teaching the mentally retarded social, self-help, preacademics and academic skills. Field experiences are provided.

579. CURRICULUM AND METHODS FOR THE MENTALLY RETARDED II. (3-2-5)

Prerequisites: EEX 565 and 567

Analysis of various types of curriculum and instructional methods for teaching the mentally retarded. Emphasizes the development of sequential instructional programs and various learning tasks. Field experiences are provided.

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

Emphasizes current topics and issues relevant to the education of the exceptional individuals.

586. PRACTICUM, BEHAVIOR DISORDERS. (0-10-10)

Prerequisite: 25 hours in Special Education major (15 hours completed at Georgia College)

Corequisite: EEX 683

Supervised practicum in a classroom setting, resource, itinerant, crisis intervention, and in-house suspension program for behavior disordered individuals. Five to ten credit.

587. PRACTICUM, LEARNING DISABILITIES. (0-5-5)

Prerequisites: 30 hours in Special Education major (15 hours completed at Georgia College)

Corequisite: EEX 684

Supervised practicum in either a self-contained class, resource room, or itinerant program for learning disabled individuals.

588. PRACTICUM, INTERRELATED RESOURCE PROGRAM. (0-15-15)

Prerequisite: 25 hours in Special Education major (15 hours completed at Georgia College)

Supervised practicum in Interrelated Resource Programs for mildly handicapped individuals.

589. PRACTICUM, MENTAL RETARDATION. (0-5-5)

Prerequisite: 30 hours in Special Education major (15 hours completed at Georgia College)

Supervised practicum in centers and public school programs for the mentally retarded.

678. NATURE OF THE MILDLY HANDICAPPED. (5-2-5)

Prerequisite: T-4 in Special Education

Characteristics of mildly learning-disabled, behaviorally-disordered individuals and those individuals whose intellectual functioning falls between two or three standard deviations below the mean on the test utilized. Field experiences are provided.

679. INSTRUCTIONAL MODELS FOR MILDLY HANDICAPPED I. (3-2-5)

Prerequisite: EEX 679

Instructional models and strategies for teaching mildly handicapped individuals. Field experiences are provided.

680. INSTRUCTIONAL MODELS FOR MILDLY HANDICAPPED II. (3-2-5)

Individualization of instruction, prescriptive teaching strategies, and an overview of interpersonal relationships. Field experiences are provided.

681. NATURE OF BEHAVIOR DISORDERS. (4-1-5)

Prerequisite: EEX 565

Focuses on the emotional, social, and educational characteristics of children with behavior disorders. The effects of these disorders on the functioning of the individual in educational and social setting. Field experiences are provided.

682. NATURE OF LEARNING DISABILITIES. (4-1-5)

Prerequisite: EEX 565

Study of the definitions, etiologies, and characteristics of individuals with learning disabilities and their effect on individual social, emotional, physical, and educational functioning. Field experiences are provided.

683. CURRICULUM AND METHODS FOR THE BEHAVIORALLY DISORDERED. (3-2-5)

Prerequisites: EEX 565 and 681

Curriculum and methods for teaching the behaviorally disordered individual. Emphasizes the application of various instructional methods for facilitating learning and behavior. Field Experiences are provided.

684. CURRICULUM AND METHODS FOR LEARNING DISABILITIES. (3-2-5)

Prerequisites: EEX 565 and 682

Curriculum and methods for teaching the learning disabled individual. Emphasizes the application and development of various instructional strategies for developing learning. Field experiences are provided.

685. APPRAISAL AND EVALUATION OF EXCEPTIONAL INDIVIDUALS. (3-2-5)

Prerequisite: EEX 565

Methods, techniques, and instruments utilized in assessing the social, emotional, and learning characteristics of exceptional individuals. Application of various assessment techniques in appropriate educational settings.

686. ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS (5-0-5)

Prerequisite: EEX 565

Overview of the various administrative arrangements applicable to exceptional individuals. Discussion of placement, organizational theory, finance, various community agencies, and development of curriculum.

ENGLISH AND SPEECH

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.

550. THE SOUTHERN RENAISSANCE. (5-0-5) Su

An intensive study of the most significant writings of the Fugitive Movement of Vanderbilt University in the 1920s, including John Crowe Ransom, Allen Tate, Robert Penn Warren, and Donald Davidson. Selections from more recent Southern authors influenced by the movement will also be considered. This course is recommended as background or sequel to English 544, Flannery O'Connor.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

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 (Var-5)

Teachers and others interested in instructional programs involving use of outdoor settings and school camps. 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 a typical 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. (Var.-5)

Teachers and others interested in instructional programs involving use of outdoor settings and school camps. 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. (1-8-5)

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

501. BLACKS 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 AND REVOLUTIONARY AMERICA. (5-0-5)

A historical survey of the "childhood" of America. Emphasis is placed on the change from colonies to mature provinces, and on the national and comparative perspectives of the Revolution.

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. MODERN ENGLISH SOCIAL HISTORY. (5-0-5)

A study of the nature and structure of modern English society, with emphasis on the changes in the lives of the people which accompanied the movement from an agrarian to an industrial society.

514. TUDOR—STUART ENGLAND. (5-0-5)

A study of the transition of England from small island-nation to major power during the 16th and 17th centuries, with special emphasis on the major personalities of the period.

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 NAPOLEON. (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.

527. THE RECONSTRUCTION PERIOD. (5-0-5)

An intensive study of the troubled era following the Civil War.

529. HITLER AND NAZI GERMANY. (5-0-5)

A historical and psychological study of Hitler and an analysis of his rise to power, the creation of the Third Reich, and the destruction of Germany through war.

530. THE SOUTH SINCE RECONSTRUCTION. (5-0-5)

Economic, social, and political developments in the South from the end of Reconstruction to the present.

532. GEORGIA: COLONY AND STATE. (5-0-5)

Social, political and economic developments with emphasis on modern trends.

542. AMERICAN SOCIETY AND LIFE TO 1875. (5-0-5)
A historical examination of major social movements, institutions, and cultural trends in the formative years of the American nation.
543. AMERICAN SOCIETY AND LIFE SINCE 1850. (5-0-5)
A continuation of History 542, with emphasis on the social, cultural, intellectual, and minority responses to the twin themes of industrialization and urbanization.
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 independence movement.
555. CONTEMPORARY AMERICAN FOREIGN POLICY.
(See Political Science 555.)
- 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. HISTORICAL METHODS AND INTERPRETATIONS. (TBA-0-5)
A study of historical interpretations and the techniques of historical research, writing, and preparation for publication.
- 605, 608, 611, 614, 617. ADVANCED TOPICS.
Topics will vary from year to year, and may be treated as lecture-discussion classes, research seminars, or directed readings and discussions.
605. ADVANCED TOPICS IN AMERICAN HISTORY. (TBA-0-5)
a. Poverty and Crime in American History.
b. American Diplomacy and the Cold War.
c. The Westward Movement in the 19th Century.
d. American Reform Movements.
e. Bicentennial Moments; Historians and the American Revolution.
608. ADVANCED TOPICS IN EUROPEAN HISTORY. (TBA-0-5)
a. Medieval Feudalism: Kings, Knights, and Clerics.
b. Sixteenth Century Political Thought.
c. Revolutions: A Comparative Study.
d. Intellectual Themes in Modern Europe, 18th to 20th Centuries.
e. Totalitarianism in 20th Century Europe.
611. ADVANCED TOPICS IN SOUTHERN HISTORY. (TBA-0-5)
a. Research Seminar in Southern History.
b. Racial Ideas and Practices in Southern History.
c. Reconstruction (1865-77) and the Modern Civil Rights Movement (W.W. II to

- Present): a Comparative Study.
- d. Georgia Politics and Politicians Since Reconstruction.
614. ADVANCED TOPICS IN BRITISH HISTORY. (TBA-0-5)
- a. The Age of Churchill (from Edwardian England through World War II.)
 - b. The Irish Question in Modern British History.
 - c. The English Woman in the Modern Period.
617. ADVANCED TOPICS IN AFRICAN HISTORY. (TBA-0-5)
- a. White vs. Black in South Africa.
 - b. Tribalism in Africa: Biafra as a Case Study.
 - c. The Age of the Great Explorers: 1790-1880.
650. INDEPENDENT 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. and Ed. S. students and required of all M.A. students.
654. THESIS RESEARCH (5 to 15 hours) Each quarter
Prerequisite: admission to candidacy for the M.A. degree.

HOME ECONOMICS

518. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING (5-0-5)
An examination of clothing in its relationship to economic principles, customs, values, fashion and other social and psychological forces.
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.
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.
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 co-operatives, and governmental will be taken into account.
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, preschool, and early childhood 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 developing parental competencies.

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.

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

Prerequisite: Home Economics 351 or equivalent.

For description see ECE 593.

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.

61R. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS. (5-0-5)

Philosophy and trends in home economics education, methods of teaching home economics, and methods of evaluation. Special topics.

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. Evaluation principles.

615. ADVANCED PROBLEMS IN APPAREL. (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.

624. CURRENT TRENDS IN NUTRITION (5-0-5)

This course deals with current knowledge of the metabolic functions of food in the human organism, and trends in nutritional practices.

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

A review of the fundamentals of nutrition. A survey 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.

631. 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.

633. 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.

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

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

638. 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.

650. 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.

652. 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.

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

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

658. UNDERSTANDING THE VALUE OF PLAY (Var. 5)

Prerequisite: Home Economics 351 or equivalent.

Play as a major process in the social, emotional, cognitive, and psychomotor development of children.

659. CREATIVE ACTIVITIES FOR THE YOUNG CHILD (Var. 5)

Prerequisite: Home Economics 351 or equivalent.

Program activities for the child. Designing programs and experiences for young children in home, church, day care or other educational settings.

690. 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.

MATHEMATICS

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. (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 elementary operations with sets, systems of numerations, number concepts, and the real number system.

502. METHODS AND MATERIALS FOR ELEMENTARY SCHOOL MATHEMATICS. (5-0-5) Su.

Prerequisites: Consent of the instructor. If a content course has not been taken recently, it is advised that Math 501 be taken with 502.

A laboratory course using logic blocks, multibase blocks, geoboards, and other physical models. Each student is expected to develop aids and models for use in the classroom.

510. NUMBER THEORY I. (5-0-5) W, Su.-even years

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

511. NUMBER THEORY II (5-0-5) F, Su.-even years

A continuation of Math 510.

520. MATHEMATICAL STATISTICS I. (5-0-5) F, Su-even years

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) W, Su.-even years

A continuation of Math 520.

550. ABSTRACT ALGEBRA. (5-0-5) W, Su

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) S, Su.

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

560. ANALYSIS I. (5-0-5) F, Su. even years

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) W, Su. even years
Functions of bounded variation, rectifiable curves, Riemann-Stieltjes integration, sequences and series.
580. NUMERICAL ANALYSIS. (5-0-5) Su. - on demand
Prerequisites: Consent of the instructor.
A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adapted to computer solution.
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

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, Galian, 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 Benavente, 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

PUBLIC ADMINISTRATION

541. GOVERNMENT ORGANIZATION AND ADMINISTRATION. (5-0-5)

A systematic analysis of governmental organization, management, and administration with primary focus upon the American national administrative structure. Emphasis is placed upon institutional, behavioral, and psychological factors of contemporary public bureaucracies. Problems of control, accountability, and responsiveness are given detailed treatment.

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 structures, problems and current issues in public administration at the state and sub-state level. Emphasis is directed to the perspective and role of the public executive. Attention is also given to the political factors affecting administrative performance.

635. COMPARATIVE ADMINISTRATION. (5-0-5)

A comprehensive examination of administrative institutions, structures, and processes in the political systems of Western Europe, The Soviet Bloc, and the developing nations. Special consideration is given to systematic patterns of similarity and difference among individual nation states and among broader political-cultural groupings. Emphasis is given to the effects of administrative decision-making upon the international political system.

695. RESEARCH PROBLEM. (Var.-5)

An in-depth 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.

POLITICAL SCIENCE COURSES

500. PUBLIC POLICY MAKING. (5-0-5)

A study of the institutions and processes of policy making with special emphasis on the national executive branch and comparative state legislative policy outputs. Consideration is also given to public budgeting as an instrument of policy making.

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.

510. POLITICAL THEORY I. (5-0-5)

A study of political theory from Plato to Locke. The political views of the traditional theorists are studied, and their relevance to contemporary events is examined.

511. POLITICAL THEORY II. (5-0-5)

A study of political theory from Locke to the present. A continuation of political science 510.

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

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

550. LEGISLATIVE POLITICS AND BEHAVIOR. (5-0-5)

A study of the legislative process focusing on Congress. Relationships with the executive branch and with interest groups are emphasized. Special consideration is also given to the roles and functions of the legislative parties and the committee systems.

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.

560. PUBLIC OPINION. (5-0-5)

A study of the acquisition, distribution, and significance of political opinions held by the American public. Opinion sampling and opinion analysis are emphasized.

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.

58R. INDEPENDENT STUDY. (Var.-5)

An indepth individualized study of a particular problem in contemporary political science.

599. INTERNSHIP. (Var. 5/15)

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

PSYCHOLOGY

548. ABNORMAL PSYCHOLOGY. (5-0-5) W, Su

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) F, S

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

556. TESTS AND MEASUREMENTS. (5-0-5) W, Su

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

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

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) F

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.) F,W,S,Su

Prerequisite: Permission of department chairman.

An individually designed learning experience involving off-campus field experience and study in a government agency for academic credit. Credit, five to fifteen hours.

SOCIOLOGY

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 5/15)

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. Open only to students in MSA program.

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 pre-literate as well as national societies.

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

A study of Indian tribes of prehistoric and contemporary North, Central and South America.

554. CULTURES OF AFRICA. (5-0-5)

Study of aboriginal peoples and tribes in Africa south of the Sahara.

555. CULTURES OF OCEANIA. (5-0-5)

Study of contemporary cultures of Melanesia, Micronesia, and Polynesia.

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Milledgeville, Georgia 31061

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B.S., A.B., M.S. (University of Alabama), Ph.D. (Emory University)
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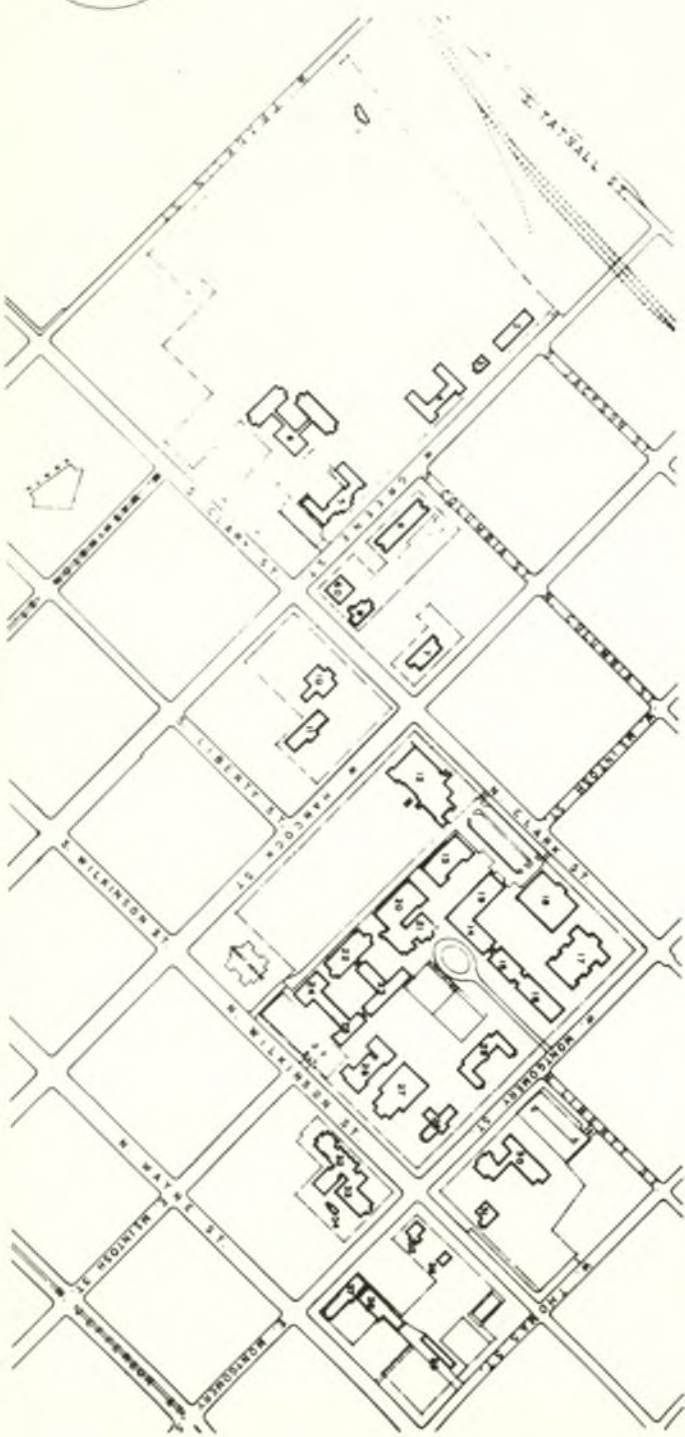
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