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Georgia College and State University

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**GEORGIA
COLLEGE**

THE GRADUATE SCHOOL CATALOG

1981-1982



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THE GRADUATE SCHOOL

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Milledgeville, Georgia 31061

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This catalog is primarily for the prospective graduate student. The statements set forth herein 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 herein, 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 Office of the Graduate School and the Office of the Vice President for Academic Affairs. It is especially important that each student note that it is his responsibility to keep himself apprised of current graduation requirements for his particular degree program.

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1981

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GEORGIA COLLEGE OFFICIAL CALENDAR

1981-82

FALL QUARTER 1981 (821)

September 13	Residence Halls open
September 13	Arrival of new students
September 14	President's Reception
September 14-16	Orientation of new students
September 17	Arrival of returning students
September 17-18	Registration
September 21	Classes convene
September 21	Last day to pay fees without penalty
September 23	Last day to add a course
September 23	Last day to drop a course without fee penalty
September 23	Convocation
October 16	Last day to apply for admission to Teacher Education for Winter Quarter 1982
October 23	Mid-quarter grade reports
October 27	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
November 9-13	Advisement period for currently enrolled students planning to attend Winter Quarter 1982
November 9-24	Early registration for Winter Quarter
November 25	Thanksgiving Holidays begin, after classes (night classes will meet)
November 29	Thanksgiving Holidays end
November 30	Classes reconvene
December 1-4	Special Studies advisement period
December 4	Early registration for Special Studies students
December 2-3-4	Fall Quarter examinations
December 4	Christmas Holidays begin, after last examination
December 11	Last day to apply for admission to Winter Quarter 1982

WINTER QUARTER 1982 (822)

January 3	Residence Halls open
January 4	Registration
January 5	Classes convene
January 5	Last day to pay fees without penalty
January 7	Last day to add a course
January 7	Last day to drop a course without fee penalty
January 29	Last day to file application for degree to be awarded June 5, 1982
January 29	Last day to apply for admission to Teacher Education for Spring Quarter 1982
February 9	Mid-quarter grade reports
February 12	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
February 22	Early registration for Spring Quarter begins
February 22-26	Advisement period for currently enrolled students planning to attend Spring Quarter 1982
March 5	Early registration for Spring Quarter 1982 ends
March 5	Last day to apply for admission for Spring Quarter 1982
March 15-18	Special Studies advisement period
March 18	Early registration for Special Studies students
March 16-17-18	Winter Quarter examinations
March 18	Spring Holidays begin, after last examination

SPRING QUARTER 1982 (823)

March 23	Spring Holidays end
March 24	Residence Halls open
March 24	Registration
March 25	Classes convene
March 25	Last day to pay fees without penalty
March 29	Last day to add a course
March 29	Last day to drop a course without fee penalty
April 23	Last day to apply for admission to Teacher Education for Fall Quarter 1982
April 30	Mid-quarter grade reports
May 6	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
May 12	Honors Day
May 17-21	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarter 1982
June 1	Grades for all degree candidates due in Registrar's office
June 1-2-3	Special Studies advisement period
June 1-2-3	Spring Quarter examinations
June 4	Last day to apply for admission to first term of Summer Quarter 1982
June 5	Graduation

SUMMER QUARTER 1982**First Term—June 13-July 14 (824)**

June 13	Residence Halls open
June 13	Arrival of new students
June 14	Registration
June 15	Classes convene
June 15	Last day to pay fees without penalty
June 17	Last day to make course changes
June 17	Last day to drop a course without fee penalty
June 18	Last day to file application for degree to be awarded August 14, 1982
June 28	Last day to drop a first term course without academic penalty (unless previously assigned an F by professor for absences)
July 5	Holiday
July 6	Last day to apply for admission for second term of Summer Quarter 1982
July 14	First Term ends after last class period
July 15	For full summer length courses, last day to drop a course without academic penalty

Second Term—July 15-August 14 (825)

July 15	Arrival of new students
July 15	Registration
July 16	Classes convene
July 16	Last day to pay fees without penalty
July 20	Last day to make course changes
July 20	Last day to drop a course without fee penalty
July 29	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
August 9-13	Special Studies advisement period
August 13	Second Term ends after last class period
August 13	Grades for all degree candidates due in Registrar's office
August 14	Graduation
August 27	Last day to apply for admission for Fall Quarter 1982

**ROBINS GRADUATE CENTER
1981-1982**

FALL QUARTER 1981 (821)

August 28	Last day to apply for admission for Fall Quarter 1981
September 21	Registration
September 22	Last day to pay fees without penalty
September 21	Classes convene
September 23	Last day to drop a course without fee penalty
October 27	Last day to drop course without academic penalty
December 11	Last day to apply for admission to Winter Quarter 1982
December 2-3	Examinations

WINTER QUARTER 1982 (822)

January 7	Registration
January 11	Classes convene
January 12	Last day to pay fees without penalty
January 13	Last day to drop a course without fee penalty
January 29	Last day to file application for degree to be awarded June 6, 1982
February 12	Last day to drop course without academic penalty
March 5	Last day to apply for admission to Spring Quarter 1982
March 17-18	Examinations

SPRING QUARTER 1982 (823)

March 26	Registration
March 29	Classes convene
March 30	Last day to pay fees without penalty
March 31	Last day to drop a course without fee penalty
May 6	Last day to drop course without academic penalty
June 4	Last day to apply for admission to Summer Quarter 1982
June 2-3	Examinations
June 5	Graduation

SUMMER QUARTER 1982 (824)

June 11	Registration
June 14	Last day to pay fees without penalty
June 14	Classes convene
June 16	Last day to drop a course without fee penalty
June 18	Last day to file application for degree to be awarded August 14, 1982
August 11-12	Examinations
August 14	Graduation

OFFICIAL COLLEGE TEST CALENDAR

1981-82

September 7	CLEP Subject Examinations
September 8	CLEP General Examinations
September 14	Freshman Placement Examinations
October 12	CLEP Subject Examinations
October 13	CLEP General Examinations
October 21	Major Area Examinations
October 24	G.M.A.T. Examinations
October 26	Regents' Examinations
November 9	CLEP Subject Examinations
November 10	CLEP General Examinations
November 14	N.T.E. Examinations
December 1-4	Special Studies Testing and Advisement
January 4	Freshman Placement Examinations
January 11	CLEP Subject Examinations
January 12	CLEP General Examinations
January 27	Major Area Examinations
February 6	G.R.E. Examinations
February 8	Regents' Examinations
February 20	N.T.E. Examinations
March 8	CLEP Subject Examinations
March 9	CLEP General Examinations
March 15-18	Special Studies Testing and Advisement
March 24	Freshman Placement Examinations
April 12	CLEP Subject Examinations
April 13	CLEP General Examinations
April 17	N.T.E. Examinations
April 21-22	Major Area Examinations
April 24	G.R.E. Examinations
April 26	Regents' Examinations
May 10	CLEP Subject Examinations
May 11	CLEP General Examinations
June 1-3	Special Studies Testing and Advisement
June 7	CLEP Subject Examinations
June 8	CLEP General Examinations
June 14	Freshman Placement Examinations
June 23	G.M.A.T. Examination
June 28	Major Area Examinations
July 12	CLEP Subject Examinations
July 12	Regents' Examinations
July 13	CLEP General Examinations
July 15	Freshman Placement Examinations
August 9-13	Special Studies Testing and Advisement
August 9	CLEP Subject Examinations
August 10	CLEP General Examinations
M.A.T.*	Miller Analogies Test is scheduled on an individual basis

*NOTE: See Testing Center in Kilpatrick Education Center, Room 202, for more detailed information.
The CLEP General Examination in English will be administered only in June and October.



GENERAL INFORMATION

GENERAL INFORMATION

HISTORY

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

Milledgeville was 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, the Master of Science in Biology in the Fall of 1972, the Master of Science in Psychology in the Fall of 1978, and the Master of Public Administration in the Fall of 1980. 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

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

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

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

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

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 LESS THAN 12 QUARTER HOURS:				
12 OR MORE HOURS				
Legal Residents of Georgia	\$178.00	\$10.00	\$27.00	\$215.00
Non-Residents	496.00	10.00	27.00	533.00
11 QUARTER HOURS				
Legal Residents of Georgia	165.00	10.00	27.00	202.00
Non-Residents	462.00	10.00	27.00	499.00
10 QUARTER HOURS				
Legal Residents of Georgia	150.00	10.00	27.00	187.00
Non-Residents	420.00	10.00	27.00	457.00
9 QUARTER HOURS				
Legal Residents of Georgia	135.00	10.00	27.00	172.00
Non-Residents	378.00	10.00	27.00	415.00
8 QUARTER HOURS				
Legal Residents of Georgia	120.00	10.00	27.00	157.00
Non-Residents	336.00	10.00	27.00	373.00
7 QUARTER HOURS				
Legal Residents of Georgia	105.00	10.00	27.00	142.00
Non-Residents	294.00	10.00	27.00	331.00
6 QUARTER HOURS				
Legal Residents of Georgia	90.00	10.00	27.00	127.00
Non-Residents	252.00	10.00	27.00	289.00
LESS THAN 6 QUARTER HOURS (Calculated Per Hour)				
Legal Residents of Georgia	15.00	None	None	15.00
Non-Residents	27.00	None	None	27.00

DORMITORY CHARGES

Per quarter \$160.00 to 175.00

FOOD SERVICE

The following choices are available:

2 meals a day Monday through Friday . . . \$207.00

14 meals a week 230.00

21 meals a week 245.00

All dormitory residents must have one of the meal plans.

PAYMENT OF COLLEGE EXPENSES

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

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

CHECKS

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

DEPOSITS REQUIRED

All deposits received will be credited to the student's account. All deposits are nontransferable. Student may expect requested refunds within 30 days of the beginning of the quarter or date of the request, whichever is later.

ROOM RESERVATION DEPOSIT (\$35.00)

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

SPECIAL DEPOSITS

KEY DEPOSIT (\$5.00)

Required of students issued keys.

SPECIAL FEES

APPLICATION FEE (\$10.00)

A non-refundable fee is required of all students applying for admission to the College. The fee will be sent with the application for admission.

GRADUATION FEE (\$10.00)

This fee is required of all degree candidates and is payable at the time that *Formal Application for Degree or Diploma Request* is made. The fee is non-transferrable and non-refundable. It entitles the student to one (1) diploma and use of academic regalia.

LABORATORY FEE

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

LATE PAYMENT FEE (\$5.00 TO \$10.00)

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

OFF-CAMPUS COURSES

The fee for off-campus courses is \$19.00 per credit hour or at an established contract rate.

TRAFFIC AND PARKING VIOLATION FEES

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

TRANSCRIPT OF RECORD FEE (\$1.00)

One full transcript of work completed will be furnished without charge. A fee will be charged for each additional single copy.

RETURNED CHECK CHARGE (\$5.00)

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

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 office of Student Affairs, and all exchanges, transfers, and vacating of rooms must be approved by that office.

Double rooms are occupied by two persons. If one of the occupants vacates the room, the student remaining agrees to accept a roommate assigned or to move to another room upon request. The office of Student Affairs 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.

REFUND POLICY

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

REFUND FOR REDUCTION OF COURSE LOAD

A student who elects to drop a course for which he has registered and paid fees shall receive a refund of fees only if notice is given to the Registrar and to the Business Office on or before the last day to make course changes without fee penalty as indicated in the College calendar. Such student shall then be charged at the per quarter hour rate applicable to the remaining number of quarter hours for which he is registered.

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

REFUND FOR WITHDRAWAL

Withdrawal from the College must begin with formal approval from the Student Affairs office.

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

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

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

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

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

Students who withdraw after a period of four weeks has elapsed from the scheduled registration date will be entitled to no refund.

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

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

REFUND FOR STUDENT HOUSING

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

REFUND FOR FOOD SERVICE

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

NON-RESIDENT STUDENTS

Non-Resident Tuition — A tuition fee of \$27.00 per quarter hour up to a maximum of \$318.00 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:

- A. (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.
- B. If a person is under 18 years of age, he or she may register as a resident student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
- C. A full-time faculty member of the University System and his or her spouse and dependent children may register on the payment of resident fees even though he or she has not been a legal resident of Georgia for the preceding twelve months.
- D. Non-resident graduate students who hold teaching or research assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
- E. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in the University System institutions on the payment of resident fees, when such teachers have been legal residents of Georgia for the immediately preceding nine months, or engaged in teaching full time during such nine-month period, and have been employed to teach full time in public schools of Georgia during the ensuing school year.
- F. All aliens shall be classified as non-resident students; provide, however, that an alien who is living in this country under a visa permitting permanent residence shall have the

same privilege of qualifying for resident status for fee purposes as a citizen of the United States.

- G. Foreign students who attend institutions of the University System under financial sponsorship of civic or religious groups located in this State, may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for the institution.
- H. If the parents or legal guardian of a minor change their legal residence to another state following a period of legal residence in Georgia, the minor may continue to take course for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve-month period the student may continue his registration only upon the payment of fees at the non-resident rate.
- I. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of court appointment and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fees.
- J. Military personnel, and their dependents, stationed in Georgia and on active duty, except military personnel assigned to System institutions for educational purposes, shall pay the same fees assessed residents of Georgia.
- K. *Hearings on Appeals of Resident Classification* — The Executive Secretary of the Board shall act as the hearing officer to conduct hearings on all appeals by students or others concerning classification of students as residents and non-residents and filed with the Board pursuant to the provisions of Article IX of the Bylaws. The Executive Secretary shall investigate the matter thoroughly and submit his recommendations to the Board for decision within the time required by said article of the Bylaws.
- L. Career Consular Officers and their dependents who are citizens of the foreign nation which their Consular Office represents, and who are stationed and living in Georgia under orders of their respective governments, shall be entitled to enroll in the University System institutions on payment of resident fees. This arrangement shall apply to those Consular Officers whose nations operate on the principle of educational reciprocity with the United States.

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. All students seeking financial assistance are required to submit a copy of the Financial Aid Form (FAF) to the College Scholarship Service designating Georgia College as a recipient. The FAF may be obtained from a secondary school, the College Scholarship Service, P.O. Box 2700, Princeton, New Jersey 08540, or 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 FAF'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.

NATIONAL DEFENSE STUDENT LOANS

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

The graduate student in need of assistance may borrow as much as \$1000 per year of a total of \$5000 from this source. Repayment begins nine months after the student completes his studies, and no interest accrues until the repayment period begins. Interest at the rate of 3 percent is charged from the beginning of the repayment period until the loan is fully repaid. If necessary, repayment may be extended over a ten-year period.

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

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 Park, 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, and elsewhere.

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.

CAREER SERVICES

Career information and exploration opportunities are available to students who desire assistance concerning their involvement in the world of work. These services are provided by the Office of Cooperative Education, Internship and Placement, located on the third floor of Parks Hall.

COOPERATIVE EDUCATION & INTERNSHIP PROGRAMS

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

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

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

Internships are designed as a (one-quarter) field experience with emphasis on a specific project or task to be completed. Most internships involve community-based learning experiences for a public agency, providing a needed service to society and encouraging students to consider careers in public programs.

Approval for student participation in both programs is determined by the Department Chairperson and the Director of Cooperative Education and Internship. Students approved may earn up to fifteen hours of academic credit. Generally speaking, both programs are limited to upper division students with at least a 2.0 grade point average. For application or further information, contact the Office of Cooperative Education, Internship & Placement located on the third floor of Parks Hall.

PLACEMENT SERVICES

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

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

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

The Placement Office also provides literature on a variety of career subjects and conducts job search workshops for interested students. For further information on Placement Services, contact the Office of Cooperative Education, Internship & Placement, located on the third floor of Parks Hill.

SENIOR ARMY ROTC

Selected students may enter the two year Senior Army ROTC program available to Georgia College. Qualified applicants may receive \$100 per month for up to twenty (20) months or a maximum of \$2000. Additionally, students receive approximately \$500 for a six week leadership practicum taught during the summer at a major military installation.

Additional information and applications can be obtained by calling collect (912) 452-7878 or writing Georgia College, Army ROTC Opportunities, Box 829 Milledgeville, GA 31061.

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.

Graduate Assistants must have been approved for *regular admission* to a graduate program.

There are three classifications of graduate assistants. They are as follows:

GRADUATE ASSISTANT (G.A.)

Graduate Student who is assigned regular duties in an administrative office or within a department. Duties must be relevant to the student's major field of study and shall be of academic value. Approval is granted by the Dean of the Graduate School upon recommendation of the department chairperson.

GRADUATE TEACHING ASSISTANT (G.T.A.)

Graduate Student who is assigned regular teaching schedule (laboratory, lower division practice sessions, etc.) and has at least partial responsibility of assignment of grades to students. (Teaching will be done under supervision of a regular faculty member). Must have Regents approval after recommendation by the Dean of the Graduate School and Vice President for Academic Affairs.

GRADUATE RESEARCH ASSISTANT (G.R.A.)

Graduate Student who is assigned regular responsibilities for a research project which has official recognition. Approval is granted by the Dean of the Graduate School upon recommendation by the Director of Research Services and project director.

STIPEND

The college-funded stipend for graduate assistants is scaled with the Graduating Teaching Assistant receiving the highest and Graduate Non-Teaching Assistant the lowest.

The external granting agency stipend is an agreement between the person who writes the grant and the graduate research assistant.

STUDENT SERVICES AND ORGANIZATIONS

LIBRARY SERVICES

The Ina Dillard Russell Library, named for the mother of the late Senator Richard B. Russell, is the center for research activities of the College. The resources of the Library include over 140,000 books, 1,327 current magazine and newspaper subscriptions, and extensive collections in microform. Particularly useful are the microfilm collections of *The New York Times* from its beginning date of 1851; *The Atlanta Constitution* from 1868; *The Times* (London)

from 1785; the American Statistics Series; the American Periodical Series, a series of 18th, 19th and early 20th century periodicals; and the Educational Resources Information Center (ERIC) research reports on microfiche from 1966 to the present. As a U.S. Government Depository, the Library receives approximately 4,000 documents annually. Some 40,000 items are added to the collection each year to support the growing undergraduate and graduate programs.

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

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

The campus-wide Media Equipment Center, which is also located in the Kilpatrick Education Center and administered by the Library, makes available to faculty, student groups or individuals the various types of projection/playback machines that are necessary to utilize audio-visual materials. The center staff delivers and sets up the requested equipment for faculty use in classrooms on campus. Adjacent to the Media Equipment Center are two media production laboratories which can be used by students and faculty to make audiovisual instructional material for classroom use. Equipment is available for the production of transparencies, slides, audio tapes, video tapes, and dry mounts. The Media Services staff is available to assist in the production of these aids.

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

The Library is a member of the East Georgia Triangle, the Central Georgia Associated Libraries, the Health Science Libraries of Central Georgia, and participates in the Georgia Library Information Network. Association in these four consortia facilitates the borrowing of material through participating libraries, thereby increasing the resources available to Georgia College students and faculty. The University System of Georgia Joint Borrowing Policy for Libraries permits Georgia College graduate students and faculty to borrow materials from other libraries in the university system. Researchers wishing to use this service must get a special card for this purpose from the office of the Director of Libraries.

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

nominal cost. The Library is normally open 77 hours a week with a reference librarian on duty much of this time to provide assistance and informal instruction in the use of the Library.

STUDENT AFFAIRS

Georgia College offers students many educational services, developmental programs and extra-curricular activities. All are designed to aid in students' academic and career goals as well as to enrich the students' college life. These services, programs, and activities are coordinated by the Student Affairs office located in 106 Parks Hall. All students should stop by this office and obtain a student handbook for more specifics.

RESIDENCE HALLS

Georgia College operates six (6) residence halls for student occupancy.

Students interested in information on residence hall living and/or a room reservation should talk with the Residence Life Coordinator in 107 Parks Hall.

RESIDENCE HALL REGULATIONS

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.

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

The residence halls close for Thanksgiving vacation, when classes are not in session between quarters, and other dates as indicated by the Student Affairs staff.

HEALTH SERVICES

Promoting sound physical and emotional health is a major goal of the College. This is accomplished through the health services and health education. The health services are centered in Parks Memorial Infirmary. In charge of the infirmary and its staff of nurses and of the health services is a competent physician.

The primary aim of the medical services is the maintenance of good health among the members of the College community. Preventive medicine is the foremost consideration.

However, always available are remedial measures in cases of illness and follow-up treatment for students who are under the care of home physicians. Clinics are held daily to which any student may go for treatment of minor or chronic conditions or for consultation with the College physician.

In case of serious illness or accident, parents are notified by telegram or telephone message.

As a part of health service, arrangements are made each year to provide immunization against influenza.

Psychiatric consultative services are available at the request or consent of the student and parent.

COUNSELING SERVICES

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 aspect of their personal, educational, or vocational development. All interviews are confidential.

RESEARCH SERVICES

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

PHI KAPPA PHI

The Honor Society of Phi Kappa Phi was chartered at Georgia College in June, 1973. Selection for membership is on the basis of scholarship. Members are elected from graduate students, undergraduate students, faculty, administration and alumni. To be eligible for consideration for membership graduate students must be within 15 quarter hours of graduation and have no more than one course grade lower than a "A" (one "B" accepted). To be eligible for consideration for membership, undergraduate students from the senior class must have a minimum grade point average of 3.5; undergraduate students from the junior class must have a minimum grade point average of 3.8. In all cases elections will be from among the upper 5 percent of the classes.

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 \$2.00 is charged for replacement of the initial I.D.

Students are required to present and I.D. card to any properly identified faculty or staff member upon request.

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. Office for the College Government Association, 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 in initiating and developing activities for all members of the college community. You are invited to participate, both in the planning and in the activities of the Union, by serving as a member of the College Union Program Council or by attending the events.

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

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.

Each Spring the Student Affairs Office in conjunction with the Lyceum Committee and campus pastors sponsors a "Living Issues Week." This week is meant to stimulate student and faculty thinking on issues of a religious and spiritual nature. Splendid programs and speakers are a part of this week's activities.

CONCERTS AND LECTURES

Students hear symphonies and artists of national and international reputation in a series of three or four concerts during the year. In addition, outstanding lecturers from varying fields of interests are brought to the campus annually. Students are admitted by I.D. cards.

GEORGIA COLLEGE THEATRE

The Georgia College Theatre is a resident campus theatre that is open to all interested students who wish to gain experience in acting, stage managing, lighting, property and set construction, costuming, makeup, and publicity. Each quarter the theatre stages a major production of a classical or modern drama or a comedy.

ART EXHIBITIONS

The Department of Art provides a continuous exhibition program during the year in the College gallery. Bringing to the campus exhibitions of painting, graphics, sculpture, and allied arts, the exhibition program affords the entire College community the opportunity to become familiar with the work of serious artists of international, national, regional, and local importance.





GRADUATE PROGRAMS AND ADMISSIONS

GRADUATE PROGRAMS AND ADMISSIONS

The Graduate Programs provide advanced study in Biology, Business Administration, Home Economics Administration, Public Administration, Social Work Administration, Psychology, 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, the Master of Science in Administration, and the Master of Public Administration.

Programs of teacher education at the fifth-year level are provided in elementary education (K-4 and 4-8) and in the following secondary fields: business education, English, health and physical education, home economics, mathematics, science, social science, and special education. Programs at the sixth-year level in the areas of elementary education (K-4 and 4-8), health and physical education, science, and social science are also offered.

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.

No 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, dean of the Graduate School, vice president, 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.

FACILITIES

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

The 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.

The 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 Department of Biological & Environmental Sciences operates a field station on 10 acres of land at Lake Sinclair for ecological and aquatic research.

The Home Economics Child & Family Center, located in Kilpatrick Hall is a laboratory center for the study of human development. Here the Home Economics Department operates a Nursery which enrolls children from infancy through four years of age and provides family development experiences.

GENERAL POLICIES GOVERNING GRADUATE WORK

Graduate study is much more than a continuation of undergraduate work and should be contemplated only by students who have demonstrated in earlier studies an exceptional intellectual ability and the capacity for independent thought and investigation. For this reason Georgia College, like most graduate schools, exercises selectivity in the admission of students. Selective admission requirements, serve to maintain the high standards that are characteristic of graduate study and serve to benefit the students in helping them decide early whether they should undertake such a course of action. By means of an admission classification system, Georgia College provides for the maintenance of high standards in degree programs as well as providing for and making its facilities available to a wide variety of students who are not eligible for advanced degrees or who do not wish to become applicants for degrees.

RESPONSIBILITY OF STUDENTS

Each graduate student is expected to become thoroughly familiar with both departmental and graduate school regulations and with the requirements for degrees. Failure to follow regulations and requirements usually results in unnecessary complications for which the Graduate Office cannot assume responsibility.

GRADUATE ADVISORS

The Dean of the Graduate School is the general advisor for all graduate students. With regard to particular courses a student is counseled by the Chairman of his major department, the Degree Program Coordinator or by other professors designated for such counseling. Advisement in matters pertaining to Teacher Certification is the responsibility of the Coordinator of Teacher Education Programs.

ADMISSION

Applications for admission must be submitted at least three weeks prior to the first date of matriculation (specific dates listed in official college calendar on pages 5 and 6). International students and other applicants to programs requiring standardized test scores should complete these examinations at least eight weeks prior to matriculation.

All applicants are required to provide the Graduate School office with two official copies of transcripts of their undergraduate record, acceptable results of their performance in one of the following: the Graduate Record Examination, the National Teacher Examinations, Miller Analogies Test or the Graduate Management Admission Test. Other supporting materials may be required by specific degree programs. Test scores may not be more than five (5) years old. Registration materials for aptitude examinations may be obtained in the Graduate School office.

Applications will not be processed until all supporting materials have been received in the Graduate School office. Failure to complete the application process prior to the published deadline will result in the student's inability to register for that quarter.

READMISSION TO GRADUATE SCHOOL

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 or 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.

GENERAL REQUIREMENTS FOR ADMISSION

Consideration for admission to Graduate Study 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. 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 study at Georgia College.

Georgia residents who are 62 years of age or older and who meet all admission requirements, may register for classes and receive credit without payment of any tuition or fees on a space-available basis.

The Dean of the Graduate School 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 to the department offering the program of study. Application for Admission (accompanied by a \$10.00 fee) should be mailed to the Dean of the Graduate School 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.

TRANSIENT STUDENT PROCEDURE

Students wishing to attend another college in the University System and take courses there to count toward their degree here must be in good standing and petition the Dean of the Graduate School and obtain the approval of their faculty adviser prior to enrolling at the other institution. The petition must specify the courses to be taken at the other college and the student must have the other college send a transcript of the courses taken to the Graduate

office at Georgia College in order to receive credit for the work at Georgia College. Ordinary students are permitted to be transient students away from the college for only one quarter.

APPLICANTS FOR CONSTITUTIONAL AMENDMENT 23 ADMISSION

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

ENROLLMENT BY UNDERGRADUATES

An undergraduate student who is within 10 hours of graduation and who has at least a "B" average in his major subject may enroll for courses carrying degree credit. Approval must be obtained in the Graduate Office prior to registration. No course taken without this approval may be counted for graduate credit. Graduate work taken under this provision may not be used to meet undergraduate degree requirements. An undergraduate who is permitted to enroll for graduate work as indicated above will be classified as a Non-degree student until such time as acceptable scores are submitted on the appropriate aptitude test and final transcripts indicating completion of all undergraduate degree requirements have been received in the Graduate Office.

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

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 to a specific program 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 must be met prior to the completion of 15 hours of credit or before the end of two (2) quarters of enrollment. Failure to complete requirements will result in the student being transferred to non-degree status.

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 completed graduate transient application (obtained in the Graduate School office) 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 Dean of the Graduate School. In no instance will more than 20 hours be counted toward a degree.

ADMISSION TO CANDIDACY

Each applicant for an advanced degree at Georgia College is required to make formal application for admission to Candidacy for the degree as soon as 15 quarter hours of work has been completed in his program of study. This application is submitted to the Dean of the Graduate School on a form obtainable in the Graduate Office.

Failure to submit the application for Candidacy prior to the completion of 30 quarter hours may result in the ineligibility for further registration. Admission to Candidacy will be granted and notification sent to the student at such time as all of the following requirements have been met:

1. Official admission to a Master's degree program as a Regular graduate student has been received.
2. At least 15 quarter hours of graduate work required for the Master's degree have been completed.
3. All prerequisite work has been completed.
4. An average of "B" or higher has been maintained in all graduate work with no grade below "C."
5. Work to date is acceptable to the departments concerned as signified by their approval of the application for admission to Candidacy.
6. The entire program conforms with general requirements of the Graduate School and with requirements for the particular degree.

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. File application for diploma and application for degree prior to January 29, 1982 for June graduation. Diploma and degree requests for August graduation must be received prior to June 18, 1982.
3. A graduate student applying to participate in graduation exercises must have an overall B average (3.00 GPA). Courses in which the student has earned less than a "C" cannot be counted for degree credit, however, all grades earned while enrolled will be used to calculate the student's cumulative grade point average.
4. A student planning to use transfer work to qualify for his degree must have official transcripts submitted to the Dean of the Graduate School office not later than the

beginning of the Spring Quarter immediately preceding June exercises; or the beginning of summer quarter for August exercises.

5. Students may be graduated In-absentia provided they submit written notice to the Dean of the Graduate School of their intention to do so at least seven days before the date of Commencement. A student who does not appear at the graduation exercises specified on his degree application form, and who has not provided written notice to the Graduate Office (as specified above), shall not graduate at that time.
6. 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.
7. Students enrolled in degree programs requiring a thesis or final research paper must deposit the unbound original and provide for one bound copy of their work in the Dillard Russell Library. Other copies of the thesis or final research paper may be required by the department in which the major work has been done.

APPLICATION FOR DEGREE

A student planning to graduate at either the Spring or Summer Commencement must submit to the Graduate Office a completed "Application for Degree" and a "Diploma Request" form.

These documents must be received in the Graduate Office prior to the date specified in the official college calendar (page 5 and 6 of this catalog).

Any student who is unable to complete final requirements for graduation after formally applying for a degree will be ineligible to graduate. The student will be required to resubmit both "Application for Degree" and "Diploma Request" for graduation at a later date.

ACADEMIC REGULATIONS

Every graduate student and every prospective graduate student is expected to make himself thoroughly familiar with these regulations and the requirements for degrees. Failure to follow the regulations and requirements almost inevitably results in complications which cause inconvenience to students. It is especially important that each student note that it is his responsibility to keep himself apprised of current graduation requirements for his degree program.

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 of C- or better on a subject that requires five one-hour meetings a week (or the equivalent) for one quarter earns one 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.)

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

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 — Indicates that a student was doing satisfactory work, but for non-academic reasons beyond his control, was unable to meet the full requirements of the course. The "Incomplete" will not be assigned unless in the judgment of the Instructor a substantial majority of the course requirements have been satisfied by the student. If an "I" is not satisfactorily removed before the end of the next quarter of residence, the symbol "I" will be changed to the grade "F" (The "I" cannot be removed by repeating the course.) All "I's" must be removed by the student prior to graduation.
- W — This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint 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.

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 to or below the equivalent of 10 hours of uncompleted "C's", the student will be academically dismissed from his degree program.

In order to be considered for readmission to the program the student must petition the degree program coordinator.

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 was not properly registered.

WITHDRAWAL FROM COURSES

A student may withdraw from any course by 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 W for the course. The W will appear on the student's transcript; however, the hours will not be used to compute the grade average. After mid-term, no withdrawals from courses will be honored by the College unless the student withdraws completely from the College as follows:

WITHDRAWAL FROM COLLEGE

A student who withdraws from the College either temporarily or permanently at any time after mid-term but prior to the beginning of Final Examination period will receive the grade WF.

each course being carried at the time of the withdrawal. However, with the approval of class instructors, the student may petition the Dean of the Graduate School for incomplete grades if the withdrawal is due to non-academic extenuating circumstances and he is passing all courses at the time of withdrawal. The petition shall specify when the student plans to return to Georgia College and remove the incompletes. Failure to honor the terms of an approved petition will result in the final grade of WF (failing) in the incomplete 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 graduate student enrolled at Georgia College has the right to petition to the Dean of the Graduate School. 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.

GRADUATE PROGRAMS

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| <p>I Specialist in Education Degree</p> <ul style="list-style-type: none"> Business Education (7-12) Early Childhood Education (K-4) Middle Grades Education (4-8) Health and Physical Education (1-12) Science (Biology) (7-12) Social Science (7-12) <p>II Master of Arts in History</p> <p>III Master of Business Administration</p> <p>IV Master of Education</p> <ul style="list-style-type: none"> Business Education (7-12) Early Childhood Education (K-4) Middle Grades Education (4-8) English (7-12) Health and Physical Education (1-12) Home Economics (7-12) Mathematics (7-12) Science (Biology) (7-12) Social Science (7-12) Special Education (Behavior Disorders, Interrelated, Mildly Handicapped, Mental Retardation and Learning Disabilities) Endorsement: DE-5 (Director of Special Education) | <p>V Master of Public Administration</p> <p>VI Master of Science in Administration Management</p> <p>VII Master of Science in Biology</p> <p>VIII Master of Science in Psychology</p> |
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DEGREE PROGRAMS

DEGREE PROGRAMS

SPECIALIST IN EDUCATION DEGREE

Dr. Stanley D. Ivie, Coordinator

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

- Business Education (7-12)
- Early Childhood Education (K-4)
- Middle Grades Education (4-8)
- 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

The complete application, including all supporting papers, must be filed with the Dean of the Graduate School not later than three weeks prior to the beginning of the quarter in which the applicant proposes to begin graduate study.

Applicants for admission to the program leading to the Specialist in Education degree must:

1. Hold a Master's degree from an accredited institution and possess or be eligible for a T-5 Certificate in the proposed field.
2. Have a 3.25 grade-point average on all graduate work attempted.
3. Have two years teaching experience prior to admission.

4. Submit scores on the aptitude test of the GRE or composite scores on the NTE minimum score of 900 on the GRE Aptitude Test or a 575 on the NTE Commons with teaching field score at or above the 25th percentile is required.

Work taken prior to *regular* admission cannot be applied toward the degree.

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.

1. **Classroom Studies.** Each degree applicant must complete the following:
 - a. A minimum of 45 quarter hours of course work beyond the Master of Education degree with no grade below B.
 - b. 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
2. **Field Project in Educational Research.** Candidates for the Specialist in Education degree must complete a research project (EFS 635). This project includes securing data, describing procedures, drawing conclusions, and reporting in a scholarly manner. The field project may also take on the form of a thesis which utilizes historical, philosophical, or descriptive research methodologies.

Before beginning the research project, the candidate must have received approval of a detailed prospectus for this comprehensive study. Students prepare the prospectus EFS 631.

Four copies of the completed project, in addition to the original, must be given to the Coordinator of Graduate Programs in Education at least a week prior to the oral examination. The research project will be discussed during the oral examination.

The student must arrange with the Director of Libraries to have two copies of the completed research project bound: one for the library and one for the School of Education. The original copy is deposited in the library unbound.

3. **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 examination. Activities no less than five of the following areas are required:
 1. Professional reading
 2. Professional meeting 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 a graduate committee of three or four faculty members (at least one in the area of certification for which the student is applying.)

EXAMINATIONS

An oral examination must be successfully completed as a culminating activity. Students who fail may repeat the examination after the lapse of one quarter.

RESIDENCE REQUIREMENT

At least 25 hours beyond the Master of Education degree must be completed on campus. Ten hours may be transferred from another institution. Ten to twenty hours may be completed through Area Services.

Sixth-year programs must be completed within four years.

CAREER INFORMATION

Most teachers who complete the sixth-year program continue in their same positions where they provide leadership in the improvement of instruction. Others accept supervisory roles, adding another area of certification. The job market is excellent for teachers with the T-6 Certificate, which pays approximately \$1,500 a year more than the T-5 Certificate.

CRITERION-REFERENCED TEST

To receive the T-6 Certificate, individuals must achieve at least a minimum score on the appropriate criterion-referenced test. The CRT is administered several times a year in regional centers across the state. Information about the test is available from the Department of Educational Field Experiences.

MASTER OF ARTS DEGREE IN HISTORY

Dr. O. W. Taylor, Coordinator

The Master of Arts Degree in History prepares students for further study elsewhere toward the Ph.D. degree; for teaching in junior colleges; for work in historical societies, archives, museums, and state and national parks and historical monuments; for journalism and other types of professional writing—newspapers, magazines, fiction, and non-fiction; for library work as a subject-field accompaniment to a professional library degree; and for government service, including the Federal Foreign Service, upon passing the appropriate entrance examination. 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 Teaching 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. Give reasonable assurance of ability to satisfy the foreign language requirement at a specified point in program (see "Language Requirement" and "Admission to Candidacy" below).
5. 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 Dean of the Graduate School.

The complete application, including all supporting papers, must be filed with the Dean of the Graduate School 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 Dean of the Graduate School 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 hours of graduate work in history is required, including History 68E (Independent Study), History 600 (Historical Method and Interpretations), at least two courses chosen from History 605, 608, 611, 614, and 617, and History 65E-Q (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 68E (Independent 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 68E 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 68E.

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

ADVISEMENT

Upon admission, and prior to admission to candidacy, each student is advised by the chairman of the Department of History and 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 REQUIREMENT

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, or, if concentrating in the history of an English-speaking area, an appropriate course in statistics or computer science with a grade of at least "B", 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 of 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, *Manual for Writers of Term Papers, Theses, and Dissertations* (Phoenix Books, University of Chicago Press). The original and 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 65E-Q (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.

A candidate who fails to pass the Master's Comprehensive Examination may, upon recommendation of the examining committee, repeat the examination, but not earlier than the next 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 enroll for History 68B. 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. John Oliver, 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, sciences, engineering or other non-business areas. The curriculum is based on American Assembly Collegiate Schools of Business (AACSB) recommendations for this general professional degree.

ADMISSION

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

The candidate's performance on the Graduate Management Admission Test and the candidate's undergraduate work will be given primary consideration for admission. Consideration will be given to relevant work and leadership experience plus two letters of recommendation regarding aptitude for management.

The completed application, including all supporting papers, must be filed with the Dean of the Graduate School not later than three weeks prior to the beginning of the quarter in which the applicant proposes to begin graduate study. Applicants may enter any quarter. Admission is granted after evaluation of all materials supplied with the application. Prospective applicants should consult, in person or by mail, with the school coordinator prior to filing application.

PROGRAM OF STUDY

The first year of study consists of 45 quarter hours of course work. Courses include: MGT 501 Business Statistics, LAW 507 Legal Environment of Business, MGT 527 Advanced Communication and Reports, FIN 505 Financial Management, MGT 542 Management Theory, MGT 545 Computer and Decision Making Process, ACT 551 Accounting Theory, MKT 561 Marketing and Distribution Theory, and ECO 571 Economic Theory.

The second year consists of 40 quarter hours of course work. Courses required for students include: MGT 648 Organizational Theory, ACT 655 Managerial Accounting, MGT 640 Production/Operations Management, FIN 641 Financial Policies, MKT 661 Advanced Marketing Theory and Market Behavior, ECO 676 Managerial Economics, MGT 642 Business Policy, and MGT 603 Statistical Applications to Economics in Business.

The remainder of the program of study for the individual student will consist of 5-20 hours of 600 level business/economics electives in the School of Business. Each student may elect one of his electives outside of the School of Business with the consent of the Coordinator.

The entering student with an appropriate academic background may complete the Master of Business Administration Degree with a minimum of 60 quarter hours of graduate work. A

programs of study are based on individual student needs as outlined by the graduate advisor.

CAREER INFORMATION

An informal survey of business executives in the local area showed a very positive response to the Master of Business Degree offered by the School of Business at Georgia College. The degree is used as a recruiting tool by the area Chambers of Commerce in their brochures designed to attract domestic and international industrial firms to the middle Georgia Area. Graduates are employed in such areas as profit oriented health care facilities, mining plant managers, CPAs, mental health care managers, consulting management and engineering firms, corporate communication firms, corporate accounting, regional marketing, auditors for Internal Revenue Service, bank and savings-loan officers and other private and public management firms. The mean salary of respondents to a mailed request for data was \$25,500.

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 in the School of Business 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. John Oliver, Coordinator-Graduate Program in Business, School of Business, Georgia College, Box 577, Milledgeville, Georgia 31061. The Coordinator may be reached by phone at AC 912-453-5115.

MASTER OF EDUCATION DEGREE

Dr. Stanley D. Ivie, Coordinator

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

Business Education (7-12)
Early Childhood Education (K-4)
Middle Grades Education (4-8)
English (7-12)
Health and Physical Education (1-12)
Home Economics (7-12)
Mathematics (7-12)
Science (Biology) (7-12)
Social Science (7-12)
Special Education (Behavior Disorders, Interrelated, Mildly Handicapped, 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

To be admitted as a regular graduate student in this degree program, an applicant must meet these requirements prescribed for the University System.

1. The complete application, including all supporting papers, must be filed with the Director of the Graduate School not later than three weeks prior to the beginning of the quarter in which the applicant proposes to begin graduate study.
2. He must hold or be eligible for the T-4 Certificate in the planned graduate field of study.
3. He must have earned a minimum 2.5 undergraduate grade point average calculated on all work attempted in which letter grades were awarded.
4. He must present a minimum score of 550 on the Common Examination of the National Teacher Examinations or a minimum score of 800 on the Aptitude Test of the Graduate Record Examination.

If the applicant fails to meet either the minimum grade point average or entrance test requirements for regular admission, he may be considered for provisional admission if the undergraduate grade point average multiplied by 100 added to the score on the Common Examinations of the NTE equals 750, or if the grade point average multiplied by 100 added to the score on the Aptitude Test of the Graduate Record Examinations equals 1,000. In no event may the undergraduate grade point average be less than 2.2, the score on the Common Examinations of the NTE be less than 450, or the score on the Aptitude Test of the GRE be less than 700. Students admitted in this category may receive regular admission when they have completed the initial 15 hours of work with no grade less than a B.

If an applicant is first admitted in the non-degree category, no more than 20 quarter hours taken while in this status may be applied toward the Master of Education degree.

ADVISEMENT

The Coordinator of Graduate Programs in Education assigns each student an adviser. It is the responsibility of the student to check with the adviser before registration. **A planning sheet must be presented to enroll in a campus class while a permit is needed to enroll in an area service course.**

RESIDENCE REQUIREMENT

At least 30 of the required 60 hours must be taken on the Georgia College campus. Fifteen quarter hours may be transferred from another institution. Thirty hours may be taken in Area Services if no work is transferred from another institution. The program must be completed within six years with a minimum 3.0 grade point average.

ADMISSION TO CANDIDACY

After receiving *regular* admission and completing 15 to 30 hours of graduate work, the student *must* apply for admission to candidacy. **It is his responsibility to initiate this step.**

PROGRAM OF STUDY

The Master of Education degree requires 60 hours of course work. Courses must be completed in these categories: professional education (25 quarter hours), courses in the certification area (25 quarter hours), and electives (10 quarter hours).

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 Individuals 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. If this requirement was met at the undergraduate level, this course should not be taken.

All teachers in fields requiring a language sequence must complete a five-hour course in reading. This regulation applies to applicants completing approved programs in the fields of early childhood education, middle grades, secondary English, mental retardation, behavior disorders, and learning disabilities. Either EMG 550, Reading in the Content Areas, or EMG 560, The Teaching of Reading, will satisfy this requirement. If an applicant has completed a reading course as part of an undergraduate program, an additional reading course may not be required.

Professional education courses required for all Master of Education programs are these: EFS 600 or 620, EFS 630, EFS 640, EFS 690, and one other (EEX 564 if needed).

Subject area courses and electives are determined by the adviser in the student's certification area.

AREA TEACHER EDUCATION SERVICE COURSES

Colleges and universities jointly offer courses at a central location within an area for the convenience of in-service teachers. Eight institutions, for example, offer courses in the Middle Georgia area through MGATES (Middle Georgia Area Teacher Education Service) located at Macon Junior College.

A course taught by one college is cross-listed by the other participating institutions having a similar course. To register for a course, the student must be admitted as a graduate student at a participating institution and must present a permit to take the specific course.

Master of Education students at Georgia College may take 30 hours through Area Service provided no work is transferred from another institution.

CAREER INFORMATION

Teachers completing the Master of Education program will be eligible for the Teaching Professional Fifth-year (T-5) Certificate which may be converted to the Career Professional Fifth-Year (CT-5) Certificate. Many teachers completing this type certification already hold positions which they maintain. Those desiring to change positions or to locate original teaching assignments experience little, if any, difficulty except in metropolitan areas. The job market, therefore, is dependent upon the teacher's being able to go where the jobs are available. All teachers who received the Master of Education degree at Georgia College in 1979 and who wished to teach are now employed. According to the minimum salary schedule, a beginning Georgia teacher with the T-5 Certificate received \$10,541 plus locality supplement during 1979-80.

CRITERION-REFERENCED TEST

After September 1, 1978, all applicants for the initial Georgia teaching certificate must attain a satisfactory score on the teaching field criterion-referenced test for the certificate requested. In addition, applicants who are converting to certain new fields at the fifth-year level must submit satisfactory scores for the new teaching field. The CRT is administered several times a year in regional centers across the state. Information about the test is available from the Department of Educational Field Experiences.

MASTER OF SCIENCE IN ADMINISTRATION

Dr. John Oliver, Coordinator

Programs leading to the Master of Science in Administration Degree are currently provided in Management.

The Master of Science in Administration Degree 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 the Master of Science in Administration Degree 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 School of Business, which covers the spectrum of basic management tools and personnel techniques. Part two consists of 30 hours course work involving the student in a chosen area of Business.

ADMISSION

Applicants for admission to the program leading to the Master of Science in Administration degree must comply with the general admission requirements described below, in addition to specific departmental requirements.

1. Hold a Bachelor's Degree from a regionally accredited institution. Two copies of official transcripts of all previous college work should be submitted to the Dean of the Graduate School.
2. Submit scores on one of the following examinations: the Graduate Record Examination (General Aptitude) Test, the Graduate Management Admissions Test, or the Miller Analogies Test.

The completed application, including all supporting papers must be filed with the Dean of the Graduate School 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 Dean of the Graduate School upon recommendation of the coordinator of graduate business programs.

PROGRAM OF STUDY

The Master of Science in Administration degree achieves its maximum effectiveness through a flexible approach for persons who desire advanced preparation in personnel management, systems skills, and policy determination. A student's major program is composed of the required core courses in addition to six graduate electives selected from School of Business course offerings. A plan which meets the student's content option will be developed by the major adviser and the student.

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 Dean of the Graduate School.

Inquiries concerning the nature of the program and the availability of given courses should be sent to Dr. John Oliver, Coordinator of graduate programs in business.

CAREER INFORMATION

In 1978 seventy-five students graduated with a Master of Science in Administration-Management Degree from the School of Business at Georgia College. An informal survey of these graduates shows the mean salary to be about \$22,000 as a direct result of the existing employment of a majority of these students prior to entry into the M.S.A. Degree Program. The data on beginning salaries for graduates of the M.S.A. Degree Program must be collected and tabulated at a later date when new job entrants are reported as having received the degree. In general it is believed that the M.S.A. Degree graduate will enter the job market with the same facility that is accorded to graduates of the Georgia College Master of Business Administration Degree Program. The M.S.A. is, in general, more behavioral oriented than the M.B.A. (at Georgia College).

MASTER OF PUBLIC ADMINISTRATION

Dr. Jan E. Mabie, Coordinator

The Master of Public Administration degree program provides in-service and pre-service students with advanced training in general public sector management along with opportunities for concentrated study in specific functional areas. Pre-service students take a 75 quarter hour program consisting of 60 hours of course work, and a 15 hour Internship. In-service students take a 63 hour program comprising 60 hours of course work, and a 3 hour Career Assessment Project. "In-service" is generally defined as full time employment with a governmental or quasigovernmental agency. Private sector employees in managerial positions may also be considered in-service. "Pre-service" students are usually those entering graduate study immediately upon completion of the bachelor's degree. Georgia College is an institutional member of the National Association of Schools of Public Affairs and Administration (NASPAA).

ADMISSION

Persons seeking admission to the MPA program must hold a baccalaureate degree from an accredited institution and show promise of high quality work at the graduate level. There is no specific undergraduate course of study required for admission. However, students demonstrating marginal achievement may be advised to take preparatory course work. A program may begin during any academic quarter. All application materials must be filed with the Dean of the Graduate School no later than three weeks prior to the start of that quarter. These materials consist of; (1) the application forms, (2) two official copies of the undergraduate transcript, (3) satisfactory scores from either the Graduate Record Examination (GRE) Aptitude Test, the Miller Analogies Test (MAT), or the Law School Admission Test (LSAT), and (4) a short (500 word maximum) statement of reasons for wishing to pursue graduate work in public administration. A student with marginal grade point average and test scores may also be required to submit letters of recommendation and a work resume. However, these should not be submitted except at the specific request of the MPA coordinator. Admission decisions are based upon a combined assessment of the above items.

Additional requirements for students seeking admission to the Human Services Administration concentration are as follows:

1. Applicants who have a record of administrative experience are advised to submit letters of recommendation and a vita which may be used in determining admissions status.
2. Submit a statement of no more than 750 words, indicating why you are interested in this program.

PROGRAM OF STUDY

The MPA curriculum is divided into four areas.

1. A Basic Curriculum of 20 quarter hours is required of all students. This consists of PUA 541 Government Organization and Administration, PUA 558 Public Personnel Administration, PUA 568 Legal and Ethical Environments of Public Administration, and PUA 580 Public Finance.

- II. An Advanced Curriculum of 15 quarter hours is selected from among PUA 601 Policy Making, Implementation, and Evaluation, PUA 605 Quantitative Techniques in Public Administration, PUA 625 Intergovernmental Relations, and ACT 657 Government Accounting.
- III. A Concentration Area of 20 quarter hours is selected to fit each student's requirements. Individualized programs — perhaps involving research — can be developed. The following are regular concentrations.
 - A. General Administration (student chooses 4)
 - MGT 542 Management Theory
 - MGT 545 Computer Decision Making Process
 - MGT 627 Communications Theory
 - MGT 644 Human Resources in Administration
 - MGT 647 Systems Analysis and Design
 - MGT 648 Organization Theory
 - MKT 659 Purchasing/Acquisitions Systems Management
 - B. Human Services Administration
 - SOC 565 Urban Sociology
 - SOC 566 Social Administration I
 - SOC 616 Social Policies and Policy Making
 - SOC 617 Social Administration II
 - C. International Policy
 - POS 555 Contemporary American Foreign Policy
 - POS 575 Contemporary International Problems
 - POS 590 Comparative Foreign Policy
 - PUA 635 Comparative Administration
 - D. Criminal Justice Administration
 - CRJ 530 Administration of Justice I
 - CRJ 531 Criminal Justice Planning
 - CRJ 630 Administration of Justice II
 - CRJ 650 Directed Study of Criminal Justice
 - E. Personnel Administration
 - PSY 556 Tests and Measures
 - PSY 551 Group Dynamics
 - PSY 561 Social Psychology
 - MGT 644 Human Resources in Administration
 - F. Home Economics Administration
 - See pages 55 and 56 for basic core and advanced curriculum.
 - Electives selected from Home Economics courses appropriate to the individual student's goals.
- IV. Electives and either the Internship (PUA 69A) or the Career Assessment Project (PUA 689) to complete course work requirements.

Internship (PUA 69A): An individually structured course involving one quarter of full-time, supervised work with a government agency. This program is intended for public service students who have had little or no exposure to work in the public sector.

Career Assessment Project (PUA 689). This project is required of all in-service students during the final quarter of course work. Under the supervision of the instructional faculty, each student demonstrates, both orally and in writing, the relationship between course work taken and present job performance as well as the student's future career plans.

Each student's program allows for five or more hours of elective course work. The resources of Georgia College's various graduate programs are available to the student. The courses listed below are appropriate to any MPA program. However, student's wishing to take courses other than those listed here may generally expect their selections to be approved.

- ACT 655 Managerial Accounting
- ECO 571 Economic Theory
- ECO 678 Business Relations with Government and Society
- FIN 505 Financial Management
- POS 500 Public Policy Making
- POS 505 American System of Constitutional Liberties
- POS 560 Public Opinion
- PSY 570 Cognitive Psychology
- PSY 587 Psychology of Learning Memory, and Motivation
- PUA 571 Urban and Regional Planning
- PUA 695 Research Topic
- PUA 698 Advanced Study
- SOC 544 Race and Ethnic Relations
- SOC 568 Principles of Bureaucratic Structure

HOME ECONOMICS ADMINISTRATION

The Home Economics concentration follows the basic format of all MPA specializations. It is designed for those in government, services agencies, or business settings who need to enhance their administrative, managerial, and/or supervisory skills.

Students seeking admission to the MPA who intend to specialize in Home Economics should contact the chairperson of Home Economics. In addition to admission procedures listed for all MPA advisees, the applicant should submit two letters of recommendation directly to the Graduate School. Students need not hold an undergraduate degree in Home Economics to consider graduate specialization.

Public policy and free enterprise solutions finally impact upon the family; the MPA with the specialization in Home Economics is designed to prepare competent individuals to contribute to governmental, service agency, and private sector actions which will facilitate an optimum quality of life, where it is lived, in the family. The goal of the program is two fold: to enlarge the managerial skills of the student and to increase the knowledge of the student in areas of Home Economics so that the implementation and the creation of public policy may be elucidated, managed, and evaluated as it impacts upon the American family.

In addressing the specific needs of the student the following format prevails:

I. Basic Core

A basic core as defined by the student's committee will be approved. Select four courses from among the following:

- PUA 541 Government Organization & Administration
- or MGT 542 Management Theory

- PUA 558 Public Personnel Administration
or MGT 644 Human Resources in Administration
- PUA 568 Legal and Ethical Environment,
or LAW 507 Legal Environment of Business,
or MGT 627 Communications Theory in Management
- PUA 580 Public Finance
or FIN 505 Financial Management
or MGT 647 Systems Analysis and Design

II. Advanced Curriculum

- PUA 601 Policy Making
or MGT 648 Organization Theory
or MGT 642 Business Policy
- HCF 594 Issues in Child & Family Development
- HHM 633 Euthenics and the Management of Human Resources

III. Concentration

Twenty five hours of appropriate home economics electives chosen by the student with the consent of his advisor consistent with the student's career goals.

HUMAN SERVICES ADMINISTRATION

Courses leading to the Master of Public Administration with a Human Services Administration concentration are designed to give the student an understanding of the operation and management of complex organizations, public, private, and voluntary, which are directed at social objectives and human service delivery. Particular stress is placed upon the traditional social agencies, including those in the fields of corrections and rehabilitation.

In-service students take 12 courses of 5 credit hours each, plus a 3 credit hour Career Development Assessment Project. This project, taken as PUA 689, would come in the final quarter of a student's program and would be a requirement for graduation. Pre-service students take 12 courses of 5 credit hours each and a 15 credit hour Internship, SOC 69Q. In-service is defined as full-time employment with any social service agency. Pre-service students are usually those entering a graduate program immediately upon completion of the Bachelor's degree.

An advisor is assigned to each student in the Graduate Program and will consult with the student in planning his/her curriculum.

Required for the Concentration25 hours

Selections from:

- SOC 544 Race and Ethnic Relations
- SOC 565 Urban Sociology
- SOC 566 Social Administration I*
- SOC 616 Social Policy & Policy Making*
- SOC 617 Social Administration II*
- SOC 568 Principles of Bureaucratic Structure
- SOC 68E Independent Study

DEGREE CANDIDACY

After successful completion of 15 quarter hours of public administration course work, but prior to 30 hours, students are recommended for degree candidacy. Candidacy is recommended only if a student has; (1) fully met all regular admission requirements, (2) maintained a "B" average with no grade below "C," and (3) developed an approved program of study.

CAREER INFORMATION

In the 1979-80 academic year twenty-five students graduated with Masters level degrees in public administration. A recent survey showed that approximately 80% of these graduates are employed either by the United States Government or state governments earning a median annual salary in the \$22,500 — \$25,000 range. Approximately 10% are employed by private sector firms, with the remaining 10% either pursuing Doctoral level graduate programs, or serving as Presidential Management Interns. All graduates rated their experiences in the Public Administration program as being either "excellent" or "good."

CERTIFICATE IN PUBLIC MANAGEMENT*

This is a 20 quarter program for students wishing to obtain specialized knowledge in the field of public administration, but not wishing to pursue a complete Masters degree. One may apply for the Certificate in Public Management program by checking the Graduate Office application in the non-degree certification category. Certificate students need not meet regular admission requirements, but must maintain satisfactory grade averages during their course work. Certificate students take the Basic Curriculum outlined above, and are awarded certification upon satisfactory completion of these 20 quarter hours. A maximum of 15 hours of academic credit may be applied to a MPA degree program by a student who meets all regular admission requirements. A student who completes the 20 hour program, and is awarded a certificate, may not apply any of the credits earned to a degree program.

FURTHER INFORMATION

Prospective students desiring further information in General Management, International Policy, Criminal Justice Administration, or Personnel Administration may contact Professor Jan E. Mabie, Box 685, Georgia College, Milledgeville, Ga. 31061. Students interested in Home Economics Administration should contact Dr. Therry N. Deal. The department Coordinator for Human Services Administration is Dorothy E. Pitman, Ph.D., Box 668, Georgia College, Milledgeville, Georgia, 31061.

MASTER OF SCIENCE IN BIOLOGY DEGREE

Dr. S. D. Caldwell, Coordinator

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 (900 and 1150 respectively). 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 Dean of the Graduate School.

The completed application, including all supporting papers must be filed with the Dean of the Graduate School 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 Dean of the Graduate School upon the recommendation of the biology department. Prospective applicants should consult the 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 60 hours of graduate work. The specific program for each student is determined by his graduate committee and described in the advisement section below.

COMPETENCE REQUIREMENTS

Students completing the M.S. degree must demonstrate competence in four areas: systematics, physiology, evolution and ecology. Competence would be assured by evidence of course work either at the undergraduate or graduate level. These four areas will be emphasized in the final oral of all M.S. biology students.

LANGUAGE REQUIREMENTS

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

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 student's academic background to determine if undergraduate course work or graduate work outside the department is needed for his particular program. The major advisor will be chairman of the final oral examining committee.

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.

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 examination administered by the department.

The qualifying examination is given in the fifth week of each 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 qualifying exam may be attempted only twice.

REQUIREMENTS SPECIFIC TO THE THESIS OPTION DEGREE

1. 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 60E, K, Q. Thesis in the quarter in which he expects to complete and be examined on his thesis.
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.

REQUIREMENTS AND RESTRICTIONS SPECIFIC TO THE NON-THESIS OPTION DEGREE

1. Complete a minimum of sixty (60) hours of graduate level work approved by the graduate committee.
 - a. Must include BIO 605—Introduction to Scientific Research.
 - b. Must include BIO 58R—Independent Study for 5 hours credit including a written research report directed by the student's advisor.
2. Complete successfully a final written exam on the 60-hour course of study. Exam administered by the supervisory committee.
3. On completion of the final written exam, an oral defense of the student's program will be presented to the biology faculty with each faculty member present voting pass or fail. The approval by two-thirds of the faculty is necessary to pass the oral exam. The faculty will include in its consideration the student's transcript of courses, final written exam result, the performance on the admission to candidacy exam, and an evaluation by the student's major professor.
4. The non-thesis option student is not eligible for assistantships or other direct financial assistance controlled by the Biological and Environmental Sciences faculty.
5. The Registrar will designate that the non-thesis option degree program has been followed on the official transcript.
6. Staff recommendations concerning the student will include a non-thesis statement.

MASTER OF SCIENCE IN PSYCHOLOGY DEGREE

Dr. M. J. Prewett, Coordinator

The Department of Psychology offers graduate instruction leading to the Master of Science in Psychology degree. Of the total of sixty hours required for the degree, twenty-five hours which stress the basic principles and methods of psychology are required. These include ten hours of thesis. The additional thirty-five hours, selected with the approval of the student's adviser, may be chosen so as to emphasize preparation for further graduate study or research in psychology; the teaching of psychology; or the delivery of psychological services in such fields as mental health, rehabilitation, corrections, social and developmental services, and counseling.* Some of the department's graduate courses are also applicable to the Master of Education degree with certification in Elementary Education, the Master of Education degree with certification in Social Studies, and to any graduate program in which the department offering the degree deems the course appropriate.

ADMISSION

Applicants for admission to the program leading to the Master of Science degree in Psychology must meet the following minimum requirements:

1. Hold the bachelor's degree from a regionally-accredited institution or be assured of receiving the degree before entering the program.
2. Have successfully completed at least the following psychology courses: introductory, statistics, with experimental and laboratory. (Any deficiency in this requirement may be remedied before admission by completing such work at the undergraduate level at Georgia College.)
3. Have a combined Miller Analogies Test score and an undergraduate grade average of at least 70. (Example: MAT of 50 plus GPA of 2.5 on a 4.0 scale equals 75.)
4. Arrange for submission of three letters of recommendation from professors and/or work supervisors who can attest to the applicant's ability and motivation to do acceptable graduate work in psychology.
5. Include with the application a statement of purpose for pursuing a graduate psychology degree and how such a program would relate to future goals.

Admission is granted by the Dean of the Graduate School upon recommendation of the department. The following have been set as recommended dates by which complete applications should be received by the Graduate School for admission beginning the specified quarter: Fall or Summer—May 1, Winter—November 15, and Spring—March 1. It is important that all application materials, including official transcripts which list all college-level and graduate-level courses previously taken and all other supporting papers, be received by these dates, since applications cannot be processed until complete. Applications completed by these dates will be processed beginning on the date listed, and available spaces in the program will be filled with the best qualified applicants from this pool. These applications will usually be processed within fifteen days of the deadline date, and the

*Books which describe job opportunities for those trained at the Master's level in psychology and salary ranges are available at the department office.

applicant will be informed of the action taken. Applications completed after the above date will be processed upon their completion, but only after applicants in the first pool have been considered. All admissions are on a space available basis. Applications received later than three weeks prior to registration for a quarter will not be considered for that quarter. The program may be entered any quarter, but admission is for the quarter applied for only. If an admitted student should not enroll or should withdraw after enrollment, a new application and admission is necessary should the student desire to return to the program.

PROGRAM OF STUDY

The Master of Science in Psychology degree is basically a general psychology degree with several possible options in areas of concentration which can be pursued through the use of electives.

At least thirty hours of graduate work in the approved program of graduate study must be completed following admission to candidacy.

The required total of sixty quarter hours of study is divided as follows:

A. Core courses required of all students25 hours

Psy. 601 Seminar in Advanced General Psychology

Psy. 615 Advanced Statistics

Psy. 620 Psychological Research Methods

Psy. 62B-E Thesis

(A minimum of 10 quarter hours of 62B-E required)

B. Elective courses chosen with approval
of faculty adviser35 hours

Suggested electives for those interested in further graduate
study, research, or teaching psychology:

Psy. 548 Abnormal Psychology

Psy. 551 Group Dynamics

Psy. 555 History and Systems of Psychology

Psy. 556 Tests and Measurements

Psy. 560 Biological Foundations of Behavior

Psy. 563 Theories of Personality

Psy. 570 Cognitive Psychology

Psy. 587 Psychology of Learning, Memory, and Motivation

Psy. 588 Behavior Modification

Psy. 640 Advanced Developmental Psychology

Psy. 651 Advanced Social Psychology

Psy. 675 Advanced Topics in General-Experimental Psychology

Psy. 68B-E Independent Study

Suggested electives for those interested in providing psychological services:

Psy. 530 Introduction to Clinical Psychology

Psy. 548 Abnormal Psychology

Psy. 551 Group Dynamics

Psy. 556 Tests and Measurements

Psy. 563 Theories of personality

Psy. 587 Psychology of Learning; Memory, and Motivation

Psy. 588 Behavior Modification

Psy. 59E, K, Q Internship

Psy. 640 Advanced Developmental Psychology
 Psy. 651 Advanced Social Psychology
 Psy. 657 Psychological Evaluation
 Psy. 660 Methods of Clinical Treatment
 Psy. 68B-E Independent Study

Elective courses subject to the following limitations

1. At least 30 of the 60 required hours must be in 600 level courses.
2. No more than 15 hours of psychology 62B-E will count toward the required total of 60 hours.
3. No more than 10 hours of Psychology 59E, K, Q will count toward the required total of 60 hours.
4. No more than 10 hours of Psychology 675 will count toward the required total of 60 hours.
5. No more than 5 hours of Psychology 68B-E will count toward the required total of 60 hours.
6. When a student enrolls in a 500-level course for which he has previous credit for a similar course at the undergraduate level, the student will be taught the 500-level course as an individually arranged reading and research course with appropriate written and oral reports.
7. One 500- or 600-level course outside the psychology department is acceptable with the prior approval of the faculty adviser.
8. Only credits earned since the completion of all requirements for the bachelor's degree will be counted toward the required total of 60 hours.

C. Thesis. Prerequisite: Psychology 615 and 620.

The thesis is an individual investigation in which the student presents an original research idea, surveys the literature, formulates a specific research problem statement, designs the research methodology, collects and analyzes the data, interprets the results, and submits the results in a comprehensive written report. The student's major professor ordinarily will be his supervisor in this project. Copies of the final thesis, based upon at least ten quarter hours credit for Psychology 62B-E and approved by the faculty supervisor and the reading professor, must be given to both the faculty supervisor and the reading professor no later than two weeks before the date of the final oral examination. Style and format of the thesis will be in conformity with the latest available edition of the *Publication Manual* of the American Psychological Association. A defense of the thesis will be a part of the final examination for the degree. Following the passing of the final examination, the student must submit at least four high quality copies of the thesis to the library. The original unbound copy is stored in the library vault. The other copies are bound for the Psychology Department, the major professor, and the student. The student will be charged a binding fee. Hours of 62B-E beyond the ten hours required for the degree may be individually arranged with professors. Credit, two to five hours.

ADVISEMENT

Upon admission, each student is assigned an adviser from the faculty of the Department of Psychology. As a part of the admission to candidacy procedure, the student is assigned a major professor who is responsible for supervising the thesis, approving the program of graduate study, serving as chairman of the comprehensive examination committee, and advising about progress toward the degree and career plans.

FACILITIES

The department recently moved into remodeled quarters which contain, in addition to classrooms and offices, an animal colony, a small animal surgery room, research rooms for animal research, a histological laboratory, a laboratory for the study of human behavior, a one-way observation room, a light-proof room for the study of visual phenomenon, a biofeedback laboratory, 2nd rooms available to students for individual research projects. National Science Foundation Instructional Scientific Equipment Program grants have made possible an unusually complete conditioning and learning laboratory. Georgia College has a computer center which includes terminals which give access to the computing facilities of the University of Georgia. Central State Hospital is just a few miles from the campus and provides opportunities for field trips, practicum experiences, work experiences, and volunteer experiences. Several agencies of the Georgia Department of Offender Rehabilitation are also located in the Milledgeville area.

ADMISSION TO CANDIDACY

Application for admission to candidacy for the Master of Science in Psychology degree 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 the maximum 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. Completed a minimum of fifteen hours of graduate work (at least ten of which must be from the 600-level courses in psychology required of all master's degree students) with an average of at least "B" on all course work since admission to the psychology graduate program at Georgia College. A grade of "D" or "F" in any of these courses will disqualify the student for admission to candidacy.
3. Submitted to the Coordinator of the Graduate Program in Psychology, three copies of the program of graduate study, including the statement and procedural outline of the research problem, as approved by the major professor.

FINAL EXAMINATION

The candidate must pass an oral and/or written comprehensive examination which covers the basic principles and methods of psychology, the areas of the student's course work, concentration, and a defense of the thesis. Applications for this examination must be submitted to the Coordinator of the Graduate Program in Psychology during the first week of the candidate's final quarter of course work. The examination will be given no later than two weeks prior to anticipated graduation. The candidate must be enrolled at the time of the examination. The Coordinator of the Graduate Program in Psychology will appoint an examining committee in consultation with the major professor, and with the concurrence of the Chairman of the Psychology Department.

If a candidate fails the final comprehensive examination, the examining committee will provide the candidate with a list of deficiencies and recommendations. Upon recommendation of the examining committee, the candidate may repeat the examination, but only after

the lapse of at least one quarter. The candidate must be enrolled in the college in the quarter of re-examination. If all other requirements except the final examination have been satisfied, and there are no suitable electives in the schedule, the candidate should enroll for Psychology 68B-E or 675. If the candidate fails a second time, no further opportunity to take the examination is permitted.

STEPS IN COMPLETING THE MASTER OF SCIENCE IN PSYCHOLOGY PROGRAM

1. Submit a complete application for graduate study and all supporting papers to the Dean of the Graduate School.
2. Consult, after admission, faculty adviser for approval of proposed course work each quarter.
3. Apply for admission to candidacy after successfully completing fifteen quarter hours but before completing thirty quarter hours.
4. Submit three copies of the "Change of Program" form if any part of the approved program changes after admission to candidacy.
5. Apply for final examination during the first week of the final quarter of course work.
6. Present a written application for the degree on the form provided by the Dean of the Graduate School by the date specified in the official college calendar.
7. File copies of the approved thesis with the major professor and the reading professor no later than two weeks before the date of the final examination for the degree.
8. Complete successfully course work and final examination.

FURTHER INFORMATION

Inquiries concerning admission to graduate work in the college and to the program leading to the Master of Science in Psychology degree should be sent to the Dean of the Graduate School.

Inquiries concerning the nature of the program and the availability of given courses should be sent to the Coordinator of the Graduate Program in Psychology, Department of Psychology.

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

Inquiries concerning graduate assistantships which may be available in the department should be sent to the Chairman of the Department of Psychology.



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GRADUATE COURSES

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Home and Consumer Management	85
Home Economics Education	86
MATHEMATICS	86
POLITICAL SCIENCE AND PUBLIC ADMINISTRATION	87
Public Administration	87
Political Science	88
Criminal Justice	89
PSYCHOLOGY	89
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Sociology	91
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GRADUATE COURSES

NOTE: (4-3-5) following course title indicates: 4 hours **lecture**, 3 hours **laboratory**, and 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

GENERAL (BIO)

BIO 501. RECENT ADVANCES IN THE BIOLOGICAL SCIENCES. (5-0-5)

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.

BIO 525. LIMNOLOGY. (4-2-5)

The ecology of freshwater environments, including the interactions of biological, chemical, and physical factors.

BIO 540. GENETICS. (5-0-5)

A study of the physical basis of inheritance, the laws of heredity and their relationship to man.

BIO 541. EVOLUTION. (5-0-5)

A study of the processes of organic evolution.

BIO 542. ECOLOGY. (5-3) (0-2) (5)

Investigations into the effect of environment on the structures, functions, and community organization of plants and animals.

BIO 569. FRESHWATER BIOLOGY. (3-4-5)

Study of freshwater organisms, their identification, natural history and environment relationships.

BIO 55A-Q. INDEPENDENT STUDY. (Var.) by demand

Special problems in biology.

BIO 58E, QK. SPECIAL TOPICS. (Var.) on demand

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

BIO 59E-Q. INTERNSHIP. (Var.) by demand

Open to students participating in the Georgia Intern program. Credit: five to fifteen hours.

BIO 605. INTRODUCTION TO SCIENTIFIC RESEARCH. (5-0-5)

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.

BIO 610. BIOLOGICAL TECHNIQUES. (5-0-5)

A survey of biological techniques useful in teaching ecology, microbiology, physiology, taxonomy and other subdisciplines of biology.

BIO 615. BIOGEOGRAPHY. (5-0-5)

Theories and principles concerning regional patterns of distribution of plants and animals, both past and present.

BIO 635. POPULATION ECOLOGY. (5-0-5)

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

BIO 60E, K, Q. THESIS RESEARCH. (Var.)

Credit five to fifteen hours.

BOTANY (BOT)

BOT 502. FIELD BOTANY. (2-6-5)

A course designed to acquaint the student with interrelationships of living organisms through the use of plant material from the natural habitat.

BOT 565. PLANT ANATOMY AND PHYSIOLOGY. (2-6-5)

A course designed for the understanding of plant function as related to plant structure.

BOT 585. ADVANCED MICROBIOLOGY. (2-6-5)

Selected topics covering freshwater bacteria, fungi, algae, protozoa, and micro-crustacea.

ZOOLOGY (ZOO)

ZOO 503. FIELD ZOOLOGY (2-6-5)

A study of the classes of vertebrates in relation to taxonomy, life history, behavior, population and evolution.

ZOO 545. ICHTHYOLOGY. (3-4-5)

The biology, classification, morphology, behavior, and distribution of fish.

ZOO 546. PARASITOLOGY. (2-6-5)

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

ZOO 555. MAMMALOLOGY. (4-2-5)

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

ZOO 567. ENTOMOLOGY. (2-6-5)

An introduction to the biology classification, morphology and behavior of insects.

ZOO 560. BIOLOGICAL FOUNDATIONS OF BEHAVIOR. (5-0-5)

Perequisite: Psychology 201 or permission of instructor. An examination of the relationship between the internal environment of organisms, including humans, and such classes of behavior as eating and drinking, reproduction, aggression, emotion, learning, memory, etc.

ZOO 665. SELECTED TOPICS IN VERTEBRATE PHYSIOLOGY. (5-0-5)

An in depth study of selected areas of vertebrate function. Various advanced physiological techniques and small mammal surgery are employed in the laboratory.

BUSINESS

ACCOUNTING AND LAW (ACT/LAW)

ACT 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.

ACT 601. SPECIAL TOPICS IN ACCOUNTING. (5-0-5)

Special Business Topics to be offered each quarter and whose content is to be specified each quarter by announcement.

ACT 655. MANAGERIAL ACCOUNTING. (5-0-5)

Analysis of information provided by the accounting system with emphasis upon the special information needs of management. A study of the special reports that may be prepared and the related modifications in accounting techniques.

ACT 657. GOVERNMENTAL ACCOUNTING. (5-0-5)

A study of the special problems facing governmental entities in the areas of budgeting, controlling receipts and disbursements, and reporting. Accounting techniques used to resolve each problem are presented and analyzed to determine their effectiveness and to indicate areas where additional controls may be necessary.

LAW 507. LEGAL ENVIRONMENT OF BUSINESS. (5-0-5)

Significance and growth in the law: law and its relationship to business with special emphasis on current problems; coverage of the law of contracts, agency sales, property, negotiable instruments, business organizations including the functions of inside and outside counsel and trade regulations.

BUSINESS EDUCATION AND OFFICE ADMINISTRATION (BOA)

BOA 520. 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.

BOA 522. 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.

BOA 523. 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.

BOA 524. 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, the 1968 Amendments, and the Act of 1977.

BOA 526. ADMINISTRATIVE OFFICE MANAGEMENT. (5-0-5)

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

BOA 527. 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.

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

Method 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.

BOA 601. SPECIAL TOPICS IN BUSINESS EDUCATION. (5-0-5)

This course is designed to cover topics which are not taught on a regular basis but are needed by teachers to learn new skills or to improve their skills in specialized areas.

BOA 620. ADMINISTRATION AND SUPERVISION IN BUSINESS EDUCATION. (5-0-5)

Identification of present and future problems of administering and supervising business education at the secondary and collegiate levels. Emphasis on policy decision-making and the role of the administrator/supervisor as a leader and facilitator.

BOA 621. CURRICULUM DEVELOPMENT IN BUSINESS EDUCATION. (5-0-5)

This course involves a study of the process of curriculum planning with special emphasis upon the factors that influence curriculum construction. Also included is an analysis of the standards which must be achieved in business education to prepare competent office employees. Trends in business education are evaluated.

BOA 622. TESTS AND MEASUREMENTS IN BUSINESS EDUCATION. (5-0-5)

Principles of tests and measurements with special emphasis on test construction, administration, and improvement of tests in business education, including the statistical validity and reliability of tests.

BOA 627. 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.

BUSINESS ADMINISTRATION (BUA)

BUA 509. SMALL BUSINESS INSTITUTE (5-0-5)

A theoretical and practical evaluation of on-going small businesses utilizing a team concept to resolve and formulate general and specific operational business decisions.

BUA 601. SPECIAL BUSINESS TOPICS. (5-0-5)

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 and Tax (Finance and 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), et al.

ECONOMICS AND FINANCE (ECO/FIN)

ECO 570. ECONOMICS OF THE FREE ENTERPRISE SYSTEM. (5-0-5)

A study of the American economic system with an analysis of the major factors that influence economic growth and development. The course is designed to meet the needs of school teachers in such areas as social science and business education (plus others). This course may not be taken by graduate students in business administration.

ECO 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.

ECO 601. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the students and/or community. Approval of the department chairman is required prior to registering.

ECO 670. ADVANCED LABOR ECONOMICS (5-0-5)

An analysis of the nature and underlying causes facing the worker in modern economic society with special emphasis on labor's relationship with management. Also included will be philosophies of various labor movements; problems in labor law and legislation; and selected topics such as the changing composition of our work force.

ECO 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.

ECO 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. Macroeconomic theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economic aggregates, is used as a tool of analysis.

FIN 500. FINANCIAL MANAGEMENT. (5-0-5)

A study of the system of management of personal finance and other economic issues and problems confronted by the typical student first entering the market place. The course is designed to meet the needs of school teachers in such areas as social science, business education and others.

FIN 505. 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.

FIN 601. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the students and/or community. Approval of the department chairman is required prior to registering.

FIN 641. FINANCIAL POLICIES. (5-0-5)

Examination and application of contemporary financial theory and analysis related to business finance. Cases and leading in financial management; financial structure, obtaining and managing capital, issuing and placing securities and administering income.

FIN 643. INVESTMENT ANALYSIS. (5-0-5)

Study of the theories and techniques of investment analysis for purposes of evaluation and selection of investments.

MANAGEMENT (MGT)

MGT 501. BUSINESS STATISTICS. (5-0-5)

A general course covering the use of graphs, frequency distributions, averages, measures of dispersion, probability, estimation, and hypothesis testing.

MGT 542. MANAGEMENT THEORY. (5-0-5)

An overview of the major theoretical and practical aspects of management, managerial processes, human behavior in organizations and organizational change processes.

MGT 545. COMPUTERS IN BUSINESS. (5-0-5)

A study of the use of computers in the business world today. The student will write programs using the BASIC language and learn to use statistical program packages.

MGT 546. BUSINESS GAMES AND SIMULATION. (5-0-5)

The simulation of a business environment through the use of business games on the computer. The game draws upon knowledge gained in previous business courses.

MGT 601. SPECIAL TOPICS IN MANAGEMENT. (5-0-5)

Special Business Topics to be offered each quarter and whose content is to be specified each quarter by announcement.

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

An advanced course covering nonparametric statistical methods, analysis of variance, design of experiments, regression, and correlation.

MGT 605. QUANTITATIVE METHODS FOR BUSINESS RESEARCH. (5-0-5)

A study of probability theory, statistical method, classical statistical inference, and quantitative decision-making techniques. Emphasis is on the use of mathematical models in various business problems.

MGT 640. PRODUCTION/OPERATIONS MANAGEMENT. (5-0-5)

A survey of the major production or operations functions of organizations. Stresses the identification of major problem areas associated with these functions and the development of concepts and decision processes for dealing with the problems. This course emphasizes the relevance of production management in all organizations, rather than in manufacturing firms only.

MGT 642. BUSINESS POLICY. (5-0-5)

Integrates the subject matter of several disciplines in solving comprehensive, multi-faceted management problems at the strategic, policy-making, top management level of the organization. Requires a knowledge of accounting, finance, marketing, economics, organization theory, quantitative and behavioral decision-making, planning, and control methods. The importance of problem identification, strategy formulation, implementation, and evaluation is the focus of the course.

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

The management of human resources emphasizing methods of job design, manpower planning, selection placement, appraisal, reward systems, training and development, and member relations within the legal and social framework of organizations.

MGT 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.

MGT 647. SYSTEMS ANALYSIS AND DESIGN. (5-0-5)

Emphasis is placed upon the analysis and design of computer based information systems. The concepts, techniques, and tools used in the analysis and design of systems will be examined.

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

Focuses on human behavior at the level of the individual, the small group, and the organization. Individual

differences, group dynamics, power distribution, structure, environment, and technology are discussed in relation to the effectiveness of organizations.

MGT 649. MANAGEMENT INFORMATION SYSTEMS. (Advanced) (5-0-5)

The study of information processing and managerial decision making in relation to the organization. The technology, economics, and applications of information systems are examined.

MGT 690. RESEARCH METHODS IN BUSINESS. (5-0-5)

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.

MARKETING (MKT)

MKT 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.

MKT 601. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the students and/or community. Approval of the department chairman is required prior to registering.

MKT 659. PURCHASING/ACQUISITIONS SYSTEMS MANAGEMENT. (5-0-5)

Analysis of theory and practice of purchasing/acquisitions as a system of cost/budget control, planning effectiveness and general efficiency in governmental and non-government sectors.

MKT 661. ADVANCED MARKETING THEORY AND MARKET BEHAVIOR. (5-0-5)

In-depth analysis of theory, principles, expected market behavior and demands on the resources of the firm with a dynamic socially responsible environment. Analysis of theory relative to current market performance will be part of the course requirements.

MKT 662. ADVANCED MARKETING RESEARCH. (5-0-5)

A course designed to develop techniques, skills, and competence in use and performance of marketing research. Research Design, Methodology, Sampling, and Analysis are topics covered.

MKT 663. ADVANCED GOVERNMENTAL LOGISTICS. (5-0-5)

An advanced analysis and an in-depth study of the logistical policies, procedures and practices as related to the entire military and non-military support systems interface.

EDUCATION

EARLY CHILDHOOD (EEC)

511. SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION. (5-0-5)

Curriculum designs for teaching the social studies in grades K-4 are explored. Emphasis is given to the integration of basic literacy skills with conceptual teaching that is consistent with the developmental stage of the children being taught.

515. ART FOR THE YOUNG CHILD. (3-3-5)

Designed to develop a knowledge of and the ability to use various media suitable for young children. Laboratory participation is an integral part of the course.

521. MUSIC FOR THE YOUNG CHILD. (5-0-5)

This course seeks to develop desirable attitudes and skills for teaching music in grades K-4.

525. LIFE SCIENCE FOR EARLY CHILDHOOD TEACHERS. (4-4-5)

A content course which integrates physical and life science. Students investigate the exchange of matter and energy between organisms and their environment.

526. PHYSICAL SCIENCE FOR THE YOUNG CHILD. (4-2-5)

A content course introducing the concept of the scientific model. Matter and energy are related to electrical phenomena as a basis for understanding the electrical nature of all matter.

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 in such programs as Day Care, vocational laboratory schools, private preschools, parent cooperatives, and Head Start considered.

561. LITERATURE IN THE SCHOOL PROGRAM. (4-2-5)

Designed to broaden conceptual understandings of the various genre of literature with emphasis on the use of books and non-print materials as an integral part of the total curriculum. Focuses on books which provide the child with a meaningful context for the application of reading skills and for reading for pleasure. Attention is also given to materials which may help a child understand himself in relation to the world.

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

For Early Childhood majors only. Course includes study of language acquisition and oral communication skills, development of listening skills, planning, reading and writing readiness activities, and development of method and materials for beginning reading and writing.

590. DEVELOPING LOGICAL THOUGHT IN YOUNG CHILDREN. (4-1-5)

This course focuses on the development of the thinking processes of young children. Particular emphases are placed on the learning of mathematics and reading. Principles of child development are applied to mathematical learnings and to the development of reading in the early childhood years. Concepts of mathematics appropriate for teachers of young children are included.

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

Deals with processes and content of program development based on nature and needs of children, educational objectives, and methods of providing effective learning situations for children in K-4.

594. ADVANCED PRACTICUM IN EARLY CHILDHOOD EDUCATION. (3-3-5)

Seminars and workshops designed to improve the planning, organization and evaluation of early childhood programs. Includes a supervised practicum in the school setting. Students must be employed as a teacher in a grade K-4.

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

Provides an understanding of principles and practices of developmental reading. Emphasis is placed upon the process of reading, recent research, study of various approaches to reading and the production and use of methods and materials appropriate for teaching readiness and beginning reading.

MIDDLE GRADES (EMG)

511. SOCIAL STUDIES IN THE MIDDLE GRADES. (5-0-5)

Current curriculum designs and programs are examined in terms of scope and sequence. The conceptual structure of each of the social studies disciplines is reviewed. Instruction for a specific level and setting is designed as a demonstration of teacher competency in planning for the use of a variety of teaching strategies.

515. ART EDUCATION. (5-0-5)

Designed to give the non-art major 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 IN THE SCHOOL PROGRAM. (5-0-5)

This course attempts to acquaint teachers with current philosophy, methodology, and resources for teaching general classroom music. The approach to this study is made through active musical participation. An assessment of students' entry level of musical and teaching skills determines to some extent the basis for course planning and expectations.

525. LIFE SCIENCE FOR MIDDLE GRADES. (4-2-5)

A content course which integrates physical and life science. Students investigate the exchange of matter and energy between organisms and their environment.

526. PHYSICAL SCIENCE FOR MIDDLE GRADES. (4-2-5)

A content course introducing the concept of the scientific model. Students acquire a basis for understanding the electrical nature of all matter by relating matter and energy to electrical phenomena.

550. READING IN THE CONTENT FIELDS. (5-0-5)

Designed to study the multiple concepts, specialized vocabulary, and specific reading skills and modes of learning specified in teaching reading in the content areas. Emphasizes developing and selecting materials and teaching strategies appropriate for the classroom.

560. GRAMMAR AND COMPOSITION IN THE SCHOOL PROGRAM. (5-0-5)

Emphasis is given to the stimulation, production, and evaluation of written language of children in the middle grades (4-8).

561. LITERATURE IN THE SCHOOL PROGRAM. (4-2-5)

Designed to broaden the conceptual understandings of the various genre of literature with emphasis on the use of books and non-print materials as an integral part of the total curriculum. Focuses on books which provide the child with a meaningful context for the application of reading skills and for reading for pleasure. Attention is also given to materials which may help a child understand himself in relation to the world.

596. CURRICULUM AND METHODS IN THE MIDDLE GRADES. (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 related to curriculum and methods in the elementary school.

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: EMG 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.

EDUCATIONAL FIELD EXPERIENCES (EFE)

59E. K. Q. INTERNSHIP. (Var.)

Prerequisite: Approval by the instructor. 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.

585. GUIDING EDUCATIONAL FIELD EXPERIENCES. (5-0-5)

Prerequisites: A valid Georgia T4 (or higher) teaching certificate and recommendations of principal and Chairman of Educational Field Experiences. The first phase of a two-phase competency-based approach to supervision. Stresses competence in human relations, communications, support and feedback. Designed for those who will work with associate teachers.

586. INTERNSHIP IN SUPERVISION. (0-10-5)

Prerequisites: EFE 585 and assignment of an associate teacher. The second phase of a two-phase competency-based approach to supervision. Demonstration of competence in human relations, communications, support and feedback as they relate to the supervision of an associate teacher will be required.

58A-E. SPECIAL TOPICS IN EDUCATION. (Var.)

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

66E. K. FIELD EXPERIENCE. (Var.)

Provides graduate level field experience in selected classrooms or in exemplary educational programs. Requires notification of and approval by department chairman well in advance of quarter intended for field experience.

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, method of involving youth, and identification of 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. (5-0-5)

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. Stress is given to economic, ideological, political, and social structures as they contribute to both the problems and the progress in educational change.

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.

611. SCHOOL LAW. (5-0-5)

Designed to provide concerned school personnel with some significant general guidelines concerning school law.

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 adequate competencies 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 prospectus for a comprehensive research project.

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

Prerequisites: EFS 630 and 631. Completing under supervision during the school year the research project designed in EFS 631. Includes securing and handling data, describing procedures, drawing conclusions, and reporting in a scholarly manner. (The project may also utilize other research methodologies.)

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

Prerequisite: EFS 630 or permission of the instructor. 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. CURRICULUM FOR THE MIDDLE SCHOOL. (5-0-5)

Review of history of education as it affects the development of the middle school. Emphasis on characteristics of preadolescents, personalizing curriculum for the middle school student, and strategies for motivating the transes-

cent learner. Examines bases for restructuring middle grades education and curriculum improvement planning to involve teachers and community.

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

An introduction to the role of guidance as an integral part of teaching, and 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 persons interested in improving their communication skills. The course covers the planning, graphics design, production, and use of audiovisual materials. Combinations of the various media; e.g., slides and audiotapes, are included. Multi-image production is emphasized. An elective for majors in all fields.

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.

578. PHOTOGRAPHY (2-3-5)

Basic principles, skills, and techniques of photography. Emphasis is placed on introductory skills in camera handling, film use, lighting, composition, and on display, mounting and preservation of materials. Darkroom demonstrations will include black-and-white processing and printing.

59A, K, Q. INTERNSHIP. (Var.)

Prerequisites: Approval by the instructor. Open only to Library Media students.

SPECIAL EDUCATION (EEX)

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

Focuses on the identification of and basic techniques for working with the exceptional individual in the regular classroom. Meets requirements of HB 671.

565. EXCEPTIONAL INDIVIDUALS. (5-0-5)

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 included.

567. NATURE OF MENTAL RETARDATION. (5-0-5)

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 included.

568. NATURE AND NEEDS OF GIFTED. (5-0-5)

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

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

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) Su

Prerequisites: EEX 568 and 569. Emphasizes the various assessment techniques for identification and planning of instructional programs for gifted individuals. Field experiences are provided.

571. COUNSELING OF PARENTS OF EXCEPTIONAL INDIVIDUALS (5-0-5)

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.

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

Prerequisites: EEX 565 and 567. Overview of the theories of 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 EXCEPTIONAL INDIVIDUAL. (5-0-5)

Prerequisites: EEX 565 and 567. Overview of the various types of materials, method, and principles for teaching the mentally retarded career education experiences.

575. BEHAVIOR MANAGEMENT. (5-0-5)

Prerequisites: EEX 565 and 567. Theory and practices of behavior management techniques appropriate in instructional programs for exceptional individuals.

577. CURRICULUM AND METHODS FOR TEACHING THE MENTALLY RETARDED I. (5-0-5)

Prerequisites: EEX 565 and 567. Curriculum development and various instructional methods for teaching the mentally retarded social, self-help, preacademics and academics skills.

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

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.

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. (0-5-5)

Prerequisites: 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.

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. (0-5-5)

Prerequisites: 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)

Prerequisites: 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. (5-0-5)

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.

679. INSTRUCTIONAL MODELS FOR MILDLY HANDICAPPED I. (5-0-5)

Prerequisite: EEX 679. Instructional models and strategies for teaching mildly handicapped children.

680. INSTRUCTIONAL MODELS FOR MILDLY HANDICAPPED II. (5-0-5)

Prerequisites: EEX 678, EEX 679. Individualization of instruction, prescriptive teaching strategies, and an overview of interpersonal relationships.

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

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.

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

Prerequisites: 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.

683. CURRICULUM AND METHODS FOR THE BEHAVIORALLY DISORDERED. (5-0-5)

Prerequisites: EEX 565 and 681. Curriculum methods for teaching the behaviorally disordered individual. Emphasizes the application of various instructional methods for facilitating learning and behavior.

684. CURRICULUM AND METHODS FOR LEARNING DISABILITIES. (5-0-5)

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.

685. ASSESSMENT OF EXCEPTIONAL INDIVIDUALS. (5-0-5)

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 OF SPECIAL EDUCATION PROGRAMS. (5-0-5)

Prerequisite: T-5 in a Special Education Area. Overview of the various organization arrangements applicable to exceptional individuals. Discussion of placement, organizational theory, various community agencies, and development of curriculum. Overview of organizational structure in regular and special education. Discussion of organizational theory, various community agencies and development of curriculum for special education programs.

687. ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS. (5-0-5)

Prerequisite: T-4 Special Education Area. Discussion of all theories and models of administrative structure applicable to both regular and special education programs.

688. SUPERVISION OF SPECIAL EDUCATION PROGRAMS. (5-0-5)

Prerequisite: T-5. Organizing a supervision program. Role of the Special Education Supervisor in supervision of personnel. Discussion of improving staff development.

HEALTH, PHYSICAL EDUCATION, AND RECREATION (HEA/PED)

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.

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.

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 interest of students at the graduate level in designated areas of activity.

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.

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.

540. MOVEMENT EDUCATION FOR YOUNG CHILDREN. (3-4-5)

Method and materials for the teaching of movement education to young children (geared primarily to K-3, but other elementary grades could benefit.) Emphasis is placed on meaning, content, materials needed, approaches to teaching, lesson plans, and coordinating movement with other areas of physical education.

550. OUTDOOR EDUCATION. (Var. 5-10)

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.

574. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION IN THE PUBLIC SCHOOL. (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.

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.

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

Prominent health issues of today (misuse of alcohol, drug abuse, smoking, venereal diseases, obesity, etc.) 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.

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.

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.

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 typical children.

ENGLISH AND SPEECH (ENG)

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

A study of the major and selected minor works.

512. RESTORATION AND EIGHTEENTH CENTURY. (5-0-5) Su 2, 1983

A study of major restoration and neoclassical writers.

521. SHAKESPEARE. (5-0-5)

A study of Shakespeare and his dramatic art.

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

A comprehensive study of grammar and sentence structure.

524. ADVANCED COMPOSITION. (5-0-5) S, 1983

A course emphasizing theory and practice in writing expository prose.

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

A study of twentieth-century British and American poetry.

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

A study of twentieth-century American and British fiction.

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

A study of major romantic poets.

538. VICTORIAN POETRY. (5-0-5) S, 1983

A study of major Victorian poets.

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

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

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 2

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

549. HISTORY OF THE ENGLISH LANGUAGE. (5-0-5) W, 1983

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

550. THE SOUTHERN RENAISSANCE. (5-0-5) Su 1, 1983

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

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

A study of literary criticism from Aristotle to the present.

56A-3. SPECIAL TOPICS IN ENGLISH. (Var. 1-5)

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

58A-E. INDEPENDENT STUDY. (Var. 1-5)

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

JOURNALISM

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

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

505. ADVERTISING IN JOURNALISM. (5-0-5) F

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

HISTORY (HIS)

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.

508. THE AGE OF JEFFERSON, 1787-1826. (5-0-5)

The United States from adoption of the Constitution to the death of Jefferson. Major themes include origins of political parties, evolution of foreign policy, and westward expansion.

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

The United States from World War I to the present.

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.

517. COMMUNIST RUSSIA. (5-0-5)

A study of Lenin and the early Bolshevik movement, the great revolution of 1917, and the Soviet state under the rule of Stalin, Khrushchev, and Brezhnev.

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)

Major trends and events from the Indian background to the present.

540. URBAN AMERICA. (5-0-5)

A study of the growth of the American city from colonial times to the present era of the megalopolis. Attention will be given to the economic, social, political, cultural, racial, and religious tones of urban life.

542. AMERICAN SOCIAL HISTORY 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 SOCIAL HISTORY 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.)

59E-Q. 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 reading and discussion. Topics listed below are examples.

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.

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 (WW 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 and Black in Southern Africa.
- b. Tribalism in Africa: Biafra as a Case Study.
- c. The Age of the Great Explorers: 1790-1880.

68B-E. 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.

65E-Q. THESIS RESEARCH. (5 to 15 hours) Each quarter.

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

HOME ECONOMICS

GENERAL (HOE)

58E. 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.

59A-Q. INTERNSHIP. (Var.)

Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit 1-15 hours.

CHILD AND FAMILY DEVELOPMENT (HCF)

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

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

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

Prerequisite: Home Economics 351 or equivalent. Advanced study of theories of child development and child study. The child in the family and guidance techniques. Participation in school and home settings.

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.

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

Prerequisite: Home Economics 351 or equivalent. For description see EEC 593.

594. ISSUES IN CHILD AND FAMILY. (5-0-5)

Prerequisite: HCF 305 and 351 or equivalent and permission of instructor. Study of research current issues and theories related to the family.

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. (5-0-5)

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. (5-0-5)

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.

CLOTHING, TEXTILES, AND FASHION (HCT)

512. TAILORING. (2-6-5)

Prerequisites: One clothing construction course and instructor's approval. A critical analysis, evaluation, and application of the major principles involved in tailoring. One integrative, adaptive, informational project required of graduate students.

514. DRESS DESIGN. (2-6-5)

Prerequisites: HCT 120 and instructor's approval. Pattern styling, alterations and development through media of flat pattern. Applications in industry and couture houses.

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

Junior Standing Required. An examination of the cultural, functional and economic aspects of clothing and furnishings. Fashion cycles in historical perspective related to social forces.

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.

FOODS, HUMAN NUTRITION AND FOOD SYSTEMS ADMINISTRATION (HFN)

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.

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.

HOME AND CONSUMER MANAGEMENT (HHM)

500. PERSONAL FINANCE. (5-0-5)

A study of the system of management of personal finance and other economic issues and problems confronted by the typical student first entering the market place.

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. EUTHENICS AND THE 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. Application of home furnishing problems.

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.

HOME ECONOMICS EDUCATION (HED)

585. GUIDING EDUCATIONAL FIELD EXPERIENCES. (5-0-5)

Prerequisites: Bachelor's degree, professional certificate, and two years of successful teaching experience. See EFE 585.

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

Philosophy and trends in home economics education, methods of teaching home economics, and method 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.

MATHEMATICS (MAT)

All candidates for the M.Ed. who concentrate in mathematics must take Math 610, 620 and 650 or the equivalent.

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) S, 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

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) S, Su

A continuation of Math 510.

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

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

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

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) S, Su

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

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.

610. NUMERICAL CALCULUS AND COMPUTING (5-0-5) Su

Prerequisite: Graduate standing in Math. This course will provide a useful introduction to computing. Some often overlooked numerical aspects of calculus will be covered. In addition, numerous computational exercises from the high school curriculum will be covered. Pedagogy of teaching computing will be stressed.

620. MATHEMATICAL HISTORY (5-0-5) Su

Prerequisite: Graduate standing in Mathematics. Mathematics History is very useful to the math teacher and certain historical aspects of mathematics should be a part of every math teacher's repertoire. The mathematics history which surround the high school curriculum will be the main thrust of the course.

630. TEACHING CONSUMER MATHEMATICS. (5-0-5) Su

Prerequisite: Graduate standing in Mathematics. This course will cover consumer mathematics subjects such as annuities, interest calculations, amortizations, guarantees, etc. Particular emphasis will be given to teaching strategies.

650. APPLICATIONS OF LINEAR ALGEBRA. (5-0-5) Su

Prerequisite: MAT 551 or equivalent. This capstone course will cover applications of linear algebra in the areas of Economics, Forestry, Graph Theory, Curve Fitting, Statistics, and Logistics. Thus, the student will receive a wide range of current mathematics applications to solve interesting, explainable real world problems.

670. GEOMETRY FOR SECONDARY AND MIDDLE SCHOOL TEACHERS.

Prerequisites: Graduate standing. Content and methodology of secondary and middle school geometry. The emphasis is on the postulational approach.

675. TEACHING THE INTERNATIONAL SYSTEM OF UNITS OF MEASUREMENT. (5-0-5)

On demand. Prerequisites: None. This course will develop competencies in using, implementing and teaching the International System of Units. Students will utilize and construct a wide variety of effective instructional materials and media. Various techniques and methodologies for teaching the International System of Units to diverse learning styles of population at all levels will be emphasized.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

PUBLIC ADMINISTRATION (PUA)

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)

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

568. LEGAL AND ETHICAL ENVIRONMENTS OF PUBLIC ADMINISTRATION. (5-0-5)

An examination of law and ethics in society and their influence upon public sector operations. Applications of substantive areas of the law *e.g.*, regulatory processes, administrative adjudication, due process, ombudsmen, *et al.*; to the ethical interaction of government with citizens is emphasized.

571. URBAN AND REGIONAL PLANNING. (5-0-5)

A study of the principles and practice of planning at the sub-state level. Special attention will be paid to such topics as land-use, transportation, and economic development planning. Political, legal, and social influences on the process and implementation of planning will also be emphasized.

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. POLICY MAKING, IMPLEMENTATION, AND EVALUATION. (5-0-5)

An integrative course focused upon decision making processes within agencies and within the larger context of general government. Policy, program, and project development are analyzed with respect to planning, adoption, implementation, and evaluation.

605. QUANTITATIVE TECHNIQUES IN PUBLIC ADMINISTRATION. (5-0-5)

A course in the uses and interpretation of quantitative information and analytical techniques commonly encountered in the management of public functions. Practical applications of basic data handling and organization are stressed.

625. INTERGOVERNMENTAL RELATIONS. (5-0-5)

A study of structures, problems and current issues in public administration throughout the federal system with special emphasis on the state and sub-state levels. Subjects such as grants, grantsmanship, intergovernmental cooperation and conflict, and the effects of political factors on administrative performance receive attention.

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.

689. CAREER ASSESSMENT PROJECT. (1-1-3)

Required of all in-service students during the final quarter of course work. Under faculty supervision the student demonstrates, both orally and in writing, the relationship between course work taken and current job performance as well as the impact of course work on individual career development.

POLITICAL SCIENCE (POS)

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 part 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 the 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.

58E. INDEPENDENT STUDY. (Var. 5)

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

59E, K, Q. INTERNSHIP. (Var. 5-15)

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

CRIMINAL JUSTICE (CRJ)

530. ADMINISTRATION OF JUSTICE I. (5-0-5)

A seminar addressing selected issues in Criminal Justice. Topics include management, planning, organized crime, delinquency, courts, corrections, and other relevant issues.

531. CRIMINAL JUSTICE PLANNING. (5-0-5)

Intensified approach to the planning and evaluation of Criminal Justice programs with strict attention given to the role of evaluations as problem solving devices and as long-range planning tools.

630. ADMINISTRATION OF JUSTICE II. (5-0-5)

Survey of the development of Anglo-American criminal law. Emphasis is placed upon understanding legal theory and practice as they relate to crime and the judicial process.

650. SPECIAL TOPICS IN CRIMINAL JUSTICE. (5-0-5)

Offered as a means of exploring topical subjects that cannot be covered adequately in other courses.

PSYCHOLOGY (PSY)

530. INTRODUCTION TO CLINICAL PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201 and 448/548 or permission of instructor. The history and trends of clinical psychology's role in the delivery of mental health services, including its relationship with other helping professions, ethical considerations, a survey of common therapy procedures, possible roles and responsibilities of clinical psychologists, and organization and administration of psychological services.

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

Prerequisite: Psychology 201. Study of the causative factors in the development of all types of psychological maladjustment, and of diagnostic and treatment techniques.

551. GROUP DYNAMICS. (5-0-5)

Prerequisite: Psychology 201. The theory and application of the psychology of a wide range of diverse groups, from task groups to sensitivity groups. Experience with personal functioning and becoming an effective change agent in the small group setting is given.

555. HISTORY AND SYSTEMS OF PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201. Historical analysis of the schools of thought in psychology such as structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis.

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

Prerequisite: Psychology 201. Recommended prerequisite: Psychology 315. The construction, use, and interpretation of psychological tests, and an evaluative survey of available tests.

560. BIOLOGICAL FOUNDATIONS OF BEHAVIOR. (5-0-5)

Prerequisite: Psychology 201 or permission of instructor. An examination of the relationship between the internal environment of organisms, including humans, and such classes of behavior as eating and drinking, reproduction, aggression, emotion, learning, memory, etc.

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

Prerequisite: Psychology 201. The historical development of the study of personality, the methods of studying personality, and major theories of personality.

570. COGNITIVE PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201. A critical examination of recent work in the areas of perception, memory, imagination, thinking, and communication.

587. PSYCHOLOGY OF LEARNING, MEMORY, AND MOTIVATION (5-0-5)

Prerequisite: Psychology 201. An introduction to the concepts of learning as reflected in the systematic positions of the major learning theorists and to the results of research in the field of learning and motivation.

588. BEHAVIOR MODIFICATION. (5-0-5)

Prerequisite: Psychology 487 or 587. The application of learning theory and research to such areas as childhood learning and discipline, communication, attitude change, social interaction, and especially clinical behavior modification.

59E, K, Q. INTERNSHIP. (Var.)

Prerequisite: Permission of the student's faculty adviser, the agency supervisor of the internship, the faculty supervisor of the internship, and the Department Coordinator of Off-Campus Education. An individually arranged off-campus experience involving study, research, and field experience in a service agency for academic credit. Application must be made to the Department Coordinator of Off-Campus Education by the last day to drop a class without academic penalty in the quarter immediately preceding the quarter of the internship. Credit, five to fifteen hours.

601. SEMINAR IN ADVANCED GENERAL PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201. A comprehensive review of the concepts, principles, theories, issues, and methodology of the major areas of contemporary psychology.

615. ADVANCED STATISTICS. (5-0-5)

Prerequisite: Psychology 315. Procedures for the statistical analysis of single-factor and higher-order factorial experiments, including experiments with nested factors, techniques of multiple comparison, trend analysis, experiments with fixed and random factors, experiments with unequal sample sizes, and designs intended to decrease error variance such as the analysis of covariance and randomized block designs.

620. PSYCHOLOGICAL RESEARCH METHODS. (5-0-5)

Prerequisite: Psychology 320. The identification and formulation of testable research hypotheses, the design of research to control relevant variables, and the proper presentation and interpretation of research data. Individual research projects will be required.

62B-E. THESIS (Var.)

Prerequisite: Psychology 615, 620 and admission to candidacy. An individual research investigation in which the student presents an original research idea, surveys the literature, formulates a specific research problem statement, designs the research methodology, collects and analyzes the data, interprets the results, and submits the results in a comprehensive written report. Credit, two to five hours.

640. ADVANCED DEVELOPMENTAL PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 601 or permission of instructor. A critical examination of the main facts, theories, and research methods of developmental psychology, conception to death, human and animal.

651. ADVANCED SOCIAL PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201. A critical review of the theories, methodology, and research of contemporary social psychology, with an emphasis on the experimental perspective.

657. PSYCHOLOGICAL EVALUATION. (5-0-5)

Prerequisite: Psychology 456 or 556. Recommended prerequisite: Psychology 457. The theory and method of a variety of psychological evaluation procedures, including observational and interviewing techniques, objective and projective tests, and other evaluative and diagnostic techniques used in clinical setting. Reliabilities and validities of these techniques will also be discussed, along with problems in connection with the use of these methods. A supervised practicum will be provided.

660. METHODS OF CLINICAL TREATMENT. (5-0-5)

Prerequisite: Psychology 448 or 548 and 657. A survey and critical analysis of the various methods of psychiatry, psychotherapy, and behavior modification which have been and are being used in the treatment of behavior disorders. These techniques will be examined in terms of validities, problems connected with their use, and methods of scientifically investigating the effectiveness of these clinical methods. A supervised practicum will be provided.

675. ADVANCED TOPICS IN GENERAL-EXPERIMENTAL PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 601. A detailed consideration of theory and research in such areas as learning, sensation and perception, cognition, developmental psychology, physiological psychology, comparative psychology, motivation, emotion, measurement, social psychology, and personality. Topics to be covered will vary, depending upon the interests of students and faculty, and will be announced prior to registration.

68B-E. INDEPENDENT STUDY. (Var.)

Prerequisite: Admission to candidacy and permission of department chairman. Individually arranged advanced study or research in a special area of psychology not covered in a regular course. The student must have a written agreement with a graduate faculty member willing to supervise the independent study and must complete all arrangements with the department chairman by the last day of classes of the quarter immediately preceding the quarter of the independent study. Credit, two to five hours.

SOCIOLOGY (SOC)

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 are considered.

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

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

566. SOCIAL ADMINISTRATION I. (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 theories and functioning of bureaucracies.

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

Study of individual and group behaviors which violate societal expectations.

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

Focus on areas of administration not covered in Soc. 566, including grants and grantsmanship, program development, information system design, and staff development.

68E. INDEPENDENT STUDY. (5)

Individual study of a particular program associated with administration in a social agency.

69E, K, Q. INTERNSHIP. (Var. 5-15)

Field experience and work in a social agency setting. Open only to students in MPA program. (S/U grade).

ANTHROPOLOGY (ANT)

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

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

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

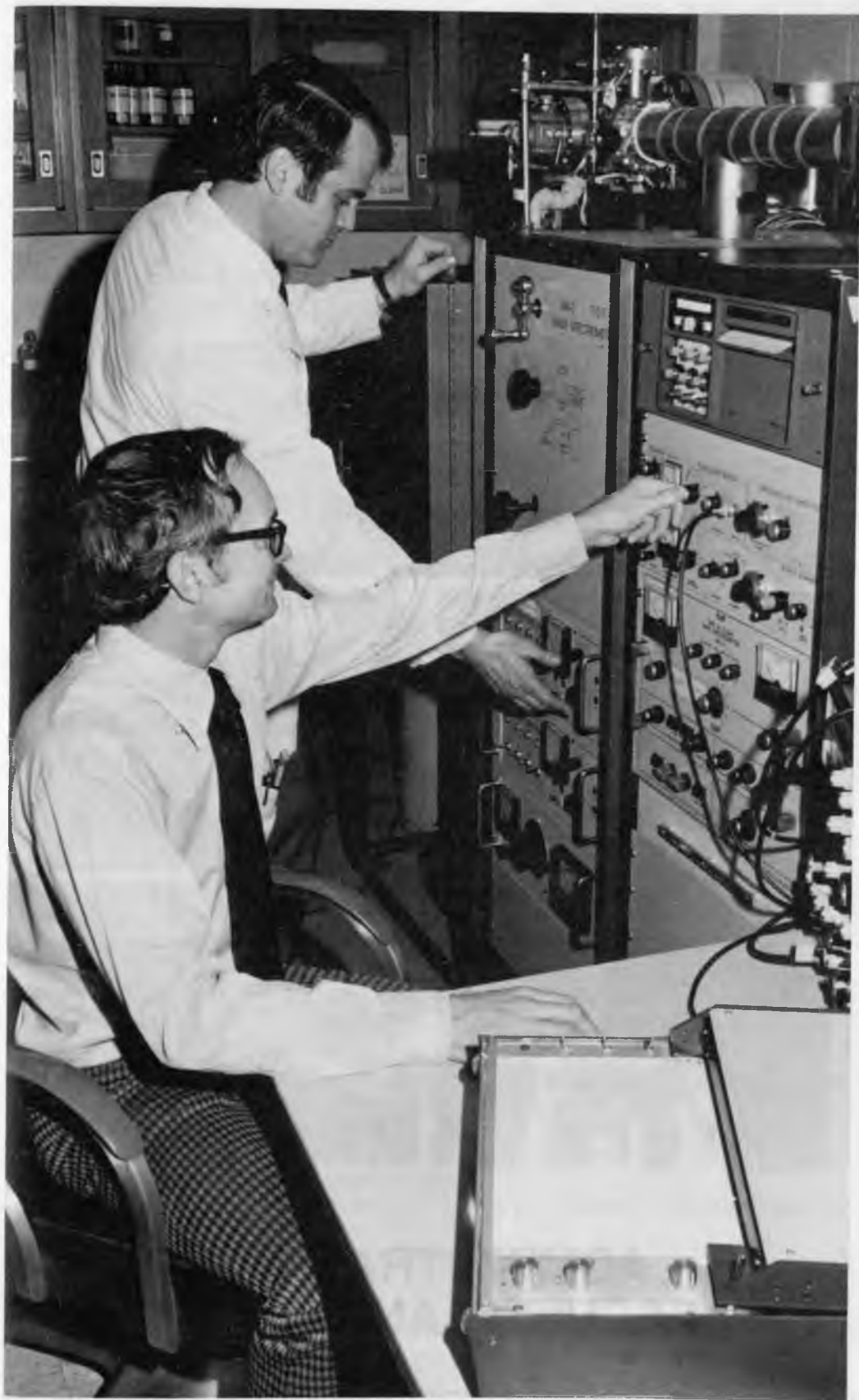
A study of Indian tribes of prehistoric and contemporary North, Central and South America.

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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Victoria Herrington	Student
Meridith Monroe	Student
John Dennis	Student

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B.S., M.A., M.B.A., Ph.D., University of Pennsylvania.

RALPH WILLIAM HEMPHILL, JR., Vice-President of Academic Affairs and Professor of Political Science and Public Administration (1968)

A.B., M.A., Ph.D., University of Mississippi.

****T. LLOYD CHESNUT, Dean of the Graduate School and Professor of Biology (1972)**

B.S., M.S., Ph.D., Mississippi State University.

BRUCE C. BRUMFIELD, Acting Dean of Graduate School and Research Service, and Associate Professor of Management and Information Systems (1978)

B.B.A., M.B.A., Georgia Southern College; D.B.A., Mississippi State University

EMILY ELAINE ABDI, Assistant Professor of Educational Field Experiences (1978)

B.A., Winthrop College; M.A., Indiana University of Pennsylvania; Ed.S., Ph.D., Georgia State University

JOHN STANLEY ALDRIDGE, Assistant Professor of Physical Education (1975)

B.S., Berry College; M.S., University of Tennessee; Ed.S., Ed.D., University of Georgia.

FLOYD VAN WERT ANDERSON, Professor of Health, Physical Education and Recreation (1967)

B.S., University of Pittsburgh; M.A., George Peabody College for Teachers.

THOMAS F. ARMSTRONG, Associate Professor of History (1974)

B.A., M.A., University of Colorado; Ph.D., University of Virginia.

LILLIAN ROSE ARNOLD, Assistant Professor of Foundations and Secondary Education (1976)

B.F.A., University of Florida; M.A., The Ohio State University; M.S., Florida State University; Ed.D., University of Georgia.

EVERETTE H. BARMAN, JR., Associate Professor of Biology (1973)

B.S., Central State University; M.S., University of Arkansas; Ph.D., Cornell University.

JACK DAVID BATSON, Professor of Biology (1968)

B.S., M.S., University of Alabama; Ph.D., University of Kentucky.

ROSEMARY EDITH BEGEMANN, Assistant Professor of History (1974)

B.S., College of Charleston; M.A., Ph.D., Emory University.

WILLIAM R. BOONE, Assistant Professor of Biology (1977)

B.S., University of Georgia; M.S., Ph.D., Clemson University.

JOHN A. BRITT, JR., Professor of Foundations and Secondary Education and Special Studies (1963)

B.S., Troy State College; M.S., Florida State University; Ed.D., Auburn University.

SLOAN D. CALDWELL, Associate Professor of Biology (1969)

B.S.Ed., Western Carolina College; M.S., University of Tennessee; Ph.D., University of Georgia.

GRACE B. CALLAWAY, Associate Professor of Educational Field Experiences and Home Economics (1978)

B.S.H.E., University of Georgia; M.Ed., Georgia College; Ed.S., Ed.D., University of Georgia

LUCRETIA COLEMAN, Assistant Professor of Management and Information Systems (1977)

A.B., M.Ed., Georgia College; Ed.D., University of Tennessee

*Other regular faculty members may teach graduate courses upon recommendation of the Department Chairman and with approval of the Graduate Council and the Dean of The Graduate School.

**On leave

VICTORIA CHANDLER, Assistant Professor of History (1978)

A.B., M.A., University of Georgia; Ph.D., University of Virginia

DAVID J. COTTER, Professor of Biology (1966)

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

R. LINTON COX, JR., Registrar and Director of Admissions (1963)

A.B., M.A., Emory University.

TERRY NASH DEAL, Professor of Home Economics (1972)

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