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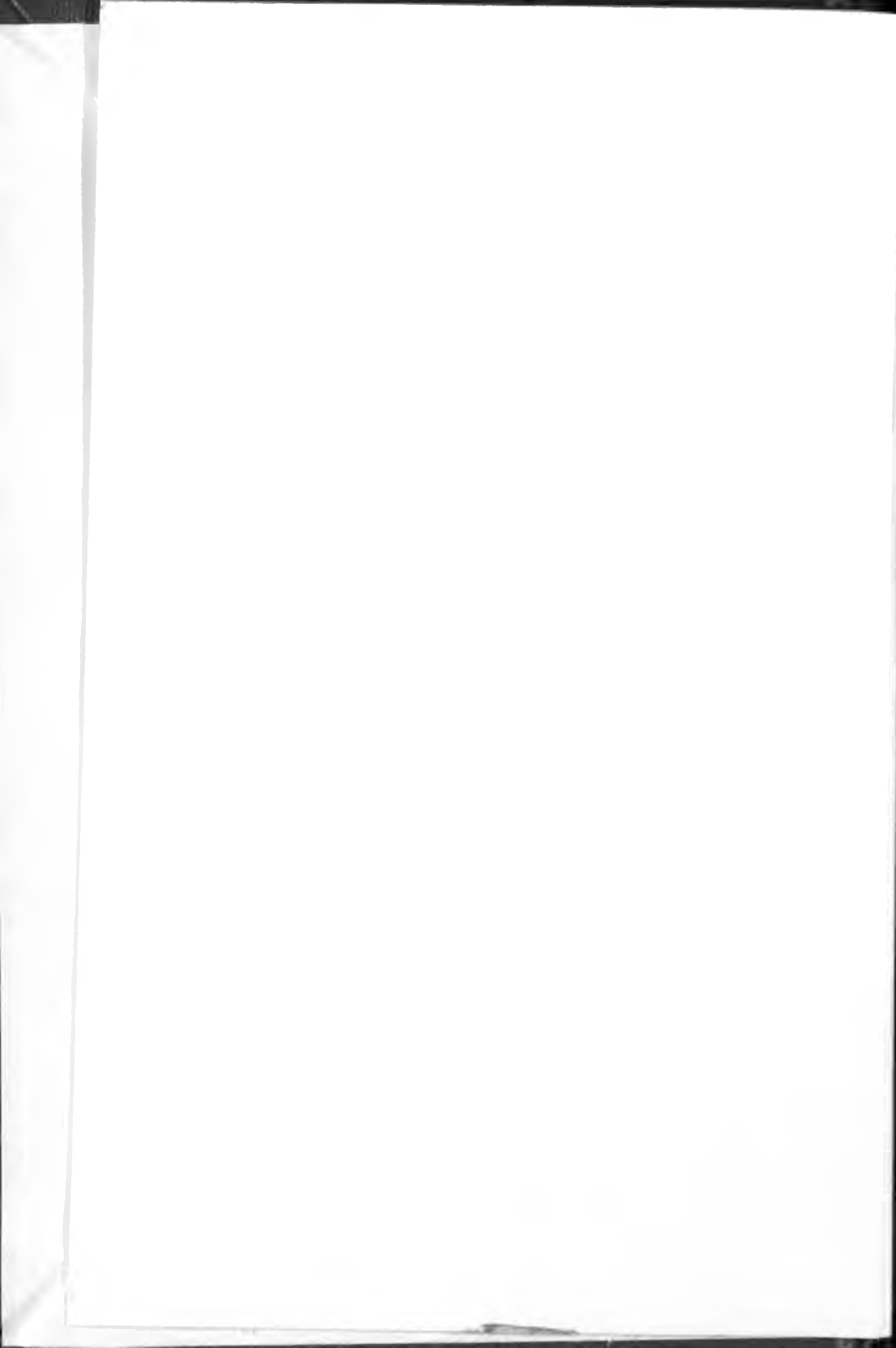


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GEORGIA  COLLEGE



MILLEDGEVILLE
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GRADUATE CATALOG
1992-1994

SPECIAL NOTE TO STUDENTS:

The academic and administrative policies of the College subscribe to the non-discrimination provision of Title VI of the Civil Rights Act of 1964, which states: "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity" of Georgia College. Georgia College also adheres to the Rehabilitation Act of 1973 in that it does not discriminate on the basis of handicap in regard to admission, employment, and access to programs or activities.

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

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

Georgia College is accredited by the Southern Association of Colleges and Schools, the Association of Collegiate Business Schools and Programs, the National Council for Accreditation of Teacher Education, the National Association of Schools of Music, the National Association for Music Therapy and the National League for Nursing. The College is a member of the American Association of State Colleges and Universities, the American Council on Education, the American Assembly of Collegiate Schools of Business, the National Association of Schools of Public Affairs and Administration, and the Georgia Association of Colleges.

SPECIAL NOTE TO PARENTS:

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

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

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

Georgia College

A Comprehensive Senior College of the University System of Georgia

GRADUATE CATALOG

Milledgeville, Georgia 31061

Vol LXVIII

June, 1992

THE GRADUATE SCHOOL CATALOG

1992-94



Volume LXVIII
Bulletin

Milledgeville, Georgia 31061
Phone: (912) 453-5234, 453-5004
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Toll-Free in Georgia:
1-800-342-0471

PREFACE

The catalog is for prospective graduate students. All the material in it is important to prospective and current students.

Statements are for informational purposes only and are not to be construed as a contract between a student and this institution. While every effort has been made to ensure accuracy of information, Georgia College reserves the right to change any provision listed in this catalog, including, but not limited to, academic requirements for graduation, without notice to individual students. Every effort will be made to advise students of such changes.

Information regarding graduation requirements is available in the offices of the Assistant Vice President for Admissions and Records, Graduate Program Coordinators, and Dean of the Graduate School. Students are responsible for keeping themselves apprised of current graduation requirements for the degree programs in which they are enrolled.

Important divisions of information may be found by referring to the Table of Contents. Specific topics are listed in the Index.

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GEORGIA COLLEGE OFFICIAL CALENDAR**1992-1993****MILLEDGEVILLE CAMPUS****SUMMER QUARTER 1992 First Term—June 23-July 21 (930)**

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

Second Term—July 23-August 20 (931)

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

FALL QUARTER 1992 (932)

September	13	Residence halls open at 2:00 p.m. for new students
	14-15	Orientation of new students
	15	Registration for new freshmen, new transfers, and graduate students
	16	Residence halls open for returning students
	16	Registration for returning students who have not preregistered and paid fees
	17	Classes begin
	21	Last day to add a course
	21	Last day to drop a course without fee penalty

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

WINTER QUARTER 1993 (933)

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

SPRING QUARTER 1993 (934)

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

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

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

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

Second Term—July 22-August 18 (941)

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

GEORGIA COLLEGE OFFICIAL CALENDAR

1993-1994 MILLEDGEVILLE CAMPUS

FALL QUARTER 1993 (942)

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

WINTER QUARTER 1994 (943)

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

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

SPRING QUARTER 1994 (944)

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

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

June	19	Residence halls open at 2:00 p.m.
	20	Orientation and registration
	20	Registration for those students who have not preregistered and paid fees
	21	Classes begin
	22	Last day to add a course
	22	Last day to drop a course without fee penalty
July	4	Holiday
	5	Last day to drop a first term course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	18	Final Exams for first term classes
	18	First Term ends after last class period
	18	For full length summer courses, last day to drop a course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	18	Residence halls close at 6:00 p.m. for Summer I

Second Term—July 20-August 16 (1995)

July	19	Residence halls open at 12:00 p.m. for Summer II
	19	Registration for those students who have not preregistered and paid fees
	20	Classes begin
	21	Last day to add a course
	21	Last day to drop a course without fee penalty
August	2	Last day to drop a second term course without academic penalty (unless previously assigned an <i>F</i> by professor for absences)
	15-16	Developmental Studies schedule planning period
	16	Developmental Studies preregistration
	16	Final Exams for second term and full summer term classes
	16	Second term ends after the close of last class period
	16	Residence halls close at 6:00 p.m.
	16	Deadline to apply for graduation for students completing requirements Winter Quarter, 1995

GENERAL INFORMATION

Georgia College, a senior college of the University System of Georgia, is a comprehensive, coeducational, residential institution with its residential campus in Milledgeville. Additional commuter centers are located in Macon, Warner Robins, Forsyth, and Dublin. Georgia College enrolls students from almost all counties in the state, as well as from other states and several foreign countries.

Milledgeville is less than a dozen miles from the geographic center of Georgia and is the county seat of Baldwin County. It is approximately 100 miles from Augusta, Albany, Atlanta, and Columbus and 30 miles from Macon. The town, which is the antebellum capital of Georgia, has a population of over twenty thousand and is a center of history and culture. Located on the fall line in a setting of rolling hills and recreational lakes, Milledgeville's natural beauty is among its most appealing assets.

Georgia College was chartered in 1889 as Georgia Normal and Industrial College. Its emphasis at that time was largely vocational and its major task was to prepare young women for teaching or industrial careers. In 1917, in keeping with economic and cultural changes in the state, Georgia Normal and Industrial College was authorized to grant degrees, the first of which was awarded in 1921. With this change the College introduced more cultural enrichment courses, and the liberal arts degree was offered. In 1922, the institution's name was changed to Georgia State College for Women. In 1932, the state of Georgia created the University System of Georgia to include all state institutions. Since that time the College has operated as a unit of this University System under one chancellor and a Board of Regents.

A graduate program was initiated in the summer of 1958, and the first Master of Education Degree was conferred in 1959. With an emphasis on broader academic and professional programs, the name was changed to Women's College of Georgia in 1961. Integration was achieved without incident in 1964, although the number of black students remained low until after the College became coeducational in 1967. With the admission of men, the College expanded the curriculum, provided residence halls for men, and changed the name to Georgia College at Milledgeville, which was later shortened to Georgia College.

As a coeducational school, the emphasis on teacher education was expanded to include a greater emphasis on business courses, increased graduate education, additional programs in the arts and sciences, and a nursing program. Commuter center programs were also added to the college schedule. The first courses in the Master of Business Administration degree program were offered in 1969.

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

Former presidents of the college are Dr. J. Harris Chappell, Dr. Marvin M. Parks, Dr. J.L. Beeson, Dr. Guy H. Wells, Dr. Henry King Stanford, Dr. Robert E. Lee, and Dr. J. Whitney Bunting. Dr. Edwin G. Speir Jr., the current president, assumed the presidency on July 1, 1981.

STATEMENT OF PURPOSE

Georgia College's current Statement of Purpose as approved by the faculty, college administration, and the Board of Regents is:

Within a community of learning which possesses diverse interests and knowledge, Georgia College, on its residential campus and through its off-campus programs, seeks to enable men and women to live thoughtful and creative lives. The college's environment encourages the students to consider intelligently such matters as the choice of vocation, the importance of community involvement, the responsibilities of citizenship, and the achievements of 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 students with various disciplines before major specialization. A program for students needing additional preparation for college-level work and an honors program for gifted students allow the college to serve individuals with widely diverse abilities. Georgia College offers professional degree programs in business, education, health, and public service, as well as programs in the arts and sciences, to provide the student with a broad range of choice in his/her undergraduate major. Furthermore, to assure that education is not limited to the classroom experience, the college offers students programs, services, and activities designed to promote development toward academic, personal, and career goals. The long-standing and reciprocal relationship between the college and the regional community also provides many occasions for exchange and growth, including 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.

THE GRADUATE SCHOOL

Andrea N. Wise, Dean

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

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 capacity for independent thought and investigation. Admission requirements serve to maintain the high standards that are characteristic of graduate study and serve to benefit the students in helping them decide early whether they should undertake such a course of action. By means of an admission classification system, Georgia College provides for the maintenance of high standards in its degree programs. It also provides for and makes 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.

The programs of study emphasize independent and advanced research skills, professional development, cultural breadth beyond the baccalaureate degrees, and sophisticated techniques that are applicable to many paths taken by students with superior academic qualifications and who are judged capable of performing acceptably in advanced studies. All graduate programs are administered through the office of the Dean of the Graduate School. The Dean chairs the Graduate Council which includes representative faculty from throughout the college. The Graduate Council advises the Dean on all matters appropriate to the Graduate School including program development, admission standards and program evaluation. Program coordinators monitor graduate programs, provide assistance to students, make admission decisions, and perform other operational functions for their particular program areas.

Graduate programs at Georgia College are designed to provide advanced training in professional studies including business, education, logistics systems, management information systems, nursing, and public administration as well as disciplinary areas including biology, history and psychology. The programs award the degrees of Master of Arts, Master of Business Administration, Master of Management Information Systems, Master of Public Administration, Master of Science, Master of Science in Logistic Systems, Master of Science in Nursing, and Specialist in Education.

Programs of teacher education at the Masters level are provided in administration and supervision, early childhood education, middle grades education and in the following secondary fields: business education, English education, health and physical education, instructional technology (library media), mathematics education, natural science education, social science education and special education. Programs at the Specialist level in the areas of administration and supervision, business education, early childhood education, middle grades education, health and physical education, natural science education (biology) and social sciences education are also offered.

COMMUTER CENTERS AND EXTERNAL DEGREE PROGRAMS

Georgia College provides graduate education programs in Macon, Dublin, and at Robins Air Force Base. Classes are available in the evening, and in some locations, during the day. Students enrolled in the commuter center programs can complete all course work required for the degree at any of the external locations without having to travel to the residential campus or other locations for courses. Students participating in one of the centers or external programs also have access to all of the facilities located on the residential campus in Milledgeville. A center director at each location is available for assistance and program coordination. In addition, program and center coordinators are available for advisement and other student services.

The Master of Business Administration and Master of Public Administration degrees are available at the Robins Graduate Center with classes conducted in the evening. The Master of Science in Logistics Systems and the Master of Science in Administration in Logistics Management are available at the Logistics Education Center at Robins Air Force Base. Classes at the Logistics Education Center are available during noon hours, late afternoon, and in the evening. The Master of Business Administration, Master of Management Information Systems, Master of Sciences in Nursing, the Master of Public Administration, and the Master of Education degrees are offered at the Georgia College Macon campus located at the CIGNA Building on Arkwright Road. The specialist in Education in Administration and Supervision is also offered at the Macon campus. The Master of Education and the Master of Business Administration degrees are available at the Dublin Residence Center in Dublin.

In Macon, the Master of Education degree is offered with majors in special education administration and supervision, health and physical education, and instructional technology (library media). In Dublin, the Master of Education Degree is offered with majors in early childhood education and middle grades education. Education classes at all commuter centers begin in the late afternoon and extend into the evening. All evening classes are conducted one night per week. During the Summer, some Education classes meet daily during daytime hours over a shorter period of time to accommodate in-service teachers.

SUMMER PROGRAM

Georgia College offers a summer quarter in which courses may be taken on either the normal 10 week session or in two five week sessions. Courses are offered in all programs in both daytime and evening programs enabling students to pursue summer studies on either a full-time or part-time basis. The summer program is designed to allow students to engage in continual study for the graduate degree, seek teacher certification, take refresher courses and pursue further study. Programs are also offered in the summer in Macon, at the Robins Centers and in Dublin.

FACILITIES AND SERVICES

LIBRARY SERVICES

The Ina Dillard Russell Library is the center of research activities at the College. The resources of the Library include over 150,000 books, 1100 current magazine and newspaper subscriptions, and extensive microform collections. As a U.S. Government depository, the Library receives approximately 3500 documents annually. Some 25,000 items are added to the collection each year to support educational programs. Access to books and other cataloged materials in the collections of Russell Library, the Media Center located in the Kilpatrick Education Building, and the Georgia College commuter centers is provided through the Georgia College Libraries computerized public access catalog. The catalog is on compact disc and helps users find items in the library easily and quickly. Other indexes on compact disc (CD-ROM) also assist users in locating magazines and journal articles and research published in general fields, as well as in the fields of business, education, nursing, and psychology. The Library subscribes to the DIALOG Information Retrieval Services through which access to over 200 million records in over 200 databases is provided. Searches are preformed by the reference staff for faculty and students.

The Library is an attractive and comfortable building with a variety of seating arrangements, including individual study carrels and tables for group study. Copying service for print and non-print materials is available at a nominal cost. The Library is normally open 80 hours a week with a reference librarian on duty much of this time to provide assistance and instruction in the use of the library.

The Library's Special Collections 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 col-

lection 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.

Media Services, with headquarters in the Kilpatrick Education center, is a component of the Georgia College Library and includes the following areas: an equipment distribution center, production laboratories. A television studio is in Atkinson Hall.

The equipment distribution center makes the various types of media equipment available to faculty and students. Staff deliver and, upon request, set up equipment in campus facilities. Original media may be requested and/or produced in the production laboratories. Types of materials produced include, audio and videotapes and photographs. Assistance is also provided in selection, designing, and scripting programs. A television studio is available for the purpose of providing remote and studio, productions for instructional purposes, public service broadcasts, and public relation needs of the College.

The Library is a member of SOLINET/OCLC (Southeastern Library Network/On-Line Computer Library Center) through which the library catalogs materials on-line, obtains catalog cards, and secures and provides interlibrary loans. Access to over eight million records is available through SOLINET/OCLC. Membership in other consortia facilitates the borrowing of material from libraries throughout Georgia, thereby increasing the resources available to Georgia College students and faculty.

CONTINUING EDUCATION AND PUBLIC SERVICES

The Office of Continuing Education and Public Services administers the college-wide program of the schools and departments in Continuing Education / Public Services. These are conducted on the campus of Georgia College, at Georgia College in Macon as well as in communities throughout central Georgia.

Public Services and Continuing Education programs at Georgia College are designed to aid persons in the central Georgia Area to continue their education and to assist in resolving problems encountered in their community. The staff in Continuing Education and Public Services desire to learn the needs and interests of area residents, particularly adults, which can be met by the College. Efforts will be made to identify resources located in the College and the community for developing appropriate educational programs or for providing services to meet these needs and interests. For additional information contact: Dean, Continuing Education and Public Services, Georgia College, 912-453-5277.

NON-CREDIT PROGRAMS

Each quarter, and at special times during the year, programs of non-credit are scheduled for the community. These courses are in the form of seminars, institutes, workshops, short courses, films, concerts, and lectures designed to assist the participant to develop professional capacities or to enrich personal life. Admission to any non-credit course is by interest only and the payment of a nominal fee. There are no formal admission requirements. A mailing list is maintained for persons wishing to receive a catalog of these non-credit offerings. Individuals wishing to pursue study in any educational, cultural, or professional area are invited to suggest possible courses to the Dean of Continuing Education and Public Services.

CONTINUING EDUCATION UNIT (CEU)

The University System of Georgia has established the use of the Continuing Education Unit (CEU) as a measuring device for non-credit programs offered by System institutions. The Office of Continuing Education and Public Services administers the implementation of the CEU. The

CEU is defined as "One continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction." The CEU attests to an individual's efforts to continue learning regardless of age or previous educational accomplishments.

There are two categories of programs in the CEU procedures. Permanent records are maintained for Category I programs only. Participants may obtain transcripts from College Admissions and Records office on request. Normally, only programs which are oriented toward occupational skills and knowledge or significant social issues are considered for Category I by the College. The CEU is not transferable for academic credit.

COMMUNITY SERVICES

A college campus is a tremendous resource for a community, and the physical and human resources of the College are available to assist individuals and groups to develop educationally related programs and to work on resolving community problems. College personnel are available as resource persons, consultants, speakers, group leaders, or as representatives of the College to serve on community-oriented projects. Under certain conditions, the facilities of the College may be used by local organizations. The Office of Continuing Education and Public Services is available to provide technical assistance to individuals and groups to plan, develop, and conduct educational or educationally-related projects or programs.

As part of these community-oriented opportunities, Lake Laurel Lodge, the Ann Simpson Smith House, and Parkhurst are available as conference or seminar sites and for housing. The services of the Museum and Archives of Georgia Education also provide educational opportunities to the community.

SPECIALIZED INSTITUTES AND PROJECTS

Georgia College recognizes that many of the complexities of modern life are such that many current problems do not lend themselves to solution within traditional academic lines of study. To direct the College's resources to addressing these multifaceted problems, special institutes have been established where problems seem especially acute.

While the specific purposes of the institutes vary, they share the same general objective: To make the resources and services available to the communities throughout the area in whatever form these services can best be used.

FIELD SERVICES

The resources of the College are many and varied; the problems which individuals, organizations, and communities face are also many and varied. The Office of Continuing Education and Public Services was established to provide an exchange of ideas to assist in identification, resolution, and education on issues and concerns. The office can respond to requests from groups by helping them to formulate and suggest the type of specialized assistance which might be available. Often problems can only be studied and resolved at the location in which they occur. Georgia College is prepared to provide these on-site services in the central Georgia area.

TELECOURSES

A variety of telecourses and teleconferences are available. This service is coordinated for Georgia College through the Office of Continuing Education and Public Services.

ESL (ENGLISH AS A SECOND LANGUAGE)

Students may obtain information about the English as a Second Language program through the Testing Center, Kilpatrick 202.

MUSEUM AND ARCHIVES OF GEORGIA EDUCATION

The Museum and Archives of Georgia Education is available as part of the Public Service endeavor of the College. Exhibits, programs, research collections and provision of meeting space are among those services.

CALENDAR

Events of a community nature may be placed on the extra-curricular calendar through the Office of Continuing Education and Public Services.

ACADEMIC COMPUTING SERVICES

An academic computer lab equipped with microcomputers, mini-computers and terminals on-line to large mainframe computing power is located in Atkinson Hall. Designed and operated as an "open lab," this facility is accessible to faculty, staff and students. The lab is open daily and a lab assistant is available at all times. Training, consulting, and maintenance of equipment campus-wide are also provided by the staff.

Several "electronic classrooms" including commuter centers equipped with microcomputers and projection systems are available on a scheduled basis. These classrooms are used by all academic departments on campus.

TESTING CENTER

The Testing Center, located in Kilpatrick Education Building, currently administers these national, graduate level exams; GMAT (Graduate Management Admission Test), the MAT (Miller Analogies Test), and the GRE (Graduate Record Examination). These tests are given on the date listed in the announcement bulletins, application forms, and other information on the NTE and other tests.

MAXWELL COLLEGE UNION

The first level of the Maxwell College Union houses recreation areas, conference rooms, TV lounge area, study rooms, and a snack bar. Offices located on the first level include Student Government Association, *The Colonnade*, Student Activities, Intramural-Leisure Services, Student Support Services, Minority Student Affairs, College Bookstore, Mailroom, and the Information Desk.

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

CENTENNIAL CENTER

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

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

EAST CAMPUS (LAKE LAUREL, LAKE SINCLAIR LOT)

The East Campus includes Lake Laurel, and the College lot on Lake Sinclair. Lake Laurel Lodge is situated on a six-acre lake and is an ideal clubhouse for parties, workshops, student organizational meetings, and retreats. Opportunities exist for boating, picnicking, fishing and other water sports at Lake Laurel and all of East Campus. Arrangements for services and information may be obtained by calling the Office of Continuing Education and Public Services (912) 453-5277.

WEST CAMPUS (ATHLETIC COMPLEX)

The athletic complex consists of soccer, baseball and softball fields and eight tennis courts. A Health, Physical Education and Recreation department building, a shelter and picnic facilities are located at the complex.

CAREER CENTER

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

COOPERATIVE EDUCATION AND INTERNSHIP PROGRAM

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

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

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

In order to be placed with an employer in the Cooperative Education or Internship program a graduate student must have and maintain a minimum cumulative grade point average of 3.0 while participating in the program and be recommended by the department coordinator in the student's major field of study.

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

PLACEMENT SERVICES

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

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

familiar with placement resources and to establish their credentials files at the beginning of their last year of graduate study.

AUXILIARY SERVICES

FOOD SERVICE

The campus meal plan is a complete dining program. The plan combines unlimited selection with a wide variety of menus, convenient hours and a computerized meal card system.

DEPARTMENT OF CAMPUS SAFETY

Campus Safety officers patrol campus on a 24 hour/day basis.

Students are required to register vehicles in use on campus and obtain a parking permit from the Department of Campus Safety. Students are also asked to report all suspicious behavior and to keep valuables locked up at all times.

BOOKSTORE

Textbooks and school supplies are available in the Georgia College Bookstore located in the Maxwell College Union. Full refunds are available for the week following the first day of class provided the book has not been marked and the cash register receipt is presented. Buy-back of selected used textbooks is conducted during the final examination week of each quarter.

The Bookstore also carries gifts, greeting cards, books and magazines for pleasure reading, drugs and sundry items and Georgia College imprint items. Georgia College rings are ordered through the Bookstore.

There is also a full service Georgia College Bookstore located in the Macon Campus.

IDENTIFICATION CARDS

At registration, each student is issued an identification card (ID) as official college identification of student status which will be validated at each subsequent registration. A fee of \$2 is charged for the replacement of the identification card. Students are required to present an ID card to any properly-identified faculty or staff member upon request and the ID card may be required for admission to certain student activities and college facilities.

The ID card is needed to use the Academic Computing Service labs during the weekend hours.

ACADEMIC POLICIES

Every graduate student and every prospective graduate student is expected to become thoroughly familiar with the regulations and requirements for degrees contained in this catalog. Failure to follow the regulations and requirements almost inevitably results in complications which cause inconvenience to students. It is especially important that students note that it is their responsibility to keep apprised of current graduation requirements for the degree program in which enrolled.

A student is advised by the chairperson of the chosen major program, the degree program coordinator or by other professors designated for such advising. Advisement in matters pertaining to teacher certification is the responsibility of the Coordinator of Graduate Programs in the School of Education and the appropriate department chairperson.

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, must be approved by the adviser in the major field of study, and must comply with other requirements specified by the College. No student will be allowed to pursue two degrees simultaneously.

No graduate credit will be allowed for correspondence work.

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

All credit applied to the planned program must have been earned within the prescribed period of six years after initial acceptance to the graduate program. At least thirty hours of graduate work must be completed in regular Georgia College courses on campus or at a Regents' approved Residence Center. Commuter Center taken at a facility other than an approved commuter center do not meet the residence requirement.

Georgia College, with the approval of the Board of Regents, provides degree credit programs in specific majors through commuter centers located in Macon, Warner Robins Air Force Base, and Dublin. Students admitted to these programs must satisfy the same requirements for a degree as those who attend classes on the Milledgeville campus.

RESIDENCY DEFINITION

A student is "in residence" if enrolled in courses offered at an approved Georgia College Residential facility. These facilities are the Milledgeville Campus, the Robins Residence Center, the Robins Graduate Center, the Dublin Residence Center, Macon Campus, the Logistics Education Center and the Georgia Public Safety Training Center in Forsyth.

GRADUATE LEVEL ADMISSIONS

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. Students who are presently enrolled or have taken graduate work elsewhere must be in good standing at that institution to be eligible for admission to graduate study at Georgia College.

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

It is recommended that applications for admission be submitted at least three weeks prior to the first date for matriculation (specific dates listed in the official College calendar). International students and other applicants to the program requiring standardized test scores should complete these examinations at least eight weeks prior to matriculation. International students must submit additional documents as required by the Office of Admissions and Records.

All applicants desiring to enroll in graduate classes are required to provide the Office of Admissions and Records an official copy of the transcripts of all undergraduate and graduate academic work at the college level. Application for admission (accompanied by a \$10 fee) should be mailed to the Office of Admissions and Records on forms provided for this purpose. All applicants for degree programs must also provide acceptable results of their performance on one of the following: the Graduate Record Examination, the Graduate Management Admission Test, Miller Analogies Test, or the Law School Admission Test. Other supporting materials may be required by specific degree programs. Test scores may not be more than ten years old. An application is not considered complete nor will it be processed until all required transcripts, examination scores and letters of recommendation are on file in the Office of Admissions and Records.

The degree program coordinator gives approval for admission to a degree program subject to the minimum requirements of the College. Program admission requirements are frequently more demanding and specific than general admission requirements. A student will be admitted to a degree program only with the recommendation of the degree program coordinator and approval of the Dean of the Graduate School.

CLASSIFICATION OF GRADUATE STUDENTS

Students admitted to Georgia College graduate programs will be classified as:

DEGREE CATEGORIES

REGULAR ADMISSION

An applicant who has been determined by the coordinator of the program to have met all requirements for admission to a degree program as described in the degree program section of the catalog may be admitted as a regular graduate student.

In no instance will more than a total of 20 quarter hours from any other classification(s) be applied toward a degree program.

REGULAR ADMISSION TO THE GEORGIA COLLEGE GRADUATE PROGRAM INCLUDES ADMISSION TO CANDIDACY. The admission to candidacy agreement contains a program of study which serves as a mutual agreement between the student applicant and Georgia College. This agreement must be followed and cannot be changed without the prior written approval of the coordinator of the student's graduate program. A program of study will be forwarded to each student upon admission.

PROVISIONAL ADMISSION

- A. There are two conditions by which students are assigned provisional classification:
1. Students who apply late for full consideration for admission to a degree program and/or have not submitted all required documents for evaluation are assigned provisional status.
 2. Students who have submitted all requirements for admission but do not meet minimum standards for regular admission may be placed in the provisional admission classification by the graduate coordinator in the student's degree program.

- B. Provisional students who are able to remove the condition which caused them to be designated as provisional may be eligible for assignment to another classification. A maximum of 20 quarter hours earned in this classification can be applied toward meeting the requirements of a degree program. This maximum will be reduced according to the number of hours a student has earned in the "enrichment," "certification," or "transient" categories.

For example, a student who has earned 20 quarter hours of credit while in the enrichment category is not eligible to apply any of the hours earned as a provisional student toward a degree program. In no instance will more than a total of 20 quarter hours from any one or a combination of the provisional, enrichment, certification or transient designations be counted toward a degree program.

C. Provisional Admission Exit Requirements

To exit provisional admission and to be classified as a regular student, all admission criteria for the degree program as described in the provisional admission exit requirements section of the catalog must be satisfied and approved by the degree program coordinator.

BIOLOGY AND LOGISTICS

Students on provisional admission who complete twenty (20) quarter hours of graduate courses at Georgia College with no grade less than a "B" may be admitted to a degree program without having to make the required test score for the program. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

HISTORY

Applicants who score under 1000 on the formula for regular admission may be granted provisional status. The formula is: "GRE verbal score + GRE quantitative score + (100 times the undergraduate grade point average) = 1000."

Provisional students who take 20 quarter hours of graduate history courses with no grades less than a B will be granted regular status. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

PSYCHOLOGY

Provisional status is reserved for students who lack one of the three courses required for regular admission status or who have a GRE Advanced Psychology score below 500 and are therefore enrolling in PSY 499 for remediation. *All students must meet the minimal GRE verbal and quantitative scores and the undergraduate GPA requirements. These scores are 400 verbal and 400 quantitative. The combined verbal and quantitative scores, plus the undergraduate grade average times 100, must be at least 1050. Provisional status is exited by achieving at least a "C" in PSY 201, PSY 315 or PSY 320 and an "A" in PSY 499.*

BUSINESS

Students who apply late for full consideration for admission to a degree program and/or have not submitted all required documents for evaluation are assigned provisional status.

For regular admission the sum of the GMAT score plus 200 times the complete undergraduate GPA must total 950 or above; or the sum of the GMAT score plus 200 times the upper division GPA must total 1,000 or above.

EDUCATION

Students will be eligible for provisional admission into the Master of Education degree programs who have an undergraduate grade point average of at least 2.5 on a 4.0 system and a MAT score of at least 35 or a GRE score of at least 700 (V+A). Students with these scores must complete 20 quarter hours of graduate courses at Georgia College with no grade less than a "B" to be regularly admitted into the Master of Education degree program. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission. All students applying for admission into the Specialist Degree program must be eligible for regular admission in accordance with the requirements described in the degree section of the catalog. There is no provisional admission in the Specialist degree program.

NURSING

Students will be eligible for provisional admission into the Master of Science in Nursing program whose grade point average when multiplied by ten and added to their combined score of quantitative and verbal equals at least a 900 Graduate Record Exam score; or, whose grade point average times 200 during the last two years when added to the graduate admissions exam test score equals at least 900 on the graduate admissions test.

To exit provisional admission students must complete 20 quarter hours of graduate courses at Georgia College with no grade less than a "B" to be regularly admitted into the Master of Science in Nursing degree. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

MASTER OF PUBLIC ADMINISTRATION

Applicants who score under 1200 on the formula used for regular admission may be granted provisional status. Provisional students who take 20 quarter hours of graduate Public Administration courses with no grade less than a B will be granted regular status. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

NON-DEGREE CATEGORIES

ENRICHMENT

A person who holds a baccalaureate degree and wishes to enroll in graduate courses for purposes of self-improvement or enjoyment may be admitted for graduate study as an enrichment student. Should the student later decide to transfer to a degree seeking category not more than 20 quarter hours of credit earned while in this category may be applied toward a graduate degree program and then only if approved by the coordinator of the degree program desired. Students interested in taking psychology courses must have the approval of the Graduate Coordinator of the Psychology Department. (See additional limitations under the provisional category.)

CERTIFICATION

A person who holds a baccalaureate degree and certification to teach in the State of Georgia and wishes to enroll in graduate courses for the purposes of certificate renewal, may be admitted to graduate study as a certification student. A person who holds a degree and is seeking initial teacher certification may also be admitted to graduate study as a certification student. A minimum GPA of 2.5 is required at the time a student begins a program of study. Students admitted to certification classification are not considered to be in pursuit of a degree. Should the student later decide to transfer to a degree seeking category, not more than 20 quarter hours of credit earned while in this category may be applied toward a graduate degree program and then, only if approved by the coordinator of the degree program in consultation with the adviser of the planned field of study. A maximum of ten hours may count toward two levels of certification. (See additional limitation under the provisional classification.)

GRADUATE TRANSIENT

A student in good standing at another regionally accredited graduate school who wishes to take courses at Georgia College may be allowed to enroll as a transient student for one quarter. In lieu of the usual transcripts and test scores this student must submit a letter from the registrar of the institution in which the student is regularly enrolled, which certifies that the student is in good standing, and recommends admission to Georgia College as a transient student.

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 at least 2 quarters prior to completion of degree requirements.
3. A graduate student must have a cumulative graduate average of *B* (3.0 GPA) and a *B* average (3.0 GPA) in the degree program. Only grades in courses numbered 500 and 600 shall be counted in a student's graduate grade point average. Courses in which the student has earned less than a *C* cannot be counted for degree credit. However, all grades earned in graduate courses at Georgia College will be used to calculate the student's cumulative graduate grade point average. The Georgia College Permanent Record and Grade Reports will reflect an Academic average of all work attempted at Georgia College once a student enters a graduate classification.
4. A student planning to use transfer work to qualify for a degree must have official transcripts submitted to the Office of Admissions and Records no later than the beginning of the Spring Quarter immediately preceding June 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.
6. Georgia College reserves the right to 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 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 GRADUATION

Each applicant for a graduate degree from Georgia College must make formal application for graduation by the deadline printed in the official catalog of the year in which the student plans to graduate. This application is submitted to the Office of Admissions and Records by the applicant. The degree program coordinator approves the applicant's plan to graduate for the Graduate Dean.

Any student who is unable to complete final requirements for graduation after formally applying for a degree will be ineligible to graduate. Students will be notified if graduation requirements are not completed and the student will be required to resubmit the application for graduation for a future quarter.

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 credit 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 quarter hours is considered a full-course load for graduate students and for Veteran's Certification purposes.

Veteran Students—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 for other service educational programs may be established through examinations administered by the college in which the student is enrolled.

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 Standards
- D—passing (1.0)
- F—failure (0.0)
- WF—withdraw, failing (0.0)
- NR—not reported

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 nonacademic 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 mid-term of the next quarter of residency (unless it is a thesis grade), or if the student is not in residence by the end of twelve months after the incomplete is assigned, the *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.
- IP— This symbol indicates that credit has not been given in courses that require a continuation of work beyond the quarter for which the student signed up for the course. The use of this symbol is approved for thesis hours and project courses.
- 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 non-academic 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, after the last date to add a course.
- K— This symbol indicates credit by examination approved by faculty.
- NR— Grade not reported by instructor.

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 STANDARDS

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 3.0 will receive an academic warning. If the grade point average falls to or below the equivalent of 10 hours of uncompensated C's, the student will be academically dismissed from the degree program.

In order to be considered for readmission to the program the student must petition the degree program coordinator and be approved by the Dean of the Graduate School.

AUDITING COURSES FOR NONCREDIT

To audit a class a student may register as an auditing student 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 on the grade sheet 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 and pay regular fees.

As noted above, students may not transfer from audit to credit or vice versa.

ADDING COURSES AFTER REGISTRATION

A student may add courses to his/her schedule for a period of three school days after formal registration for Fall, Winter and Spring quarters. The add card is available from the Admissions and Records Office and must be signed by the student's faculty adviser and instructors involved before being returned to the Admissions and Records Office by the student. No credit will be awarded in any course for which the student is not properly registered. Students may add courses during the summer terms for a period of two days after formal registration.

WITHDRAWAL FROM COURSES

A student may withdraw without academic penalty from any course prior to midterm by presenting to the Admissions and Records Office a drop card signed by his faculty adviser and the instructor. A student who withdraws 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 point average. After midterm, withdrawals from courses will receive a grade of F except in cases of non-academic hardships approved by petition to the Dean of the Graduate School.

WITHDRAWAL FROM COLLEGE

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.

A student who withdraws from the College either temporarily or permanently at any time after midterm but prior to the beginning of the final examination period will receive the grade WF for each course being carried at the time of withdrawal. However, with the approval of class instructors, the student may petition the coordinator of the degree program for incomplete grades if the withdrawal is due to nonacademic extenuating circumstances and the student 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.

The timing of withdrawals in order to avoid academic penalty is the responsibility of the student. Deadlines are published in the College Calendar in the introductory section of this catalog.

CREDIT FOR ARMED FORCES PERSONNEL

Georgia College has been designated an institutional member of Servicemembers Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Georgia College recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of thirteen leading national higher education associations; it is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

ENROLLMENT BY UNDERGRADUATES

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

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

NONFEE APPLICANTS FOR OLDER AGE 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.

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 studies after one or more quarters of absence must file an application for readmission. Applications for readmission are available in the Office of Admissions and Records and must be submitted to that office prior to the published deadlines for each term. 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 before being classified as having regular status.

TRANSIENT STUDENT PROCEDURE

Students wishing to attend another college and take courses to count toward their degree at Georgia College must be in good standing, 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 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.

Transient status means that a student is admitted to Georgia College for a specified period of time, normally a single quarter, with the understanding that the student is to return to the student's own college at the opening of the next quarter.

STUDENT ACADEMIC APPEALS

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 initiated 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 must have the approval of the Dean of the Graduate School.

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 class days of receipt of the written grievance or appeal to discuss the matter.
3. If the student is not satisfied with the results of the discussion and wants the grievance or appeal to be considered further, the student shall appeal in writing to the respondent's supervisor to seek a resolution. This consultation must begin within ten class days after the conclusion of the discussion with the respondent.
4. If the student is not satisfied after seeking consultation at the supervisor's level and wants the grievance or appeal to be considered further, the student shall appeal in writing to the secondary supervisor to seek a resolution. This consultation must begin within ten class days after the supervisor has completed consideration of the grievance or appeal.
5. If the student is not satisfied and wants the grievance or appeal to be considered further, the student shall appeal in writing to the next appropriate supervisor. This grievance or appeal must be filed within ten class days after the secondary supervisor has completed

consideration of the grievance or appeal. The decision of the next appropriate supervisor will become the final decision 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 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 from which students may receive assistance.

The time limit may be extended upon approval of a written request to the Vice President/Dean of Faculties.

STUDENT NONACADEMIC APPEALS

POLICY STATEMENT

Georgia College recognizes the importance of providing a prompt and efficient procedure for fair and equitable resolutions of a nonacademic grievance or appeal. A nonacademic grievance or appeal alleges discrimination by a college employee on the basis of race, color, sex, religion, national origin, age, physical handicap/disability or involves personal behavior and/or College policy. Accordingly, students are encouraged to use the nonacademic grievance or appeal process without fear of prejudice or reprisal for initiating the process or participating in its resolution.

DEFINITION

A nonacademic grievance or appeal is an allegation by a student concerning (1) a College employee, (2) administrative policies, procedures, regulations or requirements of the College, (3) student employment, or (4) a College program service or activity. Students shall have the right to file a grievance or appeal according to established procedures.

PROCEDURES FOR NONACADEMIC GRIEVANCE OR APPEAL

Following are the proper procedures for resolving a nonacademic grievance or appeal:

1. The student shall submit a complaint in writing to the appropriate College official responsible for the action which forms the basis of the grievance or appeal. The complaint shall contain a clear and concise statement of the grievance or appeal, the remedies sought and a request for a meeting with the involved person or persons. The complaint must be submitted within five (5) days of the event, unless there are extenuating circumstances.
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. A written reply by the respondent to the student indicating the results of the meeting and including further action, if any, to be taken shall be attached to the written grievance or appeal.
3. If the student is not satisfied with the results of the discussion and reply and wants the grievance or appeal to be considered further, the student shall appeal in writing to the respondent's supervisor to seek a resolution. This consultation must begin within ten (10) class days after the conclusion of the discussion with the respondent. A written reply by the respondent's supervisor to the student indicating the results of the meeting and including further action, if any, to be taken shall be attached to the written grievance or appeal.
4. If the student is not satisfied after seeking consultation at the supervisor's level and wants the grievance or appeal to be considered further, the student shall appeal in writing to

the secondary supervisor to seek a resolution. This consultation must begin within ten (10) class days after the supervisor has completed consideration of the grievance or appeal. A written reply by the secondary supervisor to the student indicating the results of the meeting and including further action, if any, to be taken shall be attached to the written grievance or appeal.

5. If the student is not satisfied and wants the grievance or appeal to be considered further, the student shall appeal in writing to the next appropriate supervisor. This grievance or appeal must be filed within ten (10) class days after the secondary supervisor has completed consideration of the grievance or appeal. A written reply by the next appropriate supervisor to the student indicating the results of the meeting and including further action, if any, to be taken shall be attached to the written grievance or appeal.
6. The decision of the President will become the final campus decision on the grievance or appeal. A written reply by the President to the student indicating the results of the meeting and including further action, if any, to be taken shall be attached to the written grievance or appeal. The student and appropriate college officials shall be notified in writing of the decision within ten (10) class days after the last consideration of the grievance or appeal.

Students should be aware that their faculty adviser, the Office of Counseling Services, the Student Government Association and the Office of Student Affairs, may be resource areas whereby students may receive assistance on a grievance or appeal. The time limit may be extended upon approval of a written request submitted to the Vice President for Student Affairs.

STUDENT ACADEMIC DISHONESTY

I. POLICY STATEMENT

Georgia College acknowledges the need to preserve an orderly process with regard to teaching, research and public service as well as the need to preserve and monitor students' academic rights and responsibilities. Since the primary goal of education is to increase one's own knowledge 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

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 class days following the informal conference. The instructor shall schedule a formal conference within ten class days of the informal conference or receipt of the student's written complaint. The Vice President/Dean of Faculties may extend the ten class day 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 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 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 0 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 Vice President 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 Vice President 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, the student shall be informed in writing within twenty-four (24) hours. If the instructor believes that the student has violated the Academic Dishonesty policy the instructor shall inform the student of the decision in writing with a copy to their 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 the instructor shall refer the matter to the Vice President for Student Affairs who shall proceed in accordance with the College's disciplinary policy.

G. Appeal from the instructor's decision.

The instructor's decision may be appealed to the instructor's appropriate supervisor either as to the issue of whether the student did engage in conduct as alleged or as to the penalty or penalties. Appeals shall be in writing and must be filed with the office or person designated within ten class days of 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 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 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.

1. Jurisdiction. The committee shall hear appeals of the supervisor's decision.
2. Procedures. The appropriate academic misconduct hearing committee proceedings shall be regulated by the same procedures established by the Georgia College Disciplinary Policy Statement except that this committee may establish less rigorous procedures for cases in which the penalty or penalties do not include suspension or expulsion. The student
 - a. may be represented by a student, faculty or staff person of their choice.
 - b. shall be afforded written notice of the offense with which he/she is charged and of the facts or conduct on which that charge is based,
 - c. shall be afforded advance written notice of an opportunity for a hearing at which the evidence against the student shall be reviewed and, at which the student shall have an opportunity to present evidence and argument, including a written statement to refute the charge, and
 - d. shall be given a written decision which shall include findings of fact and conclusions.
3. Penalty. The penalty recommended to the Dean of the school by the appropriate committee may not exceed the penalty imposed by the instructor. Further, the committee may or may not, according to the bylaws of the appropriate school, modify the academic penalty imposed by the instructor. If the committee finds that no violation of the Academic Dishonesty Policy occurred, and the Dean concurs, the instructor shall eliminate any academic penalty which was based on the alleged academic misconduct.

I. Appeal from the Dean of the School.

The Dean's decision may be appealed by either party to the Vice President/Dean of Faculties within ten class days of the decision of the Dean.

J. Appeal from the Vice President/Dean of Faculties.

The Vice President/Dean of Faculties decision may be appealed by either party to the President of Georgia College within ten class days of the decision of the Vice President/Dean of Faculties. The President's decision on Academic Dishonesty shall be the final decision on the Georgia College campus.

III. ROLE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

With regard to academic misconduct, the Vice President for Student Affairs shall receive and maintain copies of all correspondence and final decisions on academic misconduct. The Vice President may proceed in accordance with Georgia College disciplinary procedures if the charge includes non-academic misconduct and/or warrants suspension or expulsion. The Vice President may do so

- A. When the student alleged to have violated the Georgia College Academic Dishonesty Policy was not enrolled in the course against which the offense was committed.
- B. When the violation found by the instructor was so serious that disciplinary penalties appear to the Vice President for Student Affairs to be warranted and not more than sixty days have elapsed from the date of the occurrence.
- C. When there are multiple instances shown of a student's misconduct and not more than sixty days have elapsed from the date of the occurrence.

IV. NOTICE TO STUDENTS

Georgia College shall publish and make freely available to students, a copy of the Academic Dishonesty Policy, any amendments to the policy that are made, any provisions that have been adopted, and any other supplementary provisions consistent with the policy. The policy will be published in the current catalogs and/or Student Handbook and made available at the Office of the Dean of the school throughout the year.

EXPENSES

As a unit of the University System of Georgia, Georgia College is a state institution. As such, it makes no tuition charge for residents of Georgia. Students who do not qualify as residents of Georgia must pay tuition in addition to matriculation fees shown below. Regents' guidelines for determining residency are found in this section.

All matriculation charges, board, room rent, and other charges are subject to change.

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

The basic charges are as follows:

GENERAL FEES (1992)

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

All summer quarter rates are by the quarter hour.

RESIDENCE HALL CHARGES

Per quarter \$371.00 to \$595.00

FOOD SERVICE

The following choices are available:

5 meals a week (for non-residents <i>only</i>	\$210.00
10 meals a week Monday through Friday	395.00
14 meals a week	\$435.00
21 meals a week	\$460.00

All students living in the residence halls must have one of the meal plans.

SPECIAL FEES

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

A graduation 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 diploma and the use of academic regalia.

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.

Students who fail to make payment of fees and living expenses at the time stated in the College calendar will be charged a late fee, of \$10.00.

Students who wish to obtain copies of their academic records should direct requests to the Record's office. A fee of \$1.00 is charged for each copy.

Any check returned unpaid will result in a charge to the person from or for whom the check was accepted. Any check is accepted provisionally, in lieu of cash, and the presumption is made that the check will be honored when presented for payment at the bank. If payment is not cleared promptly on returned checks, the student's registration is subject to cancellation, student's record may be held and legal action may be taken.

A check is accepted provisionally, in lieu of cash, and upon the presumption that it will be honored when presented for payment at the bank. Any check returned unpaid will result in a charge of \$15.00 or 5% of the amount of the check, whichever is greater, to the accountable person.

Each year the College prints an up-to-date set of traffic and parking regulations which are available upon request from the Department of Campus Safety. Violation of traffic and parking regulations can result in a traffic ticket. Tickets are issued by members of the Department of Campus Safety, 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 Georgia College Business Office.

PAYMENT OF COLLEGE EXPENSES

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

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

REFUNDS

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

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 Office of Admissions and Records and to the Business Office on or before the last day to make course changes as indicated in the College calendar. The student shall then be charged at the per quarter hour rate applicable to the remaining number of quarter hours for which he is registered.

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

Withdrawal from the College must begin with formal approval from the Office of Admissions and Records, Parks Hall.

THE FOLLOWING REGULATIONS APPLY TO THE REGULAR FEES WHEN FORMAL WITHDRAWAL IS APPROVED.

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

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

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

Students who formally withdraw during the fourth week after the scheduled registration date are entitled to a maximum refund of 20% of the mandatory fees paid for that quarter.

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

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 (\$75.00). Refunds for surrender of food service meal tickets will be prorated for meals remaining.

NONRESIDENTS OF GEORGIA FOR FEE PURPOSES

Students who do not qualify as residents of the state of Georgia must pay non-resident tuition in addition to regular matriculation fees. These fees are due during registration period at the beginning of each quarter.

A student is responsible for registering under the proper residency classification. If a student believes that he/she is entitled to reclassification, please see the following section regarding change of classification procedure.

REGENTS' RULES FOR DETERMINING IN-STATE STUDENT STATUS

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

Because the overwhelming proportion of financial support for the operation of the public institutions of higher education in Georgia comes from the citizens through the payment of taxes, the determination of whether a student is classified as a resident or a nonresident of the State for tuition purposes becomes a significant matter. The tuition paid by in-state students covers only about one-fourth of the total cost of their education in the University System. 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. Examples of recent cases are: *Martinez v. Bynum*, 51 U.S.L.W. 4524 (Sup. Ct. May 2, 1983; *Starnes v. Washington*, 368 Supp. 38 (W.D. Wa. 1973) aff'd mem. 414 U.S. 1057 (1973), and *Michelson v. Cox*, 476 F. Supp. 1315 (S.D. Iowa, 1979).

For the purpose of these regulations, the question to be answered is not primarily whether a student is a "resident" or "non-resident" of Georgia, but rather whether the student meets the criteria to pay University System fees on an "in-state" basis. The term "resident" is confusing because 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. A student may be a resident of Georgia for some purposes, but not entitled to in-state status for tuition purposes. To be considered as a "resident" for tuition purposes, one must have been a *bona fide* resident of Georgia for at least twelve months preceding the date of registration.

The Board of Regents has adopted certain policies governing the classification of students as residents and non-residents 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.

RESIDENCY STATUS CHANGE OF CLASSIFICATION

A student is responsible for registering under the proper residency classification. Students classified as non-residents who believe that they are entitled to be reclassified as a legal resident may petition the Assistant Vice President of Admissions and Records for a change in status. The petition must be filed no later than sixty (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.

Students/applicants who are classified by Georgia College as out-of-state but who later claim to qualify as in-state students must file an "Affidavit in Support of Residency Appeal" form with the Office of Admissions and Records. A student's tuition status is not changed automatically, and the burden of proof that the student qualifies as an in-state student under the regulations of the Board of Regents of the University System of Georgia rests with the student.

A person's legal residence is their permanent dwelling place. It is the place where they are generally understood to reside with the intent of remaining there indefinitely and returning there when absent. There must be a concurrence of actual residence and of intent to remain to acquire a legal residence.

IN-STATE CLASSIFICATION POLICIES

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

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

2. If a person is under 18 years of age, registration as an in-state student occurs only upon showing that the supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding that date of registration.
3. If a parent or legal guardian of a minor changes legal residence to another state following legal residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of in-state tuition. After the expiration of the twelve-month period, the student may continue registration only upon the payment of fees at the out-of-state rate.
4. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as an in-state student until the expiration of one year from the date of court appointment, but only upon a proper showing that such appointment was not made to avoid payment of the out-of-state fees.
5. Aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in-state tuition as a citizen of the United States.
6. Waivers: An institution may waive out-of-state tuition for:
 - (a) non-resident students who are financially dependent upon a parent, parents or spouse who has been a legal resident of Georgia for at least twelve consecutive months immediately preceding the date of registration; provided, however, that such financial dependence shall have existed for at least twelve consecutive months immediately preceding the date of registration;
 - (b) international students, selected by the institutional president or his authorized representative, provided, however, that the number of such waivers in effect at any time does not exceed one percent of the equivalent full-time students enrolled at the institution in the fall quarter immediately preceding the quarter for which the out-of-state tuition is to be waived;
 - (c) full-time employees of the University System, their spouses, and their dependent children;
 - (d) non-resident graduate students who hold teaching or research assistantships requiring at least one-third time service at such institution;
 - (e) full-time teachers in the public schools of Georgia and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver;
 - (f) career consular officers and their dependents who are citizens of the foreign nation which their consular office represents, and who are stationed and living in Georgia under orders of their respective governments. This waiver shall apply only to those consular officers whose nations operate on the principle of educational reciprocity with the United States;
 - (g) military personnel and their dependents stationed in Georgia and on active duty unless such military personnel are assigned as students to System institutions for educational purposes.

APPEALS PROCEDURE

Any student wishing to appeal a decision of institution officials concerning residence classification shall file a Notice of Appeal with the appropriate review committee at the Institution.

Following a review at the highest level at the institution, a student may apply to the Board of Regents for a review of the final decision of the president. Procedures are provided by the *Bylaws and Policies* of the Board of Regents.

STUDENT RESPONSIBILITIES

Student Responsibility to Register Under Proper Classification—The responsibility of registering under the proper tuition classification is that of the student. If there is any question of the right to in-state tuition status, it is a student's obligation, prior to or at the time of registration,

to raise the question with the administrative officials of the institution in which registering and have it officially determined. The burden always rests with the student to submit information and documents necessary to support the contention that they qualify for a particular tuition classification under Regents' regulations.

Notification of Change in Circumstances—A student who is classified as an in-state student must notify the proper administrative officials of the institution immediately of any change in residency status, or any other change in circumstances which may affect tuition classification.

Official Change of Tuition Status—Every student classified as a non-resident shall retain that status until such time as they shall have petitioned for reclassification in the form prescribed by the institution and shall have been officially reclassified in writing as an in-state student by the proper administrative officers. No more than one application may be filed for a given quarter.

Reclassification—Every student who has been granted in-state tuition as a legal resident of Georgia shall be reclassified as an out-of-state student whenever it is reported, or there have been found to exist, circumstances indicating a change in legal residence to another state.

FINANCIAL AID

Many students do not have the financial resources to accomplish their educational objectives. Through financial aid programs, Georgia College makes every effort to assure that no qualified student will be denied the opportunity to attend school because of a lack of funds. Each year over 50% of Georgia College students receive some form of financial aid.

Because of the many federal, state, and local agencies which regulate financial aid programs, the administration of financial aid is complex and ever-changing. To help simplify the process, the Federal government has produced a publication, *The Student Guide*, to provide accurate, up-to-date information on financial aid. As a consumer of higher education, it is important that you understand the financial aid programs you are applying for and the requirements of you and your family. Please contact the Financial Aid Office to request a copy.

Policies and procedures are subject to change without notice.

ACADEMIC REQUIREMENTS FOR RECEIVING FINANCIAL AID

The Higher Education Act of 1965, as amended, mandates institutions of higher education to establish a standard of satisfactory academic progress for students who receive financial aid. This standard must apply to the student's entire academic history, whether Title IV financial aid was received or not. In order to remain eligible to receive aid at Georgia College, students must meet the standards specified for acceptable academic performance and for satisfactory progress toward the completion of their program of study. The standards are established within the framework of applicable federal regulations specifically for the purpose of determining the eligibility of students to receive aid under the generally funded Title IV programs, including Pell Grant, Perkins Loan, Supplemental Educational Opportunity Grant, College Work-Study, Stafford Loan, Georgia Incentive Grant, Supplemental Loans for Students, and PLUS Loan Programs. The standards should not be confused with Probation or Good Standing as defined by academic regulations.

The Georgia College definition of satisfactory academic progress for receiving financial aid includes the following components:

Academic Standards

Georgia College uses the 4.0 grade point average system and numerical code:

4.0 = A, 3.0 = B, 2.0 = C, 1.0 = D, 0.0 = F, 0.0 = WF

Graduate students

Any student whose cumulative GPA falls below a 3.0 will be on financial aid probation. If the GPA falls to or below the equivalent of 10 hours of uncompensated "C"s, the student will become ineligible for financial aid.

Incremental Progress

Students are expected to successfully complete the following number of hours based upon enrollment status:

Graduate students

Enrollment status	need to complete each quarter	need to complete each academic year
10-up (full-time)	7	20
6-9 (¾ time)	5	15
5 (½ time)	3	9

Enrollment status will be verified by the Student Financial Aid Office staff three days after classes begin according to the following table:

	Full-time	Three-Quarter Time	One-half Time
Undergraduate	12-up	9-11	6-8
Graduate	10-up	6-9	5

Students who attend during the summer are expected to successfully complete the appropriate number of hours required for the summer plus the required number for the academic year based upon their enrollment status.

Maximum time frame

Students who attend on a full-time basis at Georgia College will have the following time frame (subject to individual program regulations) in which to receive consideration for financial aid:

Graduate students— Master's degree	9 quarters
Specialist in Education	6 quarters

The time frame for students who attend other than full-time will be determined on a yearly basis taking into account the enrollment status of the student. Students who begin their education at another school and then transfer to Georgia College will have their standing classified by the appropriate office. For these students, financial aid eligibility is identical to that of Georgia College students with comparable hours. (e.g. Transfer students who are classified as juniors will have the same eligibility as Georgia College juniors).

The review procedure is as follows:

Academic standards and/or incremental progress

At the end of each academic year (Spring quarter), the Student Financial Aid Office will determine whether the student has successfully completed the minimum expected number of hours with the required grade point average and shown progress toward the educational degree for all completed quarters. This review, which will occur during the summer, will include all hours attempted during the student's attendance period.

The following will be considered as quarter hours successfully completed:

- | | |
|---------------------------|---------------------------------------|
| 1. "A" through "D" grades | 3. "K" credit (credit by examination) |
| 2. "S" satisfactory | 4. "IC" institutional credit |

The following shall not be considered as quarter hours completed:

- | | | |
|-------------------|-----------------------|---------------------------------------|
| 1. "F" grade | 4. "U" unsatisfactory | 6. "WF" withdrew failing |
| 2. "I" incomplete | 5. "V" audit | 7. "IP" used in Developmental Studies |
| 3. "W" withdrew | | |

For repeated courses, both grades are computed in the grade point average and both courses will remain as a part of the aggregate hours attempted.

Time frame

The minimum percentage of hours shall be the percentage represented by the number of quarters completed by the student compared to the maximum time frame set forth by Georgia College, taking into account the student's course load. For example, based upon a full-time graduate student with a time frame of 3 years, 1/3 of the degree requirements (usually 20 hours) must be successfully completed each year. For students who enroll other than full-time, the same procedure is used with the time frame being determined by the enrollment status.

Financial Aid Probation

A student will automatically be placed on financial aid probation in the event that the student fails to meet the cumulative GPA and/or incremental progress requirements. A student in this category may receive financial aid for the next academic year, but, by the end of that academic year, that student must have completed both the aggregate number of quarters hours required

and attain the overall cumulative GPA required to establish satisfactory academic progress. If the student does not make up the deficiencies and remove himself/herself from financial aid probation, the student is considered to be making unsatisfactory academic progress and is placed on financial aid suspension. Financial aid suspension means the termination of all financial aid.

A student who does not meet the time frame requirement will, *without warning*, become ineligible for financial aid.

Conditions for Reinstatement

A student whose financial aid has been suspended for failure to meet the cumulative GPA and/or incremental progress requirements, can become eligible for consideration for financial aid by:

- 1) Sitting out an academic quarter (Fall, Winter or Spring), or
- 2) Attending Georgia College without financial aid and re-establishing satisfactory academic progress.

A student who fails to meet satisfactory progress requirements a second time or who, after sitting out a quarter, fails to establish satisfactory academic progress requirements, will become ineligible for any further aid.

A student who returns to Georgia College after being on financial aid suspension is automatically on financial aid probation.

Appeal

A student whose financial aid has been suspended may appeal, in writing, to the Director of Financial Aid. In the appeal, the student should state the reason(s) why satisfactory academic progress was not maintained, why aid should not be terminated, and list any extenuating circumstances that should be considered. A student wishing to appeal the decision of the Director may do so, in writing, to the Financial Aid Internal Review (FAIR) Committee. A student wishing to appeal the decision of the FAIR Committee may do so, in writing, to the Vice President for Student Affairs. An appeal to the decision of the Vice President for Student Affairs may be done, in writing, to the President of the College who has final authority on the campus.

All appeals are to be submitted through the Director of Student Financial Aid and must be submitted to the appropriate authority within five (5) school days or seven (7) calendar days after suspension from financial aid.

APPLICATION PROCEDURE

To receive consideration for aid, please submit:

1. A Georgia College Financial Aid application which is available from the Financial Aid Office.
2. A copy of the Financial Aid Form (FAF) to the College Scholarship Service (CSS) and designate that a copy be sent to Georgia College. The FAF may be obtained from a secondary school or the Georgia College Financial Aid Office located in Parks Hall.
3. If a transfer student, a Financial Aid Transcript from each postsecondary school attended whether financial aid was received or not. Contact the Financial Aid Office at the school attended for details.
4. Other forms and documents as requested.

GENERAL INFORMATION

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

- C) be making progress toward the completion of your course of study according to the "Academic Requirements for Receiving Financial Aid"; and
 - D) not be in default on any loan and have not borrowed in excess of loan limits under the Title IV programs at any institution; and
 - E) not owe a refund on any grant received under the Title IV programs at any institution. Exception: (Applicable to SL, PLUS, and SLS Loans only). A non-degree seeker may be eligible for a loan under one or more of these programs if (s)he is enrolled or accepted for enrollment as at least a half-time student in a program that is necessary for either a professional credential or certification from a state if that credential or certification is required for employment in that state as an elementary or secondary school teacher.
2. Many loan programs require special applications. Contact the Financial Aid Office for details.
 3. First consideration will be given to those students whose file is complete by 15 April.

SCHOLARSHIPS

REGENTS SCHOLARSHIPS

Regents Scholarships are available to residents of Georgia who are students of superior ability and who need financial aid to attend college. You must be enrolled or accepted for admission as a full-time student. Also, your grades or predicted grades (based on high school average and College Entrance Examination Board SAT scores) must place you in the upper 25% of your class.

Regents Scholarship awards are based on financial need, with the maximum award being \$1000 for students enrolled in graduate schools. Scholarship recipients repay their loan awards by working in the state of Georgia one year for each \$1000 received or in cash at 3% interest. Further information is available from the Financial Aid Office.

OTHER SCHOLARSHIPS

Some scholarships for graduate students available through the Alumni Association, are listed in a booklet of all Georgia College Scholarships, Awards, and Grants published by the Scholarship Office, 203 Parks Hall.

LOANS

PERKINS LOANS

The College participates in the Perkins Loan Program. Students in need of assistance to meet educational expenses are eligible to receive consideration for the loan.

The aggregate maximum loan amount a graduate or professional student may borrow is \$18,000, including loans borrowed for undergraduate study.

Repayment begins nine months after the student graduates or leaves school. The student may be allowed up to ten years to repay the loan. During the repayment period, the student will be charged 5% simple interest on the unpaid balance of the loan principal. The minimum monthly payment is \$30.

Students who complete the Georgia College application process are considered for this loan.

STAFFORD LOANS

These federally-sponsored, Title IV loans, which are now need-based, are arranged through private banks and other financial institutions. For a qualified student, the Federal government pays the interest until the student ceases enrollment as at least a half-time student.

The amount a student can borrow will vary, depending upon the student's demonstrated financial need. The maximum amount in any academic year may not exceed \$7,500. The aggregate guaranteed unpaid principal amount of all SL loans made to a graduate or professional student may not exceed \$54,750, including loans made for undergraduate study.

To apply, the student must complete the Colleges' application procedure and a special loan application which is available from your local lender or the Georgia College Financial Aid Office.

PLUS LOANS

The PLUS program provides Title IV educational loans to parents on behalf of their dependent graduate or professional student. The maximum amount a parent may borrow on behalf of each student is \$4,000 per academic year, with an aggregate limit for each eligible student of \$20,000.

While these loans are not need-based, other financial aid the student is to receive must be taken into account and could reduce the maximum amount the parent may borrow to less than \$4,000 per academic year.

Repayment begins within 60 days of receiving the loan. The parent makes arrangements with the lender to begin installment payments, including interest at a rate not to exceed 12% per year.

These loans are arranged through private banks and other financial institutions. Applications are available from your local lender or the Georgia College Financial Aid Office.

SUPPLEMENTAL LOANS FOR STUDENTS (SLS)

Under this Title IV program, graduate and professional students are eligible to borrow up to \$4,000 per academic year, \$20,000 aggregate, from their local lenders.

While these loans are not need-based, other financial aid the student is to receive must be taken into account and could reduce the maximum amount the student may borrow to less than \$4,000 per academic year.

Although repayment begins within 60 days of receiving the loan, student borrowers may request a deferment of payment until half-time enrollment ceases or degree completion. Although payment of principal is deferred, interest continues to accrue at a rate not to exceed 12% per year.

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

Applications are available from your lender or the Georgia College Financial Aid Office.

STATE DIRECT STUDENT LOANS

Under the State Direct Student Loan program, students may be eligible to borrow funds that are either repaid in cash or are service-cancelable.

As a lender in the Georgia Stafford Loan program the Georgia Student Finance Authority (GSFA) makes interest subsidized loans to students that are subject to the same eligibility, interest and repayment as other student loans made by commercial lenders and guaranteed by the Georgia Higher Education Assistance Corporation.

In addition, the GSFA makes loans which can be cancelled through service to students preparing for professions in which there is a critical manpower shortage in Georgia. Applicants who are preparing for careers in certain teaching and health fields and members of the Georgia National Guard may be eligible to borrow funds and to have a portion or all of these loans cancelled by service.

Additional details and applications are available from the Georgia College Financial Aid Office or the Georgia Student Finance Authority, 2082 East Exchange Place, Suite 200, Tucker, GA 30084.

SPECIAL LOAN FUNDS

Additional funds have been established to be administered by the college as educational loans are:

Philo Sherman Bennett Loan Fund
Jane Coleman Allen Daughtry Loan Fund
Eleanore C. Hess Nursing Loan Fund
Antoinette Smith Jenkins Loan Fund
Thomaston Mills Loan Fund
Charles D. Moore Loan Fund
Morel Fund
Sylvester Mumford Fund
Alice Walker Shinholser Memorial Funds 1 and 2
Joseph M. Terrell Loan Fund
Fannie Trammell D.A.R. Fund

STUDENT EMPLOYMENT

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

COLLEGE WORK-STUDY PROGRAM

The College Work-Study program provides jobs for students who show financial need and who must earn funds to pay for part of their educational expenses.

In general, a student earns at least the current minimum wage. Students in this program may work up to 20 hours a week while classes are in session and 40 hours a week during vacation periods.

Students who complete the financial aid application process are considered for this program.

GEORGIA COLLEGE STUDENT EMPLOYMENT PROGRAM

The Georgia College Student Employment Program provides additional opportunities for students to secure campus employment. While financial need is often not a factor, earnings under this program could affect other aid received.

Students are interviewed and hired by the various administrative offices, departmental offices, and others at the College.

REFUND POLICY AND PROCEDURES

Financial Aid Refunds and Repayments

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

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

Accounts are credited according to the following distribution policy:

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

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

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

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

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. Duties must be relevant to the student's major field of study and shall be of academic value.

Applications for graduate assistantships should be directed to the school dean or director. Approval is granted by the Dean of the Graduate School upon recommendations of the school dean or director.

A graduate assistant must have been approved for regular admission to a graduate program. To continue an assistantship, the graduate student must maintain academic good standing, except that if a student's grade point average falls below 3.0 (academic warning) that student will have one quarter to improve and return to academic good standing before termination of the assistantship. Should a student fail to return to good standing after one quarter, or should a student receive academic exclusion and be dismissed from the degree program, the assistantship will be terminated at once.

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 \$700 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 2395, Milledgeville, GA 31061.

VETERANS SERVICES

In addition to the regular benefits, veterans can obtain financial aid in the form of work-study. For further information, contact the Veterans Administration Regional Office, 730 Peachtree Street, N.E., Atlanta, GA. 30365. The Veterans Secretary in Parks Hall is available to assist you.

REGENTS OPPORTUNITY SCHOLARSHIPS

The Regents Opportunity Scholarships offer stipends of \$2500 per academic year to selected economically disadvantaged students entering a full-time graduate program of Georgia College. For eligibility, an applicant must be a resident of Georgia and must maintain good standing. The scholarships are renewable and priority is given to previous recipients who continue to meet eligibility requirements. Persons interested are encouraged to contact the Dean of the Graduate School, 207 Parks Hall.

STUDENT LIFE

Student life at Georgia College offers students a wide range of opportunities to become involved in college programs, services and activities. Learning that takes place outside the classroom is an integral part of personal and educational development.

THE DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs supports the educational purposes of Georgia College and promotes personal growth and development for students. This Division is committed to helping students meet their full potential through providing co-curricular experiences that complement the College's academic experiences. In order to help students progress toward their educational and career goals, a number of student services, programs and activities are provided by the Student Affairs Office which is responsible for leadership, management and supervision of the operations of all departments within the Division. Campus safety counseling services, financial aid, food service, health services, intramural-leisure services, athletics, minority student affairs, new student orientation programs, residence life, and student activities, student support services, are coordinated by this office.

The Student Affairs Office administers the College's disciplinary code of rights, responsibilities and conduct and assures due process procedures for students accused of misbehavior. The College's disciplinary policy is administered by the Vice President for Student Affairs. The Office represents student interests and concerns to the faculty, staff and administration of Georgia College.

COUNSELING SERVICES

Georgia College provides a full range of counseling services free of charge to all Georgia College students and limited services to faculty and staff. Services are designed to help students adjust to the college, understand themselves and others, and plan life goals. Personal counseling is available to help individuals deal with the stress and concerns that college students experience. Educational counseling on such matters as study skills, time management and academic requirements is also available. Confidentiality is maintained, and test or interview results are released only by authorization of the student. Services to faculty and staff include consultation, presentation to classes and crisis intervention.

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

STUDENT HEALTH SERVICES

The purpose of the Student Health Services is to provide for the maintenance of good health. Students eligible for treatment must complete a medical history questionnaire prior to Georgia College registration.

Outpatient medical care for the treatment of minor illnesses and accident related injuries is available at the Health Service facility on campus for students taking more than 5 hours. Referrals are made to the local Baldwin County Hospital Emergency Room or consultant specialists for more serious problems. In cases of a serious illness or accidents, parents or guardians will be notified with the student's permission.

The College Physician holds daily clinics Monday through Friday. Other staff members include licensed nurses and a part-time pharmacist.

The Health Services Office promotes the "Wellness Concept" as an educational process and lifestyle for students. Health education information, designed to have a positive influence on students' health, behavior, and manner, is provided through the office.

INTRAMURAL-LEISURE SERVICES

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

INTERCOLLEGIATE ATHLETICS

A key element in furthering a sense of community at Georgia College is the athletic program. Annually 140 men and women compete in ten intercollegiate varsity teams. In addition, students participate in extramural fencing, water skiing, and soccer teams.

MINORITY STUDENT AFFAIRS

The Office of Minority Student Affairs helps minority students to resolve academic, personal or career concerns through direct assistance or referral. The Office helps new students identify and use the student services provided by the College, consults with minority student groups and organizations, and works for a better understanding of minority student culture and heritage. It sponsors intercultural associations, minority student programs and events.

NEW STUDENT ORIENTATION

Nova Orientation sessions are offered during the summer and at the beginning of each quarter. The purpose of the orientation program is to assist new students at Georgia College to become acquainted with college life. During the program students learn about the academic requirements, student life and student services. All new graduate students may attend an orientation program. Orientation sessions have been shown to increase a student's chance of success in college.

RESIDENCE LIFE

The goal of the Office of Residence Life is to provide a positive living-learning environment. Georgia College provides eight residence halls for student occupancy on campus. Rooms are assigned using a priority system based on date of application and payment of a deposit. A meal plan is required of all students who live in the residence halls. Students interested in information on residence hall living and/or a room reservation should contact the Director of Residence Life. Information and guidelines for living in the residence hall will be distributed to students upon check-in.

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

Each residence hall is staffed by a Resident Director. All residence halls have at least one student on each floor who serves as the Residence Adviser (R.A.). The R.A. represents the Office of Residence Life and is available to provide assistance, to develop a community atmosphere and to insure that the rights of all students are respected.

STUDENT ACTIVITIES

The Student Activities Office in Maxwell College Union coordinates and supervises student organizations. The office helps to schedule social, recreational, cultural, and entertainment activities. An information desk, gameroom, lounge, and conference room are supervised by the Student Activities Office.

Georgia College students may participate in a variety of activities, including concerts, drama productions, comedians, intramurals, movies, clubs sports, special interest groups, academic organizations, honor societies, and Greek organizations. The College provides a number of campus facilities for student use.

STUDENT SUPPORT SERVICES

The Office of Student Support Services identifies and provides services to commuters, Greek organizations, handicapped and disabled students and other special groups.

HANDICAPPED STUDENT POLICY

It is the policy of Georgia College to provide program accessibility and reasonable accommodations for persons defined as handicapped in Section 504 of the Rehabilitation Act of 1973. No handicapped student who is qualified to enter Georgia College should be denied admission or be subjected to discrimination in the application of admission standards.

It is strongly suggested that prior to enrollment handicapped persons should visit the campus and tour the facilities so that they might better understand the status of the college's physical environment and building accessibility. All handicapped students who have been admitted to the college should notify the Office of Student Support Services of their handicap and request an assessment of their needs prior to the first term of enrollment at the college. Student Support Services will review all requests 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.

LEARNING DISABILITIES

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

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

Learning Disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities, or of social skills. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental

retardation, social and emotional disturbance), with socio-environmental influences (e.g., cultural differences, insufficient or inappropriate instruction, psychogenic factors), and especially with attention deficit disorder, all of which may cause learning problems, a learning disability is not the direct result of those conditions or influences.

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

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

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

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

2. A correlated cognitive deficit

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

3. Average Intellectual Ability

Average intellectual ability will be defined as the student's best verbal or nonverbal domain score. A standard IQ score of 90 or above will be considered in the average range. The following guidelines are established to assist students in determining eligibility for accommodation due to learning disability. Students wishing accommodation on the Regent's Test because of a learning disability are also referred to the Director of the Center for Testing.

Responsibilities of the Student

1. The student will request an evaluation for eligibility by the college wide Professional Eligibility Team. This request will be made in writing to:
Dr. Craig Smith, Chairman
Georgia College Learning Disabilities Committee
Kilpatrick Education Building, Room 247
2. The student will furnish any documentation he/she wishes to be considered by the Professional Eligibility Team.
3. The student will bear all costs of tests or other evaluations required by the Professional Eligibility Team that is not provided by Georgia College.
4. The student will agree to any additional testing or evaluation recommended by the Professional Eligibility Team.

5. The student will inform Georgia College of any previous or existing diagnosis of learning disability no later than the last day of the first quarter of enrollment. In such cases the student must provide the Professional Eligibility team with copies of all existing documentation used as the basis for a previous diagnosis of learning disabilities. Eligibility will be determined in such cases by the Chairperson of the Professional Eligibility team.

Professional Eligibility Team

1. The Professional Eligibility Team will consist of three members; at least one of which is a specialist in learning disabilities with a doctorate or equivalent experience in special education, and/or two of the following: school or clinical psychologist, a neuropsychologist and/or a social worker trained in characteristics and treatment of learning disabled, others with sufficient training and experience in learning disabilities as deemed appropriate by the Vice President/Dean of Faculties.
2. The Professional Eligibility Team will meet as a group to consider all material presented by the student, the Director of Student Services, and/or the Director of the Center for Testing to determine whether or not the student meets the University System Criteria for learning disability.
3. The Professional Eligibility Team will review all documentation presented and will, if needed, request additional information and/or test data, or conduct independent assessment creating new data.
4. The Professional Eligibility Team will interview the Director of Student Support Services and/or the Director of Testing as a measure of assessment if deemed appropriate.
5. The Professional Eligibility Team will make recommendations for whatever special academic accommodations may be required to the Dean of the appropriate school and the Director of Student Services. The Dean of each school will designate a faculty member to provide advisement for students determined to be eligible for accommodation due to learning disability.
 - a) The Dean of each school will maintain an appropriate record of diagnosis and accommodation provided for each individual student.
 - b) It is the responsibility of each school Dean to direct students to an appropriate major course of study based on the nature and severity of the learning disability, with the understanding that certain academic courses or programs of study may be inappropriate for students with specific learning disabilities.
 - c) Each School will have responsibility to investigate and implement program modifications based on the nature and severity of disability.

WELLNESS SERVICES

Georgia College's Wellness Services provides students, faculty and staff with numerous educational activities and opportunities for lifestyle enhancement. Information and resources are available in the areas of physical, emotional, social, spiritual, and environmental health. Seminars and workshops are offered on a range of wellness topics such as sexual choices, fitness, smoking cessation and alcohol awareness. Individual health counseling is also offered through the Wellness Services.

STUDENT RIGHTS AND RESPONSIBILITIES

Students are expected, under all circumstances, to show a proper respect for law and order, care of property, rights of others, and a sense of personal honor and integrity as is required of good citizens. Students are expected to conduct themselves in a manner becoming a college student. Unacceptable behavior includes but is not limited to the possession or use of illegal drugs, the abuse or immature use of alcoholic beverages, and the obstruction or disruption

of teaching, research, administrative, disciplinary, public service, or other authorized college activities or functions. All students are further expected to know and observe the regulations for resident living.

Students who disregard the expectations placed upon them as good citizens subject themselves to the disciplinary process. Georgia College has a policy on the standards and procedures for student nonacademic discipline. The policy acknowledges both the need to preserve the orderly processes of the College with regard to its teaching, research, and public service missions, as well as the need to observe the student's rights. While the rules and regulations of Georgia College are not meant to duplicate general laws, there are some respects in which the lawful interests of the institution as an academic community coincide with the broader public interests treated in general laws. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities and are liable for disciplinary action under Georgia College rules.

Through delegation from the Board of Regents to the President of the College, the Vice President 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 Vice President for Student Affairs hears the case, determines guilt or innocence and imposes sanctions. The judicial board hearing will be conducted by the Student Judicial Board chaired by a designated Faculty Adviser.

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

Further, the Vice President for Student Affairs shall have power to impose such temporary sanctions, including suspension, pending a hearing, when a 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 DEGREE PROGRAMS

ARTS AND SCIENCES

Degree	Program
Master of Arts (M.A.)	History
Master of Science (M.S.)	Biology
Master of Science (M.S.)	Psychology
Master of Public Administration (M.P.A.)	Public Administration

BUSINESS

Master of Business Administration (M.B.A.)	Business Administration
Master of Management Information Systems (M.I.S.)	

EDUCATION

Specialist in Education (Ed.S.)	Administration and Supervision
Specialist in Education (Ed.S.)	Business Education (7-12)
Specialist in Education (Ed.S.)	Early Childhood Education (K-4)
Specialist in Education (Ed.S.)	Health and Physical Education (K-12)
Specialist in Education (Ed.S.)	Middle Grades Education (4-8)
Specialist in Education (Ed.S.)	Natural Science Education (Biology) (7-12)
Specialist in Education (Ed.S.)	Social Science Education (7-12)
Master of Education (M.Ed.)	Administration and Supervision
Master of Education (M.Ed.)	Business Education (7-12)
Master of Education (M.Ed.)	Early Childhood Education (K-4)
Master of Education (M.Ed.)	English Education (7-12)
Master of Education (M.Ed.)	Health Education
Master of Education (M.Ed.)	Health and Physical Education (K-12)
Master of Education (M.Ed.)	Instructional Technology (Library Media)
Master of Education (M.Ed.)	Mathematics Education (7-12)
Master of Education (M.Ed.)	Middle Grades Education (4-8)
Master of Education (M.Ed.)	Natural Science Education (Biology) (7-12)
Master of Education (M.Ed.)	Social Science Education (7-12)
Master of Education (M.Ed.)	Special Education—Behavior Disorders
	Special Education—Interrelated Teacher
	Special Education—Learning Disabilities
	Special Education—Mental Retardation

NURSING

Master of Science in Nursing (MSN)
MSN/MBA option

LOGISTICS EDUCATION CENTER

Master of Science in Logistics System (MSLS)	Logistics Systems
Master of Science in Administration (MSA/LM)	Logistics Management

OFFICIAL DISCIPLINE ABBREVIATIONS

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

INTERNATIONAL SERVICES AND PROGRAMS

Helena Bussell, Coordinator

The office is directed by the Coordinator of International Services and Programs.

The Coordinator directs the International Studies Minor, teaches the core international studies course and organizes international conferences and an international lecture series and advises students on study abroad opportunities through the International-Intercultural Studies Program (IISP) and other organizations.

The Coordinator provides information and counseling to international students on immigration regulations and procedures, medical insurance, financial assistance, taxes, adjustment to life in the U.S., and academic concerns. The Coordinator advises the International Student Association, and organizes community and campus activities such as International Week, the International Dinner, the Host Family program, and the International Student Orientation.

INTERNATIONAL PROGRAMS

GOALS

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

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

STUDY ABROAD

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

ACADEMIC YEAR ABROAD, LEICESTER, ENGLAND

Georgia College recognizes the importance of spending a longer period abroad and has developed a program which enables students to study abroad for one or for part of one academic year while earning academic credit in their major field. Georgia College Degree Candidates in Computer Science, English, History, and Political Science may take part of their major curriculum at Leicester Polytechnic after completion of the core curriculum. Criteria considered in select-

ing participants include grade point average, recommendations, and prerequisites completed. For further information contact the International Services and Programs Office, 213 Lanier Hall, telephone (912) 453-4789.

INTERNATIONAL INTERCULTURAL STUDIES PROGRAM—IISP

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

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

IIS. 79A-Q. STUDY ABROAD (Var. 1-15) SU

A program of study in selected disciplines at the graduate level.

FINANCIAL AID/STUDY ABROAD SCHOLARSHIPS

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

COOPERATION AGREEMENTS WITH FOREIGN INSTITUTIONS

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

Brazil

—Federal University of Pernambuco

Mexico

—Valle de Mexico

People's Republic of China

—Lanzhou Commercial College

Spain

—Universidad de Valladolid

United Kingdom

—Leicester Polytechnic

Ukraine

—L'vov State Ivan Iranko University

SCHOOL OF ARTS AND SCIENCES GRADUATE PROGRAMS

Thomas F. Armstrong, Dean
Michael F. Digby, Assistant Dean

The Graduate Programs of the School of Arts and Sciences allow students who have completed an undergraduate degree to pursue further study in the areas of History, Public Administration, Logistics, Biology and Psychology. In addition the School offers a number of courses which serve students seeking graduate degrees in Education. Graduate programs of the School are offered on the residential campus in Milledgeville, in Macon at the Macon Center and in Warner Robins at the Robins Graduate Center. Financial assistance for graduate study is available; interested students should contact the degree program coordinator.

MASTER OF ARTS IN HISTORY

William I. Hair, Coordinator

INTRODUCTION

The Master of Arts degree in history prepares students for further historical study and for a variety of occupations, including teaching, journalism, library work, and government service. The academic program consists of forty-five quarter hours with a thesis or sixty hours without the thesis.

REGULAR ADMISSION REQUIREMENTS

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. Applicant must:

1. Hold a bachelor's degree from a regionally accredited institution with a major in history. A person with a major in another field may be admitted if, in the opinion of the chairperson of the Department of History and Geography, the student shows promise of doing acceptable graduate work in history. 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. Applicants for regular admission to the MA History program must submit scores from the general test of the Graduate Record Examination. To be granted regular status, the applicant must score 1000 on the MA History formula. The formula is: "GRE verbal score + GRE quantitative score + (100 times the undergraduate grade point average) = 1000.
4. Give reasonable assurance of ability to satisfy the foreign language requirement (see "Language Requirement").

The complete application, including all supporting papers, should 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. Regular admission which includes Admission to Candidacy is granted upon recommendations of the degree program coordinator of the Department

of History and Geography. Prospective applicants should consult in person or by mail, with the coordinator of the Department of History and Geography prior to filing an application. A student may enter the program any quarter.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

Applicants who score under 1000 on the formula used for regular admission may be granted provisional status. Provisional students who take 20 hours of graduate history courses with no grades less than a B will be granted regular status. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

PROGRAM OF STUDY

The Master of Arts degree in history is offered under two plans: Plan A, with a thesis and 45 hours of graduate work in history and Plan B, without a thesis and 60 hours of graduate work of which at least 45 must be in history. Two fields of concentration are offered: The United States and Europe. Graduate instruction in other fields is also offered. A program of graduate study based upon the programs described below subject to schedule availability, student interest, and adviser approval will be completed when a student is admitted as a regular student in the program. Students hoping to pursue further study elsewhere toward the Ph.D. degree should follow Plan A. One five-hour graduate-level political science or geography course may be substituted for one optional history course.

M.A., HISTORY (Thesis Option)

I. REQUIRED COURSES	5
HIS 600 Historical Methods and Interpretations	
II. ADVANCED CURRICULUM	10
Select at least ten hours from the following:	
HIS 605 Advanced Topics in American History	
HIS 608 Advanced Topics in European History	
HIS 611 Advanced Topics in Southern History	
HIS 614 Advanced Topics in British History	
III. MAJOR AREA	30
Select at least 30 hours from the following:	
HIS 503 Classical Greece	
HIS 504 Classical Rome	
HIS 506 The Middle Ages	
HIS 507 Colonial and Revolutionary America	
HIS 508 The Age of Jefferson	
HIS 511 Modern Europe	
HIS 513 Modern English Social History	
HIS 514 Tudor-Stuart England	
HIS 515 The Renaissance and Reformation	
HIS 517 Soviet Russia	
HIS 518 Age of Absolutism	
HIS 519 The French Revolution and Napoleon	
HIS 520 The American Civil War	
HIS 522 The Ante-Bellum South	
HIS 529 Hitler and Nazi Germany	
HIS 530 The South Since Reconstruction	
HIS 532 Georgia: Colony and State	

- HIS 544 Religion in American History
- HIS 545 Topics in American Social History
- HIS 555 Contemporary American Foreign Policy
- HIS 556 The Vietnam War, (See POS 556)
- HIS 560 Modern Middle East
- *HIS 605 Advanced Topics in American History
- *HIS 608 Advanced Topics in European History
- *HIS 611 Advanced Topics in Southern History
- *HIS 614 Advanced Topics in British History
- HIS 652 Heritage Education (See Art 652)
- HIS 68E Independent Study

*If not taken in Area II listed above

IV. THESIS	15
HIS 65E-Q Thesis Research	
Minimum Hours	60

M.A., HISTORY (Non-Thesis)

I. REQUIRED COURSES	5
HIS 600 Historical Methods and Interpretations	
II. ADVANCED CURRICULUM	10
Select at least ten hours from the following:	
HIS 605 Advanced Topics in American History	
HIS 608 Advanced Topics in European History	
HIS 611 Advanced Topics in Southern History	
HIS 614 Advanced Topics in British History	
III. MAJOR AREA	45
Select at least 45 hours from the following:	
HIS 503 Classical Greece	
HIS 504 Classical Rome	
HIS 506 The Middle Ages	
HIS 507 Colonial and Revolutionary America	
HIS 508 The Age of Jefferson	
HIS 511 Modern Europe	
HIS 513 Modern English Social History	
HIS 514 Tudor-Stuart England	
HIS 515 The Renaissance and Reformation	
HIS 517 Soviet Russia	
HIS 518 Age of Absolutism	
HIS 519 The French Revolution and Napoleon	
HIS 520 The American Civil War	
HIS 522 The Ante-Bellum South	
HIS 529 Hitler and Nazi Germany	
HIS 530 The South Since Reconstruction	
HIS 532 Georgia: Colony and State	
HIS 544 Religion in American History	
HIS 545 Topics in American Social History	
HIS 555 Contemporary American Foreign Policy	
HIS 556 The Vietnam War, (See POS 556)	
HIS 560 Modern Middle East	

*HIS 605 Advanced Topics in American History
 *HIS 608 Advanced Topics in European History
 *HIS 611 Advanced Topics in Southern History
 *HIS 614 Advanced Topics in British History
 HIS 652 Heritage Education (See Art 652)
 HIS 68E Independent Study

*If not taken in Area II listed above

Minimum Hours 60

CAREER INFORMATION

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 degree program coordinator.

OTHER REQUIREMENTS

LANGUAGE REQUIREMENT

A reading knowledge of one modern foreign language, ordinarily French, German, or Spanish, must be demonstrated. With consent of the chairperson of the department another language or, if concentrating in 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 chairperson of the Department of Modern Foreign Languages.

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 65 E-Q (Thesis Research) in the quarter in which requirements are completed and thesis examination given. The thesis must also be approved by the Dean of the Graduate School.

FINAL EXAMINATION

The candidate must pass an oral and/or written Master's Comprehensive Examination covering 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 will be assigned a supervisory committee to serve as the 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. The student must be enrolled in the college in the quarter of re-examination; if all other requirements except final examination have been satisfied the student should enroll for HIS 68B. If the candidate fails a second time, no further opportunity to take the examination is permitted.

ADVISEMENT

Upon admission to the program, each student is advised by the chairperson of the Department of History and Geography. The student is also assigned to a supervisory committee as per the Final Examination in the above section. The designated chairperson of the supervisory committee will serve as the student's adviser and thesis director if applicable for the final examination.

FURTHER INFORMATION

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

MASTER OF PUBLIC ADMINISTRATION

Richard Scheff, Coordinator

INTRODUCTION

The Master of Public Administration degree program is designed specifically for those who seek advanced training for positions in public sector management. The program combines a strong generalist component with opportunities for concentrated study in specific functional areas. Students classified as in-service (i.e., working full-time in public sector-related positions) will take a 63-hour program with two major options. The first option consists of 60 hours of course work and a 3-hour career assessment project. The second option has 50 hours of course work and 13 hours of thesis research, writing, and defense. Detailed guidelines are available from the MPA Graduate Coordinator for both the career assessment project option and the thesis option. Pre-service students who choose the non-thesis option will take a 75-hour program (60 hours of course work and a 15-hour internship); those choosing the thesis option will take a 78-hour program (50 hours of course work, 13 hours of thesis, and a 15-hour internship). The thesis option for in-service and pre-service students is designed for those who have strong research interests and who may want to enter doctoral programs after completion of the MPA.

REGULAR ADMISSION REQUIREMENTS

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 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. These materials consist of: (1) the application forms; (2) official copies of the undergraduate and graduate transcripts; (3) Graduate Record Examination (GRE) scores. Applicants need only submit scores from the GRE general test, not from a subject test. To be granted regular admission status, the applicant must score 1200 on the MPA admissions formula. The formula is: GRE verbal score + GRE quantitative score + (100 times undergraduate grade point average). (Example: 450 on the verbal + 450 on the quantitative + [100 x 3.00 GPA] = 1200.)

PROVISIONAL ADMISSION EXIT REQUIREMENTS

Applicants who score under 1200 on the formula used for regular admission may be granted provisional status. Provisional students who take 20 hours of graduate Public Administration courses with no grade less than a "B" will be granted regular status. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

PROGRAM OF STUDY

There is a common base of knowledge which students of public administration should master, but the specific educational needs and interests of public administration students can vary. The MPA program offers a core, the basic curriculum, which all students should take, but then offers some flexibility in the advanced curriculum and greater leeway in the concentration and elective areas. While some sequencing of courses may be desirable, there is no one set arrangement of courses to which all students must adhere. Every student's program must be approved by the MPA coordinator.

- I. BASIC CURRICULUM** 20
 Required of all students
- PUA 538 Government Organization and Administration
 PUA 558 Public Personnel Administration
 PUA 568 Legal Environment of Public Administration
 PUA 578 Public Finance
- II. ADVANCED CURRICULUM** 15
 Students must take:
- PUA 601 Policy Making, Implementation and Evaluation
- Students choose ten quarter hours from:
 PUA 605 Quantitative Techniques
 PUA 615 Administrative Ethics
 PUA 625 Intergovernmental Relations
- III. AREA OF CONCENTRATION** 20
 A concentration of 20 quarter hours is selected to fit each student's requirements. Individualized programs can be developed. Additional information is available from the Graduate Coordinator. The following are regular concentrations:
- A. Public Management (student chooses 4)**
- PUA 544 Labor Relations
 PUA 571 Urban and Regional Planning
 PUA 635 Comparative Administration
 PUA 685 Special Topics in Public Administration
 POS 500 Policy Making
 POS 550 Legislative Politics and Behavior
 POS 553 The Presidency
 POS 560 Public Opinion
 POS 595 Special Topics in Political Science
- B. Administrative Systems (student chooses 4)**
- SOC 552 Sociology of Organizations
 MGT 542 Management Theory
 MIS 545 Computers in Business
 MGT 644 Human Resources in Administration
 MGT 647 Systems Approach to Business Decision-Making
 MGT 648 Organization Theory
 COM 627 Communication Theory
- C. International Policy (student chooses 4)**
- POS 555 Contemporary American Foreign Policy
 POS 556 The Vietnam War
 POS 575 Contemporary International Relations
 POS 590 Comparative Foreign Policy
 POS 591 Politics of Japan
 PUA 635 Comparative Administration
 GEO 550 Political Geography
 MGT 608 International Management
- D. Local Government Administration (student chooses 4)**
- PUA 571 Urban and Regional Planning
 PUA 625 Intergovernmental Relations
 SOC 544 Race and Ethnic Relations
 SOC 565 Urban Sociology
 GEO 501 Economic Geography
- E. Criminal Justice Administration (student chooses 4)**
- CRJ 501 Problems in Police Administration
 CRJ 502 Criminal Law

CRJ 503 Problems in Institutional Corrections Administration	
CRJ 504 Community Corrections	
CRJ 585 Policy Problems in Criminal Justice	
POS 505 Constitutional Law I	
POS 506 Constitutional Law II	
POS 507 Constitutional Law III	
CRJ 524 Criminology and Penology	
PUA 625 Intergovernmental Relations	
F. Personnel Administration (student chooses 4)	
MGT 644 Human Resources in Administration	
PSY 551 Group Dynamics	
PSY 556 Tests and Measurements	
PUA 544 Labor Relations	
ECO 676 Advanced Labor Economics	
G. Fiscal Administration	
PUA 605 Quantitative Techniques in Public Administration	
FIN 505 Financial Management	
ACT 551 Financial Accounting Concepts	
ACT 657 Governmental Accounting	
IV. ELECTIVE	5
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, and students are allowed substantial flexibility. Courses listed above not taken to satisfy advanced curriculum or courses in Public Administration, Political Science, Logistics, Criminal Justice, Sociology, Psychology, Geography, and Management may be allowed.	
V. CAREER ASSESSMENT PROJECT OR INTERNSHIP	18
PUA 689 Career Assessment Project (3 hours credit)	
PUA 696, 697, 699 Thesis Research, Writing, and Defense (13 hours credit)	
PUA 69Q Internship (15 hours credit)	
Career Assessment Project —This project is required of all in-service students not taking the thesis option 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.	
Thesis Option —PUA 696 is Thesis Research Design (5 hours); PUA 697 is Thesis Writing and Development (5 hours); and PUA 699 is Thesis Defense (3 hours). Detailed guidelines are available from the Graduate Coordinator.	
Internship —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.	
	Minimum Hours 63-78

CAREER INFORMATION

A recent survey of the 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. 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 admission 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 an 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 on general administration, international policy, criminal justice administration, or personnel administration may contact the Graduate Coordinator, Department of Government and Sociology, Georgia College, Milledgeville, GA 31061, (912) 453-4562.

MASTER OF SCIENCE IN BIOLOGY

Harold Reed, Coordinator

INTRODUCTION

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

REGULAR ADMISSION REQUIREMENTS

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. An undergraduate average of 2.6 or better from the 4.0 scale.
4. Satisfactory scores on the Graduate Record Examination 900—verbal and quantitative portions.

The completed application, including all supporting papers should be filed with the Office of Admissions and Records no 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 which includes admission to candidacy is processed by the Office of Admissions and Records upon the recommendation of the biology department. Prospective applicants should consult in person or by mail the graduate coordinator prior to filing an application.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

Students on provisional admission who complete twenty (20) quarter hours of graduate courses at Georgia College with no grade less than a "B" may be admitted to a degree program without having to make the required test score for the program. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

PROGRAM OF STUDY

The Master of Science degree in biology is a general degree consisting of 60 hours of graduate work. There are several potential areas of concentration which the student can pursue. However, any area of concentration must be undertaken within one of the two broad tracks available. These two broad tracks are the thesis and non-thesis options.

Thesis Option

Specific to the thesis option are the following:

I. REQUIREMENTS 15

BIO 60 E, K, Q, Thesis Research

*Final Examination. The final oral examination consists of an oral presentation of thesis

research and results as well as a defense of the thesis. This defense will include an oral examination on general knowledge of the field of biology. This examination will be administered by the students graduate adviser and the members of the department. The examination will be administered two weeks after receipt of the final copy of the thesis.

II. COURSE WORK 45

Course work for the thesis option will be determined in consultation with the student's graduate advisement committee. Remedial undergraduate course work in biology may be required in addition to graduate level course work. Remedial work will be determined by the graduate advisement committee.

- BIO 501 Recent Advances in the Biological Sciences
- BIO 503 Vertebrate Zoology
- BIO 520 Microbial Physiology
- BIO 522 Immunology
- BIO 523 Microbiological Techniques
- BIO 525 Limnology
- BIO 540 Genetics
- BIO 541 Evolution
- BIO 542 Ecology
- BIO 543 Molecular Genetics
- BIO 569 Freshwater Biology
- BIO 570 Biology for Teachers
- BIO 57E Special Topics
- BIO 58E Independent Study
- BIO 59E Internship
- BIO 605 Introduction to Scientific Research
- BIO 635 Population Ecology
- BOT 502 Field Botany
- BOT 550 Phycology
- BOT 555 Mycology
- BOT 560 Plant Anatomy
- BOT 570 Plant Physiology
- BOT 585 Advanced Microbiology
- ENS 592 Meteorology
- ZOO 503 Vertebrate Zoology
- ZOO 544 Embryology
- ZOO 546 Parasitology
- ZOO 550 Herpetology
- ZOO 555 Mammalogy
- ZOO 560 Biological Psychology I
- ZOO 561 Biological Psychology II
- ZOO 562 Psychopharmacology
- ZOO 565 Vertebrate Paleontology
- ZOO 567 Entomology
- ZOO 665 Selected Topics in Vertebrate Physiology

Minimum Hours **60**

Thesis

Students must successfully complete 15 hours of thesis research which will be supervised by the graduate advisement committee. The student must be enrolled in BIO 60E, K, Q, Thesis in the quarter in which he expects to complete and be examined on the thesis. 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 the graduate advisement committee at least two weeks prior to the final oral exam. The thesis must also be approved by the Dean of the Graduate School. 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.

Non-Thesis Option

Specific to the non-thesis option are the following:

I. REQUIREMENTS 10

BIO 605 Introduction to Scientific Research
 BIO 58E Independent Study
 **Final Examinations

II. COURSE WORK 50

Course work for the non-thesis option will be determined in consultation with the student's graduate advisement committee. Remedial undergraduate course work in biology may be required in addition to graduate level course work. The need for remedial work will be determined by the graduate advisement committee.

BIO 501 Recent Advances in the Biological Sciences
 BIO 503 Vertebrate Zoology
 BIO 520 Microbial Physiology
 BIO 522 Immunology
 BIO 523 Microbiological Techniques
 BIO 525 Limnology
 BIO 540 Genetics
 BIO 541 Evolution
 BIO 542 Ecology
 BIO 543 Molecular Genetics
 BIO 569 Freshwater Biology
 BIO 570 Biology for Teachers
 BIO 57E Special Topics
 BIO 58E Independent Study
 BIO 59E Internship
 BIO 605 Introduction to Scientific Research
 BIO 635 Population Ecology
 BOT 502 Field Botany
 BOT 550 Phycology
 BOT 555 Mycology
 BOT 560 Plant Anatomy
 BOT 570 Plant Physiology
 BOT 585 Advanced Microbiology
 ENS 592 Meteorology
 ZOO 503 Vertebrate Zoology
 ZOO 544 Embryology
 ZOO 546 Parasitology
 ZOO 550 Herpetology
 ZOO 555 Mammalogy
 ZOO 560 Biological Psychology I
 ZOO 561 Biological Psychology II
 ZOO 562 Psychopharmacology
 ZOO 565 Vertebrate Paleontology
 ZOO 567 Entomology
 ZOO 665 Selected Topics in Vertebrate Physiology

Minimum Hours 60

**The student must successfully complete a final written examination on the 60-hour course of study. This examination will be administered by the student's advisement committee.

Upon successful completion of the written examination, a final oral examination will be administered by the biology graduate faculty. The final oral examination consists of a defense of the student's program and will also cover general knowledge of the field of biology. Each biology graduate faculty member present will vote pass or fail. The approval by a simple majority of the faculty present is necessary to pass the oral examination. The faculty will include in its consideration the student's transcript of courses, final written exam result, and an evaluation by the student's major professor.

Non Thesis

The Records Office will designate that the non-thesis option degree has been followed on the official transcript. Faculty recommendations concerning the student will include a non-thesis statement.

Language Requirement

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

CAREER INFORMATION

Graduates of the M.S. program have several career track options available to them. They can go into industry, for example, as microbiologists, food and drug technologists, environmentalists, laboratory research technicians; state and federal government positions such as entomologists, pathologists, horticulturists, forest and wildlife conservationists, biologists, environmental health scientists, or graduate and professional programs in preparation for research and/or professional careers such as college teaching and research, veterinarians, doctors, dentists and optometrists.

The M.S. degree in biology qualifies graduates for immediate entry into some of these career areas and enables them to enter graduate programs for higher or more professional degrees.

OTHER REQUIREMENTS

Competence Requirement

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

MASTER OF SCIENCE IN PSYCHOLOGY

William F. McDaniel, Coordinator

INTRODUCTION

The Department of Psychology offers graduate instruction leading to the Master of Science degree in psychology. The degree may be obtained by selecting one of the two tracks available. Both tracks require 60 graduate hours in psychology. The tracks are 1. Applied Psychology and 2. General Theoretical Psychology. The Applied Psychology track prepares students in the knowledge, theoretical bases, and skills needed to supply psychological services in such fields as professional counseling, mental health, rehabilitation, corrections, psychometry, and social and developmental services. The General Theoretical Psychology track emphasizes the basic principles and methods of experimental psychology, and it prepares the student for further graduate study or research in psychology. The General Theoretical Psychology track is recommended for those interested in pursuing a Ph.D. at another institution in any field of psychology. Courses available to nondegree and provisional students are limited to the 500 level courses and PSY 615.

REGULAR ADMISSION REQUIREMENTS

Applicants for admission to the program leading to the Master of Science degree in psychology must meet these 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. Attain scores of at least 400 Verbal and 400 Quantitative on the Graduate Record Examination. The combined Verbal and Quantitative scores, plus the undergraduate grade average times 100, must be at least 1050. (Example $400 \text{ Verbal} + 400 \text{ Quantitative} = 800$. Undergraduate grade average of $2.5 \times 100 = 250$, $800 + 250 = 1050$).
4. Attain one of the following: 500 or better on the Advanced Psychology Test of the Graduate Record Examination; a scaled score of 170 or above on the Senior Exit Examination (the Undergraduate Record Examination), or the grade of A in PSY 499 (this course is offered Summer and Fall quarters and does *not* count towards graduate credit).

Admission is processed by the Office of Admissions and Records upon recommendation of the department. 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 no later than three weeks prior to the date a quarter begins. Applications will usually be processed within fifteen days of the deadline date, and the applicant will be informed of the action taken. Applications received later than three weeks prior to registration for a quarter will not be considered for that quarter. The program may be entered in the Summer or Fall quarters 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.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

Provisional status is reserved for students who lack one of three courses required for regular admission status or who have a GRE Advanced Psychology score below 500 and are therefore enrolling in PSY 499 for remediation. *All students must meet the minimal GRE verbal and quantitative scores and the undergraduate GPA requirements.* Provisional status is exited by achieving at least a "C" in PSY 201, PSY 315, or PSY 320 and an "A" in PSY 499.

PROGRAM OF STUDY

APPLIED PSYCHOLOGY TRACK

Note: Enrollment in all 600 level courses except PSY 615 required Regular Admission Status (i.e., these courses are not available to nondegree and provisional students).

1. Required Core Courses 40 hours

- PSY 615 Advanced Statistics and Research Design
- PSY 648 Psychopathology
- PSY 656 Psychometrics
- PSY 658 Intelligence Assessment
- PSY 660 Methods of Clinical Treatment
- PSY 661 Practicum in Clinical Treatment
- PSY 664 Theories of Psychotherapy
- PSY 665 Professional Ethics

2. Skill Courses (minimum 2 of the 3 following courses) 10 hours

- PSY 652 Group Counseling
- PSY 688 Cognitive and Behavior Therapy
- PSY 659 Personality Assessment

3. Electives 10 hours

Any additional Graduate level Psychology courses approved by the adviser including internship (59K, Q), thesis (62E), and independent study (68E). All persons applying to a doctoral training should complete a thesis research project.

GENERAL THEORETICAL PSYCHOLOGY

Note: Enrollment in all 600 level courses except PSY 615 requires Regular Admission Status (i.e., many of these courses are not available to nondegree and provisional students).

1. Required Core Courses 20 hours

- PSY 587 Learning and Memory
- PSY 615 Advanced Statistics and Research Design
- PSY 62E Thesis (10 hour minimum)

2. Specialization Area Courses 10 hours (minimum)

Note: Two courses must be completed from at least two of the three areas below.

Area 1. Cognitive and Neural Sciences:

- PSY 560 Biopsychology I
- PSY 570 Cognitive Psychology

Area 2. Personality, Social and Developmental Psychology

- PSY 563 Theories of Personality
- PSY 640 Advanced Developmental Psychology
- PSY 651 Advanced Social Psychology

Area 3. Abnormal Psychology and Measurement

- PSY 648 Psychopathology
- PSY 656 Psychometrics

Electives 30 hours

Note: Electives should be selected from the following list or they may be other courses listed as Specialization Area Courses above. Approval of the adviser is required.

- PSY 551 Group Dynamics
- PSY 555 History and Systems of Psychology
- PSY 561 Biological Psychology II

PSY 562 Psychopharmacology
PSY 658 Intelligence Assessment
PSY 659 Personality Assessment
PSY 664 Theories of Psychotherapy

Elective courses subjected to the following limitations:

1. At least 25 of the 60 required hours must be in 600-level courses.
2. No more than 15 hours of PSY 62B-E (Thesis) will count toward the required 60 hours.
3. No more than 10 hours of PSY 59E, K, Q (Internship) and no more than 5 hours of PSY 68B-E (Independent Study) will count toward the required 60 hours. The combined total of PSY 59 and PSY 68 hours may not exceed 10 hours.
4. No more than 5 hours of PSY 67E (Advanced Topics) will count toward the required total of 60 hours.
5. When a student enrolls in a 500-level course for which credit for a similar course was received at the undergraduate level, arrangements will be made between the professor and the student to require outside readings, research, and, if appropriate, written and/or oral reports.
6. One 500- or 600-level course outside the department may be accepted toward the required 60 hours, if approved by the faculty adviser.

Thesis:

Prerequisite: PSY 615 and 30 hours of approved course work.

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 the project. The thesis described above is an essential experience for students who contemplate doctoral level work in Psychology. Under certain conditions agreed to by the adviser, the student may submit a petition to do a nonempirical thesis for a minimum of five quarter hours credit, rather than the thesis described in the first sentence above, which requires a minimum of ten quarter hours credit. Copies of the final thesis, 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 thesis style guide is available in the Psychology Department office. The thesis will be presented orally and successfully defended prior to graduation. The thesis committee will vote to determine whether the presentation and defense as well as the written product are worthy of a pass or fail. A second defense will be scheduled in the event of a failure. The student must submit at least five quality copies of the thesis to the library for binding. The original unbound version 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 thesis beyond the ten-hour minimum (or, in the case of a nonempirical thesis, the five hour minimum) required for the degree may be individually arranged with the faculty supervisor.

CAREER INFORMATION

Students completing the M.S. degree in psychology have assumed jobs as Behavior Specialists, Mental Health Counselors, Substance Abuse Counselors, Social Welfare Worker, College and University Professors, Psychometricians, etc. Several graduates have gone on to pursue Ph.D., Psy.D., and M.D. degrees. Further career information is available in the department office of the Department of Psychology.

FURTHER INFORMATION

ADVISEMENT

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

FACILITIES

In addition to classrooms and offices, the department maintains 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 counseling laboratory, a psychophysiology biofeedback laboratory, a communications 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. The department has its own computers for teaching and research use, and the College has an Academic Computer Center for campus-wide use. Central State Hospital is just a few miles from the campus and provides opportunities for field trips, practicum experiences, work experiences, and volunteer experience. Several agencies of the Georgia Department of Offender Rehabilitation are also located in the Milledgeville area.

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. Select either the Applied or General Theoretical Psychology tracks no later than the end of the Fall quarter of the first year.
4. Submit three copies of the "Change of Program" form if any part of the approved program changes.
5. Present a written application for the degree on the form provided by the Dean of the Graduate School by the date specified on the official college calendar.
6. Meet thesis completion deadlines, including the scheduling of the oral presentation if applicable.

DIRECTING INQUIRIES

1. 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.
2. 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.
3. Inquiries concerning general financial assistance, described in detail elsewhere in this catalog, should be sent to the Director of Financial Aid.
4. Inquiries concerning graduate assistantships which may be available in the department should be sent to the coordinator of the graduate program for the Department of Psychology.
5. Inquiries concerning housing should be sent to the Director of Residence Life.

MASTER OF SCIENCE IN ADMINISTRATION— LOGISTICS MANAGEMENT

Bobby G. Graham, Coordinator

INTRODUCTION

The Master of Science in Administration in Logistics Management is intended for persons in the government sector and private industry with career fields related to logistics. As the logistics function spreads to the private sector, this program will enroll more students with career fields in business and industry. The program blends academic training in logistics with academic training in management for people who find themselves involved with the managerial or administrative side of the logistics function.

The total program in the Master of Science in Administration in Logistics Management consists of 60 hours of academic course work divided into three parts. Part one is a 25 hour Logistics core. Part two is a 25 hour Management core. Part three includes 10 hours of graduate electives which may be composed of a formal research project.

The Master of Science in Administration in Logistics Management is offered at the Robins Air Force Base Logistics Education Center. For more information about this program contact the coordinator.

REGULAR ADMISSION REQUIREMENTS

Admission to this degree program is limited to holders of the baccalaureate degree from a regionally accredited institution. The candidate's performance in his undergraduate degree program of study will be given primary consideration. A score of 30 or higher on the Miller Analogy Test (MAT) will be used to evaluate each candidate for admission. Other graduate admission exams will be used in place of the MAT when appropriate. These exams include the GRE, GMAT, and LSAT. Consideration will be given to relevant work experience and leadership if appropriate.

The completed application and all supporting documents should be received by the Graduate Admissions Section of the Office of Admissions and Records prior to registration for course work. Applicants may enter any quarter. Admission is granted after evaluation of all materials supplied with the application.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

Students on provisional admission who complete twenty (20) quarter hours of graduate courses at Georgia College with no grade less than a "B" may be admitted to a degree program without having to make the required test score for the program. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

PROGRAM OF STUDY

The Master of Science in Administration in Logistics Management degree achieves its maximum effectiveness through a flexible approach in designing each student's program of study.

I. LOGISTICS CORE 25

Courses are selected among all lower-division and upper-division graduate courses in logistics depending upon the student's undergraduate background and job-related experiences.

II. MANAGEMENT CORE 25

Courses are selected among all lower-division and upper-division graduate courses in business and public administration depending upon the student's undergraduate background and job-related experiences. The base for core development includes:

- MGT 542 Management Theory
- PUA 538 Government Organization and Administration
- MGT 644 Human Resource Management
- PUA 558 Public Personnel Administration
- MGT 648 Organization Theory
- PUA 568 Legal Environment of Public Administration
- PUA 578 Public Finance
- MGT 647 Systems Analysis
- PUA 601 Policy Making, Implementation, and Evaluation
- COM 627 Communications Theory in Management
- PUA 544 Labor Relations
- PUA 605 Quantitative Techniques in Public Administration

III. ELECTIVES 10

Electives in Logistics, Public Administration, or Political Science at the 500 or 600 level to be selected by the student. The student may elect to develop a Research Project as an alternative to completing additional classroom courses.

Total Hours 60

DEGREE REQUIREMENTS

The Master of Science in Administration in Logistics Management candidate must meet the normal College requirements for graduation.

FURTHER INFORMATION

For information contact: Coordinator, Logistics Education Center, WRALC/HRUS-E, Robins Air Force Base, Georgia 31098.

MASTER OF SCIENCE LOGISTICS SYSTEMS

Bobby Graham, Coordinator

INTRODUCTION

The Master of Science in Logistics Systems is intended for persons in the government sector as well as persons in the private sector with career fields related to the more technical aspects of logistics. The program includes all areas of the logistic's function with a program design that is technical in nature.

The total program in the Master of Science in Logistics Systems consists of 50-70 hours of academic course work in logistics divided into four parts. The first part is 20 hours of lower-division graduate course work in logistics for students who have no academic background in the field. The second part is the required core of logistics courses consisting of 20 hours. The third part includes 20 hours of upper-division logistics electives. The last part includes 10 hours of electives or a research project option.

The Master of Science in Logistics Systems is offered at the Robins Air Force Base Logistics Education Center. For more information about this program contact the coordinator.

REGULAR ADMISSION REQUIREMENTS

Admission to this degree program is limited to holders of the baccalaureate degree from a regionally accredited institution. The candidate's performance in his undergraduate degree program of study will be given primary consideration. A score of 30 or higher on the Miller Analogy Test (MAT) will be used to evaluate each candidate for admission. Other graduate admission exams will be used in place of the MAT when appropriate. These exams include the GRE, GMAT, and LSAT. Consideration will be given to relevant work experience and leadership if appropriate.

The completed application and all supporting documents should be received by the Graduate Admissions Section of the Office of Admissions and Records prior to registration for course work. Applicants may enter any quarter. Admission is granted after evaluation of all materials supplied with the application.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

Students on provisional admission who complete twenty (20) quarter hours of graduate courses at Georgia College with no grade less than a "B" may be admitted to a degree program without having to make the required test score for the program. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

PROGRAM OF STUDY

I. LOWER-DIVISION LOGISTICS CORE 20

Courses may be waived based upon undergraduate academic course work in the appropriate fields as evaluated by the coordinator.

- LOG 501 Systems Engineering and Analysis
- LOG 502 Logistics Engineering
- LOG 506 Logistics Management
- LOG 507 Reliability and Maintainability

II. LOGISTICS CORE	20
LOG 633 Advanced Logistics Engineering	
LOG 634 Advanced Logistics Support Analysis	
LOG 647 Logistics Policy and Management	
LOG 649 Logistics Quantitative Methods and Modeling	
III. LOGISTICS ELECTIVES	20
IV. ELECTIVES OR RESEARCH PROJECT OPTION	10
Total Hours	70

DEGREE REQUIREMENTS

The MS candidate must meet the normal College requirements for graduation. In addition, all credit applied towards the degree must be earned within six years prior to the student's graduation.

FURTHER INFORMATION

For information, contact: Coordinator, Logistics Education Center, WRALC/HRUS-E, Robins Air Force Base, Georgia 31098.

GRADUATE COURSES FOR THE SCHOOL OF ARTS AND SCIENCES

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 (ART)

515. ART EDUCATION. (1-5-5) S

Designed to acquaint teachers with current art education, philosophy, methods, materials and resources for use in the classroom.

560. GEORGIA ARCHITECTURE SEMINAR TOUR. (Intensive study, nine days-5) Su

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

652. HERITAGE EDUCATION. (10-20-5)

A workshop for school teachers (K-12) designed to introduce resources which can be used to instill in students a sense of family and community history. The course will focus on the built environment, oral history, cemetery study use of photographs, maps, folklore, primary and secondary written sources. This is a hands-on, interpretative experience taught on a weekend schedule throughout the academic year. (Cross listed with HIS 652)

BIOLOGY (BIO)

501. RECENT ADVANCES IN THE BIOLOGICAL SCIENCE. (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.

503. VERTEBRATE ZOOLOGY (2-6-5)

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

520. MICROBIAL PHYSIOLOGY (3-4-5)

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

522. IMMUNOLOGY (5-0-5)

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

523. MICROBIOLOGICAL TECHNIQUES (3-4-5)

Advanced techniques used in microbiology: Including: Enumeration, Anaerobic cultivation, Preservation of cultures, Preparation of complex media, Assay of trace materials, Titering enzymes and the use of the literature.

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.

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

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

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 environmental and lab experiences for effective teaching. An inquiry approach for presenting biological concepts will be stressed.

57E. SPECIAL TOPICS. (Var.) on demand

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

58E-Q. INDEPENDENT STUDY. (Var.) by demand

Special problems in biology.

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

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

60S. 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.

63S. POPULATION ECOLOGY. (5-0-5)

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

80E, 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 200. An introduction to the distribution, morphology, evolution, and classification of algae.

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

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

58S. ENVIRONMENTAL MICROBIOLOGY. (2-6-5)

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

CHEMISTRY AND PHYSICS (CHE and PHY)

55E. SPECIAL TOPICS. (Var.) on demand

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

CRIMINAL JUSTICE (CRJ)

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

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

502. CRIMINAL LAW (5-0-5)

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

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

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

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

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

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

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

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

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

58S. POLICY PROBLEMS IN CRIMINAL JUSTICE (5-0-5)

Prerequisite: PUA 605, or other course work in statistics and methodology. This course is designed to examine major public policy issues that affect criminal justice. Specific issues will vary. Topics could include the death penalty, alternative models of corrections, police liability, white collar crime, policy options in the war on drugs and others.

ENGLISH AND SPEECH (ENG)

511. MILTON (5-0-5)

A study of the major and selected minor works.

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

A study of major restoration and neoclassical writers.

521. SHAKESPEARE. (5-0-5)

A study of Shakespeare and his dramatic art.

522. ENGLISH GRAMMAR. (5-0-5)

A comprehensive study of grammar and sentence structure.

523. CREATIVE WRITING. (5-0-5)

A practical study of the technique of creative composition.

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

A course emphasizing theory and practice in writing expository prose.

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

A study of twentieth-century British and American poetry.

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

A study of twentieth-century American and British fiction.

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

A study of major Romantic poets.

538. VICTORIAN POETRY. (5-0-5)

A study of major Victorian poets.

539. CHAUCER. (5-0-5)

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

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

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)

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)

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 chairperson's approval required.

ENVIRONMENTAL SCIENCE (ENS)

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

Cross-listed with GEO 592.

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

GEOGRAPHY (GEO)

501. ECONOMIC GEOGRAPHY. (5-0-5)

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

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

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

576. CULTURAL GEOGRAPHY. (5-0-5)

A world regional study of population and cultural phenomena. Emphasis is placed upon human organization of and relationship to the environment.

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

Cross-listed with ENS 592.

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

68E. INDEPENDENT STUDY. (5) Each quarter.

Prerequisite: Approval of department chairperson.

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

69E. SPECIAL TOPICS. (5)

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

HISTORY (HIS)

503. CLASSICAL GREECE (5-0-5)

Greece and the Aegean through Alexander the Great, with emphasis on political, social and cultural history.

504. CLASSICAL ROME (5-0-5)

Rome from its origins until the Empire became Christian, with emphasis on political, social and cultural history.

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.

511. MODERN EUROPE. (5-0-5)

Contemporary European problems and their background, with emphasis on social and political changes growing out of World War I.

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

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

514. TUDOR-STUART ENGLAND. (5-0-5)

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

515. RENAISSANCE AND REFORMATION. (5-0-5)

The rebirth of classical learning in Italy and its spread across Europe, and the religious upheavals of the 16th and 17th centuries.

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.

518. THE AGE OF ABSOLUTISM, 1559-1789 (5-0-5)

Europe in the era of the great dynasties, from 1559 to the French Revolution.

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.

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

A study of the historical significance of religion in shaping American society and culture.

545. TOPICS IN AMERICAN SOCIAL HISTORY. (5-0-5)

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

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

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

A comprehensive and in-depth study of America's longest war with special emphasis placed on the historical background, political decisions, military strategy/tactics and "lessons" associated with that conflict. Cross-listed with POS 556.

560. MODERN MIDDLE EAST. (5-0-5)

A study of the history of the modern Middle East, with some attention to the historic background and to adjacent areas. Special attention given to the twentieth century.

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 governmental 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. 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)

608. ADVANCED TOPICS IN EUROPEAN HISTORY. (TBA-0-5)

611. ADVANCED TOPICS IN SOUTHERN HISTORY. (TBA-0-5)

614. ADVANCED TOPICS IN BRITISH HISTORY. (TBA-0-5)

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

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

652. HERITAGE EDUCATION. (10-20-5)

A workshop for school teachers (K-12) designed to introduce resources which can be used to instill in students a sense of family and community history. The course will focus on the built environment, oral history, cemetery study use of photographs, maps, folklore, primary and secondary written sources. This is a hands-on, interpretative experience taught on a weekend schedule throughout the academic year. (Cross-listed with ART 652.)

68B-E. INDEPENDENT STUDY. (Var. 2-5) Each quarter.

Prerequisite: Approval of chairperson 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.

69A-X. SPECIAL TOPICS. (Var.)

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

JOURNALISM (JRN)

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

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)

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

56X. SPECIAL TOPICS. (Var.)

LOGISTICS (LOG)

501. SYSTEMS ENGINEERING AND ANALYSIS (5-0-5)

Development and implementation of the systems engineering process, definition of requirements, and extending through requirements allocation, system analysis, synthesis and optimization, system configuration, and system test and evaluation. Logistics is addressed in the context of the overall "systems approach."

502. LOGISTICS ENGINEERING. (5-0-5)

Prerequisite: LOG 501 or instructor's consent. Concerned with the initial distribution and the sustaining life cycle maintenance and support of a system or product throughout the consumer use phase. Involves maintenance planning, reliability and maintainability considerations, supply support, test and support equipment, transportation, personnel and training maintenance facilities, and data. The costs associated with such stem from early planning and design decision.

506. LOGISTICS MANAGEMENT. (5-0-5)

This course addresses the different management functions associated with a life cycle approach to logistics, production and material flow, distribution, and sustaining customer support. This course covers the basic concept of management, with an orientation toward the management of logistics activities throughout the life cycles.

507. RELIABILITY AND MAINTAINABILITY. (5-0-5)

This course covers reliability/maintainability terms and definitions, analysis, design, prediction/assessment and test and evaluation, from the practical view point.

633. ADVANCED LOGISTICS ENGINEERING. (5-0-5)

The consideration of logistics in the system/design process deals with the initial establishment of system requirements for supportability, the allocation of requirements, trade-offs, and analysis, the application of design tools/design methods, system test and evaluation, and ultimate system definition. Computer Aided Design (CAD) methods are employed with a specific case study application.

634. ADVANCED LOGISTIC SUPPORT ANALYSIS. (5-0-5)

Considers the integration and application of different analytical techniques to solve a wide variety of problems; e.g., linear/dynamic programming, queuing theory, simulation, Monte Carlo analysis, economic analysis techniques. Involves the solving of a variety of problems, using different analytical methods/techniques, and employing a case study approach.

635. MODELS IN RELIABILITY AND MAINTAINABILITY. (5-0-5)

Fundamental principles of reliability and maintainability. An in-depth coverage of reliability and maintainability models and their application. Reliability and maintainability as an element of systems analysis.

639. ADVANCED ENGINEERING ECONOMY. (5-0-5)

Engineering economic analysis and the economic evaluation of alternatives. Investment decisions based on equivalent worth, rate of return, benefit-cost, and life cycle cost methods, considering the aspects of risk and uncertainty. Physical assets management employing life cycle cost analysis.

640. ADVANCED QUALITY CONTROL. (5-0-5)

Fundamental principles of quality control, statistical concepts chart theory, and process control procedures, acceptance sampling plans, statistical testing, economic aspects of quality decisions and quality control management.

643. ADVANCED PRODUCTION PLANNING AND CONTROL. (5-0-5)

Production planning, production system design and development, and production control and evaluation. Production models, Flow-Shop and Job-Shop requirements, materials management, facility design and management, and quality control. Emphasis is placed on a student project and the use of computer aided manufacturing techniques, numerical control, automation, robotics, etc.

646. ADVANCED TOPICS IN LOGISTICS. (5-0-5)

Selected special topics in logistics. Independent individualized study and project report.

647. LOGISTICS POLICY AND MANAGEMENT. (5-0-5)

An advanced survey course which provides information of the wide range of logistics activities. Included subjects are: integrated logistics management, customer requirements and interfaces; system movement, storage and control; system support and logistics organization, planning and management.

648. LOGISTICS QUANTITATIVE METHODS. (5-0-5)

Quantitative methods and techniques as applies to the system life cycle. The course includes the application of the quantitative techniques to reliability, maintainability, human factors, and logistic support models.

650. PURCHASING AND MATERIALS MANAGEMENT. (5-0-5)

A review of major techniques involved in purchasing as a business function including materials management. Topics include specifications, vendor selection, contract negotiation, purchase timing, value analysis, contract administration and materials management principles and practices.

651. DISTRIBUTION MANAGEMENT. (5-0-5)

The functions of traffic management with emphasis on the role of transportation management in reducing the cost of the system through economical application of rates, rules and regulations. National and international transportation policies will also be reviewed.

652. COMMERCIAL GOVERNMENT CONTRACT LAW. (5-0-5)

Statutes, regulations and decisions, as affects both commercial and government procurement. Concepts will be applied to problems of contract development.

653. INTERNATIONAL TRADE AND THE LOGISTICS ENVIRONMENT. (5-0-5)

A study of international trade, the international monetary system, and financial markets and their effects on the system life cycle costing. Specific subjects will include tariffs, exchange rates, reciprocal demand, comparative advantage, transportation and insurance costs.

654. PACKAGING, WAREHOUSING AND INVENTORY CONTROL. (5-0-5)

Course will discuss the interface between packaging, storage, inventory control and transport. Specific subjects include: package development, size and type of container, and their effects on storage and automated warehouse systems and inventory control and the ease and cost of transporting the system.

68A-E. INDEPENDENT STUDY. (Var)

Investigation of topics of special interest, with reports to the instructor. A research paper is required for the research project option. Prior approval by program coordinator and instructor is required.

MATHEMATICS (MAT)**501. MATH FOR ELEM. ED. MAJORS I. (5-0-5) W, S**

Prerequisite: Practicing elementary school teacher. Topics include problem solving, pre-number concepts, rational numbers and their operations, elementary number theory, informal geometry, the metric system, measurement, and the use of calculators. 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) F

Prerequisite: MAT 501 or equivalent undergraduate course. This course focuses on the development of the real number system and its sub-systems, probability, statistics, motions in geometry, algebra and geometry, and an introduction to computers.

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

Prerequisite: MAT 512. Topics include algebraic systems, equations and inequalities, elementary number theory, and abstract algebra.

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

Prerequisite: MAT 512. This course is a combination of the study of geometry and the history of mathematics. The unit on geometry will include the roles and nature of geometry, exploration in elementary geometry, patterns in geometry, polyhedra, motions in geometry, similarity-magnification, and measurement. The unit on the history of mathematics will be concerned with the origins, philosophy, and development of the mathematical sciences.

525. PROBABILITY AND STATISTICS FOR MIDDLE SCHOOL TEACHERS. (5-0-5) F, W, S

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

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.

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) W

Prerequisite: MAT 540 and CSC 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. S

Prerequisite: MAT 540 or equivalent. A review of the origins and development of the great ideas of modern mathematics.

588. 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)

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. CONSTITUTIONAL LAW I. (5-0-5)

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

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

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

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

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

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

A study of American political thought from the colonial era through the civil war period.

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

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

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.

553. THE PRESIDENCY. (5-0-5)

A study of the presidential institution and the people who have occupied the Oval Office. Attention will be given to the topics of presidential roles, powers, politics, and policy-making.

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.

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

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

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.

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

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

595. SPECIAL TOPICS IN POLITICAL SCIENCE. (5-0-5)

A detailed study of specific subjects, such as Southern politics, politics and policy in developing nations, disarmament and deterrence. Topics to be covered will vary, depending upon the interests of students and faculty, and will be announced prior to registration.

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.

PSYCHOLOGY (PSY)

551. GROUP DYNAMICS. (6-0-6) Su

Prerequisite: PSY 201. A review of the theory and research dealing with group processes, with consideration of the relevance of this knowledge in "real world" settings.

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.

560. BIOLOGICAL PSYCHOLOGY I. (5-0-5) W

Prerequisite: PSY 201 or BIO 123. An examination of neural and endocrine mechanisms of behavior. Topics include issues in neuroscience, neuron and glial cell anatomy and functions, neural transmission and neurotransmitters, neuropharmacology, gross neuroanatomy, development and evolution, internal regulation, states of consciousness, learning and memory, affective and psychotic disorders, and recovery from brain damage. (Cross listed as ZOO 560).

561. BIOLOGICAL PSYCHOLOGY II. (2-6-5) S

Prerequisite: PSY or ZOO 460 or equivalent. An introduction to neuroscience research techniques with small mammals (rodents). Topics include: issues of animal care, handling and welfare; circadian rhythms, injections, euthanasia; animal pain, anesthesia and analgesia; basic stereotaxic surgery (cortical and subcortical); perfusion, organ removal and preservation; neuroanatomical tracers, neurohistology and microscopy; behavioral methodologies; conducting experiments in behavioral neuroscience. (Cross listed as ZOO 561.)

562. PSYCHOPHARMACOLOGY. (5-0-5) Su

Prerequisite: PSY 201 or BIO 123. A survey of drugs that influence the brain and behavior. The course focuses on mechanisms of drug action, chemical neuroanatomy, neural hypotheses of functional disorders, as well as progressive neuropathologies and their treatment. (Cross listed as ZOO 562)

563. THEORIES OF PERSONALITY. (5-0-5) W, Su

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

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

Prerequisite: PSY 201. An overview of some of the current theories of "higher mental processes." Concepts are tied to a biopsychological model.

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

Prerequisite: PSY 201. An introduction to the concepts of learning as reflected in the major learning theories and to the results of research in the field of learning and motivation.

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

Prerequisite: Permission of the students faculty adviser, the Department Coordinator of Internship Education, and the agency supervisor of the internship; completion of PSY 456 or 656 with a B or better. 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.

615. ADVANCED STATISTICS AND RESEARCH DESIGN. (5-0-5) F

Prerequisite: PSY 315 or an equivalent junior or senior level statistics course. 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 random factors, experiments with unequal sample sizes, and designs intended to decrease error variance such as the analysis of covariance and block designs.

NOTE: All of the following require as prerequisite Regular Admission status in the Masters Program in the Department of Psychology. These courses are not available to unclassified and enrichment students.

62B-E. THESIS. (VAR.)

Prerequisite: PSY 615 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 odd years

A critical examination of the main facts, theories, and research methods of developmental psychology, conception of death.

648. PSYCHOPATHOLOGY. (5-0-5) F

An overview of theory and research into the origins of psychopathology. Anxiety Disorders, Mood Disorders, and the Psychoses will be the prime areas of interest. The biological, cognitive and behavioral models will be the main focus of investigation. The course will build a theoretical foundation for the subsequent therapy based courses.

651. ADVANCED SOCIAL PSYCHOLOGY. (5-0-5) F even years

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

656. PSYCHOMETRICS. (5-0-5) W

A comprehensive review of tests commonly used in psychology, education, and business. Students will review concepts and constructs useful in assessing the value and need for psychological tests, including pertinent psychometric theory, and test design and construction.

658. INTELLIGENCE ASSESSMENT. (5-0-5) S

Prerequisite: PSY 656. A comprehensive course designed to acquaint the graduate psychology student with several intelligence tests commonly used in psychology and education. Particular attention will be given to the Wechsler Adult Intelligence Scale-Revised, the Wechsler Pre-School and Primary Scale of Intelligence-Revised, the Wechsler Intelligence Scale for Children-III, and the Stanford-Binet IV.

659. PERSONALITY ASSESSMENT. (5-0-5) W

Prerequisite: PSY 656. A Comprehensive course designed to acquaint the graduate student with several objective and projective personality assessment instruments that are useful in clinical diagnosis and psychotherapy. Students will review the development of personality assessment and the nature and purpose of personality assessment in applied psychology.

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

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 validates, problems connected with their use, and methods of scientifically investigating the effectiveness of these clinical methods.

661. PRACTICUM IN CLINICAL TREATMENT. (1-9-5) S

Prerequisite: PSY 660 and enrollment in the Applied Psychology Track Supervised applied practice of psychology in a community or institutional setting consistent with the students professional goals.

664. THEORIES OF PSYCHOTHERAPY. (5-0-5) W

An examination of the various theories of psychotherapy and the implications for the masters level practitioner are the primary topics of this course.

665. PROFESSIONAL ETHICS. (5-0-5) W

An overview of goals and objectives of professional organizations in applied psychology. The various licensure and certification options available will be discussed along with approaches to preparing for qualification examinations. Particular emphasis will be placed on the understanding of legal and ethical issues faced by practicing counselors, psychometricians, and psychologists. Third party payments, malpractice, liability insurance, and future trends in practice will also be discussed.

67E. ADVANCED TOPICS IN PSYCHOLOGY. (5-0-5)

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, an personality. Topics to be covered will vary, depending upon the interests of students and faculty, and will be announced prior to registration.

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

Prerequisite: Admission to candidacy and permission of department chairperson. 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 chairperson by the last day of classes of the quarter immediately preceding the quarter of the independent study. Credit, two or five hours.

688. COGNITIVE AND BEHAVIOR THERAPY. (5-0-5) F

Prerequisite: PSY 648 and admission to candidacy in the masters program. The application of learning theory and research and cognitive theory and research toward the treatment of psychopathology. Emphasis is on therapeutic used in outpatient settings.

PUBLIC ADMINISTRATION (PUA)

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

A systematic analysis of government 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.

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

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

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.

578. 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.

615. ADMINISTRATIVE ETHICS. (5-0-5)

A study of the ethical dimensions of public administration, dealing with such topics as personal integrity, democratic values, the normative implications of public policy, and governmental corruption. Competing ethical systems, ethics legislation, and administrative case studies will be analyzed. Course will be relevant to administrators and potential administrators from a variety of backgrounds.

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

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

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

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

685. SPECIAL TOPICS IN PUBLIC ADMINISTRATION. (5-0-5)

A detailed study of specific subjects, such as regulation, alternative service delivery systems, and public administration in the future. Topics to be covered will vary, depending upon the interests of student and faculty, and will be announced prior to registration.

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

Required of all in-service students in the non-thesis option 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.

696. THESIS RESEARCH DESIGN. (Var. 5)

Prerequisite: Permission of MPA Coordinator. First course in the three course thesis option. Student, working under the supervision of a Thesis Supervisor, will prepare a detailed prospectus of the research topic. The prospectus will include a bibliography, a description of the methodology to be used, substantive goals to be achieved, a realistic schedule to be followed, and other details deemed necessary by the thesis supervisor.

697. THESIS WRITING AND DEVELOPMENT. (Var. 5)

Prerequisite: PUA 696 and permission of MPA Coordinator. Second course in the three course thesis option. Student will prepare chapters of the thesis for submission to the Thesis Supervisor and Second Reader.

699. THESIS DEFENSE. (Var. 3)

Prerequisite: PUA 697 and permission of MPA Coordinator. Third course in the three course thesis option. Student will complete the thesis and defend it before a committee composed of the Thesis Supervisor, Second Reader, and a third faculty member. A successful defense is required to complete the thesis option.

698. ADVANCED STUDY. (Var-5)

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

69X. INTERNSHIP (Var.-5/15)

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

SOCIOLOGY (SOC)

510. POPULATION. (5-0-5)

Composition of the population, its distribution in space and changes in size. Emphasis upon the three demographic variables—fertility, mortality, migration—and their relationship to social structure.

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

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

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.

552. ORGANIZATIONS. (5-0-5)

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

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

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

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

Study of individual and group behaviors which violate institutional expectations.

68E. INDEPENDENT STUDY. (5)

Individual study of a particular topic under guidance of departmental faculty.

ZOOLOGY (ZOO)**503. VERTEBRATE ZOOLOGY. (2-6-5)**

Prerequisite: ZOO 200. A study of the classes of vertebrates in relation to taxonomy, life history, behavior, populations and evolution.

534. HISTOLOGY (2-6-5)

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

544. VERTEBRATE EMBRYOLOGY. (2-6-5)

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

545. ICHTHYOLOGY. (2-6-5)

Prerequisite: ZOO 200. Taxonomy, morphology, life history, ecology, economic importance, aquaculture and distribution principles of evolution, classification, structure, distribution, physiological adaptation, and life history of amphibians and reptiles. Laboratory and field work emphasizing Georgia species.

546. PARASITOLOGY. (2-6-5)

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

550. HERPETOLOGY. (2-6-5)

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

555. MAMMALOLOGY. (4-2-5)

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

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

Prerequisite: PSY 201 or BIO 123. An examination of neural and endocrine mechanisms of behavior. Topics include: issues in neuroscience, neuron and glial cell anatomy and function, neural transmission and neurotransmitters, neuropharmacology, gross neuroanatomy, development and evolution, internal regulation, states of consciousness, learning and memory, affective and psychotic disorders, and recovery from brain damage. (Cross listed as PSY 560)

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

Prerequisite: PSY or ZOO or equivalent. An introduction to neuroscience research techniques with small mammals (rodents). Topics include: issues of animal care, handling and welfare; circadian rhythms, injections, euthanasia; animal pain, anesthesia and analgesia; basic stereotaxic surgery (cortical and subcortical); perfusion, organ removal and preservation; neuroanatomical tracers, neurohistology and microscopy; behavioral methodologies conducting experiments in behavioral neuroscience. (Cross listed as PSY 561.)

582. PSYCHOPHARMACOLOGY.

A survey of drugs that influence the brain and behavior. The course focuses on mechanisms of drug action, chemical neuroanatomy, neural hypotheses of functional disorders as well as progressive neuropathologies and their treatment. Cross listed with PSY582.)

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.

567. ENTOMOLOGY. (2-6-5)

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

685. 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.

SCHOOL OF BUSINESS GRADUATE PROGRAMS

Jo Ann Jones, Dean

Ronald D. McNeil, Assistant Dean

MASTER OF BUSINESS ADMINISTRATION

Paul S. Bugar, Director of Graduate Programs in Business

INTRODUCTION

The objective of the MBA is to prepare future business executives to deal with managerial problems related to operations in a modern economy. The academic program consists of 60-90 quarter hours of work. The first year of study consists primarily of foundation courses which are designed for students whose undergraduate academic experiences have been largely in non-business areas. If the individual's previous academic work satisfies a portion of the first year's course of study, then foundation courses may be waived accordingly. The curriculum for the MBA degree is based on the American Assembly of Collegiate Schools of Business (AACSB) recommendations for this general professional degree.

Georgia College, through its School of Business, is nationally accredited by and is a member of the Association of Collegiate Business Schools and Programs (ACBSP) for the offering of these degree programs: (1) At the graduate level, for the Masters of Business Administration (MBA) and the Masters of Management Information Systems (MMIS) degrees; and (2) At the undergraduate level for the Bachelor of Business Administration (BBA) degree, and for the Bachelor of Science (BS) degree with a major in Business Education.

REGULAR ADMISSION REQUIREMENTS

Admission to the graduate program in business administration is limited to holders of a baccalaureate degree from a regionally accredited institution. It is expected 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 (GMAT) and the candidate's undergraduate work will be given primary consideration for admission. (The sum of the GMAT score plus 200 times the complete undergraduate GPA must total 950 or above; or the sum of the GMAT score plus 200 times the upper division GPA must total 1,000 or above.)

The completed application, including all supporting papers, must be received by the Graduate Admissions section of the Office of Admissions and Records no later than three weeks prior to the beginning of the quarter in which the applicant anticipates beginning graduate study. Applicants may enter any quarter. Admission is granted after meeting the admission standards.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

Students who apply late for full consideration for admission to a degree program and/or have not submitted all required documents for evaluation are assigned provisional status. For regular admission, the sum of the GMAT score plus 200 times the complete undergraduate GPA must total 950 or above; or the sum of the GMAT score plus 200 times the upper division GPA must total 1,000 or above.

PROGRAM OF STUDY

I. FOUNDATION COURSES 0-45

- ACT 551 Financial Accounting Concepts
- COM 527 Advanced Communication and Reports
- ECO 571 Economic Theory
- FIN 505 Financial Management
- LEB 507 Legal Environment of Business
- MGT 501 Business Statistics
- MGT 542 Management Theory
- MIS 545 Computer and Decision Making Process
- MKT 561 Marketing and Distribution Theory

II. COMMON BODY OF KNOWLEDGE 40

Required of all students

- ACT 655 Managerial Accounting
- ECO 676 Managerial Economics
- FIN 641 Financial Policies
- MGT 603 Statistical Applications in Business
- MGT 640 Productions/Operations Management
- MGT 648 Organizational Theory and Behavior
- MGT 699 Business Policy (May be taken only by students with Regular standing in MBA program and with required prerequisites)
- MKT 661 Advanced Marketing Theory and Applications

III. ELECTIVES 5-20* +

Five to twenty hours selected from the following courses and approved by the graduate director.

- ACT 601 Special Topics in Accounting
- ACT 657 Governmental Accounting
- COM 627 Communication Theory in Management
- COM 628 Advanced Managerial Communication
- ECO 601 Special Topics in Economics
- ECO 670 Advanced Labor Economics
- ECO 678 Economic Fluctuations and Forecasting
- FIN 601 Special Topics in Finance
- FIN 643 Investment Analysis
- MGT 596 Small Business Institute
- MGT 601 Special Topics in Management
- MGT 605 Quantitative Methods for Business Research
- MGT 608 International Management
- MGT 644 Human Resources in Administration
- MGT 647 Management Systems Approach to Business Decision-Making
- MIS 601 Special Topics in Information Systems
- MIS 620 Microcomputer Systems and Applications
- MIS 680 Information Systems Concepts
- MIS 681 Decisions Support Systems

- MIS 684 Intelligent Office Systems
- MIS 691 Audit, Control, and Legal Aspects of Information Systems
- MKT 596 Small Business Institute
- MKT 601 Special Topics in Marketing
- MKT 662 Strategic Marketing Planning

*Depending on the number of foundation courses required.

+Summer workshops cannot be used as MBA electives

Minimum Hours **60**

The entering student with an appropriate academic background may be able to 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 stipulated by the graduate director.

DEGREE REQUIREMENTS

In addition to meeting the normal College requirements for graduation, the MBA candidate must have an overall minimum grade point average of 3.0 on all graduate business courses taken in the Georgia College School of Business and a minimum grade point average of 3.0 on all 600 level courses taken in the Georgia College School of Business. All credit applied toward the degree shall have been earned within six years prior to the completion of the program of study.

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 Central Georgia area. Graduates are employed in such areas as profit-oriented health care facilities, mining plants, CPA firms, mental health care facilities, consulting management and engineering firms, corporate communication firms, corporate accounting, regional marketing, the Internal Revenue Service, financial institutions, and other private and public organizations.

FURTHER INFORMATION

For information, contact: Director of Graduate Programs in Business, School of Business, Georgia College, Box 019, Milledgeville, GA 31061. The graduate director may be reached by telephone at 912-453-5115 or 912-453-5497.

MASTER OF MANAGEMENT INFORMATION SYSTEMS

Paul S. Bugar, Director of Graduate Programs in Business

INTRODUCTION

The MIS Program is designed to prepare graduates for positions and responsibilities in designing, implementing, and managing corporate information resources. The academic program consists of 60-100 hours of work. The first year of study consists primarily of foundation courses designed for students whose undergraduate academic experience has been largely in non-business areas. If the individual's previous academic work satisfies a portion of the first year's course of study, then foundation courses can be waived accordingly. The curriculum for the MIS degree is based on Data Processing Management Association and American Assembly of Collegiate Schools of Business (AACSB) recommendations.

REGULAR ADMISSION REQUIREMENTS

Admission to the graduate program in Management Information Systems is limited to holders of the baccalaureate degree from regionally accredited institutions. In addition, proficiency in two 3rd or 4th generation programming language is required.

It is expected 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 (GMAT) and the candidate's undergraduate work will be given primary consideration for admission. (The sum of the GMAT score plus 200 times the complete undergraduate GPA must total 950 or above; or the sum of the GMAT score plus 200 times the upper division GPA must total 1,000 or above.)

The completed application, including all supporting papers, must be received by the Graduate Admissions section of the Office of Admissions and Records no later than three weeks prior to the beginning of the quarter in which the applicant anticipates beginning graduate study. Applicants may enter any quarter. Admission is granted after meeting the admission standards.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

Students who apply late for full consideration for admission to a degree program and/or have not submitted all required documents for evaluation are assigned provisional status. For regular admission, the sum of the GMAT score plus 200 times the complete undergraduate GPA must total 950 or above; or the sum of the GMAT score plus 200 times the upper division GPA must total 1,000 or above.

PROGRAM OF STUDY

I. FOUNDATION COURSES 0-40

- ACT 551 Financial Accounting Concepts
- ECO 571 Economic Theory
- FIN 505 Financial Management
- LEB 507 Legal Environment of Business
- MGT 501 Business Statistics
- MGT 542 Management Theory
- MIS 546 Hardware and Systems Software
- MKT 561 Marketing and Distribution Theory

II. BUSINESS CORE REQUIRED	15
ACT 655 Managerial Accounting	
MGT 605 Quantitative Methods for Business Research	
MGT 648 Organizational Theory and Behavior	
III. INFORMATION SYSTEMS CORE	30
MIS 680 Information Systems Concepts	
MIS 681 Decision Support Systems	
MIS 682 Data Communications and Distributed Processing	
MIS 683 Data Base Management	
MIS 685 Research Project in Information Systems may be taken only by students with regular standing in MIS program and with required prerequisites	
MIS 693 Systems Analysis Tools and Prototyping	
IV. INFORMATION SYSTEMS ELECTIVES	15* +
MIS 601 Special Topics	
MIS 620 Microcomputer Applications in Business	
MIS 684 Intelligent Office Systems	
MIS 690 Advanced Algorithms and Problems Oriented Language	
MIS 691 Audit, Control and Legal Aspects of Information Systems	
MIS 692 Information Resource Management	
MIS 694 Expert Systems in Business Applications	

*Depending on the number of foundation courses required.

+Summer workshops cannot be used as MIS elective

Minimum Hours **60**

The entering student with an appropriate academic background may be able to complete the Master of Management Information Systems degree with a minimum of 60 quarter hours of graduate work. All programs of study are based on individual student needs as stipulated by the graduate director.

DEGREE REQUIREMENTS

In addition to meeting the normal College requirements for graduation, the MIS candidate must have an overall minimum grade point average of 3.0 on all graduate business courses taken in the Georgia College School of Business and a minimum grade point average of 3.0 on all 600 level courses taken in the Georgia College School of Business. All credit applied toward the degree shall have been earned within six years prior to the completion of the program of study.

CAREER INFORMATION

A survey of business executives in Middle Georgia showed a very positive response to the Master of Management Information Systems degree offered by the School of Business at Georgia College. The degree was introduced at Georgia College in response to an analysis of corporate needs. From all available data, the job market for those who hold a Master of Management Information Systems degree appears to be healthy and growing.

FURTHER INFORMATION

For information, contact: Director of Graduate Programs in Business, School of Business, Georgia College, Box 019, Milledgeville, GA 31061. The graduate director may be reached by telephone at 912-453-5115 or 912-453-5497.

GRADUATE COURSES FOR THE SCHOOL OF BUSINESS

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

ACCOUNTING (ACT)

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

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

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

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registering.

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

Prerequisite: ACT 551.* An analysis of information provided by the accounting system with emphasis upon the special needs of management. Students review accounting literature for the purpose of strengthening their research and communication skills using accounting information.

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

Prerequisite: ACT 551 or undergraduate equivalent. A study of the special problems facing governmental entities in the areas of budgeting, controlling receipts and disbursements, and reporting.

68A-E. INDEPENDENT STUDY. (Var. 1-5)

BUSINESS EDUCATION AND OFFICE ADMINISTRATION (BOA)

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, ethics, and budgetary and cost control.

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. Approval of the department chairperson is required prior to registration.

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 construction. 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 statistical validity and reliability of tests.

623. MODERN OFFICE TECHNOLOGY. (5-0-5)

The most recent developments in office technology are explored as well as a survey of modern teaching methods in this area.

624. 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 provision and implication of the Vocational Education Acts.

625. 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 the secondary school. Ethics associated with teaching are discussed.

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

Emphasis is on selected subject matter to strengthen the background of the graduate student as well as to work toward improvement of instruction for high school students.

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

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

68A-E. INDEPENDENT STUDY. (Var. 1-5)

*or approved undergraduate equivalent

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

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. Issues concerning international and cross cultural communications are explored. The application of the principles of report writing, including writing style and graphic presentation is emphasized.

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

A study of the nature, functions, 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 at the management level in business. Included is a study of the verbal and nonverbal problems encountered when communicating with citizens of other nations.

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 organizational and human variables which influence these communications. Included is the management of information systems. Communication styles of managers from different cultures are discussed.

*or approved undergraduate equivalent

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

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. Graduate students in business administration must have approval of the graduate director prior to registering.

+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 macroeconomic theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economic aggregates.

601. SPECIAL TOPICS IN ECONOMICS. (5-0-5)

This course meets special needs of the students and/or the community. Approval of the graduate director is required prior to registration.

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

Prerequisite: ECO 571* or permission of the instructor. An analysis of the nature and underlying causes of problems facing the worker in a modern economic society with special emphasis on labor's relationship with management. Included are philosophies of various labor movements, problems in labor law and legislation, and selected topics such as the changing composition of the work force.

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

Prerequisites: ECO 571* and MGT 603. The development of skill in the systematic analysis of the economic aspects of business decisions and in the development, understanding, and use of quantitative data bearing on the performance of the business firm as a whole and of individual units within the firm.

678. ECONOMIC FLUCTUATIONS AND FORECASTING. (5-0-5)

Prerequisites: ECO 571* and MGT 603. An applied macroeconomics course that includes the study of measuring fluctuations in economic activity, analysis of business cycles, economic forecasting techniques, and economic stabilization policies and their impact on business decisions.

68A-E. INDEPENDENT STUDY. (Var. 1-5)

*or approved undergraduate equivalent

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

FINANCE (FIN)

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 marketplace. The course is designed to meet the needs of school teachers in such areas as social science, business education, and others. Graduate students in business administration must have approval of the graduate director prior to registering.

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

Prerequisite: ACT 551* An introductory course in finance. An understanding of basic financial concepts and techniques, and an ability to apply them in arriving at management decisions within the context of specific business situations.

601. SPECIAL TOPICS IN FINANCE. (5-0-5)

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registration.

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

Prerequisite: FIN 505 and MGT 501. Examination and application of contemporary financial theory and analysis related to business finance. Cases and case readings in financial management, financial structure, obtaining and managing capital, issuing and placing securities and administering income.

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

Prerequisite: FIN 505 and MGT 502, or permission of instructor. Study of theories and techniques of investment analysis for purposes of evaluation and selection of investments.

68A-E. INDEPENDENT STUDY. (Var. 1-5)

*or approved undergraduate equivalent

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

LEGAL ENVIRONMENT OF BUSINESS (LEB)**+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 outside and inside counsel and trade regulations.

MANAGEMENT (MGT)**+501. BUSINESS STATISTICS. (5-0-5)**

A general course designed to provide students with the background necessary for understanding the role of statistics in decision making. Data collection, organization, and applications including sampling and probability distributions, measures of association, hypothesis testing and forecasting with a consideration of ethical implications.

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

An overview of the major theoretical and practical aspects of management, managerial process, human behavior in organizations and organizational planning, theory, structure, and control.

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

Prerequisite: Senior standing and permission of the instructor. A hands-on experience concerned with the problems and responsibilities of starting and operating a small business. Students work in teams, consulting with small businesses and/or entrepreneurs on actual business cases. Graduate students are often used as team leaders.

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

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registering.

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

Prerequisite: MGT 501* An advanced course offering an in-depth examination of analysis of variance, multiple linear regression and correlation, experimental design, and nonparametric statistics. Computer applications provide students with the ability to apply sophisticated statistical tools to problem solving and decision making within business settings.

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

Prerequisite: MGT 501.* This course deals with the application of specific quantitative models of business problems. The emphasis is placed on decision making under uncertainty and risk, probability, programming, and simulation models. Computer-assisted problem solving is applied to the use of these models.

608. INTERNATIONAL MANAGEMENT. (5-0-5)

Prerequisite: MGT 542.* This course explores different economic, political/governmental, and social/cultural systems and their impact on managerial functions. It attempts to bring to the student a clearer awareness of the major facets of international operations.

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

Prerequisite: MGT 501* or permission of instructor. MGT 542 and FIN 505 are also recommended. The course deals with the design and implementation of production systems for service and goods-producing organizations. Topics include strategic planning, facilities design, project management, and design of computer-based quality and performance control systems.

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

Prerequisite: MGT 542* or permission of instructor. The management of human resources emphasizing methods of job analysis and design, manpower planning, selection placement, appraisal, reward systems, training and development, and member relations within the legal and social framework of organizations.

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

Prerequisite: MGT 542* and MGT 648 or permission of instructor. The study of systems organization design and the interaction of organization design with its external and internal environment from a systems management perspective. Develops the use of diagnostic tools of organizational design problems.

648. ORGANIZATIONAL THEORY AND BEHAVIOR. (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 and cultural differences, group dynamics, power distribution, structure, environment, and technology are discussed in relation to the effectiveness of organizations.

68A-E. INDEPENDENT STUDY. (Var. 1-5)**699. BUSINESS POLICY. (5-0-5)**

Prerequisites: Regular admission status. 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 level of the organization including ethical and international implications. Requires a knowledge of accounting, finance, marketing, economics, organizational 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. This course is the capstone course for graduate business administration students. May be taken only by students with regular status in MBA program and with required prerequisites.

*or approved undergraduate equivalent

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

MANAGEMENT INFORMATION SYSTEMS (MIS)

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

A study of the use of computers in business today. The student writes programs using the BASIC language and learns to use application packages.

+546. HARDWARE AND SYSTEMS SOFTWARE. (5-0-5)

Prerequisites: MIS 545* or permission of instructor. This course is an in-depth study of computer fundamentals for the information systems manager. Hardware topics include basic computer circuits, arithmetic and logic units, main memory circuits, input/output logic, encoders/decoders, addressing schemes, interfaces, peripheral devices, and data communications protocols. Software topics include an assembly language and operating systems construction.

601. SPECIAL TOPICS IN INFORMATION SYSTEMS. (5-0-5)

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registering.

620. MICROCOMPUTER APPLICATIONS IN BUSINESS. (5-0-5)

Prerequisite: MIS 545* or permission of instructor. This course provides knowledge and experience in the most widely used microcomputer applications in word processing, data base management, spreadsheets, and networking. Emphasis is on employing these systems in an integrated intelligent office environment. Students are required to demonstrate the ability to construct practical applications in these applied systems. Case studies are employed.

680. INFORMATION SYSTEMS CONCEPTS. (5-0-5)

Prerequisite: MIS 545* or permission of instructor. Comparative theory and practice of computer information systems. Topics include review of the systems development life cycle: investigation, analysis, design, development, and implementation. Information theory, types, functions and value of information, humans as information processors, documentation, structured, design tools, productivity tools, prototyping, natural languages, and demonstration are discussed. Organizational and communication skills for the analyst in a consulting role are explored.

681. DECISION SUPPORT SYSTEMS. (5-0-5)

Prerequisite: MIS 546 and 680. Conceptual foundation in evaluation and application of information systems tools in making complex decisions. Topics include formulation, development, and evaluation of decision making models and their integration with the information center. Development and future directions of decision support and knowledge based applications are considered. Case studies are used to illustrate difference between decision support systems and traditional data processing applications.

682. DATA COMMUNICATIONS AND DISTRIBUTED PROCESSING. (5-0-5)

Prerequisites: MIS 546 and 681. Overview of geographically distributed computer-communications facilities. Network design, structure, optimization, reliability, error detection and encryption. Common carriers, value-added networks, packet switching, data transmission technologies, routing techniques, protocols, communication media as terminal devices, and communications controllers are included. Integration of data communication and computing technologies.

683. DATA BASE MANAGEMENT. (5-0-5)

Prerequisite: MIS 546 and 681. Management of data as a resource. Development of a conceptual framework to evaluate, select, acquire, install, and maintain commercial data base management packages for use in information systems. Data structures, data storage, data representation, data flow, data dictionaries, access methods, utilities, query languages, security, backup, configuration control, distributed data bases, and future directions in data base management are explored.

684. INTELLIGENT OFFICE SYSTEMS. (5-0-5)

Prerequisite: MIS 681. Overview of text and graphics based office systems. Application, selection, and implementation of artificial intelligence tools in the office environment. Integration of data, text, image, and voice processing. Electronic mail, public data banks, local and wide area networks, microcomputers, video conferencing and human/machine interfaces. Role of office systems in the information center and future directions in office augmentation.

685. RESEARCH PROJECT IN INFORMATION SYSTEMS. (5-0-5)

Prerequisites: MET 501, MGT 605, MET 648, MIS 681, MIS 682, MIS 683. An applied MIS research course. In-depth analysis of current research trends in MIS, Research methodologies, data acquisition and analysis, and research findings reporting. Students will be required to conduct a MIS research project.

68A-E. INDEPENDENT STUDY. (Var 1-5)**690. ADVANCED ALGORITHM AND PROBLEM ORIENTED LANGUAGE. (5-0-5)**

Prerequisite: MIS 683. This course gives the student the opportunity to apply the fourth generation languages (4GL) to end-user problems. A working knowledge of at least one 4GL is required.

691. AUDIT, CONTROL AND LEGAL ASPECTS OF INFORMATION SYSTEMS. (5-0-5)

Prerequisite: MIS 681. Exposure to EDP procedures standards and techniques, types of controls, data integrity, risk assessment, and expectations of the internal and external auditor in information systems auditing. Computer abuse, ethics, privacy, and security are emphasized. Legal considerations include contracts, copyrights, patents, trade secrets, warranties, product liability, software protection, and the role of regulatory agencies in information systems. Case studies will be used.

692. INFORMATION RESOURCE MANAGEMENT. (5-0-5)

Prerequisite: MIS 681. The organizing, staffing, budgeting, scheduling, coordinating, and controlling of information systems projects. Emphasis is on managing multiple systems development and programming teams, estimating resource requirements, planning software, and productivity tools, and use of outside services. A project is assigned to reinforce management concepts.

693. SYSTEMS ANALYSIS, TOOLS, AND PROTOTYPING. (5-0-5)

Prerequisite: MIS 683. This course is an advanced systems analysis and design project. It requires the selection, proposal, functional specifications creation, design specifications creation, and implementation planning for a complete computer based information system project. Students will apply PERT, CPM, HIPO charts, data flow diagrams, Gantt charts, and microcomputer based systems of prototyping to an actual design project. Strong emphasis is on the creation of accurate and understandable documentation for the user and the maintainer of each system.

694. EXPERT SYSTEMS IN BUSINESS APPLICATIONS. (5-0-5)

Prerequisite: MIS 546*. This course introduces students to basic concepts and techniques of artificial intelligence or intelligent systems, and gives insights into active research areas and applications relevant to industry and management. Emphasis is placed on representation as a central and necessary concept for work in intelligent systems. Strategies for choosing representations as well as notational systems and structures including commercial applications are covered. Other topics: natural languages, vision systems, search strategies, and control.

*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 the basic principles of marketing and its environment, with a focus on development of an understanding of ethical planning, implementing, and controlling marketing activities on a local, national, and international scale.

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

Prerequisite: Senior standing and permission of the instructor. A hands-on experience concerned with the problems and responsibilities of starting and operating a small business. Students work in teams, consulting with small businesses and/or entrepreneurs on actual business cases. Graduate students are often used as team leaders.

601. SPECIAL TOPICS IN MARKETING. (5-0-5)

This course meets special needs of students and/or the community. Approval of the graduate director is required prior to registering.

661. ADVANCED MARKETING THEORY AND APPLICATIONS. (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. International and domestic considerations are emphasized. Stresses cases involving applications of marketing decision making.

662. STRATEGIC MARKETING PLANNING. (5-0-5)

Prerequisite: MKT 561. This course gives students a "hands-on" approach to developing marketing plans. It focuses on the background analysis necessary for the foundation of marketing strategy including: competitor definition analysis, industry analysis, customer analysis and forecasting.

68A-E. INDEPENDENT STUDY. (Var. 1-5)

*or approved undergraduate equivalent

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

SCHOOL OF EDUCATION GRADUATE PROGRAMS

Edward M. Wolpert, Dean
James Wolfgang, Assistant Dean

SPECIALIST IN EDUCATION

Elizabeth Youngblood, Coordinator

INTRODUCTION

The Specialist in Education degree program provides advanced study for qualified master educators. It is designed to equip the master educator 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: a) insight into the theoretical and foundational bases of teaching (the practice of education); b) understanding of human growth and development and of the guidance functions demanded of the professional educator; c) competence as a consumer of research findings and ability in developing and carrying out action research in the classroom; d) command of concepts, understanding, generalizations, and points of view, as well as knowledge and skill in the area of specialization, e) ability to communicate effectively with oral and written expression; f) ability to communicate ideas and facts with greater acuity and fluency; g) ability to exert leadership as well as willingness to accept responsibility in the broad field of education; and h) higher levels of competence in classroom performance thus leading to a better education for children and youth.

Approved teacher education programs leading to the Specialist in Education degree and the T-6 Certificate are provided in these fields: Business Education (7-12), Early Childhood Education (K-4), Health and Physical Education (K-12), Middle Grades Education (4-8), Natural Science (Biology) (7-12) and Social Science (7-12). The Specialist Program leading to the L6 Certificate in Administration and Supervision is also offered.

REGULAR ADMISSION REQUIREMENTS

The complete application, including all supporting papers should 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 T-5 Certificate. Candidates for the Specialist degree in Administration and Supervision must possess or be eligible for the NL-5 Certificate.
2. Have a 3.25 grade point average on all graduate work attempted.
3. Have two year's teaching experience prior to admission.
4. Submit a score from the GRE General Test: minimum score of 900 (V + A); or submit a score of 48 or higher on the MAT.
5. Satisfactorily complete a Writing Sample For Ed.S. students.

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

Applicants denied admission to the Ed.S. program may submit a written request for review of their application to the Coordinator of Graduate Programs.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

All students applying for admission into the Specialist Degree program must be eligible for regular admission in accordance with the requirements described in the degree section of this catalog. There is no provisional admission in the Specialist degree program.

PROGRAMS OF STUDY

The Specialist in Education program requires work in two areas: classroom studies and a program of activities for professional and personal development. A thesis option requiring a field project in educational research is available. A minimum of 46 quarter hours of course work beyond the Master of Education degree is required. No grade below B may be counted toward meeting degree requirements. Students must satisfy requirements for both the T-5 and T-6 in the proposed field of study.

Ed.S. with a major in ADMINISTRATION AND SUPERVISION

I. PROFESSIONAL EDUCATION	21
EFS 600 Socio-Cultural Foundations of Education or EFS 620 Philosophical Issues in Education	
EFS 628 Seminar in Education	
EFS 632 Research Designs	
EFS 633 Applied Statistics	
EFS 635 Thesis or additional course in EAS	
II. CONTENT FIELD	15
EAS 622 Adv. School Law	
EAS 660 Trends in Inst. Ldr. and Educ.	
EAS 663 Internship: School and Business	
III. ELECTIVES (from major content)	10
EAS 661 Supervision of School Prog.	
EAS 662 School Finance	
EAS 664 Seminar	
EAS 668 Telecourse Series	
EAS 695 The Learner and the Adm. Proc.	
Any course in field not taken in M.Ed. if approved by adviser	

Minimum Hours 46

Ed.S. with a major in BUSINESS EDUCATION (7-12)

I. PROFESSIONAL EDUCATION	21
EFS 600 Socio-Cultural Foundations of Education or EFS 620 Philosophical Issues in Education	
EFS 628 Seminar in Education	
EFS 632 Research Designs	
EFS 633 Applied Statistics	
EFS 635 Ed.S. Thesis or additional course in the teaching field	
II. TEACHING CONTENT (minimum)	20
Course selections are determined through advisement from the following:	
BOA 526 Administrative Office Management	
BOA 601 Special Topics in Business Education	
*BOA 620 Administration and Supervision in Business Education	
*BOA 621 Curriculum Development in Business Education	
*BOA 622 Tests and Measurements in Business Education	
BOA 623 Modern Office Technology	
BOA 624 History and Philosophy of Vocational Education	
BOA 625 Principles and Problems of Business Education	
BOA 626 Improvement of Instruction in the Social Business Subjects	
BOA 629 Principles of Instruction in Business Skill Subjects	
COM 627 Communication Theory in Management	
MGT 542 Management Theory	
MGT 648 Organization Theory	
ECO 570 Economics of the Free Enterprise System	
ECO 678 Business Relations and Government and Society	
MIS 545 Computers in Business	
MIS 601 Special Topics in Information Systems	
MIS 620 Microcomputers Systems and Applications	
*Courses are specifically for Ed.S. Program.	
III. Electives	5
	Minimum Hours 46

Ed.S. with a major in EARLY CHILDHOOD EDUCATION (K-4)

I. PROFESSIONAL EDUCATION	26-41
EFS 600 Socio-Cultural Foundations of Education or EFS 620 Philosophical Issues in Education	
EFS 628 Seminar in Education	
EFS 632 Research Designs in Education	
EFS 633 Applied Statistics	
EFS 635 Ed.S. Thesis or additional course in teaching field	
EEC 69E Seminar on Special Topics in Early Childhood Education	
*EEC 593 Early Childhood Education	
*EEC 594 Advanced Practicum in Early Childhood Education	
*EEC 553 Advanced Child Development and Guidance	
*Unless taken at M.Ed. Level	

II. CONTENT FIELD	15-50
Course selections are determined through advisement. A minimum of one course in each teaching area must be taken at either the master or specialist level. Course options are determined by previous courses taken.	
Communicative Arts	5
EEC 560 Writing Instruction for Young Children, ERD 610 Trends and Issues in Developmental Reading, or ERD 651 Literature in the School Program.	
Social Studies	5
EEC 511 Social Studies in Early Childhood Education or an additional social studies course selected from Arts and Sciences.	
Science	5
EEC 525 Life Science for Early Childhood Teachers or EEC 526 Physical Science for Early Childhood Teachers.	
Creative Activities	5
Art 515 Art Education or EEC 659 Creative Activities for the Young Child.	
Health/Physical Education	5
HEA 625 Health in the Schools: K-8 or PEM 540 Movement Education for Young Children.	
Mathematics	5
EEC 590 Development of Logical & Creative Thought for Young Children (required if not taken at undergraduate level)	
MAT 501 Math for Elementary Ed. Majors I	
MAT 512 Math for Elementary Ed. Majors II	
Additional Recommended Courses:	
EEC 540 Organization and Administration of Early Childhood Programs	
EEC 555 Parent Child Interaction	
III. ELECTIVES	0-15
	Minimum Hours <u>46</u>

Ed.S. with a major in HEALTH AND PHYSICAL EDUCATION (K-12)

I. PROFESSIONAL EDUCATION	16
EFS 600 Socio-Cultural Foundations of Education or EFS 620 Philosophical Issues in Education	
EFS 628 Seminar in Education	
EFS 632 Research Designs in Education	
EFS 633 Applied Statistics	
II. REQUIRED CONTENT	5
HEA/PEM 635 THESIS or HEA or PEM Content Course	
III. CONTENT ELECTIVES	
Program must contain a minimum of at least 50 hours including content courses from the T-5 and T-6 program.	
HEA 502 Foundations of Physical Health	
HEA 503 Foundations of Psycho-Social Health	
HEA 504 Health Promotion	

HEA 536 Seminar in Drug Education
 HEA 590 Special Topics
 HEA 605 Seminar in Contemporary Health Problems
 HEA 625 Health in the Schools K-8
 HEA 635 Research Problems in Health
 HEA 640 Environmental Health & Safety
 HEA 653 Epidemiology
 HEA 655 Sexuality
 PEM 525 Analysis of Sports Techniques
 PEM 540 Movement Education for Young Children
 PEM 550 Outdoor Education
 PEM 560 Physiology of Exercise
 PEM 574 Organization and Administration of Health and Physical Education
 PEM 590 Special Topics
 PEM 635 Research Problems in Physical Ed
 PEM 670 History of Philosophy of HPER
 PEM 675 Application of Psychology to Physical Education and Sports
 PEM 687 Seminar: Experimental Studies in Motor Learning
 PEM 688 Perceptual Motor Learning
 PEM 689 Physical Education and Recreation for the Exceptional Student

Additional Courses:

The total program (T-5 & T-6) shall consist of a minimum of 106 quarter hours. A minimum of 46 quarter hours must be completed at the T-6 level. Courses shall be determined according to results of the T-6 Health and Physical Education Evaluation Sheet based on the following guidelines: Foundations of Education (15), Curriculum Methods & Problems (15), Research & Projects (10-15), Electives (10-15), Subject Materials in Teaching Or Related Field (50)

Minimum Hours 46

Ed.S. with a major in MIDDLE GRADES EDUCATION (4-8)

I. PROFESSIONAL EDUCATION 26-31

EFS 600 Socio-Cultural Foundations of Education
 or EFS 620 Philosophical Issues in Education
 EFS 628 Seminar in Education
 EFS 632 Research Designs in Education
 EFS 633 Applied Statistics
 EFS 635 Ed.S. Thesis or additional course in teaching field
 *EMG 640 Curriculum and Methods for the Middle Grades
 EMG 69E Seminar on Special Topics in Middle Grades Education

*Unless taken at the M.Ed. Level

II. CONTENT FIELD 15-50

Course selections are determined through advisement. A minimum of 15 hours in a primary concentration selected from language arts, social studies, math, or science must be taken at either the master or specialist level. A minimum of 10 hours in a secondary concentration selected from language arts, social studies, math, science, or health/physical education should be taken at either the master or specialist level. Additional courses are selected from each of the areas not selected as concentrations.

Concentration Areas: Required courses (*) must be taken in the selected concentration areas at either the M.Ed. or Ed.S. levels.

Language Arts:

- *EMG 514 Early Adolescent Literature
- *EMG 560 Writing Instruction in the Middle Grades
- *ERD 650 Literature, Reading, and Writing in the Content Fields
- ERD 610 Trends and Issues in Developmental Reading
- ERD 611 Reading Seminar and Practicum
- ERD 612 Evaluation in Reading
- ERD 651 Literature in the School Program
- ERD 661 Diagnosis and Correction of Reading Deficiencies

Science:

- *EMG 525 Life Science for Middle Grades
- *EMG 526 Physical Science for Middle Grades

Math:

- *EMG 590 Development of Logical and Creative Thought in Middle Grades Children
- *MAT 501 Math for Elementary Education Majors

Social Studies

- *EMG 511 Social Studies in the Middle Grades

Health/Physical Education:

- *HEA 625 Health in the Schools: K-8

III. Electives	0-15
Minimum Hours	46

Ed.S. with a major in NATURAL SCIENCE (BIOLOGY) EDUCATION (7-12)

I. PROFESSIONAL EDUCATION21

- EFS 600 Socio-Cultural Foundations of Education
or EFS 620 Philosophical Issues in Education
- EFS 628 Seminar in Education
- EFS 632 Research Designs in Education
- EFS 633 Applied Statistics
- EFS 635 Ed.S. Thesis or additional course in teaching field

II. CONTENT FIELD25

Course selections are determined through advisement from the following:

- BIO 501 Recent Advances in the Biological Sciences
- BIO 540 Genetics
- BIO 541 Evolution
- BIO 569 Freshwater Biology
- BIO 570 Biology for Teachers
- BOT 560 Plant Anatomy
- BOT 570 Plant Physiology
- ZOO 503 Vertebrate Zoology
- BIO 58E Independent Study
- BIO 59E Internship
- ENS 592 Meteorology
- Other courses in field if approved by the department chair.

Minimum Hours	46
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Ed.S. with a major in SOCIAL SCIENCE EDUCATION (7-12)

I. PROFESSIONAL EDUCATION21

- EFS 600 Socio-Cultural Foundations of Education
or EFS 620 Philosophical Issues in Education
- EFS 628 Seminar in Education
- EFS 632 Research Designs in Education
- EFS 633 Applied Statistics
- EFS 635 Ed.S. Thesis or additional course in teaching field

II. CONTENT FIELD20-35

Course selections are determined by courses taken at M.Ed. level and should be selected from the following:

- HIS 503 Classical Greece
- HIS 504 Classical Rome
- HIS 506 The Middle Ages
- HIS 507 Colonial and Revolutionary America
- HIS 508 The Age of Jefferson
- HIS 511 Modern Europe
- HIS 513 Modern English Social History
- HIS 514 Tudor-Stuart England
- HIS 515 The Renaissance and Reformation
- HIS 517 Soviet Russia
- HIS 518 Age of Absolutism
- HIS 519 The French Revolution and Napoleon
- HIS 520 The American Civil War
- HIS 522 The Ante-Bellum South
- HIS 529 Hitler and Nazi Germany
- HIS 530 The South Since Reconstruction
- HIS 532 Georgia: Colony and State
- HIS 544 Religion in America
- HIS 545 Topics in American Social History
- HIS 555 Contemporary American Foreign Policy
- HIS 556 The Vietnam War
- HIS 560 Modern Middle East
- HIS 600 Historical Methods and Interpretations
- HIS 605 Advanced Topics in American History
- HIS 608 Advanced Topics in European History
- HIS 611 Advanced Topics in Southern History
- HIS 614 Advanced Topics in British History
- HIS 652 Heritage Education
- HIS 69A-X Special Topics
- GEO 501 Economic Geography
- GEO 550 Political Geography
- GEO 576 Cultural Geography
- GEO 592 Meteorology
- ECO 570 Economics of the Free Enterprise System
or ECO 571 Economic Theory
- SOC 544 Race and Ethnic Relations
- POS 500 Public Policy Making
- POS 505 Constitutional Law I
- POS 550 Legislative Politics and Behavior
- POS 555 Contemporary American Foreign Policy
- POS 556 The Vietnam War
- POS 560 Public Opinion

- POS 575 Contemporary International Problems
- POS 590 Comparative Foreign Policy
- POS 591 The Politics of Japan

Other courses in field if approved by the department chair.

III. ELECTIVES 10

Electives chosen in consultation with social science adviser.

Minimum Hours 46

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 T-6 Certificate. Also, the NL-5 Certificate must be updated to an L-6 Certificate within five years.

ADVISEMENT

Each candidate for the Specialist in Education degree is assigned a graduate adviser in a selected area of specialization. The student taking the thesis option is also assigned a graduate committee of three or four faculty members who will supervise the research project and serve as an examination committee at the time of the oral examination.

EXAMINATIONS

A comprehensive examination must be successfully completed as a culminating activity. (It is used as a primary exit criterion from the program.) Students who fail may repeat the examination after the lapse of one quarter.

RESIDENCE REQUIREMENTS

At least 35 hours beyond the Master of Education degree must be completed on the Georgia College campus or commuter centers. Ten hours may be transferred from another institution if approved by the Graduate Coordinator and adviser in the selected field of study. Specialist programs must be completed within four years of initial matriculation.

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 certification for five years.

OTHER REQUIREMENTS

THESIS OPTION

Candidates for the Specialist in Education degree who choose the thesis option must complete a Thesis (EFS 635 or HEA/PEM 635) which utilizes historical, experimental, or descriptive research methodologies.

Before beginning the thesis, the candidate must have received approval from the graduate committee for this comprehensive study.

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 thesis will be discussed during the final oral examination. Oral examinations must be scheduled two weeks in advance and must be held at least one week prior to graduation. The thesis is officially completed when all members of the committee and Graduate Dean have signed the final copy.

After final approval, the student and the Graduate Coordinator will arrange with the Director of the Libraries to have two copies of the completed thesis bound: one for the library and one for the School of Education. The original copy will be deposited in the library unbound.

EXIT EXAM

All students completing the Specialist in Education degree must pass a comprehensive final examination.

YEAR LONG PROGRAM OF ACTIVITIES

During the completion of the Specialist program, each candidate must complete a program of professional activities and development. A written plan, approved by the adviser must be submitted to the Graduate Coordinator before the program is begun. The implementation of the plan will be discussed in the final oral examination. Activities in no less than four of the following areas are required.

Be an active member of a professional organization as evidenced by such activities as holding office, making presentations, or attending conferences and/or meetings.

Engage in a program of professional reading as agreed upon by the committee. (These readings would be in addition to the readings required for courses and/or thesis preparation).

Engage in professional writing as evidenced by the preparation and submission to appropriate journals or other publishing formats of original articles or other creative endeavors.

Provide service to the education profession as evidenced by such activities as serving on a textbook selection committee, SACS committee, serving on a beginning teacher assessment team, serving as a referee for a professional journal, offering workshops and presentations, and speaking to lay audiences.

Demonstrate professional creativity through development of educational support materials such as, but not limited to, a curriculum model, text, media production, or computer assisted instruction program.

Engage in visitation for the purpose of observing notable or exemplary educational activities.

Engage in travel for professional purposes such as acquiring cross-cultural insights, developing additional skills, acquiring additional knowledge, and/or broadening professional contacts.

MASTER OF EDUCATION

Elizabeth Youngblood, Coordinator

INTRODUCTION

The Master of Education degree programs provide advanced study for qualified educators. They are designed to equip an educator with additional professional skills and the ability to serve the educational agencies in the community at a higher level of proficiency. Activities and experiences will be oriented toward developing: a) understanding of human growth and development and of the guidance functions demanded for the professional educator; b) command of concepts as well as knowledge and skill in the area of specialization, c) insight into the theoretical and foundational bases of teaching (research and practice), d) ability to communicate effectively with oral and written expression; e) ability to communicate ideas and facts with greater acuity and fluency; f) willingness to accept responsibility in the broad field of education g) evaluation of teaching, classroom and the educational growth of individuals; h) competencies in teaching methodologies as they relate to the learning of students and i) skills in guiding the student in developing affective, cognitive and psychomotor abilities.

Approved teacher education programs leading to the Master of Education degree and T-5 certification are provided in the following fields: Business Education, Early Childhood Education, Middle Grades Education, English, Health and Physical Education, Mathematics, Natural Science (Biology), Social Science, and Special Education (Behavior Disorders, Interrelated Teacher, Learning Disabilities, or Mental Retardation). Approved programs leading to the Master of Education degree and NL-5 Certificate in Administration and Supervision and the Master of Education degree and S-5 Certificate in Library Media are also available. The Department of Special Education also offers a sequence of courses leading to endorsement as Director of Special Education. Additionally, the Department of Curriculum and Instruction offers the sequence of courses leading to supplementary certification in supervising teacher service.

REGULAR ADMISSION REQUIREMENTS

To be admitted as a regular graduate student in the degree program. An applicant must:

1. Submit a complete application and all supporting papers to the Office of Admissions and Records.
2. Hold or be eligible for the T-4 Certificate.*
*Except for the Delayed Decision MEd. Program and the Library Media Program.
3. Have earned a minimum 2.5 undergraduate grade point average on all work attempted in which letter grades were awarded.
4. Submit a score from the GRE General Test: minimum score of 800 (V + A); or submit a minimum score on the MAT of 44.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

Students will be eligible for provisional admission into the Master of Education degree programs who have an undergraduate grade point average of at least 2.5 on a 4.0 system and a MAT score of at least 35 or a GRE score of at least 700 (V + A). Students with these scores must complete 20 quarter hours of graduate courses at Georgia College with no grade less than a "B" in order to be regularly admitted into Master of Education degree programs. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree pro-

gram in which the student is seeking admission. These courses must include EFS 630 or EFS 600 and two courses in the major field.

NOTE: Students who desire an M.Ed. in Health and Physical Education or Health Education but **DO NOT** require T-5 certification may enter the program by meeting all of the entrance requirements other than holding or being eligible for the T-4 certificate in field. In consultation with the adviser, the student may substitute courses related to their professional goals for EFS 600, 640 and 690. All remaining requirements of the program of study must be met. **IN NO INSTANCE WILL THIS OPTION LEAD TO TEACHING CERTIFICATION IN GEORGIA.**

A student applying for the Master of Education degree may not take more than twenty hours in provisional status.

DELAYED DECISION MASTER OF EDUCATION

The Delayed Decision Program (DDMED) allows students with a bachelors degree from an accredited college to meet teacher certification requirements for T-4 and T-5 licensure concurrently. The DDMED is a total package and may not be pursued in part. Admission requirements are the same as to the M.Ed. programs except a T-4 is not required at the time of admission. For further information, contact the Coordinator of Graduate Programs.

PROGRAMS OF STUDY

The Master of Education degree requires a minimum of 60 hours of course work. Courses must be completed in these categories: professional education, courses in the certification area, and additional program requirements or electives. This degree program must be completed within six years beginning with the initial date of registration. Students must satisfy requirements for both the T-4 and T-5 in the proposed field of study except in the areas of Library Media, some areas of Special Education, and Administration and Supervision. If an individual has a bachelors degree in an area other than the one in which the masters is being pursued, the program of study may require more than 60 hours.

M.Ed. with a major in ADMINISTRATION AND SUPERVISION

I. PROFESSIONAL EDUCATION 20-25

*EFS 600 and EFS 630 must be taken prior to EFS 640 and EFS 690

EFS 600 Socio-Cultural Foundations of Education

EFS 630 Education Research

EFS 640 Advanced Studies in Learning

EFS 690 Curriculum Planning

*EEX 564 is required unless completed at the undergraduate level.

II. CONTENT FIELD 35

EAS 610 Administration & Organization of Public Education

EAS 611 School Law

EAS 612 Supervision and the Instructional Process

EAS 614 Education/School business Management and Finance

EAS 617 Personnel Administration and Supervision

EAS 618 Internship in Administration

EAS 619 Curriculum and Inst. for School Ldrs.

III. ELECTIVES 0-5

Select courses from the following:

- EAS 58A-E Special Topics
- EAS 609 Computers in the Educational Process
- EAS 613 Problems in School Administration & Supervision
- EAS 620 Politics of Education
- EAS 621 The School as a Social System
- EEC 540 Organization & Administration of Early Childhood Education Programs
- EEC 593 Early Childhood Education
- PEM 574 Organization & Administration of Health & Physical Education in the Public School
- EEX 687 Administration of Special Education Programs
- ERD 610 Trends and Issues in Developmental Reading
- EMG 640 Curriculum and Methods for the Middle Grades

Minimum Hours 60

**M.Ed. with a major in
BUSINESS EDUCATION (7-12)**

I. PROFESSIONAL EDUCATION 25

- *EFS 600 and EFS 630 must be taken prior to EFS 640 and EFS 690
- EFS 600 Socio-Cultural Foundations of Education
- EFS 630 Education Research
- EFS 640 Advanced Studies in Learning
- EFS 690 Curriculum Planning

Professional education elective
or EEX 564 Exceptional Individuals in Regular Classes
*EEX 564 is required unless completed at the undergraduate level.

II. CONTENT FIELD (minimum) 25

Courses are selected from the following and approved by the student's business education adviser.

- BOA 526 Administrative Office Management
- BOA 601 Special Topics in Business Education
- BOA 623 Modern Office Technology
- BOA 624 History and Philosophy of Vocational Education
- BOA 625 Principles and Problems of Business Education
- BOA 626 Improvement of Instruction in the Social Business Subjects
- MGT 542 Management Theory
- MGT 648 Organization Theory
- COM 627 Communication Theory in Management
- ECO 570 Economics of the Free Enterprise System
- MIS 545 Computers in Business
- MIS 601 Special Topics in Business Information Systems
- MIS 620 Microcomputer Application in Business

III. ELECTIVES 10

Ten hours chosen in business courses in consultation with business adviser.

Minimum Hours 60

M.Ed. with a major in EARLY CHILDHOOD EDUCATION (K-4)

I. PROFESSIONAL EDUCATION25

- *EFS 600 and EFS 630 should be taken prior to EFS 640 and EFS 690
- EFS 600 Socio-Cultural Foundations of Education
- EFS 630 Education Research
- EFS 640 Advanced Studies in Learning
- EFS 690 Curriculum Planning
- EEC 553 Advanced Child Development and Guidance
- *EEX 564 is required unless completed at the undergraduate level.

II. CONTENT FIELD (minimum)35

Specific course selections are determined through advisement. Course options are determined by previous course work. Professional needs and/or goals of the students are also factors that may be considered. EEC 593 and EEC 594 are required of all students.

- EEC 593 Early Childhood Education 5
- EEC 594 Adv. Practicum in Early Childhood Education 5

Students are required to have completed a course in each of the following areas at the undergraduate or graduate level. Select one course in five of the following six areas.

- Communicative Arts 5
- EEC 560 Writing Instruction for Young Children. ERD 610 Trends and Issues in Developmental Reading, or ERD 651 Literature in the School Program
- Social Studies 5
- EEC 511 Social Studies in Early Childhood Education. An additional social studies course selected from Arts and Sciences
- Science 5
- EEC 525 Life Science for Early Childhood Teachers or EEC 526 Physical Science for Early Childhood Teacher
- Creative Activities 5
- Art 515 Art Education or EEC 659 Creative Activities for the Young Child
- Health/Physical Education 5
- HEA 625 Health in the Schools: K-8 or PEM 540 Movement Education for Young Children
- Mathematics 5
- EEC 590 Development of Logical & Creative Thought for Young Children (required if not taken at undergraduate level)
- MAT 501 Math for Elementary Ed. Majors I
- MAT 512 Math for Elementary Ed. Majors II

Additional Course Recommendations:

- ERD 650 Literature, Reading, and Writing in the Content Fields
- ERD 661 Diagnosis and Correction of Reading Deficiencies
- EEC 540 Organization and Administration of Early Childhood Programs
- EEC 555 Parent-Child Interaction

If the undergraduate degree is not in Early Childhood, more than 60 hours may be required.

M.Ed. with a major in ENGLISH EDUCATION (7-12)

I. PROFESSIONAL EDUCATION25

- *EFS 600 and EFS 630 must be taken prior to EFS 640 and EFS 690
- EFS 600 Socio-Cultural Foundations of Education
- EFS 630 Education Research
- EFS 640 Advanced Studies in Learning
- EFS 690 Curriculum Planning

Professional education elective
or EEX 564 Exceptional Individuals in Regular Classes

*EEX 564 is required unless completed at the undergraduate level.

II. CONTENT FIELD (minimum)30

Thirty hours selected from following and approved by the student's English Adviser.

- ENG 56E Blacks in Literature
- ENG 56E English Novel
- ENG 56E English Drama
- ENG 56E Technical Writing
- ENG 56E Literary Women
- ENG 56 A-E Special Topics in English
- ENG 58 A-E Independent Study
- ENG 511 Milton
- ENG 512 Restoration and Eighteenth Century
- ENG 521 Shakespeare
- ENG 522 Advanced Grammar and Syntax
- ENG 523 Creative Writing
- ENG 524 Advanced Composition
- ENG 534 Modern Poetry
- ENG 535 Modern Fiction
- ENG 537 Romantic Poetry
- ENG 538 Victorian Poetry
- ENG 539 Chaucer
- ENG 544 Flannery O'Connor
- ENG 549 History of the English Language
- ENG 550 The Southern Renaissance
- ENG 552 Literary Criticism

III. ELECTIVES5

Minimum Hours 60

M.Ed. with a major in HEALTH AND PHYSICAL EDUCATION Health and Physical Education Certification (K-12)

I. PROFESSIONAL EDUCATION20

- *EFS 600 and EFS 630 must be taken prior to EFS 640 and EFS 690
- EFS 600 Socio-Cultural Foundations of Education
- EFS 630 Education Research
- EFS 640 Advanced Studies in Learning
- EFS 690 Curriculum Planning

II. REQUIRED CONTENT COURSES 10

HEA 502 Foundations of Physical Health
PEM 560 Physiology of Exercise

III. CONTENT ELECTIVES (minimum) 30

HEA 503 Foundations of Psycho-Social Health
HEA 504 Foundations of Health Promotions
HEA 536 Seminar in Drug Education
HEA 590 Special Topics
HEA 605 Seminar in Contemporary Health Problems
HEA 625 Health in the Schools K-8
HEA 635 Research Problems in Health
HEA 640 Environmental Health and Safety
HEA 653 Epidemiology
HEA 655 Sexuality
PEM 501 Problem Seminar in Physical Education
PEM 525 Analysis of Sports Techniques
PEM 540 Movement Education for Young Children
PEM 550 Outdoor Education
PEM 574 Organization and Administration of Health, and Physical Education
PEM 590 Special Topics
PEM 635 Research Problems in Physical Education
PEM 670 History and Philosophy of HPER
PEM 675 Application of Psychology to Physical Education and Sports
PEM 687 Seminar: Experimental Studies in Motor Learning
PEM 688 Perceptual Motor Learning
PEM 689 Physical Education and Recreation for the Exceptional Student

Electives from other departments may be used with the approval of the department chairperson.

Program must include a minimum of ten hours in Health and ten hours in Physical Education.

Minimum Hours 60

*Students enrolled in the M.Ed. program with a major in Health and Physical Education and NOT SEEKING T-5 CERTIFICATION may, upon approval of the adviser and coordinator of the graduate program, substitute electives in related fields for EFS 600, 640 and 690.

M.Ed. with a major in HEALTH EDUCATION Health Education Certification (K-12)

I. PROFESSIONAL EDUCATION 20

EFS 600 and EFS 630 must be taken prior to the completion of the EFS 640 and EFS 690.

EFS 600 Socio-Cultural Foundations of Education
EFS 630 Education Research
EFS 640 Advanced Studies in Learning
EFS 690 Curriculum Planning

II. REQUIRED CONTENT ON COURSES 20

HEA 502 Foundations of Physical Health
HEA 503 Foundations of Psycho-Social Health
HEA 504 Foundations of Health Promotion
HEA 653 Epidemiology

III. CONTENT ELECTIVES (minimum)15
 Fifteen hours selected from the following and approved by the student's adviser.
 HEA 536 Seminar in Drug Education
 HEA 590 Special Topics
 HEA 605 Seminar in Contemporary Health Problems
 HEA 625 Health in the Schools K-8
 HEA 635 Research Problems in Health
 HEA 640 Environmental Health and Safety
 HEA 645 Occupational/Industrial Health and Safety
 HEA 655 Sexuality

IV. ELECTIVES5
 Ten hours of electives are chosen from above or related disciplines appropriate to Health Education chosen in consultation with adviser.

Minimum Hours 60

*Students enrolled in the M.Ed. program with a major in Health Education and NOT SEEKING T-5 CERTIFICATION may, upon approval of the adviser and coordinator of the graduate program, substitute electives in related fields for EFS 600, 640 and 690.

**M.Ed. with a major in
 INSTRUCTIONAL TECHNOLOGY (LIBRARY MEDIA)**

The T-4 in a teaching field is not required for admission.

I. PROFESSIONAL EDUCATION25
 *EFS 600 and EFS 630 must be taken prior to EFS 640 and EFS 690
 EFS 600 Socio-Cultural Foundations of Education
 EFS 630 Education Research
 EFS 640 Advanced Studies in Learning
 EFS 690 Curriculum Planning Professional education elective
 or EEX 564 Exceptional Individuals in Regular Classes
 *EEX 564 is required unless completed at the undergraduate level.

II. CONTENT FIELD25-60
 The entering student with an appropriate academic background may be able to complete the Master of Education degree in Library Media with a minimum of 25 quarter hours in the specialization. Courses, based on the student's undergraduate program and approved by the adviser, are selected from the following:

- EIT 554 Operation of the Library Media Center
- EIT 555 Technical Processing of Library Media Materials
- EIT 556 Information Sources and Services in the Media Center
- EIT 557 Practicum in Operating a Library Media Center
- EIT 558 Production of Non-print Materials
- EIT 559 Utilization of Media
- EIT 565 Current Topics in Library Media
- EIT 568 Selection of Library Media
- EIT 575 Instructional Design
- EIT 576 Instructional Television
- EIT 577 Television Production
- EIT 578 Photography I
- EIT 579 Photography 11
- EIT 580 Color Photography
- EIT 58E Independent Study
- EIT 59E Internship

III. ELECTIVES0-10

Minimum Hours 60

M.Ed. with a major in MATHEMATICS EDUCATION (7-12)

I. PROFESSIONAL EDUCATION 25

- *EFS 600 and EFS 630 must be taken prior to EFS 640 and EFS 690
- EFS 600 Socio-Cultural Foundations of Education
- EFS 630 Education Research
- EFS 640 Advanced Studies in Learning
- EFS 690 Curriculum Planning

Professional Education Elective

or EEX 564 Exceptional Individuals in Regular Classes

*EEX 564 is required unless EEX 364 completed was at the undergraduate level.

II. CONTENT FIELD (minimum) 25

All candidates for the M.Ed. in math must complete, with a grade of B or better, 15 hours distributed as follows:

- MAT 550 Abstract Algebra I
- or MAT 555 Number Theory I
- and MAT 562 Mathematical Statistics I
- and MAT 570 Introduction to Geometry
- or MAT 585 Mathematical Ideas in History

and also choose ten hours from the following:

- MAT 540 Introduction to Mathematics for Secondary Teachers
- MAT 550 Abstract Algebra I, MAT 551 Abstract Algebra II
- MAT 555 Number Theory I, MAT 556 Number Theory II
- MAT 562 Mathematical Statistics I, MAT 563 Mathematical Statistics II
- MAT 570 Introduction to Geometry
- MAT 580 Numerical Analysis
- MAT 585 Mathematical Ideas in History
- MAT 586 Methods for Secondary School Mathematics Teacher
- MAT 590 Special Topics

III. ELECTIVES 10

Electives chosen in consultation with adviser.

Minimum Hours 60

M.Ed. with a major in MIDDLE GRADES EDUCATION (4-8)

I. PROFESSIONAL EDUCATION 25

- *EFS 600 and EFS 630 must be taken prior to EFS 640 and EFS 690
- EFS 600 Socio-Cultural Foundations of Education
- EFS 630 Education Research
- EFS 640 Advanced Studies in Learning
- EFS 690 Curriculum Planning

*EMG 640 Curriculum and Methods for the Middle Grades

*Note: If EMG 440 was taken at the undergraduate level, student may substitute a 500 or 600 level elective from EFS (Foundations and Secondary).

*EEX 564 is required unless completed at the undergraduate level.

II. CONTENT FIELD (minimum)25

Course selections are determined through advisement. A minimum of 15 hours in a primary concentration selected from language arts, math, social studies, or science must be taken. A minimum of 10 hours in a secondary concentration selected from language arts, math, social studies, science, or health/physical education must be taken.

Concentration Areas: Required courses must be taken in the selected concentration areas. Additional courses are selected that are appropriate to the concentration.

Language Arts: Required (*)

- *EMG 514 Early Adolescent Literature
- *EMG 560 Writing Instruction in the Middle Grades
- *ERD 650 Literature, Reading, and Writing in the Content Fields
- ERD 610 Trends and Issues in Developmental Reading
- ERD 612 Evaluation in Reading
- ERD 651 Literature in the School Program
- ERD 661 Diagnosis and Correction of Reading Deficiencies

Science: Required (*)

- *EMG 525 Life Science for Middle Grades
- *EMG 526 Physical Science for Middle Grades

Math: Required (*)

- *EMG 590 Development of Logical and Creative Thought in Middle Grades Children
- *MAT 501 Math for Elementary Education Majors

Social Studies: Required (*)

- *EMG 511 Social Studies in the Middle Grades

Health/Physical Education: Required (*)

- *HEA 625 Health in the Schools: (K-8)

Additional Recommended Courses:

- ART 515 Art Education

III. ELECTIVES10

Select one course from each of the remaining primary concentration areas.

Minimum Hours 60

**M.Ed. with a major in
NATURAL SCIENCE EDUCATION (BIOLOGY) (7-12)**

I. PROFESSIONAL EDUCATION25

*EFS 600 and EFS 630 must be taken prior to the completion of EFS 640 and EFS 690.

- EFS 600 Socio-Cultural Foundations of Education
- EFS 630 Education Research
- EFS 640 Advanced Studies in Learning
- EFS 690 Curriculum Planning

Professional education elective or

- EEX 564 Exceptional Individuals in Regular Classes

*EEX 564 is required unless completed at the undergraduate level.

II. CONTENT FIELD (minimum)25

Twenty-five hours taken from the following with approval of the biology adviser.

BIO 501 Recent Advances in the Biological Sciences

BIO 520 Microbial Physiology

BIO 522 Immunology

BIO 523 Microbiological Techniques

BIO 525 Limnology

BIO 540 Genetics

BIO 541 Evolution

BIO 542 Ecology

BIO 569 Freshwater Biology

BIO 570 Biology for Teachers

BIO 635 Population Ecology

BIO 58E Independent Study

BIO 59E Internship

BOT 502 Field Botany

BOT 550 Phycology

BOT 555 Mycology

BOT 560 Plant Anatomy

BOT 570 Plant Physiology

BOT 585 Advanced Microbiology

ENS 592 Meteorology

ZOO 503 Vertebrate Zoology

ZOO 546 Parasitology

ZOO 555 Mammalogy

ZOO 560 Biological Psychology I

ZOO 561 Biological Psychology II

ZOO 565 Vertebrate Paleontology

ZOO 567 Entomology

ZOO 665 Selected Topics in Vertebrate Physiology

Other courses in field if approved by Department Chair.

III. ELECTIVES10

Electives are selected from any area and subject to approval of adviser.

Minimum Hours 60

M.Ed. with a major in SOCIAL SCIENCE EDUCATION (7-12)

I. PROFESSIONAL EDUCATION25

*EFS 600 and EFS 630 must be taken prior to the completion of EFS 640 and EFS 690.

EFS 600 Socio-Cultural Foundations of Education

EFS 630 Education Research

EFS 640 Advanced Studies in Learning

EFS 690 Curriculum Planning

Professional Education Elective

or EEX 564 Exceptional Individuals in Regular Classes

*EEX 564 is required unless completed at the undergraduate level.

II. CONTENT FIELD (minimum)25

Course selections are determined through advisement from the following:

HIS 503 Classical Greece

HIS 504 Classical Rome

- HIS 506 The Middle Ages
- HIS 507 Colonial and Revolutionary America
- HIS 508 The Age of Jefferson
- HIS 511 Modern Europe
- HIS 513 Modern English Social History
- HIS 514 Tudor-Stuart England
- HIS 515 The Renaissance and Reformation
- HIS 517 Soviet Russia
- HIS 518 Age of Absolutism
- HIS 519 The French Revolution and Napoleon
- HIS 520 The American Civil War
- HIS 522 The Ante-Bellum South
- HIS 529 Hitler and Nazi Germany
- HIS 530 The South Since Reconstruction
- HIS 532 Georgia: Colony and State
- HIS 544 Religion in America
- HIS 545 Topics in American Social History
- HIS 555 Contemporary American Foreign Policy
- HIS 556 The Vietnam War
- HIS 560 Modern Middle East
- HIS 600 Historical Methods and Interpretations
- HIS 605 Advanced Topics in American History
- HIS 608 Advanced Topics in European History
- HIS 611 Advanced Topics in Southern History
- HIS 614 Advanced Topics in British History
- HIS 652 Heritage Education
- HIS 68B-E Independent Study
- HIS 69A-X Special Topics
- GEO 501 Economic Geography
- GEO 550 Political Geography
- GEO 576 Cultural Geography
- ECO 570 Economics of the Free Enterprise System
or ECO 571 Economic Theory
- SOC 544 Race and Ethnic Relations
- POS 505 Constitutional Law I
- POS 506 Constitutional Law II
- POS 507 Constitutional Law III
- POS 520 American Political Thought
- POS 550 Legislative Politics and Behavior
- POS 553 The Presidency
- POS 555 Contemporary American Foreign Policy
- POS 556 The Vietnam War
- POS 560 Public Opinion
- POS 575 Contemporary International Problems
- POS 590 Comparative Foreign Policy
- POS 591 The Politics of Japan

III. ELECTIVES 10

Electives chosen in consultation with social science adviser.

Minimum Hours 60

M.Ed. with a major in SPECIAL EDUCATION—BEHAVIOR DISORDERS

I. PROFESSIONAL EDUCATION	25
*EFS 600 and EFS 630 must be taken prior to the completion of EFS 640 and EFS 690.	
EFS 600 Socio-Cultural Foundations of Education	
EFS 630 Education Research	
EFS 640 Advanced Studies in Learning	
EFS 690 Curriculum Planning	
EEX 683 Curriculum and Methods for the Behaviorally Disordered	
II. CONTENT FIELD (minimum)	35
Substitutions must be approved by the department chairperson.	
EEX 565 Exceptional Individuals	
EEX 586 Practicum Behavior Disorders (10 hours)	
EEX 681 Nature of Behavior Disorders	
ERD 661 Diagnosing and Correcting Reading Deficiencies	
Select 10 hours from the following:	
EEX 575 Behavior Management	
EEX 685 Assessment of Exceptional Individuals	
PSY 548 Abnormal Psychology	
	Minimum Hours 60

M.Ed. with a major in SPECIAL EDUCATION—INTERRELATED TEACHER

I. PROFESSIONAL EDUCATION	25
*EFS 600 and EFS 630 must be taken prior to the completion EFS 640 and EFS 690.	
EFS 600 Socio-Cultural Foundations of Education	
EFS 630 Education Research	
EFS 640 Advanced Studies in Learning	
EFS 690 Curriculum Planning	
EEX 679 Instructional Models for Mildly Handicapped I	
II. CONTENT FIELD	30
EEX 678 Nature of the Mildly Handicapped	
EEX 680 Instructional Models for Mildly Handicapped II	
EEX 685 Assessment of Exceptional Individuals	
ERD 610 Trends and Issues in Developmental Reading	
ERD 661 Diagnosing and Correcting Reading Deficiencies	
EEX 588 Practicum-Interrelated Resource Program	
III. ELECTIVES	5
Electives approved by special education adviser.	
	Minimum Hours 60

M.Ed. with a major in SPECIAL EDUCATION—LEARNING DISABILITIES

I. PROFESSIONAL EDUCATION25

*EFS 600 and EFS 630 must be taken prior to the completion of EFS 640 and EFS 690.

- EFS 600 Socio-Cultural Foundations of Education
- EFS 630 Education Research
- EFS 640 Advanced Studies in Learning
- EFS 690 Curriculum Planning
- EEX 684 Curriculum and Methods in Learning Disabilities

II. CONTENT FIELD (minimum)35

Substitutions must be approved by the department chairperson.

- EEX 565 Exceptional Individuals
- EEX 587 Practicum Learning Disabilities
- EEX 682 Nature of Learning Disabilities
- ERD 661 Diagnosing and Correcting Reading Deficiencies

Select 15 hours from the following:

- EEX 572 Language Development of Exceptional Individuals
- EEX 575 Behavior Management
- EEX 576 Educational Evaluation of Exceptional Children
- EEX 685 Assessment of Exceptional Individuals
- ERD 610 Trends and Issues in Developmental Reading

Minimum Hours 60

M.Ed. with a major in SPECIAL EDUCATION—MENTAL RETARDATION

I. PROFESSIONAL EDUCATION25

*EFS 600 and EFS 630 must be taken prior to the completion of EFS 640 and EFS 690

- EFS 600 Socio-Cultural Foundations of Education
- EFS 630 Education Research
- EFS 640 Advanced Studies in Learning
- EFS 690 Curriculum Planning
- EEX 577 Curriculum and Methods for the Mentally Retarded I

II. CONTENT FIELD (minimum)35

Substitutions must be approved by the department chairperson.

- EEX 565 Exceptional Individuals
- EEX 567 Nature of Mental Retardation
- EEX 579 Curriculum and Methods for the Mentally Retarded II
- EEX 589 Practicum—Mental Retardation

Choose 15 hours from the following:

- EEX 571 Counseling of Parents of Exceptional Individuals
- EEX 572 Language Development for Exceptional Individuals
- EEX 574 Career Education for the Exceptional Individual
- EEX 575 Behavior Management
- EEX 576 Educational Evaluation of Exceptional Individuals
- EEX 685 Assessment of Exceptional Individual

Minimum Hours 60

CAREER INFORMATION

Teachers completing the Master of Education program will be eligible for the Teacher's Professional Fifth-year (T-5) Certificate. Many teachers completing this type certification already hold positions which they maintain. Those desiring to change positions or to locate initial teaching assignments experience little, if any, difficulty except in metropolitan areas. The job market, therefore, is dependent upon the teacher's mobility.

ADVISEMENT

The Coordinator of Graduate Programs in cooperation with the department chairperson and area coordinators assigns each student an adviser. It is the responsibility of the student to check with this adviser before registration. A planning sheet must be presented to enroll in class.

TEACHER CERTIFICATION

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 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 Testing Office.

ADDING CERTIFICATION/ENDORSEMENT AREAS

The graduate program at Georgia College offers teachers the opportunity to add new certification areas to already existing certificates. Teachers who desire to add certification areas should consult with the Coordinator of Graduate Programs or with the respective department chairperson for the necessary courses and required hours.

An endorsement program is available in special education administration. The Director of Special Education endorsement may be added to an existing T-5 certificate in an area of Special Education by completing EEX 686, 687, and 688, and three years successful teaching in a Special Education classroom.

NON-DEGREE CERTIFICATION

Students who hold a degree and are interested in seeking initial certification in a teaching field in which Georgia College has an approved program must meet the following requirements:

- a. hold a degree from an accredited institution
- b. submit an application including all supporting papers to the Office of Admissions and Records
- c. have earned a minimum of 2.5 GPA on all college work attempted at the time one plans to begin the certification sequence

Students must complete one of the approved Georgia College programs of study and meet the requirements for admission to teacher education in order to be recommended by the college for certification.

OTHER REQUIREMENTS

At least 45 of the required 60 hours must be earned in residence at Georgia College. The Dublin and Macon Centers are considered approved commuter centers. Fifteen quarter hours may be transferred from another institution, if prior approval is given by the Coordinator of Graduate Programs and the adviser in the selected field of study and if the courses are no more than

six years old at the time of completion of the degree. The program must be completed within six years with a minimum 3.0 grade point average.

All teachers in fields requiring a language arts sequence must complete a five-hour course in reading. This regulation applies to applicants completing approved programs in the field of early childhood education, middle grades education, secondary English, mental retardation, behavior disorders, interrelated teacher and learning disabilities. If an applicant had completed a reading course as a part of an undergraduate program, the student should consult with the adviser as to the appropriate offering.

All students must pass a comprehensive final examination.

GRADUATE COURSES FOR THE SCHOOL OF EDUCATION

Note: (4-3-5) following courses 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.

ADMINISTRATION AND SUPERVISION (EAS)

58 A-E. INDEPENDENT STUDY FOR ADMINISTRATORS AND SUPERVISORS. (Var.)

The main purpose of this course is to provide students an opportunity to propose, prepare and complete independent project under the direction of a specialist in the field.

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 diagnostic 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.

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 of the larger society.

622. ADVANCED SCHOOL LAW SEMINAR. (5-0-5)

Seminar in educational administration to promote study and exploration of legal issues related to K-12 education. Focus will be on identification and analysis of current legal and policy issues.

660. TRENDS IN INSTRUCTIONAL LEADERSHIP AND EDUCATION. (5-0-5)

The main purpose of this course is to identify and analyze issues and trends by examining major writings and research in the field of instructional supervision.

661. SUPERVISION OF SCHOOL AND PROGRAMS. (5-0-5)

The main purpose of this course is to identify and analyze issues and trends by examining major writings and research in the field of instructional supervision.

662. SCHOOL FINANCE. (5-0-5)

This course is elective for the major in Administration and Supervision leading to the Specialist Degree (L-6) and/or certification requirements at the sixth year level.

663. INTERNSHIP. (2-6-5)

The main purpose of this course is to provide the student with an opportunity to work with civic, business, and/or industrial personnel.

664. SEMINAR: SOCIETY, SCHOOLING AND SCHOOLS. (5-0-5)

The purpose of this course is to present an indepth study of the societal behaviors, the offerings of schools and the effect both have on learning.

668. TELECOURSE SERIES. (5-0-5)

The main purpose of this course is to provide the student an opportunity to an integrated learning experience via the utilization of technology and equipment.

695. THE LEARNER AND THE ADMINISTRATIVE PROCESS. (5-1-4)

The purpose of this course is to present an overview of the learner emphasizing principles of growth and development in learning styles, and characteristics in order to provide appropriate instructional programs.

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.

525. LIFE SCIENCE FOR EARLY CHILDHOOD TEACHERS. (2-6-5)

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. (1-8-5)

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.

553. ADVANCED CHILD DEVELOPMENT AND GUIDANCE. (4-2-5)

Advanced study of theories of child development with emphasis on principles of human development and child study in relation to infancy and preschool through grade 4. (Cross listed as EHE 553)

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

Study of family factors significant in a child's development such as interpersonal relations, values, and parenting skills.

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

A study of the composing process of young children.

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. DEVELOPMENT OF LOGICAL AND CREATIVE THOUGHT IN YOUNG CHILDREN. (4-2-5)

This course focuses on the development of the thinking processes of young children. Particular emphasis is placed on the learning of mathematics. Attention will be given to distinguishing between concrete and formal learners.

59A-K. SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION. (Var)

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. Computer skills are developed.

659. CREATIVE ACTIVITIES FOR THE YOUNG CHILD. (2-6-5)

Study of creative development in the early childhood classroom with opportunities to develop and implement creative activities for young children. Includes a supervised practicum in a school setting.

66E. K. FIELD EXPERIENCE (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.

69A-K. Ed.S. SEMINAR IN EARLY CHILDHOOD EDUCATION (Var)

Appropriate for Ed. S. students.

SPECIAL EDUCATION (EEX)

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

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

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

Overview and discussion of the education, 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 365 or 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)

Prerequisite: Georgia NT-4 or higher certificate. 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)

Prerequisite: EEX 568. 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)

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

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

Prerequisite: EEX 365 or 565. Discussion of the impact of an exceptional child on the total family relationships. Basic techniques and theories of counseling parents and various social agencies working with parents.

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

Prerequisite: EEX 365 or 565. Overview of the theories of language and speech development 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 365 or 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 365 or 565. Theory and practices of behavior management techniques appropriate in instructional programs for exceptional individuals.

578. EDUCATIONAL EVALUATION OF EXCEPTIONAL CHILDREN. (5-0-5)

Prerequisite: EEX 365 or 565. An introduction to standardized tests, criterion referenced and informal measures used in assessing children for educational placement and instruction. Students are required to administer, score, and interpret tests commonly used with exceptional children.

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

Prerequisite: EEX 567. Instructional planning for the moderate and severe mentally retarded student 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 TEACHING THE MENTALLY RETARDED II. (5-0-5)

Prerequisite: EEX 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)

Current topics and issues relevant to the education of exceptional individuals.

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

Prerequisite: EEX 683. Supervised practicum in a behavior disorders classroom.

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

Prerequisite: EEX 684. Supervised practicum in a learning disabilities classroom.

588. PRACTICUM INTERRELATED RESOURCE PROGRAM. (0-10-5)

Prerequisite: EEX 680. Supervised practicum in interrelated resource programs for mildly handicapped individuals.

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

Prerequisite: EEX 577 or 579. Supervised practicum in mental retardation classroom.

59 K-Q. INTERNSHIP IN SPECIAL EDUCATION. (Var.)

Prerequisite: Approval by the department chairperson and instructor. Advanced study and field experiences in selected exemplary special education classrooms.

678. NATURE OF THE MILDLY HANDICAPPED. (5-0-5)

Prerequisite: EEX 365 or 565. Characteristics of mildly learning-disabled, behavior-disordered, and mentally handicapped individuals. Aspects of working with mildly handicapped students in the special education resource room. Methods of communicating with regular classroom teachers are emphasized.

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

Prerequisite: EEX 678. Individualization of instruction, perspective teaching strategies, and an overview of interpersonal relationships.

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

Prerequisite: EX 679. Curriculum and methods for teaching the mildly handicapped individual. Specific emphasis on teaching language arts and mathematics.

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

Prerequisite: EEX 365 or 565. Behavioral characteristics of maladjusted students; theories and etiology of maladjusted behavior; biological, sociological, psychological aspects of teaching maladjusted students. Study of relationship between child abuse and neglect, and maladjusted behavior.

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

Prerequisite: EEX 365 or 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 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 education problems facing the seriously maladjusted student. Aspects of mainstream placements of maladjusted students.

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

Prerequisite: EEX 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 365 or 565. Methods, techniques, and instruments used 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 T-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: A valid Georgia T-5 or higher teaching certificate and three years teaching experience in a special education classroom. 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: A valid Georgia T-5 or higher teaching certificate and three years of teaching experience in a special education classroom. Organizing a supervision program. Role of the special education supervisor in the supervision of personnel. Study of improving staff development and curriculum organization.

FOUNDATIONS AND SECONDARY (EFS)

512. SOCIAL SCIENCE IN THE SECONDARY SCHOOL. (5-0-3)

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.

555. HIGH SCHOOL CURRICULUM AND METHODS (5-0-5)

Prerequisite: Admission to Teacher Education. A study of secondary curriculum, instructional objectives, learning materials, teaching strategies, evaluation techniques, and classroom management. Includes a practicum when offered during the academic year. The student must be passing the course with a C or better to be placed in a practicum. Enrollment restricted to in-service teachers when offered during the summer quarter.

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 a student teacher will be required.

587. PROJECT T.E.A.C.H. (5-0-5)

Topics in questioning and paraphrasing skills; positive support skills; problem solving skills; counseling techniques; nonconfrontation strategies; group dynamics techniques, and discipline decision making.

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. GEORGIA INTERN PLAN. (Var)

Prerequisites: 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.

600. SOCIO-CULTURAL FOUNDATIONS OF EDUCATION. (5-0-5)

An interdisciplinary cultural approach to understanding the basic issues in American education. Stress is given to ideological, economic, political, historical, anthropological, and social perspectives as they contribute to educational policy and practice. Emphasis is placed on teaching and learning.

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.

632. RESEARCH DESIGNS. (3-0-3)

Prerequisite: Admission to the Ed.S. program. A study of research designs relevant to advanced educational research.

633. APPLIED STATISTICS. (3-0-3)

Prerequisite: Admission to the Ed.S. program and satisfactory completion of EFS 632. A study of the application of statistical tools and techniques to educational research.

635. FIELD PROJECT IN EDUCATIONAL RESEARCH. (0-10-4)

Prerequisites: EFS 630, 632, 633, and Admission to the Ed.S. Program. Includes securing and handling data, describing procedures, drawing conclusions, and reporting in a scholarly manner. (The project may utilize numerous research methodologies). This work is supervised by the student's Ed.S. Committee.

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

Prerequisite: EFS 600 and 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 chairperson well in advance of quarter intended for field experience.

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

Prerequisite: EFS 600 and EFS 630 or permission of the instructor. 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.

INSTRUCTIONAL TECHNOLOGY (LIBRARY MEDIA) (EIT)

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

Media center objectives, organizations, services, and standards. Major functions including acquisition, circulation and stimulation of the use of print and non-print library materials.

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 A LIBRARY MEDIA CENTER. (5-0-5)

Prerequisite: EIT 554, and two of the following three courses: EIT 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 all the necessary skills needed 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 of 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 includes use of portable video cameras.

577. TELEVISION PRODUCTION. (3-2-5)

An introduction to television production techniques for broadcast and non-broadcast applications. Emphasis is placed on planning and evaluation of effective videotape productions. Electronics news gathering (ENG), electronic field production (EFP) and studio crew participation is required.

578. PHOTOGRAPHY I. (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 handling, film USQ slide production, lighting, and use of accessories. Darkroom lab work will include black and white processing and printing.

579. PHOTOGRAPHY II. (3-2-5)

Prerequisite: EIT 478 or permission of instructor. Extensive darkroom work, may include techniques such as toning, high contrast, multiple printing, and push processing. Students will work with small and large film formats and color slide film. Some research in style, history, techniques, or other areas will be required.

580. COLOR PHOTOGRAPHY. (3-2-5)

Prerequisite: Photography 478 or permission of instructor. History of color photography. Processing of slide and negative films as well as prints from both types of film. Special techniques will be included.

58B-E. INDEPENDENT STUDY. (Var)

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

59B-E. INTERNSHIP. (Var)

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

MIDDLE GRADES EDUCATION (EMG)

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

A study of the social studies disciplines and instructional strategies appropriate for the middle grades. Emphasis is placed on developing concepts in geography, history, economics, and government.

514. EARLY ADOLESCENT LITERATURE. (5-0-5)

A study of current literature for the preadolescent/adolescent, focusing on contemporary realistic fiction, biographies, science fiction, poetry, and historical fiction.

525. LIFE SCIENCE FOR MIDDLE GRADES. (2-6-5)

A content course which integrates physical and life science. Students acquire a basis for understanding the electrical nature of all matter by relating matter and energy between organisms and their environment.

526. PHYSICAL SCIENCE FOR MIDDLE GRADES. (1-8-5)

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)

A study of the composing process in the middle grades. Emphasis will be placed on current trends in written discourse, language, and evaluating writing.

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

Prerequisites: A valid Georgia NT-4 (or higher) teaching certificate and recommendations of principal and chairperson. 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. (5-0-5)

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.

590. DEVELOPMENT OF LOGICAL AND CREATIVE THOUGHT IN MIDDLE GRADES CHILDREN. (4-2-5)

This course focuses on the development of the thinking processes of middle grades children. Particular emphasis is placed on the learning of mathematics in the middle grades. Attention will be given to distinguishing between concrete and formal learners.

59A-K. SPECIAL TOPICS IN MIDDLE GRADES EDUCATION (Var.)

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

640. CURRICULUM AND METHODS FOR THE MIDDLE GRADES. (5-0-5)

Emphasis on characteristics of preadolescents, curriculum for the middle grade student, and instructional strategies appropriate for the preadolescent learner.

641. PRACTICUM FOR MIDDLE GRADES EDUCATION. (0-10-5)

Prerequisites EMG 640. This practicum is designed for the professional teacher to expand upon the application of middle level instruction within the classroom.

66E-K. FIELD EXPERIENCES. (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.

69A-E. Ed.S. SEMINAR IN MIDDLE GRADES EDUCATION. (Var.)

Appropriate for Ed.S. students.

READING (ERD)**610. TRENDS IN THE TEACHING OF READING. (5-0-5)**

A study of reading and reading instruction which includes principles, approaches, and materials and focuses on the analysis of current trends and issues in reading instruction.

650. LITERATURE, 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, social studies, mathematics, science, and health. (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 students with skills to determine reading needs through the use of formal and informal techniques. Students will exhibit an understanding of reading and reading instruction in analyzing and designing a variety of classroom instructional procedures. Focus will be on the development of plans for the correction of determined needs.

HEALTH (HEA)**502. FOUNDATIONS OF PHYSICAL HEALTH. (5-0-5)**

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

503. FOUNDATIONS OF PSYCHO-SOCIAL HEALTH. (5-0-5)

An investigation of scientific facts and effective health practices pertinent to personal, family and community psychosocial health.

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.

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

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

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

Prerequisite: Approval by the instructor. An individually designed course sequence involving off-campus study and research for academic credit.

590. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the students and/or community.

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

Prominent health issues of today and the positive approaches which might be utilized in the home, school, community, and church which lead toward possible solutions to the problems.

625. HEALTH IN THE SCHOOLS K-8. (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.

635. RESEARCH PROBLEMS IN HEALTH. (5-0-5)

An in-depth individualized study of a problem in the health care delivery system.

640. ENVIRONMENTAL HEALTH AND SAFETY. (5-0-5)

A survey of current environmental concerns and safety issues as they relate to individual and community health.

645. OCCUPATIONAL / INDUSTRIAL HEALTH AND SAFETY. (5-0-5)

An overview of current issues in occupational health and safety and the role of health education in industrial health.

646. PATIENT EDUCATION. (5-0-5)

An overview of methods and trends in patient education.

653. EPIDEMIOLOGY. (5-0-5)

An investigation of the dynamics, determinants, and distribution of disease.

655. HUMAN SEXUALITY. (5-0-5)

An investigation of the physiological, psychological, and sociological components of human sexuality education.

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 chairperson well in advance of quarter intended for field experience.

PHYSICAL EDUCATION (PEM)**501. PROBLEMS SEMINAR IN PHYSICAL EDUCATION. (5-0-5)**

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. 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. (5-0-5)

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

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

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

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.

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

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

590. SPECIAL TOPICS. (5-0-5)

This course is to meet special needs of the students and/or community.

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

Prerequisite: Approval by the instructor. An individually designed course sequence involving off-campus study and research 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 chairperson well in advance of quarter intended for field experience.

635. RESEARCH PROBLEMS IN PHYSICAL EDUCATION. (5-0-5)

An in-depth individualized study of a problem in physical education.

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 special populations.

SCHOOL OF NURSING GRADUATE PROGRAMS

Pamela C. Levi, Dean

MASTER OF SCIENCE IN NURSING

Leta M. Holder, Assistant Dean and Coordinator of Graduate Programs in Nursing.

INTRODUCTION

The School of Nursing offers graduate instruction leading to the Master of Science in Nursing degree. The purpose of graduate education in nursing is to prepare scholars and leaders. Graduate study provides the opportunity for acquisition of in-depth theoretical knowledge on which advanced clinical practice is based. Specialization within nursing is introduced at the master's level at which time the practitioner demonstrates expertise in caring for individuals and families in a variety of settings and for planning and initiating change in the health care system. The student acquires advanced research skills and knowledge of nursing and other theories.

REGULAR ADMISSION REQUIREMENTS

In addition to fulfilling the admission requirements of the Graduate School for degree status, applicants for admission to the M.S.N. program must have:

1. A baccalaureate degree in nursing from a National League for Nursing (NLN)—accredited program;
2. A grade point average of at least 3.00 on a 4.00 scale for the last 60 hours of undergraduate study;
3. Successful completion of an undergraduate statistics course; and for the Family Health Major, completion of a physical assessment course.
4. Students will be eligible for regular admission into the Master of Science in Nursing program whose grade point average when multiplied by ten and added to their combined score of quantitative and verbal equals at least a 950 Graduate Record Exam score; or, whose grade point average times 200 during the last two years when added to the Graduate Management Admission Test score equals at least 950. Nursing Administration students may substitute the Graduate Management Admission test.
5. Evidence of current licensure as a registered nurse in Georgia.

PROVISIONAL ADMISSION EXIT REQUIREMENTS

Students will be eligible for provisional admission into the Master of Science in Nursing program whose grade point average when multiplied by ten and added to their combined score of quantitative and verbal equals at least a 900 Graduate Record Exam score; or, whose grade point average times 200 during the last two years when added to the Graduate Management Admission Test score equals at least 900. Students with these scores must complete 20 quarter hours of graduate courses at Georgia College with no grade less than a "B" in order to be regularly admitted into Master of Science in Nursing degree program. The "B" grade must be earned in courses approved by the Graduate Coordinator for the degree program in which the student is seeking admission.

Admission to the program of study is recommended by the coordinator of the graduate Nursing Program upon recommendation of the School of Nursing graduate faculty. 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 no later than three weeks prior to the beginning of the quarter. Applications will usually be processed within fifteen days, and the applicant will be informed of the action taken.

If an admitted student chooses not to enroll or withdraws 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 Nursing degree offers two major clinical specializations: Family Health Nursing and Nursing Administration.

I. FAMILY HEALTH NURSING

The purposes of the graduate program in Family Health Nursing are to prepare professional nurses for advanced practice in family health nursing and to provide a foundation for doctoral study. Students may elect the functional role of education or clinical nurse specialist.

II. NURSING SERVICE ADMINISTRATION

The purposes of the graduate program in Nursing Service Administration are to prepare nurses for effective administration of nursing services within the health care system: The underlying premise of the program is that nursing leaders must have a strong foundation in financial management, an understanding of political and economic issues in health policy, and the capability of dealing with contemporary bioethical questions, in addition to skills in planning, research, and application of nursing theory.

The program of study is as follows:

1. Core Courses (17 hours)—Courses required of all students, regardless of area of specialization or functional study, are
 - NUR 520 Professional Nursing Issues (3)
 - NUR 641 Theory Development in Nursing (4)
 - NUR 660 Methods of Nursing Research (3)
 - NUR 661 Seminar in Nursing Research (2)
 - PSY 615 Advanced Statistics (5)
 - or MAT 603 Business Statistics (5)
2. Courses in Area of Specialization
 - Family Health (18 hours)
 - NUR 601 Advanced Theoretical Formulations of Family Health Nursing (4)
 - NUR 603 Family Interactive Theory (4)
 - NUR 605 Family Health Nursing (5)
 - NUR 615 Family Health Nursing II (5)
 - Nursing Service Administration (18 hours)
 - NUR 611 Nursing Administration I (5)
 - NUR 621 Nursing Administration II (5)
 - NUR 675 Nursing Administration Internship (8)
3. Family Health Majors
 - a. Courses in area of functional role preparation (10 hrs.)
 - Advanced Practice
 - NUR 614 Roles and Functions of the Clinical Nurse Specialist (5)
 - NUR 630 Family Nurse Clinical Specialist Practicum (5)

Teaching

NUR 610 Curriculum Development in Nursing (5)

NUR 620 The College Teacher of Nursing (5)

b. Research Project/Thesis (5)

4. Nursing Administration Majors

Cognate Courses (15)

ACT 551 Accounting Theory (5)

FIN 505 Financial Management (5)

ISC 620 Microcomputers Systems/Applications (5)

5. Elective (10 hrs.)

Elective courses are chosen by the student and with consent of the faculty adviser. Students may elect to take NUR 69X, Independent Study in Nursing or a non-nursing course.

Examples of non-nursing courses that students in the Family Health Nursing major may choose include:

BIO 540 Genetics

FIN 505 Financial Management

SOC 544 Race and Ethnic Relations

SOC 565 Urban Sociology

PSY 548 Abnormal Psychology

PSY 556 Test and Measurements

PSY 563 Theories of Personality

PSY 588 Behavior Modification

COM 627 Communication Theory

ECO 676 Managerial Economics

MGT 648 Organization Theory

PSY 640 Advanced Developmental Psychology

PSY 651 Advanced Social Psychology

Examples of non-nursing courses that students in the Nursing Administration major may choose include:

LEB 507 Legal Environment of Business

MKT 561 Marketing Theory

PUA 541 Government Organization and Administration

PUA 558 Public Personnel Administration

PUA 580 Public Finance

COM 628 Advanced Managerial Communication

MGT 647 Systems Approach to Decision-Making

PUA 670 Contemporary Problems in Labor Relations

Summary of Curriculum Design for Each Major

Family Health Nursing

Core Courses: 17 hrs.
 Specialization courses: 18 hrs.
 Functional Role: 10 hrs.
 Research Project/Thesis 5 hrs.
 Support Courses & Elective 10 hrs.

Total 60 hrs.

Nursing Administration

Core Courses: 17 hrs.
 Specialization Courses: 18 hrs.
 Cognate Courses: 15 hrs.
 Electives: 10 hrs.

Total 60 hrs.

MSN/MBA OPTION

The MSN/MBA joint degree may be pursued by nurses seeking advanced degrees in both Nursing and Business Administration. Students are admitted to both the business and nursing graduate program by one application, but two separate admission reviews. Students must satisfy the admission requirements for both graduate program. Generally students pursuing the MSN/MBA option will complete 30-40 additional credit hours in business.

FINAL EXAMINATION

The candidate must pass a written Master's Comprehensive Examination covering course work and if applicable an oral defense of the thesis. The examination will be given no later than ten days prior to the anticipated graduation, and the candidate must be enrolled in the college at the time. The candidates supervisory committee will serve as the 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. The student must be enrolled in the college in the re-examination; if all other requirements except final examination have been satisfied the student should enroll for NUR 68X.

CAREER INFORMATION

Students completing the Master of Science in Nursing degree have opportunities encompassing management, administration, teaching, and nurse clinician positions throughout Georgia and the nation. The number of unfilled positions far exceeds the supply of master's prepared nurses. Career information is readily available in the School of Nursing.

FURTHER INFORMATION ADVISEMENT

Upon admission, each student is assigned an adviser from the graduate faculty of the School of Nursing, who is responsible for the development of the major program of graduate study. Students choose the professor to direct their thesis or project.

FACILITIES

The School of Nursing offers a full range of academic support services and facilities on-campus and varied clinical opportunities are available for laboratory experiences.

The large number of health care agencies located in central Georgia makes it possible to offer a wide variety of clinical experiences.

Students may also have clinical experiences in the School of Nursing health clinic.

STEPS IN COMPLETING THE MASTER OF SCIENCE IN NURSING PROGRAM

1. Submit a complete application for graduate study and all Supporting papers to the Office of Admission and Records.
2. Consult, after admission, faculty adviser for approval of proposed course work each quarter.
3. Apply for Final Examination during the first week of the final quarter of course work.

4. Present a written application for the degree by the date specified in the official college calendar.

DIRECTING INQUIRIES

1. Inquiries concerning admission to graduate work in the college and to the program leading to the Master of Science in Nursing degree should be sent to the Office of Admissions and Records, Georgia College, Milledgeville, GA 31061.
2. Inquiries concerning the nature of the program and the availability of given courses should be sent to the Coordinator of the Graduate Program in Nursing, School of Nursing.
3. Inquiries concerning general financial assistance, described in detail elsewhere in this catalog, should be sent to the Director of Financial Aid.
4. Inquires concerning graduate assistantships which may be available in the school should be sent to the Coordinator of the Graduate Program in Nursing, School of Nursing.

GRADUATE COURSES FOR THE SCHOOL OF NURSING

NOTE: (4-3-5) following courses indicates: 4 hours lecture, 3 hours laboratory, and 5 hours credit. **(Var.)** indicates variable credits as stated in the course description.

520. PROFESSIONAL ISSUES. (3-0-3)

Study of the chances in society and health care issues that reflect on nursing roles. This course will examine ethical and legal issues, dilemmas and challenges currently facing nurses. Nursing action and the political process will also be addressed.

601. ADVANCED THEORETICAL FORMULATION OF FAMILY HEALTH NURSING. (4-0-4)

Prerequisite: NUR 641. Focuses on theories of family functioning. Developmental stages of the family and their influence on interpersonal interactions are discussed. Strategies for promoting positive familial interactions are introduced.

603. INTERACTIVE THEORY. (2-4-4)

Prerequisite: NUR 601. Application of communication and family theories with emphasis on analysis of family roles. Clinical laboratory will include application of advanced family assessment and practice of counseling strategies with the family unit.

605. FAMILY HEALTH NURSING. (3-4-5)

Prerequisite: NUR 603, 660. An in-depth focus on the nursing practice domain of caring, violence, crisis, sexuality, self-destruction, and chronicity with the family as the unit of care. Emphasis is placed on critical thinking as the framework for developing nursing protocols. Opportunity to focus on a family developmental stage is provided.

610. CURRICULUM DEVELOPMENT IN NURSING. (5-0-5)

Prerequisite: NUR 641. Explores the nature of higher education and nursing education. A knowledge base of the curriculum process and its application to a variety of nursing education programs is developed. Analyzes the relationship between curriculum objectives, performance, and evaluation.

611. NURSING ADMINISTRATION I. (5-0-5)

Prerequisite: NUR 641, 660. Goal determination as a critical nursing management task and those aspects of nursing management that provide structure are studied.

614. ROLES AND FUNCTIONS OF THE CLINICAL NURSE SPECIALIST. (5-0-5)

Prerequisite: NUR 641. Examination of the standards of practice, legal aspects and practice parameters of the clinical nurse specialist. The role of the clinical specialist as practitioner, researcher, teacher and consultant are studied.

615. FAMILY HEALTH NURSING II. (3-4-5)

Prerequisite: NUR 605. Continuation of the study of the nursing practice domains including loss and grief, powerlessness, compliance, nutrition, pain, and care of self. Integration of Family Health Nursing is accomplished through protocol testing. Clinical focus on the selected developmental stage of the family is continued from NUR 605.

620. THE COLLEGE TEACHER OF NURSING. (4-2-5)

Prerequisite: NUR 610. Roles and functions of the teacher in contemporary nursing. Focuses on teaching methodologies appropriate to the adult learner.

621. NURSING ADMINISTRATION II (3-4-5)

Prerequisite: NUR 611. Intellectual, personal and technical processes that the nurse manager applies to the daily tasks of managing the nursing organization are analyzed. Optimum use of resources are explored.

630. FAMILY NURSE CLINICAL SPECIALIST PRACTICUM. (1-8-5)

Prerequisite: NUR 614, 615. Emphasis is on implementation of the clinical nurse's specialist role in family health nursing.

641. THEORY DEVELOPMENT IN NURSING. (4-0-4)

This course is designed to enable graduate students at the master's level to relate a theoretical base to concepts and operations inherent in the practice of professional nursing. Emphasis is placed upon defining theory, examining the process of theory development, and describing, analyzing, and critiquing nursing theories for their applicability to clinical practice, research, and education in nursing.

660. METHODS OF NURSING RESEARCH (3-0-3)

Prerequisite: Graduate Statistics Course. This course focuses on research methodology, critical analysis of studies and the relationship among theory, research and practice. The development of a research proposal is begun.

661. SEMINAR IN NURSING RESEARCH (2-0-2)

Prerequisite: NUR 660. Advisement on research proposal development begun in NUR 660.

675. NURSING ADMINISTRATION INTERNSHIP (2-12-8)

Application of administrative concepts under the preceptorship of a top level nurse manager in a health care setting.

681. PROBLEMS AND FIELD STUDY IN NURSING ADMINISTRATION. (3-4-5)

In-depth study of selected aspects of nursing administration. Guided experience in appropriate agency.

65X. PROJECT. (5-0-5)

Independent research and project under the supervision of a member of the graduate faculty.

66X. THESIS (5-0-5)

Independent research and thesis writing under the supervision of a member of the graduate faculty.

68X. INDEPENDENT STUDY

69X. INTERNSHIP

COMMUTER CENTERS AND EXTERNAL DEGREE PROGRAMS

Georgia College is authorized by the Board of Regents to offer the Master's level degree programs listed below at approved commuter centers. Students enrolled in commuter center programs may complete their entire degree program at the appropriate center. All of these programs are equivalent to those on the Milledgeville campus.

GEORGIA COLLEGE IN WARNER ROBINS

Robins Centers, Robins Air Force Base
Bobby Graham, Director

(Phone 912-926-6544)

Degrees in:

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

GEORGIA COLLEGE IN DUBLIN

Dublin Center
Foster S. Goff, Jr., Director

(Phone 912-275-6644)

Degrees in:

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

GEORGIA COLLEGE IN MACON

Macon Campus
Bruce Brumfield, Director

(Phone 912-471-2898)

Degree in:

- Specialist in Education (Ed.S.)
 - Administration and Supervision
- Master of Business Administration (MBA)
- Master of Management Information Systems (MMIS)
- Master of Public Administration (MPA)
- Master of Science in Nursing (MSN)
- Master of Education (MEd)
 - Administration and Supervision
 - Health and Physical Education
 - Instructional Technology (Library Media)
 - Special Education—Learning Disabilities, Behavior Disorders
- Bachelor of Business Administration (BBA)
 - Accounting
 - Management
- Bachelor of Science in Education (BS)
 - Early Childhood
 - Middle Grades
- Bachelor of General Studies (BGS)
- Bachelor of Science in Criminal Justice (BS)
- Bachelor of Science in Legal Assistance Studies (BS)
- Bachelor of Science in Nursing (BS)

GEORGIA COLLEGE IN FORSYTH

Georgia Public Safety Residence Center
Michael F. Digby, Director

(Phone 912-453-4562)

Training programs in Public Safety Occupations

ADMINISTRATION, FACULTY AND STAFF

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HARRY E. KEIM, B.S., M.B.A., Vice President for Business and Finance
W. ALAN JONES, B.B.C., M.S., Ph.D., Assistant to the President for Planning and Information Technology
KURT HOFMANN, B.A., M.S., M.A., Ed.D., Vice President for Student Affairs
ANDREA N. WISE, B.B.A., M.Ed., Ph.D., Associate Vice President for Academic Affairs and Dean of the Graduate School
JOHN E. SALLSTROM, B.A., M.Div., Ph.D., Assistant Vice President for Academic Administration
THOMAS F. ARMSTRONG, B.A., M.A., Ph.D., Dean of School of Arts and Sciences
JO ANN JONES, B.S.E., M.B.A., Ph.D., Dean of School of Business
EDWARD M. WOLPERT, B.Mus., M.A., Ed.D., Dean of School of Education
PAMELA C. LEVI, B.S., M.S.N., Ed.D., Dean of School of Nursing
THERRY N. DEAL, B.S.H.E., M.S., Ph.D., Dean of Continuing Education and Public Services
MONICA R. WEBB, B.B.A., Acting Director of Institutional Advancement
JANICE C. FENNEL, B.S., M.S., Ph.D., Director of Libraries
MARIANNE GILLIS, A.B.J., M.Ed., Director of Career Center
LARRY A. PEEVY, B.S., M.Ed., Assistant Vice President of Admissions and Records
WILLIAM NEIL JONES, B.B.A., Catalog Editor

GRADUATE FACULTY

(Year in parentheses is year of first appointment at Georgia College)

Edwin G. Speir, Jr., President and Professor of Political Economy (1981)

B.S. Davidson College; M.A., Ph.D., University of Denver

Emily Abdi-Wheeler, Associate Professor of History and Geography (1978)

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

John Stanley Aldridge, Acting Athletic Director and Professor of Physical Education (1975)

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

Thomas F. Armstrong, Dean, School of Arts & Sciences, and Professor of History (1974)

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

David G. Baarda, Chairperson, Department of Chemistry & Physics, and Professor of Chemistry (1965)

B.A., Central College; M.S., Ph.D., University of Florida

Everette H. Barman, Jr., Professor of Biology (1973)

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

Mary Rose Baugh, Professor of Curriculum & Instruction (1971)

B.S., University of Georgia; M.Ed., University of Maryland; Ph.D., University of Georgia

Rosemary Edith Begemann, Professor of History (1974)

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

Richard N. Bialac, Chairperson of Information Systems and Communications and Professor of Information Systems & Communications (1989)

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

Kaye G. Bloodworth, Associate Professor of Information Systems and Communications (1974)

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

John A. Britt, Jr., Chairperson, Department of Developmental Studies, and Professor of Education and Reading (1963)

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

Victoria M. Brown, Assistant Professor of Nursing (1985)

A.D.N., Georgia College; B.S.N., M.S.N., Medical College of Georgia; Ph.D., University of South Carolina

Bruce C. Brumfield, Director of Macon Campus and Professor of Management (1978)

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

Paul S. Burger, Assistant Professor of Management (1990)

A.B., Westmont College; M.S., Ph.D., Memphis State University

O. Wayne Byram, Professor of Sociology (1971)

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

Sloan D. Caldwell, Professor of Biology (1969)

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

Grace B. Callaway, Professor of Curriculum & Instruction (1978)

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

James B. Carpenter, Chairperson, Department of Management, and Professor of Management (1987)

B.S., University of Omaha; M.S., Oklahoma State University; Ph.D., University of Georgia

Mae M. Carpenter, Professor of Computer Science (1977)

B.S., Augusta College; M.A., Ph.D., University of Georgia

Victoria Chandler, Professor of History (1978)

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

Barbara Jeanne Clinton, Associate Professor of Information Systems (1982)

A.B., Wesleyan College; M.A.T., Emory University; Ed.D., University of Georgia

Lucretia Coleman, Professor of Management (1977)

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

Martha M. Colvin, Associate Professor of Nursing (1988)

B.S., M.S., University of Southern Mississippi; Ph.D., University of Mississippi

David J. Cotter, Chairperson, Department of Biological and Environmental Sciences, and Professor of Biology (1966)

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

Robert E. Craft, Jr., Professor of Management (1988)

M.B.A., Wake Forest University; D.B.A., Indiana University

Therry N. Deal, Dean of Continuing Education & Public Services and Professor of Psychology (1972)

B.S.H.E., M.S., Ph.D., University of North Carolina

David J. DeVries, Chairperson, Department of Mathematics & Computer Science, and Professor of Mathematics (1983)

B.A., Calvin College; M.A., Ph.D., Pennsylvania State University

Michael F. Digby, Assistant Dean, School of Arts & Sciences, Professor of Political Science & Public Administration (1976)

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

Larry Elowitz, Chairperson, Department of Government & Sociology, and Carl Vinson Professor of Political Science & Public Administration (1972)

B.Ed., M.A., University of Miami; Ph.D., University of Florida

William Kendrick Farr, Associate Professor of Economics & Finance (1985)

A.A., Gordon College; B.S.A., University of Georgia; M.B.A., Georgia College; Ph.D., University of Georgia

Janice C. Fennell, Director of Libraries and Professor of Library Media (1978)

B.S., Madison College; M.S., Ph.D., Florida State University

Mary Key Ferrell, Professor of English (1962)

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

Jerry W. Fly, Professor of Sociology (1980)

B.A., M.A., Mississippi State University; Ph.D., University of Kentucky

Pj Forrest, Assistant Professor of Marketing (1988)

B.S., Mississippi University for Women; M.B.A., D.B.A., Mississippi State University

H. Lee Gillis, Associate Professor of Psychology (1986)

A.B., Davidson College; M.A., Middle Tennessee State University; Ph.D., University of Georgia

A. Wayne Glowka, Associate Professor of English (1980)

B.A., M.A., University of Texas; Ph.D., University of Delaware

Sarah Ellen Gordon, Professor of English (1973)

A.B., Randolph-Macon Woman's College; M.A., University of Missouri; Ph.D., Texas Christian University

Charles L. Guerin III, Associate Professor of Political Science and Public Administration (1984)

A.B., Temple University; M.A., University of Delaware; Ph.D., University of Massachusetts

Bobby G. Graham, Director of GC Centers at Robins Air Force Base and Assistant Professor of Logistics Systems (1986)

B.S., University of Evansville; M.B.A., Inter American University

William Ivy Hair, Fuller E. Callaway Professor of Southern History (1973)

B.A., M.A., Ph.D., Louisiana State University

Howard R. Harlow, Professor of Management (1984)

B.S., M.B.A., Indiana University; Ph.D., University of Nebraska

Ralph W. Hemphill, Vice President/Dean of Faculties and Professor of Political Science & Public Administration (1968)

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

Sarah Humphries Hendry, Associate Professor of Psychology (1985)

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

Leta M. Holder, Assistant Dean, School of Nursing, and Associate Professor of Nursing (1982)

B.S.N., M.S.N., Medical College of Georgia; Ed.D., University of Georgia

Gregory J. Jarvie, Associate Professor of Psychology (1982)

B.A., M.S., University of Central Florida; Ph.D., University of Georgia

Ronald B. Jenkins, Chairperson, Department of English & Speech, and Professor of English (1979)

B.A., Wake Forest University; M.A., North Carolina State University; Ph.D., University of North Carolina

Jo Ann Jones, Dean, School of Business, and Professor of Economics & Finance (1976)

B.S.E., University of Central Arkansas; M.B.A., Northeast Louisiana University; Ph.D., Louisiana Tech University

Kenneth D. Jones, Director of Central Georgia Research & Development Center and Professor of Economics & Finance (1987)

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Donald A. King, Professor of Mathematics (1985)

B.A., Hanover College; M.S., Purdue University; Ph.D., George Peabody College

Teresa T. King, Assistant Professor of Accounting (1987)

A.A., Albany Junior College; B.B.A., Valdosta State College; Ph.D., Georgia State University

William W. Lancaster, Jr., Assistant Professor of Psychology (1990)

B.A., Emory University; M.Ed., Georgia State University; Ph.D., University of Georgia

- Pamela C. Levi, Dean, School of Nursing, and Professor of Nursing (1984)**
B.S., Columbus College; M.S.N., Medical College of Georgia; Ed.D., Auburn University
- John F. Lindsay, Jr., Associate Professor of Psychology (1982)**
A.B., Western Kentucky State College; M.S., Georgia College; Ph.D., University of Georgia
- Cheryl P. Long, Associate Professor of Nursing (1987)**
B.S.N., Medical College of Georgia; M.S.N., Georgia State University; Ed.D., University of Georgia
- J. Gordon Long, Professor of Marketing (1969)**
B.S.A.E., M.B.A., Ph.D., University of Georgia
- Frank A. Lowney, Director of RTEC & EduNET and Professor of Curriculum & Instruction (1985)**
A.A., Miami-Dade Junior College; M.Ed., Ph.D., Florida State University
- Jan E. Mabie, Professor of Political Science and Public Administration (1973)**
A.B., University of Rochester; M.A., Ph.D., Washington University
- William F. McDaniel, Acting Chairperson, Department of Psychology, and Professor of Psychology (1977)**
B.S., Duke University; M.A., Appalachian State University; Ph.D., University of Georgia
- Ronald D. McNeil, Assistant Dean, School of Business, and Professor of Management (1983)**
B.A., Ambassador College; M.S., Ph.D., Memphis State University
- Calvin F. Meyer, Associate Professor of Curriculum Instruction (1989)**
B.A., Carson-Newman College; M.A., Spalding University; Ed.D., University of South Carolina
- Tom Clifford Moore, Assistant Professor of Business Law (1987)**
B.B.A., West Georgia College; M.B.A., Ph.D., University of Georgia; J.D., Mercer University
- James E. Newberry, Acting Chairperson, Department of Health, Physical Education & Recreation, and Assistant Professor of Physical Education (1989)**
B.S., M.Ed., Southwest Texas State University; Ph.D., Texas A & M University
- Dennis C. Parmley, Assistant Professor of Biological and Environmental Sciences (1989)**
B.S., Cameron University; M.S., Midwestern State University; Ph.D., Michigan State University
- Steve Phillips, Jr., Associate Professor of Management (1990)**
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INDEX

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UNIVERSITY SYSTEM OF GEORGIA

The University System of Georgia includes all state-operated institutions of higher education in Georgia—4 universities, 1 regional university, 14 senior colleges, 15 two year colleges. These 34 public institutions are located 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 Board members is seven years.

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

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

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

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

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

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

The non-degree activities are of several types, including 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 64% percent—is allocated by the Board of Instruction. The percentages of funds derived from all sources for instruction in the 1986-87 fiscal year were: 69.8 percent from state appropriations, 29.8 percent from student fees.

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

REGIONAL UNIVERSITY

Statesboro 30460
Georgia Southern University—h; A, B, M, S, D

SENIOR COLLEGES

Albany 31705	Marietta 30061
Albany State College—h; B,M	Kennesaw College—A,B,M
Americus 31709	Marietta 30060
Georgia Southwestern College—h; A,B,M	Southern College of Technology—h; A,B
Augusta 30910	Milledgeville 31061
Augusta College—A,B,M	Georgia College—h; B,M,S
Carrollton 30118	Morrow 30260
West Georgia College—h; A,B,M,S	Clayton State College—A,B
Columbus 31993	Savannah 31406
Columbus College—A,B,M	Armstrong State College—A,B,M
Dahlonega 30597	Savannah 31404
North Georgia College—h; A,B,M	Savannah State College—h; A,B,M
Fort Valley 31030	Valdosta 31601
Fort Valley State College—h; A,B,M	Valdosta State College—h; A,B,M,S

TWO YEAR COLLEGES

Albany 31707	Douglas 31533
Darton College—A	South Georgia College—h; A
Atlanta 30310	Gainesville 30403
Atlanta Junior College—A	Gainesville College—A
Bainbridge 31717	Macon 31297
Bainbridge College—A	Macon College—A
Barnesville 30204	Rome 30161
Gordon College—h; A	Floyd College—A
Brunswick 31523	Swainsboro 30401
Brunswick College—A	East Georgia College—A
Cochran 31014	Tifton 31793
Middle Georgia College—h; A	Abraham Baldwin Agri. College—h; A
Dalton 30720	Waycross 31501
Dalton College—A	Waycross College—A
Decatur 30034	
DeKalb College—A	

Georgia House
 Parkhurst Apartments
 Ann Simpson Smith House
 Wells Hall (Residence)
 Centennial Center
 Napier Hall (Residence)
 Sanford Hall (Residence)
 Adams Hall (Residence)
 Bone House
 Museum & Archives of Georgia Education
 Blackbridge Hall
 Mayfair Hall
 Old Governor's Mansion
 Ennis Hall
 Cathy Alumni/Faculty Center
 Maxwell College Union
 Parks Administration
 Atkinson Hall
 Terrell Hall (Residence)
 Bell Hall (Residence)
 Porter Hall
 Health Sciences Building
 Parks Nursing Building
 Beeson Hall (Residence)
 English Building
 Language Building
 Lanier Hall
 Russell Auditorium
 Chappell Hall
 Ina Dillard Russell Library
 Kilpatrick Education Center
 Herty Hall
 Miller Studio
 Miller Court
 Central Receiving



Admissions	Parks Administration (17)
Alumni Affairs	Cathy Center (15)
Art	Blackbridge (11)
Baseball Field	West Complex
Biological & Environmental Sciences	Herty (33)
Bookstore	Maxwell (16)
Business Office	Parks Administration (17)
Cafeteria	Maxwell (16)
Campus Information	Bone House (9)
Chemistry & Physics	Herty (33)
Computer Lab	Atkinson (18)
Continuing Education	Chappell (30)
Counseling Services	Beeson (25)
Development	Cathy Center (15)
Developmental Studies	Kilpatrick (32)
English and Speech	English (26)
Financial Aid	Parks Administration (17)
Government & Sociology	Lanier (28)
Graduate School	Parks Administration (17)
Health, Phys. Ed., & Recreation	Centennial Center (5)
History & Geography	Language (27)
Institutional Research	Lanier (28)
International Studies	Lanier (28)
Lake Laurel Lodge	East Campus
Post Office	Maxwell (16)
Mathematics & Computer Science	Atkinson (18)
Modern Foreign Languages	Language (27)
Music & Drama	Porter (22)
President's Office	Mansson (13)
Psychology	Ennis (14)
Public Relations	Bone House (9)
Public Safety	Mayfair (12)
Records	Parks Administration (17)
Residence Life	Beeson (25)
Scholarships	Parks Administration (17)
School of Arts & Sciences	Lanier (28)
School of Business	Atkinson (18)
School of Education	Kilpatrick (32)
School of Nursing	Parks Nursing (24)
Snack Shop	Maxwell (16)
Sports Arena	Centennial Center (5)
Student Activities	Maxwell (16)
Testing	Kilpatrick (32)