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GEORGIA  COLLEGE



GRADUATE CATALOG 1984-86

SPECIAL NOTE TO STUDENTS:

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

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

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

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

This catalog is issued for a two-year period. Please refer to the back pocket for subsequent changes which are incorporated into the catalog by reference.

Georgia College

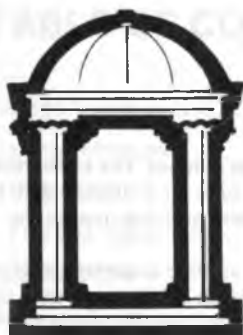
A Senior College of the University System of Georgia

GRADUATE CATALOG

Milledgeville, Georgia 31061

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GEORGIA COLLEGE

A Senior College of the University
System of Georgia

THE GRADUATE SCHOOL CATALOG

1984-86



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Milledgeville, Georgia 31061
Phone: (912) 453-5234, 453-4558
GIST: 324-5234, 324-4558

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

THE GRADUATE SCHOOL

Office of Dean of the Graduate School
Parks Hall, Room 207
Georgia College
Milledgeville, Georgia 31061

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. 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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1984/86

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GEORGIA COLLEGE OFFICIAL CALENDAR**1984-1985****FALL QUARTER 1984 (852)**

August	30	Last day to apply for admission for Fall Quarter 1984
September	19	Residence Halls open at 10:00 a.m. for new students
	19-20	Orientation of new students
	20	Registration of new freshmen and new transfers only
	21	Residence Halls open for returning students
	21	Registration of returning students
	24	Classes begin
	24	Last day to pay fees without penalty
	26	Last day to add a course
	26	Last day to drop a course without fee penalty
October	29	Mid-quarter grade reports
November	2	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	5-9	Advisement period for currently enrolled students planning to attend the Winter Quarter 1985
	6	Pre-Registration for Winter Quarter begins
	12	Pre-Registration for Winter Quarter ends
	16	Thanksgiving Holidays begin, after classes
	25	Thanksgiving Holidays end
	26	Classes resume after holiday
December	3-7	Developmental Studies advisement period
	6-7	Pre-Registration for Developmental Studies students
	5-6-7	Fall Quarter examinations
	7	Last day to apply for admission for Winter Quarter 1985
	7	Christmas Holidays begin, after last examination
	7	Residence Halls close at 6:00 p.m.

WINTER QUARTER 1985 (853)

January	2	Residence Halls open at 10:00 a.m.
	3-4	Registration
	7	Classes resume after holiday
	7	Last day to pay fees without penalty
	9	Last day to add a course
	9	Last day to drop a course without fee penalty
	31	Last day to file application for degree to be awarded June 8, 1985
February	8	Mid-Quarter grade reports
	11	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	18-22	Advisement period for currently enrolled students planning to attend Spring Quarter 1985
	19	Pre-Registration for Spring Quarter begins
	25	Pre-Registration for Spring Quarter ends
March	1	Last day to apply for admission for Spring Quarter 1985
	7-13	Developmental Studies advisement period
	13	Pre-Registration for Developmental Studies students
	11-12-13	Winter Quarter examinations
	13	Spring Holidays begin, after last examination
	13	Residence Halls close at 6:00 p.m.

SPRING QUARTER 1985 (854)

March	24	Spring Holidays end
	24	Residence Halls open at 10:00 a.m.
	25	Registration
	26	Classes resume after holiday
	26	Last day to pay fees without penalty
	28	Last day to add a course
	29	Last day to drop a course without fee penalty
May	1	Mid-Quarter grade reports
	3	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	13-17	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarters 1985
	14	Pre-Registration begins for Summer 1 and Fall Quarters 1985
	20	Pre-Registration ends for Summer 1 and Fall Quarters 1985
June	4	Grades for all degree candidates due in Admissions Office
	3-7	Developmental Studies advisement period
	4-5-6	Spring Quarter examinations
	6	Residence Halls close at 6:00 p.m.
	7	Last day to apply for admission to first term of Summer Quarter 1985
	8	Graduation

SUMMER QUARTER 1985**First Term—June 17 to July 17 (860)**

June	16	Residence Halls open at 10:00 a.m.
	16	Arrival of new students
	17	Registration
	18	Classes resume after holiday
	18	Last day to pay fees without penalty
	20	Last day to make course changes
July	20	Last day to drop a course without fee penalty
	24	Last day to file application for degree to be awarded August 17, 1985
	4	Holiday
	8	Last day to drop a first-term course without academic penalty (unless previously assigned an F by professor for absences)
	8	Last day to apply for admission for second term of Summer Quarter 1985
	17	First Term ends after last class period
	18	For full-length summer courses, last day to drop a course without academic penalty

Second Term—July 18 to August 17 (861)

July	18	Arrival of new students
	18	Registration
	22	Classes resume
	22	Last day to pay fees without penalty
	23	Last day to make course changes
	23	Last day to drop a course without fee penalty
August	31	Last day to drop a second-term course without academic penalty (unless previously assigned an F by professor for absences)
	8-13	Developmental Studies advisement period
	15	Grades for all degree candidates due in Admissions Office
	15	Second Term ends after class period
	17	Residence Halls close at 6:00 p.m.
	17	Graduation
	29	Last day to apply for admission for Fall Quarter 1985

**NEW STUDENT
ORIENTATION DATES FOR SUMMER 1985**

July 10-11

August 7-8

MACON OFFICIAL CALENDAR

1984-85

FALL QUARTER 1984 (852)

August 30	Last day to apply for admission for Fall Quarter
September 24	Registration
September 25	Last day to pay fees without penalty
September 25	Classes convene
September 27	Last day to drop a course without fee penalty
November 2	Last day to drop a course without academic penalty
December 3-6	Examinations
December 7	Last day to apply for admission to Winter Quarter

WINTER QUARTER 1985 (853)

January 7	Registration
January 8	Classes convene
January 8	Last day to pay fees without penalty
January 10	Last day to drop a course without fee penalty
January 31	Last day to file application for degree to be awarded in June
February 11	Last day to drop a course without academic penalty
March 1	Last day to apply for admission to Spring Quarter
March 11-14	Examinations

SPRING QUARTER 1985 (854)

March 27	Registration
March 28	Classes convene
March 28	Last day to pay fees without penalty
April 1	Last day to drop a course without fee penalty
May 3	Last day to drop a course without academic penalty
June 3-6	Examinations
June 7	Last day to apply for admission to Summer Quarter
June 8	Graduation

SUMMER QUARTER 1985 (860)

June 19	Registration
June 20	Classes convene
June 20	Last day to pay fees without penalty
June 24	Last day to drop a course without fee penalty
June 24	Last day to file application for degree to be awarded in August
August 12-15	Examinations
August 17	Graduation
August 29	Last day to apply for admission for Fall Quarter

ROBINS GRADUATE CENTER**1984-85****FALL QUARTER 1984 (852)**

August 30	Last day to apply for admission for Fall Quarter
September 24	Registration
September 25	Last day to pay fees without penalty
September 25	Classes convene
September 27	Last day to drop a course without fee penalty
November 2	Last day to drop a course without academic penalty
December 3-6	Examinations
December 7	Last day to apply for admission to Winter Quarter

WINTER QUARTER 1985 (853)

January 7	Registration
January 8	Classes convene
January 8	Last day to pay fees without penalty
January 10	Last day to drop a course without fee penalty
January 31	Last day to file application for degree to be awarded in June
February 11	Last day to drop a course without academic penalty
March 1	Last day to apply for admission to Spring Quarter
March 11-14	Examinations

SPRING QUARTER 1985 (854)

March 27	Registration
March 28	Classes convene
March 28	Last day to pay fees without penalty
April 1	Last day to drop a course without fee penalty
May 3	Last day to drop a course without academic penalty
June 3-6	Examinations
June 7	Last day to apply for admission to Summer Quarter
June 8	Graduation

SUMMER QUARTER 1985 (860)

June 19	Registration
June 20	Classes convene
June 20	Last day to pay fees without penalty
June 24	Last day to drop a course without fee penalty
June 24	Last day to file application for degree to be awarded in August
August 12-15	Examinations
August 17	Graduation
August 29	Last day to apply for admission for Fall Quarter

GEORGIA COLLEGE OFFICIAL CALENDAR**1985-86****FALL QUARTER 1985 (862)**

September	18	Residence Halls open at 10:00 a.m. for new students
	18-19	Orientation of new students
	19	Registration of new freshmen and transfers only
	20	Residence Halls open for returning students
	20	Registration of returning students
	23	Classes begin
	23	Last day to pay fees without penalty
	25	Last day to add a course
	25	Last day to drop a course without fee penalty
October	28	Mid-Quarter grade reports
November	1	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	4-8	Advisement period for currently enrolled students planning to attend Winter Quarter 1986
	5	Pre-Registration for Winter Quarter begins
	11	Pre-Registration for Winter Quarter ends
	22	Thanksgiving Holidays begin, after last class
December	1	Thanksgiving Holidays end
	2	Classes resume after holiday
	2-6	Developmental Studies advisement period
	5-6	Pre-Registration for Developmental Studies students
	4-5-6	Fall Quarter examinations
	6	Last day to apply for admission for Winter Quarter 1986
	6	Christmas Holidays begin, after last examination
	6	Residence Halls close at 6:00 p.m.

WINTER QUARTER 1986 (863)

January	2	Residence Halls open at 10:00 a.m.
	2-3	Registration
	6	Classes resume after holiday
	6	Last day to pay fees without penalty
	8	Last day to add a course
	8	Last day to drop a course without fee penalty
	30	Last day to file application for degree to be awarded June 7, 1986
February	7	Mid-Quarter grade reports
	10	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	17-21	Advisement period for currently enrolled students planning to attend Spring Quarter 1986
	18	Pre-Registration for Spring Quarter begins
	24	Pre-Registration for Spring Quarter ends
	28	Last day to apply for admission for Spring Quarter 1986
March	6-12	Developmental Studies advisement period
	12	Pre-Registration for Developmental Studies students
	10-11-12	Winter Quarter examinations
	12	Spring Holidays begin, after last examination
	12	Residence Halls close at 6:00 p.m.

SPRING QUARTER 1986 (864)

March	23	Spring Holidays end
	23	Residence Halls open at 10:00 a.m.
	24	Registration
	25	Classes resume after holiday
	25	Last day to pay fees without penalty
	27	Last day to add a course
	27	Last day to drop a course without fee penalty
April	30	Mid-Quarter grade reports
May	2	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	12-16	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarters 1986
	13	Pre-Registration for Summer 1 and Fall Quarters 1986 begins
	19	Pre-Registration for Summer 1 and Fall Quarters 1986 ends
June	3	Grades for all degree candidates due in Admissions Office
	2-6	Developmental Studies advisement period
	3-4-5	Spring Quarter examinations
	5	Residence Halls close at 6:00 p.m.
	6	Last day to apply for admission to first term of Summer Quarter 1986
	7	Graduation

SUMMER QUARTER 1986**First Term—June 15 to July 16 (870)**

June	15	Residence Halls open at 10:00 a.m.
	15	Arrival of new students
	16	Registration
	17	Classes resume
	17	Last day to pay fees without penalty
	19	Last day to make course changes
	19	Last day to drop a course without fee penalty
July	23	Last day to file application for degree to be awarded August 16, 1986
	4	Holiday
	7	Last day to drop a first-term course without academic penalty (unless previously assigned an F by professor for absences)
	7	Last day to apply for admission for second term of Summer Quarter 1986
	16	First term ends after last class period
	17	For full summer-length courses, last day to drop a course without academic penalty

Second Term—July 17 to August 16 (871)

July	17	Arrival of new students
	17	Registration
	21	Classes resume
	21	Last day to pay fees without penalty
	22	Last day to make course changes
	22	Last day to drop a course without fee penalty
	30	Last day to drop a second-term course without academic penalty (unless previously assigned an F by professor for absences)
August	12	Developmental Studies advisement period
	14	Grades for all degree candidates due in Admissions Office
	14	Second Term ends after last class period
	16	Residence Halls close at 6:00 p.m.
	16	Graduation
	28	Last day to apply for admission for Fall Quarter 1986

**NEW STUDENT
ORIENTATION DATES FOR SUMMER 1986**

July 9-10
August 6-7

MACON OFFICIAL CALENDAR

1985-86

FALL QUARTER 1985 (862)

August 29	Last day to apply for admission for Fall Quarter
September 23	Registration
September 24	Last day to pay fees without penalty
September 24	Classes convene
September 26	Last day to drop a course without fee penalty
November 1	Last day to drop a course without academic penalty
December 2-5	Examinations
December 6	Last day to apply for admission to Winter Quarter

WINTER QUARTER 1986 (863)

January 6	Registration
January 7	Classes convene
January 7	Last day to pay fees without penalty
January 9	Last day to drop a course without fee penalty
January 30	Last day to file application for degree to be awarded in June
February 10	Last day to drop a course without academic penalty
February 28	Last day to apply for admission to Spring Quarter
March 10-13	Examinations

SPRING QUARTER 1986 (864)

March 26	Registration
March 27	Classes convene
March 27	Last day to pay fees without penalty
March 31	Last day to drop a course without fee penalty
May 2	Last day to drop course without academic penalty
June 6	Last day to apply for admission to Summer Quarter
June 4-7	Examinations
June 7	Graduation

SUMMER QUARTER 1986 (870)

June 18	Registration
June 19	Classes convene
June 19	Last day to pay fees without penalty
June 23	Last day to drop a course without fee penalty
June 23	Last day to file application for degree to be awarded in August
August 11-14	Examinations
August 16	Graduation
August 28	Last day to apply for admission for Fall Quarter

ROBINS GRADUATE CENTER**1985-86****FALL QUARTER 1985 (862)**

August 29	Last day to apply for admission for Fall Quarter
September 23	Registration
September 24	Last day to pay fees without penalty
September 24	Classes convene
September 26	Last day to drop a course without fee penalty
November 1	Last day to drop a course without academic penalty
December 2-5	Examinations
December 6	Last day to apply for admission to Winter Quarter

WINTER QUARTER 1986 (863)

January 6	Registration
January 7	Classes convene
January 7	Last day to pay fees without penalty
January 9	Last day to drop a course without fee penalty
January 30	Last day to file application for degree to be awarded in June
February 10	Last day to drop a course without academic penalty
February 28	Last day to apply for admission to Spring Quarter
March 10-13	Examinations

SPRING QUARTER 1986 (864)

March 26	Registration
March 27	Classes convene
March 27	Last day to pay fees without penalty
March 31	Last day to drop a course without fee penalty
May 2	Last day to drop a course without academic penalty
June 4-7	Examinations
June 6	Last day to apply for admission to Summer Quarter
June 7	Graduation

SUMMER QUARTER 1986 (870)

June 18	Registration
June 19	Classes convene
June 19	Last day to pay fees without penalty
June 23	Last day to drop a course without fee penalty
June 23	Last day to file application for degree to be awarded in August
August 11-14	Examinations
August 16	Graduation
August 28	Last day to apply for admission for Fall Quarter

GENERAL INFORMATION

HISTORY

The home of Georgia College, a Senior College of the University System of Georgia, is on the fall line of the Oconee River, less than a dozen miles from the geographic center of the state. 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 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 interrelationships among the arts and sciences, Georgia College, by means of its 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 with a broad range of choice in his undergraduate major. Furthermore, to ensure that education is not limited to the classroom experience, the College offers students programs, services, and activities designed to promote development toward academic, personal, and career goals. The long-standing and reciprocal relationship between the College and the regional community also provides many occasions for exchange and growth, including 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 non-credit basis, are offered for professional development and personal enrichment.

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

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

The basic charges are as follows:

GENERAL FEES

	Academic	Health	ATH	Student Activity	Total
STUDENTS TAKING 12 OR MORE QUARTER HOURS:					
Legal Residents of Georgia ...	\$247.00	\$15.00	\$13.00	\$22.00	\$297.00
Non-Residents	742.00	15.00	13.00	22.00	792.00
STUDENTS TAKING LESS THAN 12 QUARTER HOURS					
11 QUARTER HOURS					
Legal Residents of Georgia ...	231.00	15.00	13.00	22.00	281.00
Non-Residents	682.00	15.00	13.00	22.00	732.00
10 QUARTER HOURS					
Legal Residents of Georgia ...	210.00	15.00	13.00	22.00	260.00
Non-Residents	620.00	15.00	13.00	22.00	670.00
9 QUARTER HOURS					
Legal Residents of Georgia ...	189.00	15.00	13.00	22.00	239.00
Non-Residents	558.00	15.00	13.00	22.00	608.00
8 QUARTER HOURS					
Legal Residents of Georgia ...	168.00	15.00	13.00	22.00	218.00
Non-Residents	496.00	15.00	13.00	22.00	546.00
7 QUARTER HOURS					
Legal Residents of Georgia ...	147.00	15.00	13.00	22.00	197.00
Non-Residents	434.00	15.00	13.00	22.00	484.00
6 QUARTER HOURS					
Legal Residents	126.00	15.00	13.00	22.00	176.00
Non-Residents	372.00	15.00	13.00	22.00	422.00
LESS THAN 6 QUARTER HOURS (Calculated Per Hour)					
Legal Residents of Georgia ...	21.00	None	None	None	21.00
Non-Residents	62.00	None	None	None	62.00

All summer quarter rates are by the quarter hour.

DORMITORY CHARGES

Per quarter ... \$190.00 to 315.00

FOOD SERVICE

The following choices are available:

10 meals a week Monday through Friday	\$263.00
14 meals a week	291.00
21 meals a week	308.00

All students living in the residence halls 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. All deposits are non-transferable. Students 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 to the Dean for Student Affairs. Students currently enrolled will pay this deposit at the Business Office prior to assignment of rooms. Room Reservation Deposit is refundable only when written request for cancellation and refund is received by the Director of Admissions and Records or 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-transferable 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 contingent upon the program under which they are offered.

TRAFFIC AND PARKING VIOLATION FEES

Each year the College prints an up-to-date set of traffic and parking regulations. These are available upon request from the Public Safety Office. Violation of these regulations can result in a traffic ticket being issued to the offender. Tickets are issued by members of the Public Safety Office and every 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 COSTS 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 Residence Life Office, 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 Residence Life Office reserves the right to make all final decisions on assignments.

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

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 Director of Admissions and Records 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 Office of Admissions and Records, Parks Hall, Room 108.

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 in 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 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.

Residency Status Change of Classification — A student is responsible for registering under the proper residency classification. A student classified as a nonresident who believes that he/she is entitled to be reclassified as a legal resident may petition the Director of Admissions and Records for a change in status. The petition must be filed no later than sixty (60) days after the quarter begins in order for the student to be considered for reclassification for that quarter. If the petition is granted, reclassification will not be retroactive to prior quarters. The necessary forms for this purpose are available in the Admissions and Records Office.

REGENTS' RULES FOR DETERMINING IN-STATE STUDENT STATUS

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

significant contributions to the civic, political, economic and social advancement of the citizens of the State of Georgia.

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

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

The durational residency requirement (usually twelve months) imposed by most, if not all, states is considered by the courts to be a reasonable period during which the new resident can make tangible or intangible contributions to the state before being allowed the benefit of attending state colleges upon the payment of in-state fees. Courts which have been faced with challenges to residency classification procedures have consistently recognized the right of public institutions of higher education to charge higher rates to out-of-state students and to adopt reasonable criteria for determining the establishment of in-state status. See *Starnes v. Malkerson*, 401 U.S. 985 (1971); and *Sturgis v. Washington*, 368 Supp. 38 (W.D. Wa. 1973) aff'd mem. 414 U.S. 1057 (1973).

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

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

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 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.

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.

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.

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.

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.

All aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.

Foreign students who attend institutions of the University System under financial sponsorship of civic or religious groups located in this State may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.

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 courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve-month period the student may continue his registration only upon the payment of fees at the non-resident rate.

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.

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.

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 (code 5252). The FAF may be obtained from a secondary school, the College Scholarship Service, P.O. Box 2895, 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 April 15.

RENEWAL OF FINANCIAL ASSISTANCE

Financial aid recipients may continue to receive assistance as long as they are enrolled at the College provided they (1) continue to be in need of assistance, (2) reapply annually at the prescribed time, and (3) make normal progress toward graduation.

NATIONAL DIRECT STUDENT LOANS

The College participates in the National Direct Student Loan program. Students enrolled at least one-half time and in need of assistance to meet educational expenses are eligible to receive these loans. These loans are made through the Financial Aid Office at Georgia College.

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 six months after the student completes studies, and no interest accrues until the repayment period begins. Interest at the rate of 5 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 non-profit private school may have at least one-half of the loan cancelled by service. If teaching in a school officially designated as being in a low income area, or if teaching the physically or mentally handicapped, the student is eligible for cancellation at the rate of 15 percent per year of service. In other teaching situations the 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 students complete their education. The amount of such loans depends upon financial need. Currently these loans carry a simple interest rate of 8%.

In Georgia this loan program is administered by the Georgia Higher Education Assistance Corporation, 2082 East Exchange Plaza, Suite 200, Tucker, Ga. 30084.

STUDENT EMPLOYMENT

Approximately 20 percent of the College's students hold part-time jobs on campus. Students fill a variety of positions in administrative offices, departmental offices, the library, science laboratories, residence halls, and elsewhere.

Job applications may be obtained from the Financial Aid Office located in Parks Hall 309.

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 fulltime 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 Veterans Secretary in Parks 203 is also available to assist you in any of these programs.

CAREER SERVICES

Director of Career Services, Beverly Kirchner, Maxwell 131, 912-453-5384

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 Career Services, located on the first floor of the Maxwell College Union.

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. Graduate students will normally work two 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 full-time (one quarter) field experience with emphasis on a specific project or task to be completed. Most internships involve community-based learning experiences, providing a needed service to the regional community in both the public and private sector.

The Cooperative Education and Internship Programs are designed to provide career related educational experiences to those students who have no such experience. Students may not challenge or Clep cooperative education and internship credit. Those students with career related experience may obtain cooperative education and internship credit by accepting a higher level position in which the student is in a learning situation.

Approval for student participation in both programs is determined by the department chairperson and the Director of Career Services. Graduate students approved may earn up to 15 hours of academic credit, depending on the graduate program. Generally speaking, both programs are limited to upper division students with at least a 3.0 graduate grade point average. For application of

further information, contact the Office of Career Services located on the first floor of the Maxwell College Union.

PLACEMENT SERVICES

The Georgia College Career Services 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 Career Center, which consists of reference books and literature provided by a variety of companies and agencies.

The Career Services 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 Career Services Office coordinates the visits, and students who wish to take advantage of these opportunities must register with the Career Services Office.

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

The Career Services 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 Career Services located in the Maxwell College Union.

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 Graduate 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.

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, 1,000 current magazine and newspaper subscriptions, and extensive collections in microforms. Particularly useful are the microfilm collections of *The New York Times* from its beginning date of 1851; *The Atlanta Constitution* from 1868; *The Times* (London) from 1785; the American Periodical Series, a series of 18th, 19th and early 20th century periodicals; and the Educational Resources Information Center (ERIC) research reports on microfiche from 1966 to the present. As a U. S. Government depository, the Library receives approximately 2500 documents annually. Some 25,000 items are added to the collection each year to support the growing undergraduate and graduate programs.

The Library subscribes to Lockheed's DIALOG Information Retrieval Service through which access to over 60 million records in over 150 databases is provided. Databases covered include *ERIC*, *Chemical Abstracts*, *Biological Abstracts*, and *Psychological Abstracts*. Searches are performed by the Reference staff for faculty and students.

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, maps, and the College archival materials. The most notable special collection is the Flannery O'Connor collection of manuscripts and books housed in the Flannery O'Connor Room. This valuable collection of manuscripts, books and memorabilia of the 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 part of the Special Collections.

The Library has been a member of SOLINET/OCLC (Southeastern Library Network/On-Line Computer Library Center) since 1973. Through SOLINET/OCLC the library catalogs materials on-line, obtains catalog cards, and secures and provides interlibrary loans. Access to over seven million records is available through SOLINET/OCLC.

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

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. 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.

Media Services, located in the Kilpatrick Education Center, is a component of Georgia College Library Services and includes the following areas: Learning Resources Center, Media Equipment Center, Production Laboratories, and Television Studios. Materials collected and housed in the Learning Resource Center include children's and young adults' literature featuring fiction, non-fiction, and picture books for preschool through junior high reading levels; non-print media for children and young people; all 16mm films and videotapes owned by the College; an extensive collection of state adopted and supplementary elementary and secondary texts, manuals, and workbooks in current use; and metric manuals.

The Media Equipment Center makes available to faculty and students the various types of media equipment owned by Media Services. The Center's staff delivers, and upon request, sets up equipment in campus facilities. Original media may be requested and/or produced in the production laboratories. Instruction in producing original media is also given. Types of materials produced include graphics, audio tapes and photographs. Assistance is also provided in selecting, designing, and scripting programs.

Two television studios are available for the purpose of providing remote and studio, color and black and white television capabilities for instructional purposes, public service broadcasts, and public relation needs of the College.

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 in Room 207 Parks Hall.

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 an "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 AFFAIRS

PHILOSOPHY

Student Affairs are supportive of the educational purpose of Georgia College and promote personal growth and development as well as interpersonal relationships for students. The Division seeks to contribute toward the development of students as whole persons through the expressed purpose of providing educational experiences outside the classroom that complement all forms of growth gained through the College's academic experiences.

The Division of Student Affairs is committed to the educational development of students both within and beyond their education and career preparation. Essential in this process, students must become capable of responding to the problems of society with knowledge and specialized skills. Students must also be sensitive to and aware of the consequence of their academic and personal growth experiences as they complete their education at Georgia College. In order to help students progress toward their educational and career goals, a number of student services, programs and activities have been designed to assist them in making full use of their total educational program. From initial entry into the College through graduation ceremonies, the Division of Student Affairs assists students toward completion of their college education.

STUDENT AFFAIRS OFFICE

The Student Affairs Office is the central administrative office for the departments of the Division of Student Affairs at Georgia College. The Office is responsible for the coordination and supervision of the operations of all departments within the Division. The Office also ensures that the programs, services and activities of the Division are supportive of the educational purpose of the College.

Through this office, the departments or offices of counseling services, financial aid, health services, residence life, international student services, intramural-leisure services, new student orientation programs, student support services, and student activities as well as the areas of student government, student media and social organizations are offered to provide students opportunities for total educational and personal development experiences.

The Student Affairs Office administers the College's disciplinary code of rights, responsibilities and conduct as well as ensures due process and proper procedures for students accused of misbehavior. The College's discipline statement, with its educational goal of students taking responsibility for their own behavior, is administered by the Dean for Student Affairs. The Office, with communication and cooperation from the departments of the Division and student government, represents student interests and concerns to the faculty, staff and administration of Georgia College.

COUNSELING SERVICES

COUNSELING

Georgia College provides a full range of career, educational and personal counseling services utilizing a professional staff. All services are free to Georgia College students, faculty and staff. Career counseling includes the opportunity to take a variety of vocational interest and personality tests for increased self understanding and more informed decision-making. Educational counseling on such matters as study skills, time management and professional school requirements is also available. Personal counseling is available for dealing with relationship problems, stress, and crisis intervention. Growth and development activities are provided through group experiences, workshops and seminars which allow students to explore numerous topics of interest and develop skills which may help them in achieving their goals. As with any professional counseling service, strict confidentiality is maintained, and results of testing or counseling are released only by authorization of the student.

CAREER CENTER

The Career Center contains a wide variety of information on every aspect of career choice, from the initial stages of selecting a major to the process of "hiring yourself an employer." The center contains information on the decision-making process, specific requirements and outlook for hundreds of careers, academic opportunities, resume development, and the job search. Additional information concerning study skills, time management and personal development is also available. It is designed to be largely self-service and user-oriented, but trained staff are available to assist students in locating and utilizing information. Many materials are available to be checked out for private use.

STUDENT HEALTH SERVICES

The purpose of Student Health Services is to provide for the maintenance of good health among the members of the College community. Student Health Services promote sound physical and emotional health through the provision of medical assistance in terms of emergency treatment in the event of minor accidents, medical care for minor illnesses, referral services to consultant specialists, and a fourteen-bed capacity infirmary for students who require short term convalescent care.

The office is staffed by a part-time medical director, full-time nurses and a part-time pharmacist who care for students with health concerns or problems. The college physician holds clinics on a regular basis in the late afternoon for illness and follow-up treatment.

While the primary emphasis is to provide a preventive medicine and health treatment program, remedial medical care and treatment of minor or chronic conditions are available. Student Health Services also provide immunization against influenza and other potential epidemic illnesses. In case of serious illness or an accident, parents or guardians are notified as soon as possible.

Student Health Services supply health information designed to have a positive influence on students' health, behavior and manner. The office personnel promote the wellness concept as an educational process and positive life style for students.

Students eligible for treatment in Student Health Services must have on file prior to registration a completed Student Health Questionnaire and release form if a minor. The Questionnaire serves as the basic health record and is used for providing medical care and health guidance and in the assignment of physical education courses. Student athletes must comply with physical examination requirements of the Health, Physical Education and Recreation Department.

STUDENT MEDICAL WITHDRAWALS

A student may be administratively withdrawn from the college when in the judgment of the Dean for Student Affairs and the college physician, and after consultation with the student's parents and personal physician, if any, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others or (b) causes the student to interfere with the rights of other members of the college community or with the exercise of any proper activities or functions of the college or its personnel or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the student conduct code and other publications of the college.

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to final decision concerning his or her continued enrollment at the college.

INTERNATIONAL STUDENT SERVICES

The International Student Services Office is located in 114 Beeson Hall. The international student adviser provides information concerning immigration rules and regulations, visa requirements, work permits, and along with the students' academic advisers, the international student adviser gives permission to drop courses during the academic year. The adviser also assists students with personal matters, adjustment to the American culture, academic decisions and other difficulties.

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

It should be noted that students are responsible for complying with all regulations. Any correspondence and personal contact with the Immigration and Naturalization Service Center in Atlanta is the duty of the student.

INTRAMURAL-LEISURE SERVICES

A popular extracurricular activity among Georgia College students is the Intramural-Leisure Services program. A variety of team and individual sports, as well as various recreational activities are offered. Traditional sports include flag football, volleyball, basketball, soccer, softball, tennis, etc. Recreational activities such as ski trips, swimming, and participation in national and state tournaments exist. Students may join existing teams or form their own. The Intramural-Leisure Services office is located on the first floor of Beeson Hall.

RESIDENCE LIFE

INTRODUCTION

Georgia College provides seven residence halls for student occupancy on campus. Rooms are assigned using a priority system based on date of application and payment of a deposit. A meal plan is required of all students who live in the residence halls. Exceptions to this requirement may be granted by the Director of Residence Life for those students who are in co-op, student teaching, interning, or for medical reasons. Appropriate documentation must be provided by the immediate supervisor at the time a meal exemption is requested. Students interested in information on residence hall living and/or a room reservation should contact the Director of Residence Life located in 115 Beeson Hall.

Only regularly enrolled students may live in the residence halls. When accepting a room assignment, the student agrees to abide by the rules and regulations established by the College, including carrying at least ten hours each quarter. Exceptions to the ten hours minimum requirement must be granted through the Office of Student Affairs located at 206 Parks Hall.

REGULATIONS

Resident students are held responsible for any damages to their rooms and furnishings. Students should inform College officials of any damages which exist

at the time they occupy their rooms. The College reserves the right to inspect 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 student(s) committing the damage is/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.

Although every precaution is taken to maintain adequate security, the College cannot assume the responsibility for the loss or damage to student possessions. Students are encouraged to lock their rooms when they are unoccupied.

Students may receive visitors in their rooms as provided by the regulations in effect in the various residence halls. In each residence hall the Director/Manager must be informed of the presence of overnight visitors. Guests of residents who spend the night in the halls will be expected to pay a nominal fee to the Residence Life Office.

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

The residence halls close for Thanksgiving and Christmas vacations, when classes are not in session between quarters, and other dates as indicated in the official college calendar.

STUDENT SUPPORT SERVICES

The Office of Student Support Services is located in 111 Beeson Hall. This area identifies and provides services to a number of target groups. Commuters, some Greek organizations, handicapped students and minorities are all assisted through this office.

HANDICAPPED STUDENT POLICY

It is the policy of Georgia College to provide program accessibility and reasonable accommodations for persons defined as handicapped in Section 504 of the Rehabilitation Act of 1973. Georgia College does not deny admission or subject to discrimination in admission any qualified handicapped student. It is strongly suggested that prior to enrollment handicapped persons should visit the campus and tour the facilities so that they might better understand the status of the college's physical environment and building accessibility.

All handicapped students who have been admitted to the college should notify the Office of Student Support Services of their handicap and request an assessment of their needs prior to the first term of enrollment at the college. Student Support Services will review all requests by enrolled handicapped students for assistance. Provision for assistance will be based on the following: (1) medical and/or psychological certification of the degree of handicap; (2) eligibility for funding by outside agencies; and (3) the student's ability to complete tasks required in courses.

Handicapped students should identify themselves to their adviser and each of their instructors in their academic program at the beginning of the quarter.

Special parking is available to handicapped students through the Office of Campus Safety.

STUDENT ACTIVITIES

The Student Activities Office in Maxwell College Union coordinates and supervises a wide range of student organizations in their programming efforts. Georgia College students who choose to participate in student activities have a wide variety of clubs and organizations to choose from, as well as both on- and off-campus facilities for their use.

FACILITIES OR LOCATIONS

Maxwell College Union

The Maxwell College Union, located at the corner of Hancock and Clark Streets, offers currently enrolled students, faculty, staff, administrators, alumni, and guests of the College community a wide range of activity.

The first level of the College Union offers areas of recreation, conference rooms, photography lab, TV lounge area, and study rooms. Areas are set aside for the Student Government Association, Colonnade, Student Activities, Counseling and Career Services, College Bookstore, Mailroom, Community Center, and the Information Center.

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

Students with a current Georgia College I.D. may use all areas of the Union. The College Union is for use by recognized and approved student groups, clubs, and organizations.

East Campus

The East Campus consists of Lake Laurel, Rocky Creek Park, and the college lot on Lake Sinclair. Opportunities exist for overnight lodging, primitive camping, boating, picnicking, fishing and other water sports. Rocky Creek Park includes rest rooms, dance floor, picnic pavillion, sandy beach and nature trails and was designed to serve the handicapped. The office for the complex is located in the Lake Laurel Lodge and arrangements for services and information may be obtained by calling the office.

West Campus (Athletic Complex)

Constructed in 1972-74, the athletic complex consists of soccer, baseball and softball fields and eight tennis courts. A Health, Physical Education and Recreation building, a shelter house and picnic facilities are located at the complex.

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.

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 lectures from varying fields of interests are brought to the campus annually. Students are admitted by I. D. cards.

Organizations and Activities

Georgia College offers a wide variety of areas for potential student involvement. Music and drama groups, departmental organizations, publications, the student radio station, and student government are all available to interested students. For information, contact any group directly, or the Student Activities Office for information.

MISCELLANEOUS INFORMATION

Extra-curricular Activities

To represent the College by participation in any intercollegiate athletic, musical, or dramatic activities or performances, students must be free from academic and/or social probation. They must also be free of probation in order to participate in any off-campus academic programs.

I.D. Cards

Each student is issued an Identification Card (I.D.) as official identification of student status, when registered 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 an I.D. card to any properly-identified faculty or staff member upon request.

STUDENT RIGHTS AND RESPONSIBILITIES

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

Should students exercise their citizenship in a manner disregarding the expectations placed upon them as good citizens, they subject themselves to the disciplinary process. Georgia College has a policy on the standards and procedures for student non-academic discipline. It acknowledges both the need to preserve the orderly processes of the College with regard to its teaching, research, and public service missions, as well as the need to observe the students' rights.

While the rules and regulations of Georgia College are not meant to duplicate general laws, there are some respects in which the lawful interests of the institution as an academic community coincide with the broader public interests treated in general laws. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities as well as liable for disciplinary action under Georgia College rules.

Through delegation from the Board of Regents to the President of the College, the Dean for Student Affairs is the administrative official with primary responsibility for student discipline.

Students accused of misconduct may choose between an Administrative Hearing or a Student Judicial Board hearing. The Administrative Hearing will be one in which the Dean for Student Affairs hears the case, determines guilt or innocence and imposes sanctions. The judicial board hearing will be conducted by the Student Judicial Board chaired by a designated faculty adviser.

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

Further, the Dean for Student Affairs shall have authority to impose such temporary sanctions, including suspension, pending a hearing, when a group of students engages in conduct which materially and substantially interferes with the requirements of appropriate discipline in the operation of the College. It is the student's responsibility to obtain and be familiar with the Student Handbook and the College student disciplinary procedures.

GRADUATE PROGRAMS AND ADMISSIONS

The Graduate Programs provide advanced study in biology, business administration, consumer and family studies administration, public 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 early childhood education, middle grades, and reading and in the following secondary fields: business education, English, health and physical education, home economics, library media, mathematics, science, social science, and special education. Programs at the sixth-year level in the areas of business education, early childhood education, middle grades education, 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.

FACILITIES

The College has excellent facilities for the graduate program. 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 Consumer and Family Studies Child & Family Center, located in Kilpatrick Hall, is a laboratory center for the study of human development. Here the Consumer and Family Studies 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 characteristics 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 its 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 Office of Admissions and Records cannot assume responsibility.

GRADUATE ADVISERS

A student is counseled by the chairman of his major, 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 for matriculation (specific dates listed in official college calendar). 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 Office of Admission and Records an official copy 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 Office of Admissions and Records. 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 Admissions and Records 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.

The degree program coordinator gives final approval for admission subject to the minimum requirements of the College. A student will not be admitted to a degree program without the recommendation of the department offering the program of study. Application for admission (accompanied by a \$10.00 fee) should be mailed to the Office of Admissions and Records 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 Office of Admissions and Records.

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 degree program coordinator 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 Office of Admissions and Records at Georgia College in order to receive credit for the work at Georgia College. Ordinarily, 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 and Records 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 from the degree program coordinator prior to registration. No course taken without this approval may be counted for graduate credit. Graduate work taken under this provision may not be used to meet undergraduate 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 Office of Admissions and Records.

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 Office of Admissions and Records) 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 have been completed in his program of study. This application is submitted to the coordinator of the degree program on a form obtainable in the coordinator's 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 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 grades 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 31 for June graduation. Diploma and degree requests for August graduation must be received prior to June 8.
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 Office of Admissions and Records 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 Office of Admissions and Records 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 Office of Admissions and Records (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 Ina 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 file with the Office of Admissions and Records a completed "Application for Degree" and a "Diploma Request."

These documents must be received in the Office of Admissions and Records prior to the date specified in the official college calendar in 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 on a subject that requires five one-hour meetings a week (or the equivalent) for one quarter earns credit for five quarter hours. A laboratory period of two or three hours is equivalent to one class hour.

A normal course load is ten to fifteen hours each quarter. (Students are encouraged to use their own judgment in deciding the course loads they will take each quarter. The advice of the student's faculty adviser should be given serious consideration.) Ten hours is considered a full-course load for graduate students and for Veteran's Certification purposes.

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 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 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) — See Academic Requirements below.
- 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 student's 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 uncompensated "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 Admissions and Records Office and must be signed by the student's faculty adviser and instructors involved before being returned to the Admissions and Records Office by the student. No credit will be awarded in any course for which the student is not properly registered.

WITHDRAWAL FROM COURSES

A student may withdraw from any course by presenting to the Admissions and Records 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 the final examination period will receive the grade WF for each course being carried at the time of withdrawal. However, with the approval of class instructors, the student may petition the coordinator of degree program 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 Office of Admissions and Records. Failure to withdraw officially will result in the final grade of F in all courses.

STUDENT ACADEMIC APPEALS PROCESS POLICY AND PROCEDURES

POLICY STATEMENT

Any student or former student of Georgia College has the right of timely petition. Petitions are available from the Dean of the appropriate school and are to be used by the student, in consultation with the faculty adviser, to remedy undue hardships and specific inequities that may adversely affect the student's ability to fulfill the academic requirements of the College. Petitions may be used to secure approval of special agreements between faculty and students on academic matters and to provide for emergency situations caused by unforeseen complications in fulfilling academic requirements.

Petitions to be effective must have the approval of the Dean of the appropriate school.

DEFINITION

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

PROCEDURES FOR ACADEMIC GRIEVANCE OR APPEAL

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

1. The student shall petition in writing to the appropriate academic or administrative official responsible for the action which forms the basis of the grievance or appeal. The petition shall contain a clear and concise statement of the grievance or appeal, the remedies sought and a request for a meeting with the involved person or persons.

2. The respondent shall schedule a meeting with the student within ten (10) class days of receipt of the written grievance or appeal to discuss the matter.
3. If the student is not satisfied with the results of the discussion and wants the grievance or appeal to be considered further, the student shall appeal in writing to the respondent's supervisor to seek a resolution. This consultation must begin within ten (10) class days after the conclusion of the discussion with the respondent.
4. If the student is not satisfied after seeking consultation at the supervisor's level and wants the grievance or appeal to be considered further, the student shall appeal in writing to the secondary supervisor to seek a resolution. This consultation must begin within ten (10) class days after the supervisor has completed consideration of the grievance or appeal.
5. If the student is not satisfied and wants the grievance or appeal to be considered further, the student shall appeal in writing to the next appropriate supervisor. This grievance or appeal must be filed within ten (10) class days after the secondary supervisor has completed consideration of the grievance or appeal. The decision of the next appropriate supervisor will become the final decision on the academic grievance or appeal. The decision as to the resolution of the grievance or appeal shall be accompanied by a clear statement of the reasons for the decision. The student and appropriate College officials shall be notified in writing of the decision within ten (10) class days after consideration of the grievance or appeal.

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

The time limit may be extended upon approval of a written request to the Vice President for Academic Affairs.

STUDENT ACADEMIC DISHONESTY AT GEORGIA COLLEGE

I. Policy Statement

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

- A. Cheating on an examination;
- B. Collaborating with others in work to be presented, contrary to the stated rules of the course;

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

Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at Georgia College.

II. Procedures for Academic Misconduct

A. *Informal conference*

If an informal conference designed to explore academic dishonesty with the instructor and the student does not end in satisfactory resolution, the following formal procedures for an academic misconduct appeal will apply. Options for the instructor at the conclusion of an informal conference may include the following: a revision of assignment, an oral reprimand, a written reprimand, and/or an F or 0 for the graded work or an F for the course.

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

If the instructor and/or the student is dissatisfied with the results of the informal conference, the student must state in writing to the instructor his/her dissatisfaction within ten (10) class days following the informal conference. The instructor shall schedule a formal conference within ten (10) class days of the informal conference or receipt of the student's written complaint. The Vice President for Academic Affairs may extend the ten (10) class day time period in unusual circumstances. The purpose of the formal conference shall be to review the evidence against the student, to review the evidence and argument presented by the student in his/her defense, and to review the appropriateness of the penalty which may be imposed by the instructor. The instructor and the student may each be accompanied at the formal conference by a student, faculty or staff person of their choice.

C. *Notice.*

At least five (5) class days in advance of the formal conference, the instructor shall inform the student in writing of the alleged offense and of the facts or conduct on which that allegation is based. The student shall be informed of the date, time and place of the formal conference. This notice shall be served on the student in person or by certified return-receipt requested mail and shall be accompanied by a copy of the Academic Dishonesty Policy and Procedures.

D. Academic penalties imposed by the instructor.

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

E. Instructor's decision.

If after the formal conference the instructor believes that the student has not violated the Georgia College Academic Dishonesty Policy, he/she shall so inform the student in writing within twenty-four (24) hours. If the instructor believes that the student has violated the Academic Dishonesty policy he/she shall inform the student of his/her decision in writing with a copy to his/her supervisor; such decisions shall be served in person or by mail and shall include: (1) a full explanation of the facts on which the instructor's conclusions were based; (2) specification of the penalty or penalties imposed; (3) further action in the case, if any, which the instructor has recommended; and (4) notice that the decision may be appealed to the instructor's supervisor.

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

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

G. Appeal from the instructor's decision.

The instructor's decision may be appealed to the instructor's appropriate supervisor either as to the issue of whether the student did engage in conduct as alleged or as to the penalty or penalties. Appeals shall be in writing and must be filed with the office or person designated within ten (10) class days of service of the instructor's decision. While such appeal is pending, the penalty or penalties shall be stayed and no grade assigned for the course. If the student does not file an appeal within ten (10) class days of service of the instructor's decision, the instructor's decision shall become final.

H. Appeal from the supervisor's decision.

The supervisor's decision may be appealed by either party to the appropriate Dean of the school who shall refer it to the appropriate academic misconduct hearing committee of the school. The appeal must take place within ten (10) class days of the decision of the supervisor. The committee shall act consistent with the bylaws of the school in which the alleged violation occurred. The committee must include student representation.

GRADUATE PROGRAMS

- I Specialist in Education Degree
 - 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)
- II Master of Arts in History
- III Master of Business Administration
- IV Master of Education
 - Administration and Supervision
 - 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)
 - Library Media
 - Mathematics (7-12)
 - Reading Specialist
 - 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)
- V Master of Public Administration
- VI Master of Science in Administration Management
- VII Master of Science in Biology
- VIII Master of Science in Psychology

DEGREE PROGRAMS

SPECIALIST IN EDUCATION DEGREE

Dr. Robert B. Bartos, Coordinator

Approved teacher education programs leading to the Specialist in Education degree and the NT-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 Office of Admissions and Records 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 NT-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 Commons score on the NTE taken prior to fall 1982 or a score on the MAT. A minimum score of 900 on the GRE Aptitude Test or a 575 on the NTE Commons with a teaching field score at or above the 53rd percentile or an MAT score of 48 is required.

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

A student denied admission to the Ed.S. program may submit a written request for review of his/her application to the Dean of the School of Education, who would appoint an appeals committee.

PROGRAM OF STUDY

The Specialist in Education program requires work in three areas: classroom studies, a field-project in educational research (which culminates in a scholarly written thesis), 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, EFS 628
 - 10-15 q.h. in research, including a satisfactory field project and 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 from his graduate committee for this comprehensive study. Students prepare proposals in EFS 631.

A copy of the completed thesis must be given to the Coordinator of Graduate Programs in Education at least six weeks prior to the date the student plans to graduate. The research thesis will be discussed during the final oral examination.

The student and the coordinator will 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 student's graduate committee before the program is begun. The implementation of the plan will be discussed in the final oral examination. Activities in no less than five of the following areas are required:
 1. Professional reading
 2. Professional meetings and organizations
 3. Professional visits and conferences
 4. Professional writing
 5. Evaluation activities
 6. Classroom experimentation
 7. Travel
 8. Attendance at other colleges and universities

ADVISEMENT

Each candidate for the Specialist in Education degree is assigned a graduate adviser in his area of specialization. He is also assigned a graduate committee of

three or four faculty members who will work with him on the research project and serve as an examination committee at the time of the oral examination.

EXAMINATIONS

An oral examination must be successfully completed as a culminating activity. (It is used as the primary exit criteria from the program.) 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 the Georgia College 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 or other leadership roles. The job market is excellent for teachers with the NT-6 Certificate, which pays approximately \$1,800 a year more than the NT-5 Certificate.

TEACHER CERTIFICATION TEST

Persons who complete the Ed.S. program are no longer required to take the TCT. Also, the teacher does not have to renew his certification for ten years.

MASTER OF ARTS DEGREE IN HISTORY

Dr. Frank B. Vinson, 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 NT-5 Certificate. Further details may be obtained from the chairman of the department.

ADMISSION

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

1. Hold the bachelor's degree from a regionally accredited institution with a major in history, or be assured of receiving the degree before entering the program. A person with a major in another field, but with substantial work in history, may be admitted if, in the opinion of the chairman of the Department of History and Geography, he shows promise of doing acceptable graduate work in history. Ordinarily such admission will be on a provisional basis.
2. Have an undergraduate grade average of at least 2.5 on a 4.0 scale.
3. Submit acceptable scores on both the aptitude and the advanced history portions of the Graduate Record Examination.
4. Give reasonable assurance of ability to satisfy the foreign language requirement by 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 Office of Admissions and Records.

The complete application, including all supporting papers, must be filed with the Office of Admissions and Records 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 Office of Admissions and Records 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 HIS 68E (Independent Study), HIS 600 (Historical Methods and Interpretations), at least two courses chosen from HIS 605, 608, 611, 614, and 617, and HIS 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 HIS 68E (Independent Study), HIS 600 (Historical Methods and Interpretations), and at least two courses chosen from HIS 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 HIS 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 HIS 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, *A 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 HIS 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 HIS 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. Thomas K. Pritchett, Coordinator

The primary objective of the Master of Business Administration is to train future business executives to deal with managerial problems related to operations in a complex and dynamic modern economy. The academic program consists of 90 quarter hours of work spread over a two-year period. The first year of the curriculum consists primarily of courses designed for students whose undergraduate academic experience has been largely in non-business areas such as liberal arts, science, or engineering. A reduction of the number of hours may be allowed, if the individual's previous academic work satisfies a portion of the first year's course of study. The curriculum for the Master of Business Administration degree 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 further that 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 received by the Graduate Admissions section of the Office of Admissions and Records 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 are encouraged to consult, in person or by mail, with the program coordinator for further information about the program.

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, COM 527 Advanced Communication and Reports, FIN 505 Financial Management, MGT 542 Management Theory, MGT 545 Computer and Decision Making Process, ACT 551 Financial Accounting Concepts, MKT 561 Marketing and Distribution Theory, and ECO 571 Economic Theory.

The second year includes 40 quarter hours of required course work. Courses required for all 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 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, with the consent of the coordinator, may elect one of his or her electives outside of the School of Business.

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

CAREER INFORMATION

An informal survey of business executives in the local area showed a very positive response to the Master of Business Administration 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 30 hours. Exception to the 30-hour maximum may be made for a student transferring 15 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 15 hours work.
3. Secured approval of the program of graduate study.

Failure to submit the application prior to completion of 30 quarter hours may result in ineligibility for further registration.

FURTHER INFORMATION

The prospective student desiring further information should contact: 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, or AC 912-453-5497.

MASTER OF EDUCATION DEGREE

Dr. Robert B. Bartos, Coordinator

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

- Administration and Supervision
 - Business Education (7-12)
 - Early Childhood Education (K-4)
 - Middle Grades Education (4-8)
 - Reading Specialist
 - Library Media
 - 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)
- The Department of Special Education also offers a sequence of courses leading to endorsement in teaching the gifted and supplementary certification as Director of Special Education (DE-5).

In addition, the College offers the sequence of courses leading to supplementary certification in supervising teacher service.

ADMISSION

To be admitted as a regular graduate student in this degree program, an applicant must:

1. Submit a complete application, including all supporting papers, with the Office of Admissions and Records not later than three weeks prior to the beginning of the quarter in which the applicant proposes to begin graduate study.
2. Hold or be eligible for the NT-4 Certificate in the planned graduate field of study.
3. Have earned a minimum 2.5 undergraduate grade point average calculated on all work attempted in which letter grades were awarded.
4. Submit one test score from the following options:
 - a) GRE Aptitude Test: minimum score of 800
 - b) NTE Commons (taken before Fall 1982): minimum score of 550
 - c) MAT: minimum score of 44

PROVISIONAL ADMISSION

1. If the applicant fails to meet the minimum grade point average and/or entrance test requirements for regular admission, he may be considered for provisional admission. To be accepted provisionally, the student must:

- (a) hold an undergraduate degree from a regionally accredited college or university with an undergraduate major in, or prerequisites for, the planned field of study where applicable, and
 - (b) have an undergraduate grade point average of at least 2.2, and
 - (c) present a score on the MAT of no less than 30, or a score on the Commons Examination of the NTE of no less than 450, or a score on the Aptitude Test of the GRE of no less than 700.
2. A student may remain admitted on a provisional basis until he/she has attempted 15 hours of graduate work. If he/she satisfactorily completes the initial 15 hours of work with no grade of less than a "B", he/she may be admitted to a degree program subject to approval by appropriate college/university officials.

ADVISEMENT

The coordinator of graduate programs in education in cooperation with the department chairmen assigns each student an adviser. It is the responsibility of the student to check with his 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.

DEGREE REQUIREMENTS

At least 30 of the required 60 hours must be earned in residence at Georgia College. 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. The student must pass a written and/or oral comprehensive examination.

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 additional program requirements or 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 hours 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 a professional

elective. If the 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 ERD 650, Reading in the Content Areas, or EMG 510, The Teaching of Reading, will satisfy this requirement. If an applicant has completed a reading course as part of an undergraduate program, he should consult with his adviser as to the appropriate offering.

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.

CAREER INFORMATION

Teachers completing the Master of Education program will be eligible for the Teacher's Professional Fifth-year (NT-5) Certificate or the Performance-based Professional (PBT-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 job is available. According to the minimum salary schedule, a beginning Georgia teacher with the NT-5 Certificate received \$14,391 plus local supplement during 1983-84.

TEACHER CERTIFICATION 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 TCT is administered several times a year in regional centers across the state. Information about the test is available from the graduate coordinator.

ADDING CERTIFICATION AREAS

The graduate program at Georgia College offers teachers the opportunity to add new certification areas to already existing certificates. In addition to the regular programs in early childhood, middle grades, and secondary areas, certification can be obtained in such areas as teaching the gifted, reading specialist, library media specialist, and administration and supervision. Teachers who desire to add certification areas should consult with the coordinator or with the respective department chairman for the necessary courses and required hours.

MASTER OF SCIENCE IN ADMINISTRATION

Dr. Thomas K. Pritchett, Coordinator

The Master of Science in Administration program is currently offered with a major in management. The program is intended for persons with non-business undergraduate academic backgrounds who have reached a point in their professional careers where formal training in management is a requisite for their further professional advancement.

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 of additional graduate course work involving the student in courses particularly related to the student's individual needs.

ADMISSION

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

The candidate's performance on the Graduate Management Admission Test or the Miller Analogy Test (MAT) 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 received by the Graduate Admissions section of the Office of Admissions and Records 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 are encouraged to consult, in person or by mail, with the program coordinator for further information about the program.

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 course of study in the management program includes seven required courses:

- ACT 551 Financial Accounting Concepts
- FIN 505 Financial Management
- MGT 542 Management Theory
- MGT 644 Human Resources in Administration
- MGT 647 Systems Approach to Business Decision Making
- MGT 648 Organization Theory
- COM 627 Communications Theory in Management

In addition to these required courses, the student selects, in conjunction with his or her graduate adviser, 25 additional graduate hours consistent with his or her personal needs and interests. Each student, with the consent of the coordinator, may elect to take 5 quarter hours of his or her electives outside the School of Business.

CAREER INFORMATION

The Master of Science in Administration degree with a major in management is a program intended for those persons who seek to improve their positions with their present employer. As such, the salaries earned by graduates of the program are as much, if not more, determined by the student's existing employment prior to enrolling in the M.S.A. program than by the attainment of the degree itself. In 1978 seventy-five students graduated from Georgia College with the M.S.A.-management degree. An informal survey of those graduates showed a mean salary of about \$22,000 as a direct result of the existing employment of a majority of these students prior to entry into the program. Data on beginning salaries for graduates of the M.S.A. program are not available.

ADMISSION TO CANDIDACY

Application for admission to candidacy for the Master of Science in Administration should be made after successful completion of fifteen hours of graduate work in the School of Business at Georgia College and must be made prior to completion of 30 hours. Exception to the 30-hour maximum may be made for a student transferring 15 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 15 hours work.
3. Secured approval of the program of graduate study.

Failure to submit the application prior to completion of 30 quarter hours may result in ineligibility for further registration.

FURTHER INFORMATION

The prospective student desiring further information should contact:
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, or AC 912-453-5497.

MASTER OF PUBLIC ADMINISTRATION

Dr. Jan E. Mable, 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 Office of Admissions and Records 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 administration 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 500 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 Governmental 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 Computers in Business
 - COM 627 Communications Theory in Management
 - MGT 644 Human Resources in Administration
 - MGT 647 Systems Approach to Business Decision-Making
 - MGT 648 Organization Theory
 - 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. Consumer and Family Studies Administration
 - See page 71 for basic core and advanced curriculum.
 - Electives selected from consumer and family studies 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 pre-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, students 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
- PSY 544 Labor Relations
- PUA 545 Collective Bargaining
- PUA 571 Urban and Regional Planning
- PUA 670 Contemporary Problems in Labor Relations
- PUA 695 Research Topic
- PUA 698 Advanced Study
- SOC 544 Race and Ethnic Relations
- SOC 568 Principles of Bureaucratic Structure

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 services 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 adviser is assigned to each student in the graduate program and will consult with the student in planning his/her curriculum.

Required for the concentration 25 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

CONSUMER AND FAMILY STUDIES ADMINISTRATION

The consumer and family studies 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 administration, managerial, and/or supervisory skills.

Students seeking admission to the MPA who intend to specialize in consumer and family studies should contact the chairperson of the Department of Consumer and Family Studies. In addition to admission procedures listed for all MPA advisees, the applicant should submit two letters of recommendation directly to the Office of Admissions and Records. Students need not hold an undergraduate degree in consumer and family studies to consider graduate specialization.

Public policy and free enterprise solutions finally impact upon the family; the MPA with the specialization in consumer and family studies 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 twofold: to enlarge the managerial skills of the student and to increase the knowledge of the student in areas of consumer and family studies 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. The student should select either the PUA or MGT sequence of four courses.

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 COM 627 Communications Theory in Management

PUA 580 Public Finance
or FIN 505 Financial Management
or MGT 647 Approach to Business Decision-Making

II. Advanced Curriculum

PUA 601 Policy Making
or MGT 648 Organization Theory
or MGT 642 Business Policy

CFS 594 Issues in Child & Family Development
CFS 633 The Management of Human Resources

III. Concentration

Twenty-five hours of appropriate consumer and family studies electives chosen by the student with the consent of his adviser consistent with the student's career goals. The departmental office has recommended sequences for specified goals.

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

Students earned an average of 27 Public Administration Master's degrees in each of the academic years between 1975 and 1981. A recent survey of 160 Public Administration Master's graduates showed that 78% were full-time governmental employees, 13% were private sector employees, and the balance were either retired or pursuing additional degrees. Among public employees, 45% worked at the federal level with 55% employed by state and local agencies. Average position salary for the group was \$24,000. Ninety-eight percent of those responding rated the quality of their graduate programs to have been either "excellent" or "good", while sixty-six percent felt that their master's program had made a significant contribution to career advancement.

CERTIFICATE IN PUBLIC MANAGEMENT

This is a 20-quarter hour program for students wishing to obtain specialized knowledge in the field of public administration, but not wishing to pursue a complete Master's degree. One may apply for the Certificate in Public Management program by checking the graduate admissions 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 consumer and family studies administration should contact Dr. Elizabeth Rhodes in the Department of Consumer and Family Studies. 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 Office of Admissions and Records.

The completed application, including all supporting papers must be filed with the Office of Admissions and Records 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 Office of Admissions and Records upon the recommendation of the biology department. Prospective applicants should consult in person or by mail with the chairman of the Biology Department prior to filing application.

PROGRAM OF STUDY

The Master of Science in biology consists of 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 adviser (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 adviser 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. The student must have:

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 occur 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 58E—Independent Study for 5 hours credit including a written research report directed by the student's adviser.
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 Director of Admissions and Records 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. William F. McDaniel, Coordinator

The Department of Psychology offers graduate instruction leading to the Master of Science in psychology degree. Of the total of 60 hours required for the degree, 25 hours which stress the basic principles and methods of psychology are required. These include ten hours of thesis. The additional 35 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, and experimental with 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 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 Office of Admissions and Records upon recommendation of the department. The following have been set as recommended dates by which complete applications should be received by the Office of Admissions and Records 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

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

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 applicant will be informed of the action taken. Applications completed after the above dates 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 for 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 60 quarter hours of study is divided as follows:

- A. Core courses required of all students 25 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 adviser 35 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 548 Abnormal Psychology
 PSY 551 Group Dynamics
 PSY 556 Tests and Measurements
 PSY 557 Testing Practicum

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 680 Clinical Practicum
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 PSY 62B-E will count toward the required total of 60 hours.
3. No more than 10 hours of PSY 59E, K, Q will count toward the required total of 60 hours.
4. No more than 10 hours of PSY 675 will count toward the required total of 60 hours.
5. No more than 5 hours of PSY 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: PSY 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 PSY 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 five 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 library circulation, 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.

D. Non-thesis Option

If the M.S. in psychology is a terminal degree for a student, the student may submit a written petition to that effect at the time of advancement to candidacy and request substitution for the thesis on the program of study, ten to fifteen hours of course work as directed by the major professor and approved by the coordinator of graduate studies in psychology. For a student who completes the degree under the non-thesis option, the basic principles and methods of psychology and the subject matter of the student's course work for the degree will be more closely examined in the final examination for the degree than in the case of a student who has completed a thesis and is defending it as a part of the final examination for the degree. The fact that the student took the non-thesis option will be noted on the student's official transcript and in letters of recommendation written for the student.

ADVISEMENT

Upon admission, each student is assigned an adviser from the graduate 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 biofeedback laboratory, and 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 with 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 15 hours of graduate work at Georgia College, and must be made prior to completion of 30 hours. Exception to the 30-hour maximum may be made for a student transferring the maximum 15 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 15 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 PSY 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 Office of Admissions and Records.
2. Consult, after admission, faculty adviser for approval of proposed course work each quarter.
3. Apply for admission to candidacy after successfully completing 15 quarter hours but before completing 30 quarter hours.
4. Submit two 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 Office of Admissions and Records.

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 catalog, 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.

GRADUATE COURSES

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CHEMISTRY	88
CONSUMER AND FAMILY STUDIES	88
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Early Childhood	90
Middle Grades	91
Reading	92
Foundations and Secondary	93
Administration and Supervision	94
Health, Physical Education	94
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Public Administration	102
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GRADUATE COURSES

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

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

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

ART

560. GEORGIA ARCHITECTURE SEMINAR TOUR

(Intensive Study Nine Days - 5) Su

A course designed to experience and evaluate architecture of national and regional importance in Georgia. Open to all who have an interest in historical southern architecture including graduates in good standing.

BIOLOGY (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 understanding of some of the fundamental concepts in the biological sciences.

525. LIMNOLOGY. (4-2-5)

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

540. GENETICS. (5-0-5)

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

541. EVOLUTION. (5-0-5)

A study of the processes of organic evolution.

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

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

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

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

570. BIOLOGY FOR TEACHERS. (5-0-5)

A course designed to show teachers how to utilize environmental and lab experiences for effective teaching. An inquiry approach for presenting biological concepts will be stressed.

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

Special problems in biology.

58E-Q. SPECIAL TOPICS. (Var.) on demand

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

592. METEOROLOGY. (4-2-5) (S)

Basic principles of meteorology with applications to human activity. Suitable for teacher certification requirements.

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

Open to students participating in the Georgia Intern Program. Credit: Five to fifteen hours.

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

A practical guide to scientific research with emphasis on principles, techniques and procedures. Includes the choice and statement of the research problems, experimental design, sampling and analysis techniques, scientific illustration, and methods of reporting the results of research.

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

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

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

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

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

Credit: five to fifteen hours.

BOTANY (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.

550. PHYCOLOGY. (2-2-3) W, even-numbered years.

Prerequisite: BOT 124. An introduction to the distribution, morphology, evolution, and classification of algae

555. MYCOLOGY. (2-2-3) F, odd-numbered years.

Prerequisite: BOT 124. A study of the morphology, physiology, and ecology of the major groups of fungi.

560. PLANT ANATOMY. (2-6-5) W, even-numbered years.

Prerequisite: BOT 124. A study of plant cells and primary and secondary tissues. Emphasis in lab will be on microtechniques.

570. PLANT PHYSIOLOGY. (2-6-5) W, odd-numbered years.

Prerequisite: BOT 124. A presentation of the principles of plant physiology through lecture topics, lab demonstrations, and experiments.

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

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

ZOOLOGY (ZOO)

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

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

546. PARASITOLOGY. (2-6-5)

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

555. MAMMALOLOGY. (4-2-5)

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

567. ENTOMOLOGY. (2-6-5)

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

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

Prerequisite: PSY 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

565. VERTEBRATE PALEONTOLOGY. (4-2-5) S, even-numbered years.

Prerequisite: ZOO 305 or permission of instructor. A detailed study of the evolution and phylogenetic relationships of the major groups of vertebrates

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.

ACCOUNTING (ACT)

551+. FINANCIAL ACCOUNTING CONCEPTS. (5-0-5)

The conceptual background for the measurement of income and the reporting of financial condition for business.

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.

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

Prerequisite: ACT 551.* 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.

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

*or approved undergraduate equivalent.

+students with an approved undergraduate equivalent should not enroll in this course.

LAW (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)

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.

521. MICROCOMPUTERS FOR TEACHERS. (5-0-5)

Methods of teaching microcomputers and the interfacing with other information processing systems. Emphasis on techniques of presenting microcomputer concepts.

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

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

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.

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.

525. WORD PROCESSING FOR TEACHERS. (5-0-5)

Methods of teaching word processing and the integration of this system with office technology. Emphasis on techniques of presenting word processing concepts.

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

Concepts underlying the operation, organization, and control of business offices. Included are management of information systems, the electronic office, environmental factors, and budgetary and cost control.

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.

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.

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.

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.

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.

COMMUNICATION (COM)

527+. ADVANCED COMMUNICATION AND REPORTS. (5-0-5)

Communication principles that incorporate word and data processing concepts, and the use of information systems. Modern written and oral techniques for successful internal and external communications are applied.

*or approved undergraduate equivalent.

*students with an approved undergraduate equivalent should not enroll in this course.

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.

628. ADVANCED MANAGERIAL COMMUNICATION. (5-0-5)

Designed to meet the needs of the practicing manager. Included are the communications carried out by managers in organizations, and the variables, organizational and human, which influence these communications. Also included is the management of information systems.

ECONOMICS (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.

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.

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.

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.

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

Prerequisite: ECO 571* or permission of the instructor. The development of skill in the systematic analysis of the economic accounting aspects of business decisions and in the development, understanding, and use of quantitative data bearing on the performance both of the business firm as a whole and of individual units within the firm.

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

Prerequisite: ECO 571* or permission of the instructor. 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. Macro-economic 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.

FINANCE (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. This course may not be taken by graduate students in business administration.

505+. FINANCIAL MANAGEMENT. (5-0-5)

Prerequisite: ACT 551.* 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.

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.

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

Prerequisite: FIN 505.* Examination and application of contemporary financial theory and analysis related to business finance. Cases and reading in financial management; financial structure, obtaining and managing capital, issuing and placing securities and administering income.

*or approved undergraduate equivalent.

+students with an approved undergraduate equivalent should not enroll in this course.

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

Prerequisite: FIN 505* or permission of instructor. Study of the theories and techniques of investment analysis for purposes of evaluation and selection of investments.

MANAGEMENT (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.

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.

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.

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.

603. STATISTICAL APPLICATIONS IN BUSINESS. (5-0-5)

Prerequisite: MGT 501.* An advanced course covering nonparametric statistical methods, analysis of variance, design of experiments, regression, and correlation, with emphasis on business applications.

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.

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

Prerequisite: MGT 542* or permission of instructor. 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.

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

Prerequisite: ACT 655, ECO 676, FIN 641, MGT 648 and MKT 661 or permission of instructor. MGT 644 is also recommended. 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.

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

Prerequisite: MGT 542* or permission of instructor. 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.

647. SYSTEMS APPROACH TO BUSINESS DECISION-MAKING. (5-0-5)

Prerequisite: MGT 542* and MGT 648 or permission of instructor. The study of general systems theory as applied to the definition, analysis, and resolution of contemporary business problems. Topics stressed include the organization as an open system; the identification of critical organization inputs, outputs, and processes; and the interdependent, interactive nature of organizational decision-making.

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

Prerequisite: MGT 542* or permission of instructor. 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.

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

Prerequisite: MGT 542* and MGT 545* or permission of instructor. The study of information processing and managerial decision-making in relation to the effective business organization. The technology, economics, and applications of computer-based management information systems are examined, with emphasis on their role in management analysis and problem solving.

*or approved undergraduate equivalent.

+students with an approved undergraduate equivalent should not enroll in this course.

MARKETING (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.

596. SMALL BUSINESS INSTITUTE. (5-0-5)

A theoretical and pragmatic evaluation of operating small businesses, or performance of pre-venture research, analysis and development of decision-making criteria. The course utilizes the team construct and works with the entrepreneur.

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.

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

Prerequisite: MKT 561.* In-depth analysis of theory, principles, expected market behavior and demands on the resources of the firm within a dynamic socially responsible environment. Analysis of theory relative to current market performance will be part of the course requirements.

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

Prerequisite: MKT 561.* 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.

CHEMISTRY (CHE)

525. PHYSICS FOR THE SECONDARY SCHOOL.

Prerequisite: One college level physics course or permission of the instructor. This course is designed for teachers who did not have calculus-based physics courses in their baccalaureate degree curriculum. It will be a balance of class presentation and laboratory experiments. It is recommended for physical science and physics teachers at the secondary level.

530. CHEMISTRY FOR THE SECONDARY SCHOOL.

Prerequisite: One college level chemistry course or permission of the instructor. This course is a survey of chemistry designed to acquaint the secondary science teacher with the fundamental chemical principles underlying the major areas covered in the secondary school curriculum. It will be a balance of class presentation and laboratory experiments. It is recommended for general science and chemistry teachers at the secondary level.

CONSUMER AND FAMILY STUDIES (CFS)

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.

512. TAILORING. (2-6-5)

Prerequisite: 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)

Prerequisite: CFS 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.

52A-K. CREATIVE TEXTILES (variable)

A series of needleart classes with emphasis on understanding the historic and the textile aspects of the art as well as the creativity.

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.

*or approved undergraduate equivalent.

+students with an approved undergraduate equivalent should not enroll in this course

536. MICROWAVE/CONVECTION OVEN TECHNOLOGY

An advanced level course emphasizing the technology, selection, care, and effective utilization of microwave and convection ovens and accessories.

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: CFS 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.

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

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

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

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

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.

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

Prerequisite: CFS 351 or equivalent. For description see EEC 593.

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

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

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

615. ADVANCED PROBLEMS IN APPAREL. (5-0-5)

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

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

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

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

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

633. 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.

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

Prerequisite: CFS 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.

659. CREATIVE ACTIVITIES FOR THE YOUNG CHILD. (5-0-5)

Prerequisite: CFS 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 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.

EARLY CHILDHOOD EDUCATION (EEC)

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

Curriculum designs for teaching the social studies in grades K-4 are explored. A primary focus is on the integration of basic literacy skills with conceptual teaching that is consistent with the developmental stage of the children being taught. Interpersonal relations and multicultural values are also emphasized.

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 EARLY CHILDHOOD TEACHERS. (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.

560. WRITING INSTRUCTION FOR YOUNG CHILDREN. (5-0-5)

A study of the development of language of young children, with an emphasis on the stimulation, production, and evaluation of oral and written expression. Students will analyze current research in the composing process, cultural-linguistic differences, and psycholinguistics, as well as explore options for instruction and the selection of appropriate resources for promoting oral and written communication of young children across the early childhood curriculum.

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

Prerequisites: A valid Georgia NT-4 (or higher) teaching certificate and recommendations of principal and chairperson of Childhood Education. 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 student teachers.

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

Prerequisites: EEC 585 and assignment of a student 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 a student teacher.

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

This course focuses on the development of the thinking processes of young children. Particular emphasis is 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.

59A-K. SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION

In-depth study of topics selected for supplementary background and enrichment.

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

An analysis of current trends and issues in curriculum development for young children, K-4, with emphasis on establishing effective classroom environments

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 or take on campus in summer school.

66E, K. (Var.)

Provides advanced study in selected classrooms or in exemplary early childhood programs. Requires approval by department chairperson well in advance of quarter intended for study. (One option may include annual European Study Tour.)

69A-K. SEMINAR ON SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION.

Appropriate for Ed. S students.

MIDDLE GRADES ELEMENTARY (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. Interpersonal relations and multicultural values are also emphasized.

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.

560. WRITING INSTRUCTION IN THE MIDDLE GRADES. (5-0-5)

Emphasis is given to the stimulation, production, and evaluation of written language of children in the middle grades.

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

Prerequisites: A valid Georgia NT-4 (or higher) teaching certificate and recommendations of principal and chairperson of Childhood Education. 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 student teachers.

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

Prerequisites: EMG 585 and assignment of a student teacher. The second phase of a two-phase competency-based approach to supervision. Demonstration of competence in human relations, support, and feedback as they relate to the supervision of a student teacher.

59A-K. SPECIAL TOPICS IN MIDDLE GRADES EDUCATION

In-depth study of topics selected for supplementary background or enrichment.

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

66E, K. (Var.)

Provides advanced study in selected classrooms or in exemplary middle grades programs. Requires approval by department chairperson well in advance of quarter intended for study. (One option may include annual European Study Tour.)

69A-E. SEMINAR ON SPECIAL TOPICS IN MIDDLE GRADES EDUCATION

Appropriate for Ed.S. students

READING (ERD)

510. THE TEACHING OF READING. (5-0-5)

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

610. TRENDS AND ISSUES IN DEVELOPMENTAL READING. (5-0-5)

An analysis of current trends and issues in reading instruction in the early childhood, middle school, and secondary school programs. Current research in reading, oral and written language, psycholinguistics, cognition, and social-cultural differences will provide a framework for this analysis.

611. READING RESEARCH SEMINAR. (2-0-2)

A review, discussion, and presentation of research studies in reading. Implications for future personal research will be derived from a study of the historical development of reading as a curricular area, and a summary of the conclusions and controversies stimulated by current research. This course will give direction to a project suitable for ERD 617.

612. EVALUATION IN READING. (3-1-3)

Designed to provide in-service teachers with an opportunity to broaden their knowledge and understanding of psychological and reading tests. Attention will be given to techniques of test construction, utilization of tests in a reading program and to the skills associated with test interpretation.

613. MATERIALS FOR READING INSTRUCTION. (2-0-2)

Designed to give the student the opportunity to study and compare a variety of reading systems and to design innovative materials for reading instruction at all levels.

614. ADULT LITERACY. (5-1-5)

Designed to provide an opportunity to develop an understanding of the problems associated with adult literacy. Attention will be given to the psychological, social, educational and material needs of the learner while emphasizing methods and materials of instruction.

615. SUPERVISION OF READING PROGRAMS. (3-2-5)

Designed to provide an opportunity to develop knowledge and understanding of techniques of supervision. Specific attention is given to staff utilization, the role of the reading specialist, the administration of reading programs and the guidance of classroom teachers involved in reading programs.

616. CLINICAL ORGANIZATION AND PRACTICE. (4-2-5)

Designed to provide opportunities to develop knowledge and understanding of clinical organization and practice. The student will have an opportunity to work in a practicum experience in which clinical testing instruments will be selected and used.

617. PROJECT AND SUPERVISED PRACTICUM IN READING. (1-2-3)

(Should be scheduled near end of program.) A field-based project in the area of reading. Seminars and workshops will be planned.

650. READING AND WRITING IN THE CONTENT FIELDS. (5-0-5)

A study of the reading and writing processes as they are related to instruction in the content fields. An analysis of current research will be related to an exploration of strategies and resources appropriate for integrating reading, writing, and content instruction in such subject fields as English, the social studies, mathematics, science, and health. Attention will be given to self-contained, departmentalized, and interdisciplinary classroom structures, with a special focus on the student's areas of concentration. Students are given guidelines for addressing a broad spectrum of reading levels and a variety of cultural and linguistic perspectives. (Designed also to fulfill the 5 hour reading requirement for English majors.)

651. LITERATURE IN THE SCHOOL PROGRAM (5-0-5)

Designed to broaden an understanding of the various genre of literature for children with emphasis on the use of literature and non-print materials as an integral part of the total curriculum. Focus will be placed on books which provide the child with a meaningful context for the application of reading skills. Attention is given to materials which reflect various linguistic and cultural perspectives.

661. DIAGNOSING AND CORRECTING READING DEFICIENCIES. (5-0-5)

Designed to provide classroom teachers with skills in diagnosing and remediating reading deficiencies. Instruction is given in various methods of determining the reading needs of students through the use of informal and formal diagnostic techniques. Students will analyze and design various developmental and remedial instructional procedures.

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.

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

Prerequisites: A valid Georgia NT-4 (or higher) teaching certificate and recommendations of principal and coordinator of 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 student teachers.

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

Prerequisites: EFS 585 and assignment of a student 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 student teacher will be required.

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.

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 government agency for academic credit.

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.

609. COMPUTERS IN THE EDUCATIONAL PROCESS. (5-0-5)

Purpose of the course is to improve computer literacy of teachers, administrators, and supervisors through theory and practice. May be taken as well under the EAS prefix.

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 research skills and related competencies involved in planning, conducting, and reporting of applied research studies. Also stresses skill development for interpretation and application 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 relations in the classroom.

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.

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.

ADMINISTRATION AND SUPERVISION (EAS)

609. COMPUTERS IN THE EDUCATIONAL PROCESS. (5-0-5)

The primary purpose of this course is to improve the computer literacy of teachers, prospective administrators and supervisors.

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

This course is designed to provide an overview of educational leadership responsibilities and concerns to prospective administrators and supervisors concentrating on history, theory, and future trends in education.

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

This course is designed to acquaint prospective teachers, administrators, and supervisors with various legal aspects concerning the school, and with the legal rights of students and teachers.

612. SUPERVISION AND THE INSTRUCTIONAL PROCESS. (5-0-5)

The primary purpose of this course is to assist prospective school administrators and supervisors in developing their leadership abilities, knowledge, understanding, and philosophy of educational supervision.

613. PROBLEMS IN SCHOOL ADMINISTRATION AND SUPERVISION. (5-0-5)

This course is designed to acquaint students with the utilization of organization development techniques, and other problem solving and diagnosing skills as a means of reducing and resolving the problems confronted today in school administration.

614. EDUCATION SCHOOL BUSINESS MANAGEMENT AND FINANCE. (5-0-5)

This course is a study of school district business management functions and financing including such topics as accounting, purchasing, and auxiliary services.

615. THE SCHOOL PLANT. (2-0-2)

This course is a study of the relationships between the physical environment, curriculum, and effective teaching.

616. PUBLIC RELATIONS AND THE SCHOOL ADMINISTRATOR. (3-0-3)

This course is designed to acquaint students with an awareness of the processes of effective communication and its relationship to the school and community.

617. PERSONNEL ADMINISTRATION AND SUPERVISION. (5-0-5)

This course is designed to examine the concept of personnel administration and problems related to personnel programs, policies and procedures; and relate goals of organization and management to goals and welfare of staff members.

618. INTERNSHIP IN ADMINISTRATION. (0-10-5)

This course is designed to provide prospective administrators an opportunity to experience the problems of leadership under the guidance of an experienced administrator and an opportunity to share those experiences during planned seminars.

619. CURRICULUM AND INSTRUCTION FOR SCHOOL LEADERS. (5-0-5)

This course is designed to provide students an opportunity to identify current trends and support for curricula designs to maximize organizational and instructional implementation.

620. POLITICS OF EDUCATION. (3-0-3)

The primary purpose of this course is to acquaint prospective administrators and supervisors with the complexities and interrelationship of politics at the national, state and local levels.

621. THE SCHOOL AS A SOCIAL SYSTEM. (2-0-2)

This course is designed to acquaint students with the concept of internal and external pressures of a school as a separate entity, and its relationship and role to the larger society.

PHYSICAL EDUCATION (PEM)

501. PROBLEMS SEMINAR IN PHYSICAL EDUCATION. (1-8-5)

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

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.

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.

58 A-Q. INDEPENDENT STUDY. (Var. 1-15)

Investigation of a topic of special interest, with reports to the instructor. Prior approval by department chairman.

59 E, 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.

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.

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 atypical children.

HEALTH EDUCATION (HEA)**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.

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.

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

An exploration of drug use with emphasis on understanding and relating to youth, communication techniques, and psychological causes and effects of drug use, as well as drug information, prevention, rehabilitation, and legal aspects.

58 A-Q. INDEPENDENT STUDY. (Var. 1-15)

Investigation of a topic of special interest, with reports to the instructor. Prior approval by department chairman is required.

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.

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.

625 HEALTH IN THE SCHOOLS: K-B. (5-0-5)

A study of the components of the total school health education program. Discussion will center on problems faced by classroom teachers when dealing with health instruction, health services, and healthy environment. Controversial subject areas such as sex education, child abuse, and drugs will be incorporated.

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.

LIBRARY MEDIA (ELM)

554. OPERATION OF THE LIBRARY MEDIA CENTER. (5-0-5)

Media center objectives, organization, services, and standards. Major functions including acquisition, circulation and stimulation of the use of print and non-print library materials. Personnel, public relations, and evaluation of services.

555. TECHNICAL PROCESSING OF LIBRARY MEDIA MATERIALS. (5-0-5)

A study of technical services operations with emphasis on the techniques of organizing, classifying and cataloging print and non-print materials in an integrated collection.

556. INFORMATION SOURCES AND SERVICES IN THE MEDIA CENTER. (5-0-5)

Survey of the standard print and non-print reference tools emphasizing the selection and implementation of the reference media in school libraries. The reference interview technique is included.

557. PRACTICUM IN OPERATING AN LIBRARY MEDIA CENTER. (5-0-5)

Prerequisite: ELM 554, and two of the following three courses: ELM 555, 556, or 558. Supervised experience in a school library media center providing the student an opportunity to function as a library media specialist. This satisfies the certification requirement for internship.

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

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

559. UTILIZATION OF MEDIA. (5-0-5)

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.

565. CURRENT TOPICS IN LIBRARY MEDIA. (5-0-5)

Investigation of current topics in the field of library media. Issues at the local, state, and national levels will be studied.

568. SELECTION OF LIBRARY MEDIA. (5-0-5)

Acquaintance with print and non-print materials, standard selection aids, and application of criteria of selection in building media collections.

575. INSTRUCTIONAL DESIGN. (5-0-5)

Examination of strategies for the design and development of instruction. Emphasis on learner characteristics, behavioral objectives, teaching-learning strategies, selection of resources, and evaluation techniques.

576. INSTRUCTIONAL TELEVISION. (2-3-5)

The design, production and use of television in the classroom and media center. Laboratory experience with one and two-camera portable and studio situations will be included.

578. PHOTOGRAPHY. (2-3-5)

Basic principles, skills, and techniques of photography and their application to problems of instruction. Emphasis is placed on introductory skills in camera building, film use, slide production, lighting, use of accessories. Darkroom lab work will include black and white processing and printing.

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

Investigation of a topic of special interest with reports and projects submitted to the instructor.

59 B-E. INTERNSHIP (Var.)

Prerequisites: Approval by the instructor. Supervised work and practical experience in the media field, including library, media center, television studio, photo lab, etc.

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.

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 the gifted student. Field experiences are provided.

569. METHODS FOR TEACHING GIFTED. (3-4-5) Su

Prerequisite: EEX 568 and a valid Georgia NT-4 (or higher) teaching certificate. Emphasis is given to the various methods and instructional models for teaching gifted individuals. Field experiences are provided.

570. ASSESSMENT OF GIFTED INDIVIDUALS. (3-4-5) Su

Prerequisite: EEX 568 and a valid Georgia NT-4 (or higher) teaching certificate. 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. Discussion of the impact of an exceptional child 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)

Prerequisite: EEX 565. Overview of the theories of the development of language and speech in exceptional individuals. Review of the literature and research in speech and language development.

574. CAREER EDUCATION FOR THE EXCEPTIONAL INDIVIDUAL. (5-0-5)

Prerequisite: EEX 565. Overview of the various types of materials, methods, and principles for teaching career education experiences to exceptional students.

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

Prerequisite: EEX 565. 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)

Prerequisite: EEX 565 and 567. Current instructional planning for the moderate and severe mentally retarded students will be reviewed and evaluated. Attention will be focused upon techniques for effective innovative curricula for individuals at the preschool through postschool levels.

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

Prerequisite: EEX 565 and 567. Methods of organizing and planning education programs for mild mentally retarded students. Study of special class organization, mainstream placement; curriculum practices; and, methods and techniques useful in instruction.

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

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

586. PRACTICUM BEHAVIOR DISORDERS. (0-10-5)

Prerequisite: EEX 681 (15 hours completed at Georgia College). Supervised practicum in a classroom setting, resource, itinerant, crisis intervention, and in-house suspension program for behavior disordered individuals.

587. PRACTICUM, LEARNING DISABILITIES. (0-10-5)

Prerequisite: 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. (0-10-5)

Prerequisite: 25 hours in special education major (15 hours completed at Georgia College). Supervised practicum in interrelated resource programs for mildly handicapped individuals.

589. PRACTICUM MENTAL RETARDATION. (0-10-5)

Prerequisite: EEX 565, 567 and 577 or 579 (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: NT-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 678. Individualization of instruction, prescriptive teaching strategies, and an overview of interpersonal relationships.

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

Prerequisite: 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. Behavioral characteristics of maladjusted students; theories and etiology of maladjusted behavior; biological, sociological, psychological aspects of working with maladjusted students. Study of relationship between child abuse and neglect, and maladjusted behavior.

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

Prerequisite: EEX 565. Study of the definitions, etiologies, and characteristics of individuals with learning disabilities and their effect on individual social, emotional, physical, and educational functioning.

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

Prerequisite: EEX 565 and 681. Intensive investigation of the various psycho-educational and behavioral techniques for coping with and changing maladjusted behavior. Discussion of interpersonal interaction between teacher and maladjusted student. Use of individual and group methods for working with maladjusted behavior. Consideration of educational problems facing the seriously emotionally disturbed student. Aspects of mainstream placements of maladjusted students.

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: A valid Georgia NT-4 (or higher) teaching certificate. Overview of the various regular and special education organizational arrangements applicable to exceptional individuals. Discussion of placement, organizational theory, various community agencies, and development of curriculum.

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

Prerequisite: NT-5 in special education area. Study of theories and models of administrative structure applicable to both regular and special education programs. Application of theories to current administrative practices.

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

Prerequisite: NT-5 in special education area. Organizing a supervision program. Role of the special education supervisor in the supervision of personnel. Study of improving staff development and curriculum organization.

ENGLISH AND SPEECH (ENG)

511. MILTON. (5-0-5) S84, Su 86

A study of the major and selected minor works.

512. RESTORATION AND EIGHTEENTH CENTURY. (5-0-5) S85

A study of major restoration and neoclassical writers.

521. SHAKESPEARE. (5-0-5) W84, W86

A study of Shakespeare and his dramatic art.

522. ADVANCED GRAMMAR AND SYNTAX. (5-0-5) F85

A comprehensive study of grammar and sentence structure.

524. ADVANCED COMPOSITION. (5-0-5) S85

A course emphasizing theory and practice in writing expository prose.

534. MODERN POETRY. (5-0-5) S84, S86
A study of twentieth-century British and American poetry.
535. MODERN FICTION. (5-0-5) S84, Su 86
A study of twentieth-century American and British fiction.
537. ROMANTIC POETRY. (5-0-5) Su 85
A study of major Romantic poets.
538. VICTORIAN POETRY. (5-0-5) W85
A study of major Victorian poets.
539. CHAUCER. (5-0-5) Su 84, S86
A study of *The Canterbury Tales* and selected minor poems. Read in Middle English.
544. FLANNERY O'CONNOR. (5-0-5) Su 85
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) F84
A study of the development of the English language from the Old English period to the present.
550. THE SOUTHERN RENAISSANCE. (5-0-5)
A study of the Fugitive Movement and recent Southern authors influenced by it.
552. LITERARY CRITICISM. (5-0-5) W84, S86
A study of literary criticism from Aristotle to the present.
- 56A-E. SPECIAL TOPICS IN ENGLISH. (Var. 1-5)
Topics of special interest that are not listed in the catalog.
- 58A-E. INDEPENDENT STUDY. (Var. 1-5)
Tutorial investigation of a topic or author of special interest. Department chairman's approval required.

JOURNALISM (JRN)

500. PUBLIC RELATIONS. (5-0-5) S84, S85, S86
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) F84, F85, F86
A study of the development of effective advertising media, both print 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. SOVIET 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.

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, cultural, racial, and religious tones of urban life.

542. TOPICS IN AMERICAN SOCIAL HISTORY TO 1875. (5-0-5)

A topical examination of social movements, institutions, and cultural trends in the formative years of the American nation.

543. TOPICS IN AMERICAN SOCIAL HISTORY SINCE 1850. (5-0-5)

An examination of topics relating to the social, cultural, and intellectual 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 POS 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, 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 (WWII 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

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

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

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.

MATHEMATICS (MAT)

The department of Mathematics and Computer Information Systems offers supporting courses for the M.Ed. degree for secondary teachers of mathematics as well as courses for elementary teachers, both early childhood and middle school teachers.

Courses numbered MAT 500-525 and MAT 602 are designed for elementary teachers. Graduate credit for these courses will be given only to those persons who are currently employed or are seeking employment at this level including those certified as secondary teachers who wish to teach in elementary school.

Those persons who hold a NT-4 certification in a discipline other than mathematics and are seeking to add mathematics to this certificate may take graduate courses in mathematics in partial fulfillment of their requirements. However, not more than ten (10) credit hours used for this purpose can be applied toward the mathematics requirement for the M.Ed. degree.

All candidates for the M.Ed. degree in mathematics must complete, with a grade of B or better

- a. MAT 550 or MAT 555
 and b. MAT 562 or MAT 565
 and c. MAT 570 or MAT 585

In addition all candidates for the degree must take MAT 540 unless they have had equivalent undergraduate courses. Credit for MAT 540 is only given after the student completes requirements a, b and c above, rather than at the completion of MAT 540. Students are required to complete a minimum of 25 hours of mathematics at the 500-600 level not including courses designed for elementary teachers.

501. **MATH FOR ELEM. ED. MAJORS I.** (5-0-5) W,S,Su (Area II)

Prerequisite: practicing elementary school teacher. Topics include patterns and reasoning in problem solving, the real number system, elementary number theory, numeration systems and informal geometry. Not open to students who have had MAT 200 or equivalent course in the past 5 years or who are not elementary school teachers.

512. **MATH FOR ELEM. ED. MAJORS II.** (5-0-5) S, Su

Prerequisite: MAT 501, or equivalent undergraduate course. Continuation of MAT 501. Topics include those of MAT 501 but covered in greater depth along with additional emphasis on geometry and a unit on using the computer to teach mathematics.

513. **ALGEBRA FOR MIDDLE SCHOOL TEACHERS.** (5-0-5) S

Prerequisite: MAT 512, Algebraic systems, equations and inequalities, and elementary concepts from the theory of numbers and abstract algebra.

515. **FOUNDATIONS FOR MIDDLE SCHOOL TEACHERS.** (5-0-5) S

Prerequisite: MAT 513. Selected topics from the history of mathematics and theories of mathematics instruction. A look at problem-solving techniques and the use of the calculator and computer in the middle school curriculum.

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

Prerequisite: MAT 512 or equivalent undergraduate course. This course is designed to acquaint the student with the theory of probability and apply this to statistical theory. Problems are taken from the life sciences, social sciences and business. Open only to elementary school teachers.

540. **INTRODUCTION TO MATHEMATICS FOR SECONDARY TEACHERS.** (40-0-10) Su

Prerequisite: College Algebra or equivalent. This is an institute designed for current and prospective secondary teachers to gain basic mathematical skills which are needed to complete a program leading to NT-4 or NT-5 certification in mathematics. Topics covered include: college algebra, trigonometry, analytic geometry, calculus and linear algebra. Credit will not be given to students who have completed two college level calculus courses.

550. ABSTRACT ALGEBRA I. (5-0-5) F. Su
Prerequisite: MAT 540 or equivalent. An introduction to groups, rings and fields with particular emphasis on proofs.
551. ABSTRACT ALGEBRA II. (5-0-5) On demand
Prerequisite: MAT 550. Continuation of MAT 550 with emphasis on linear algebra.
555. Number Theory I. (5-0-5) F
Prerequisite: MAT 540 or equivalent. Topics are selected from elementary number theory and usually include the study of diophantine equations, congruences, systems of congruences, prime theory among other topics.
556. NUMBER THEORY II. (5-0-5) On demand
Prerequisite: MAT 555. A continuation of MAT 550.
562. MATHEMATICAL STATISTICS I. (5-0-5) W
Prerequisite: MAT 540 or equivalent. Elementary probability theory, common theoretical distributions, moments, moment generating functions, sampling distributions, point estimations, interval estimations and hypothesis testing are among the topics covered.
563. MATHEMATICAL STATISTICS II. (5-0-5) On demand
Prerequisite: MAT 562. Continuation of MAT 562.
565. REAL ANALYSIS I. (5-0-5) On demand
Prerequisite: MAT 540 or equivalent. Set theory, the real number system, topology of Euclidean space and a rigorous development of the differential calculus of real valued functions of a real variable.
566. REAL ANALYSIS II. (5-0-5) On demand
Prerequisite: MAT 565. Continuation of MAT 565 with topics covered including functions of bounded variation, integration theory and the theory of sequences and series.
570. INTRODUCTION TO GEOMETRY. (5-0-5) S
Prerequisite: MAT 540 or equivalent. A review of Euclidean geometry and an introduction to Non-Euclidean geometry.
580. NUMERICAL ANALYSIS. (5-0-5) S
Prerequisite: MAT 540 and CIS 300 or equivalents. A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adaptable to computer utilization in finding solutions.
585. MATHEMATICAL IDEAS IN HISTORY. (5-0-5) On demand
Prerequisite: MAT 540 or equivalent. A review of the origins and development of the great ideas of modern mathematics.
586. METHODS FOR SECONDARY SCHOOL MATHEMATICS TEACHERS. (5-0-5) On demand
Prerequisite: MAT 540 or equivalent and permission of department chairperson. Emphasis on techniques of teaching mathematics, developing materials, and applications of secondary school mathematics. Some time will be devoted to diagnosis and remediation in high school and elementary math.
590. SPECIAL TOPICS (5-0-5)
602. METHODS AND MATERIALS FOR MIDDLE SCHOOL TEACHERS. (5-0-5)
Prerequisite: MAT 513 or special permission. Open only to current elementary teachers. The course focuses on current methods and materials available to classroom teachers. Some time will be spent on topics involving diagnosis and remediation in elementary mathematics.
630. TEACHING CONSUMER MATHEMATICS. (5-0-5) Su
Prerequisite: Graduate standing. This course will cover consumer mathematics subjects such as annuities, interest calculations, amortizations, guarantees, etc. Particular emphasis will be given to teaching strategies.

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.
544. LABOR RELATIONS. (5-0-5)
An analysis of the development of labor-management relations and public policy in the United States.
545. COLLECTIVE BARGAINING. (5-0-5)
Models and simulations of labor-management negotiating and bargaining in the private and public sectors of the United States.

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.*; 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 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.

670. CONTEMPORARY PROBLEMS IN LABOR RELATIONS. (5-0-5)

Developmental and environmental problems in labor-management relations and public policy in the United States.

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.

695. RESEARCH PROBLEM. (Var.-5)

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

698. ADVANCED STUDY (Var.-5)

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

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

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

POLITICAL SCIENCE (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.

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

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

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

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

560. PUBLIC OPINION (5-0-5)

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

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

An examination of the most critical problems in world affairs, with emphasis on those areas which have the greatest potential for increasing the level of 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)

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

Prerequisite: PSY 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) Su

Prerequisite: PSY 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) S Even years

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

565. TESTS AND MEASUREMENTS. (5-0-5) F, Su

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

557. TESTING PRACTICUM. (5-0-5) W

Prerequisite: PSY 456 or 556. The administration, scoring, interpretation, and reporting of psychological tests, with emphasis on individual intelligence tests.

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

Prerequisite: PSY 201, ZOO 302, 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) F

Prerequisite: PSY 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) S

Prerequisite: PSY 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) F

Prerequisite: PSY 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) W

Prerequisite: PSY 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 experiences 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) F

Prerequisite: PSY 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) W

Prerequisite: PSY 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) S

Prerequisite: PSY 320, 601, and 615. 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: PSY 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) F

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

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

Prerequisite: PSY 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) S

Prerequisite: PSY 456 or 556*, and 457 or 557. 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) S

Prerequisite: PSY 448 or 548. 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.

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

Prerequisite: PSY 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.

*or approved undergraduate equivalent.

680 CLINICAL PRACTICUM. (3-4-5) Su

Prerequisites: PSY 448 or 548, 660, and 657, or permission of instructor. Supervised practice of psychological techniques in clinics or institutional settings. Experience in psychological testing, interviewing, report writing, case presentation, interpretation of tests, and supportive counseling

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, O. INTERNSHIP. (Var. 5-15)

Field experience and work in a social agency setting. Open only to students in MPA program

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.

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

Reading and research under guidance of departmental faculty. Credit: one to five hours.

INSTITUTIONS OF THE UNIVERSITY SYSTEM OF GEORGIA

h—On-Campus Student Housing Facilities
Degrees Awarded: A—Associate; B—Bachelor's; J—Juris Doctor;
M—Master's; S—Specialist in Education; D—Doctor's

UNIVERSITIES

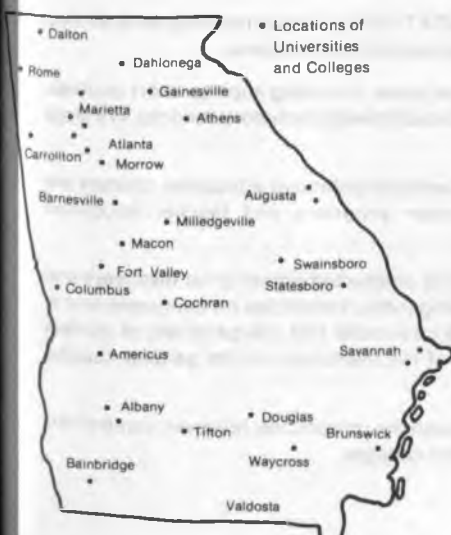
- | | |
|---|---|
| Athens 30602
University of Georgia—h; B, J, M, S, D | Atlanta 30303
Georgia State University—A, B, M, S, D |
| Atlanta 30332
Georgia Institute of Technology—h; B, M, D | Augusta 30912
Medical College of Georgia—h; A, B, M, D |

SENIOR COLLEGES

- | | |
|---|--|
| Albany
Albany State College—h; B, M | Marietta
Kennesaw College—A, B |
| Americus 31709
Georgia Southwestern College—h; A, B, M | Marietta 30060
Southern Technical Institute—h; A, B |
| Augusta 30910
Augusta College—A, B, M | Milledgeville 31061
Georgia College—h; A, B, M, S |
| Carrollton 30118
West Georgia College—h; A, B, M, S | Savannah 31406
Armstrong State College—A, B, M |
| Columbus 31993
Columbus College—A, B, M | Savannah 31404
Savannah State College—h; A, B, M |
| Dahlonega 30597
North Georgia College—h; A, B, M | Statesboro 30460
Georgia Southern College—h; A, B, M, S |
| Fort Valley 31030
Fort Valley State College—h; A, B, M | Valdosta 31601
Valdosta State College—h; A, B, M, S |

JUNIOR COLLEGES

- | | |
|---|---|
| Albany 31707
Albany Junior College—A | Barnesville 30204
Gordon Junior College—h; A |
| Atlanta 30310
Atlanta Junior College—A | Brunswick 31523
Brunswick Junior College—A |
| Bainbridge 31717
Bainbridge Junior College—A | Cochran 31014
Middle Georgia College—h; A |
| | Dalton 30720
Dalton Junior College—A |
| | Douglas 31533
South Georgia College—h; A |
| | Gainesville 30403
Gainesville Junior College—A |
| | Macon 31297
Macon Junior College—A |
| | Morrow 30260
Clayton Junior College—A |
| | Rome 30161
Floyd Junior College—A |
| | Swainsboro 30401
Emanuel County Junior College—A |
| | Tifton 31793
Abraham Baldwin Agri. College—h; A |
| | Waycross 31501
Waycross Junior College—A |



University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334

THE UNIVERSITY SYSTEM OF GEORGIA

The University System of Georgia includes all state-operated institutions of higher education in Georgia—4 universities, 14 senior colleges, 15 junior colleges. These 33 public institutions are located through the state.

A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members—five from the state-at-large and one from each of the state's 10 Congressional Districts—are made by the Governor, subject to confirmation by the State Senate. The regular term of the Board members is seven years.

The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction; Public Service/Continuing Education; Research.

INSTRUCTION consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the Institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

A Core Curriculum, consisting of freshman and sophomore years of study for students whose educational goal is a degree beyond the associate level, is in effect at the universities, senior colleges, and junior colleges. This Curriculum requires 90 quarter-credit-hours, including 60 in general education—humanities, mathematics and natural sciences, and social sciences—and 30 in the student's chosen major area of study. It facilitates the transfer of freshman and sophomore degree credits within the University System.

PUBLIC SERVICE/CONTINUING EDUCATION consists of non-degree activities, primarily, and special types of college-degree-credit courses.

The non-degree activities are of several types, including such as short courses, seminars, conferences, lectures, and consultative and advisory services, in a large number of areas of interest.

Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortiums.

RESEARCH encompasses investigations conducted primarily for discovery and application of knowledge. These investigations, conducted on campuses and at many off-campus locations, cover a large number and a large variety of matters related to the educational objectives of the institution and to general societal needs.

Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy of high degree for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

State appropriations for the University System are requested by, and are made to, the Board of Regents. Allocations of the appropriations are made by the Board. The largest share of the state appropriations—approximately 52 percent—is allocated by the Board for Instruction. The percentages of funds derived from all sources for Instruction in the 1980-81 fiscal year were: 77 percent from state appropriations, 20 percent from student fees, 3 percent from other internal income of institutions.

MEMBERS AND STAFF MEMBERS
OF THE BOARD OF REGENTS

ADMINISTRATION, FACULTY, AND STAFF UNIVERSITY SYSTEM OF GEORGIA MEMBERS OF THE BOARD OF REGENTS

	Current Term Expires
JOHN H. ANDERSON, JR., Hawkinsville	State-at-Large 1990
MARIE W. DODD, Atlanta	State-at-Large 1988
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| 9 Mayfair Hall | 21 Physical Plant | |
| 10 Governors Mansion | 22 Parks Infirmary | |
| 11 Ennis Hall | 23 Kilpatrick Educ Center | |
| 12 Maxwell Student Union | 24 Gilbert Pool | |

GEORGIA COLLEGE

Campus Map

