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EYEWITNESS NEWS



GEORGIA
COLLEGE

MILLEDGEVILLE
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UNDERGRADUATE CATALOG 1996-1998

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 gender.

Georgia College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelors, Masters and Specialist degrees. Degree programs of the College are accredited by 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 of Schools of Public Affairs and Administration, the National Association of 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 Associate Vice President for Enrollment Services, Georgia College.

Georgia College, established in 1889, is a comprehensive senior college of the University System of Georgia and is an Equal Opportunity/Affirmative Action/American Disabilities Act institution.

UNDERGRADUATE CATALOG

Milledgeville, Georgia 31061

Vol LXX June, 1996

UNDERGRADUATE CATALOG

1996-98



Volume LXX
Bulletin

Milledgeville, Georgia 31061
Phone: (912) 453-5234, 453-5004

Enrollment Services
Toll-Free in Georgia:
1-800-342-0471

PREFACE: IMPORTANCE OF THE CATALOG

This Georgia College Catalog is prepared primarily for students, parents, and high school counselors. It is also used as the basic resource document for faculty advisement once a student has been admitted to Georgia College. All the information in it should be considered very important to prospective and current students. Upon admission, each student is entitled to one copy of the current catalog without charge. Additional copies are sold at the College Bookstore.

The reader should know that in the academic community, of which Georgia College is a part, "the catalog" is regarded as the primary authoritative source of information on all college policies, procedures and requirements, and any advice provided by college officials or employees or information in other publications to the contrary is null and void.

In the academic community, statements contained in the catalog are provided by the institution from official sources because both the student and the institution should be able to rely on them as the ultimate source of accurate information about college policies, procedures and requirements until the next printing of the catalog, which normally occurs every two years. Therefore, every effort has been made in the preparation of this catalog to ensure accuracy of information, but this catalog should not be regarded as a binding contract between the student and this institution because Georgia College reserves the right to change any provisions listed in this catalog, including but not limited to, admission requirements and academic requirements for graduation, without notice to individual students. However, an effort will be made to generally advise students and the public of such changes before they take effect.

The requirements for admission, degrees, and all other academic rules described in this catalog will be applicable to prospective students and those who are currently enrolled. Programs of students who began their work prior to the last approved programs of the college will either be the same or the equivalent of current requirements, at the discretion of the college. The college reserves the right to accept or reject any applicant for any program, course, or degree for any reason and to restrict participation in any of its programs or services when it is determined to be in the best interest of the public health, safety and welfare of the college community. The college also reserves the right to change admission and degree requirements and all other academic rules at any time.

Admission to Georgia College does not admit the student to all of its academic programs or schools. Each school and degree program also has admission requirements, specified in this catalog, which must be met in order for the student to be admitted to it.

Students have ten calendar years from the year they're admitted to Georgia College to complete their bachelor degree. Students must graduate under the degree requirements in effect in the current catalog. Students who take longer than ten calendar years to complete their degree requirements must repeat the courses, if they're still required, that were taken before the start of the ten-year period.

The student is hereby informed and given due legal notice that all of these decisions are within the prerogative of the college, as previously determined by the courts, and are not subject to disciplinary-type due process requirements or strict application of contract law. When the student accepts admission into the college, he/she is agreeing to abide by and be governed by the policies, procedures and requirements contained in this catalog.

Students are responsible for keeping themselves apprised of current graduation requirements for the degree programs in which they're enrolled. Information of this type is available primarily in this catalog, and any changes made since the publication of this catalog are available in the offices of the Associate Vice President for Enrollment Services and the Dean of the School in which the student is enrolled.

Important division 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

1996-1998 MILLEDGEVILLE CAMPUS

SUMMER QUARTER 1996

First term — June 18 - July 18 (970)

June	16	Residence halls open at 2:00 pm
	17	Orientation and registration—Milledgeville
	17	Registration for those students who have not preregistered and paid fees—Milledgeville
	18	Registration at commuter locations
	18	Classes begin at all locations
	19	Last day to add a course
July	19	Last day to drop a course without fee penalty
	4	Holiday
	8	Last day to drop a first term course without academic penalty (unless previously assigned an F by professor for absences)
	18	For full length summer courses, last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	18	Final exams for first term classes
	18	First term ends after last class period
	18	Residence halls close at 6:00 pm

Second term — July 24 - August 22 (971)

July	22	Residence halls open at 2:00 p.m.
	23	Registration for Summer Session II
	24	Classes begin
	25	Last day to add a course
Aug.	25	Last day to drop a course without fee penalty
	7	Last day to drop a second term course without academic penalty (unless previously assigned an F by the professor for absences)
	21	Learning Support Services preregistration
	22	Final Exams for second term and full summer classes
	22	Second term ends after last class period
	22	Residence halls close at 6:00 p.m.
	22	Deadline to apply for graduation for students completing requirements Winter Quarter, 1997

FALL QUARTER 1996 (972)

Sept.	15	Residence halls open at 2:00 p.m.
	16	Orientation of new students
	17	Registration for new freshmen, new transfers, and graduate students—Milledgeville
	17	Registration at commuter locations
	18	Registration for returning students who have not preregistered and paid fees—Milledgeville
	19	Classes begin at all locations
	23	Last day to add a course
	23	Last day to drop a course without fee penalty

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GEORGIA COLLEGE OFFICIAL CALENDAR

1996-1998 MILLEDGEVILLE CAMPUS

SUMMER QUARTER 1996

First term — June 18 - July 18 (970)

June	16	Residence halls open at 2:00 pm
	17	Orientation and registration—Milledgeville
	17	Registration for those students who have not preregistered and paid fees—Milledgeville
	18	Registration at commuter locations
	18	Classes begin at all locations
	19	Last day to add a course
July	19	Last day to drop a course without fee penalty
	4	Holiday
	8	Last day to drop a first term course without academic penalty (unless previously assigned an F by professor for absences)
	18	For full length summer courses, last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	18	Final exams for first term classes
	18	First term ends after last class period
	18	Residence halls close at 6:00 pm

Second term — July 24 - August 22 (971)

July	22	Residence halls open at 2:00 p.m.
	23	Registration for Summer Session II
	24	Classes begin
	25	Last day to add a course
Aug.	25	Last day to drop a course without fee penalty
	7	Last day to drop a second term course without academic penalty (unless previously assigned an F by the professor for absences)
	21	Learning Support Services preregistration
	22	Final Exams for second term and full summer classes
	22	Second term ends after last class period
	22	Residence halls close at 6:00 p.m.
	22	Deadline to apply for graduation for students completing requirements Winter Quarter, 1997

FALL QUARTER 1996 (972)

Sept.	15	Residence halls open at 2:00 p.m.
	16	Orientation of new students
	17	Registration for new freshmen, new transfers, and graduate students—Milledgeville
	17	Registration at commuter locations
	18	Registration for returning students who have not preregistered and paid fees—Milledgeville
	19	Classes begin at all locations
	23	Last day to add a course
	23	Last day to drop a course without fee penalty

Oct.	22	Mid-Quarter
	24	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
Oct. 21-Nov. 1		Schedule planning period for currently enrolled students planning to attend the Winter Quarter, 1997
Oct. 29-Nov. 4		Preregistration for Winter Quarter, 1997 (Preregister at your assigned time)
Nov.	22	Fall Quarter classes end
	25-27	Fall Quarter Exams
	26	Learning Support Services preregistration
	27	Deadline for applying for graduation for students completing degree requirements Spring Quarter, 1997
	27	Thanksgiving Holidays begin after last examination
	27	Residence Halls close at 6:00 p.m.
Dec.	2	Final Exam date for students who did not complete exams during the week of November 25-27

WINTER QUARTER 1997 (973)

Jan.	5	Residence halls open at 2:00 p.m.
	6	Orientation and registration for new freshmen, new transfers, and graduate students—Milledgeville
	6	Registration at commuter locations
	7	Registration for returning students who have not preregistered and paid fees—Milledgeville
	8	Classes begin at all locations
	10	Last day to add a course
	10	Last day to drop a course without fee penalty
	20	Martin Luther King Holiday (No Classes)
Feb.	11	Mid-Quarter
	13	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	10-21	Schedule planning period for currently enrolled students planning to attend Spring Quarter, 1997
	18-24	Preregistration for Spring Quarter, 1997 (Preregister at your assigned time)
Mar.	14	Winter Quarter classes end
	17-19	Winter Quarter Exams
	18	Learning Support Services preregistration
	19	Spring Holidays begin after last examination
	19	Residence Halls close at 6:00 p.m.
	19	Deadline to apply for graduation for those completing degree requirements Summer Quarter, 1997
	20	Final Exam date for students who did not complete finals March 17-19

SPRING QUARTER 1997 (974)

Mar.	30	Residence halls open at 2:00 p.m.
	31	Orientation and registration for new freshmen, transfers and graduate students—Milledgeville
	31	Registration at commuter locations
Apr.	1	Registration for returning students who have not preregistered and paid fees—Milledgeville
	2	Classes begin at all locations
	4	Last day to add a course
	4	Last day to drop a course without fee penalty
	25	Honors Day

May	5	Mid-Quarter
	7	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	5-16	Advisement period for currently enrolled students planning to attend Summer I, Summer II and Fall Quarters
	13-19	Preregistration for Summer I, Summer II and Fall Quarters (Preregister at your assigned time)
	26	Memorial Day Holiday (No Classes)
June	6	Spring Quarter classes end
	9-11	Spring Quarter Final Exams
	10	Learning Support Services (Pre-registration)
	11	Residence halls close at 6:00 p.m.
	11	Deadline to apply for graduation for those completing requirements Fall Quarter, 1997
	12	Final Exam date for students who did not complete exams June 9, 10 or 11
	14	Graduation

SUMMER QUARTER 1997

First term — June 24 - July 23 (1980)		
June	22	Residence halls open at 2:00 p.m.
	23	Orientation and registration—Milledgeville
	23	Registration for those students who have not preregistered and paid fees—Milledgeville
	24	Registration at commuter locations
	24	Classes begin at all locations
	25	Last day to add a course
	25	Last day to drop a course without fee penalty
July	4	Holiday
	9	Last day to drop a first term course without academic penalty (unless previously assigned an F by professor for absences)
	23	For full length summer courses, last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	23	Final exams for first term classes
	23	First term ends after last class period
	23	Residence halls close at 6:00 p.m.
Second Term — July 29 - August 27 (1981)		
	27	Residence halls open at 2:00 p.m.
	28	Registration for Summer Session II
	29	Classes begin
	30	Last day to add a course
	30	Last day to drop a course without fee penalty
Aug.	12	Last day to drop a second term course without academic penalty (unless previously assigned an F by professor for absences)
	26	Learning Support Services preregistration
	27	Final Exams for second term and full summer classes
	27	Second term ends after last class period
	27	Residence halls close at 6:00 p.m.
	27	Deadline to apply for graduation for students completing requirements Winter Quarter, 1998

FALL QUARTER 1997 (1998)

Sep.	14	Residence halls open at 2:00 p.m.
	15	Orientation of new students
	16	Registration for new freshmen, new transfers, and graduate students—Milledgeville
	16	Registration at commuter locations
	17	Registration for returning students who have not preregistered and paid fees—Milledgeville
	18	Classes begin at all locations
	22	Last day to add a course
Oct.	22	Last day to drop a course without fee penalty
	21	Mid-Quarter
	23	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	20-31	Schedule planning period for currently enrolled students planning to attend the Winter Quarter, 1998
Oct. 28-Nov. 3		Preregistration for Winter Quarter, 1998 (Preregister at your assigned time)
Nov.	21	Fall Quarter classes end
	24-26	Fall Quarter Exams
	25	Learning Support Services preregistration
	26	Deadline for applying for graduation for students completing degree requirements Spring Quarter, 1998
	26	Thanksgiving Holidays begin after last examination
	26	Residence Halls close at 6:00 p.m.
Dec.	1	Final Exam date for students who did not complete exams during the week of November 24-26

WINTER QUARTER 1998 (1993)

Jan.	4	Residence halls open at 2:00 p.m.
	5	Orientation and registration for new freshmen, new transfers, and graduate students—Milledgeville
	5	Registration at commuter locations
	6	Registration for returning students who have not preregistered and paid fees—Milledgeville
	7	Classes begin at all locations
	9	Last day to add a course
	9	Last day to drop a course without fee penalty
	19	Martin Luther King Holiday (No Classes)
	Feb.	10
12		Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
9-20		Schedule planning period for currently enrolled students planning to attend Spring Quarter, 1998
17-23		Preregistration for Spring Quarter, 1998 (Preregister at your assigned time)
Mar.	13	Winter Quarter classes end
	16-18	Winter Quarter Exams
	17	Learning Support Services preregistration
	18	Spring Holidays begin after last examination
	18	Residence Halls close at 6:00 p.m.
	18	Deadline to apply for graduation for those completing degree requirements Summer Quarter, 1998
	19	Final Exam date for students who did not complete finals March 16-18

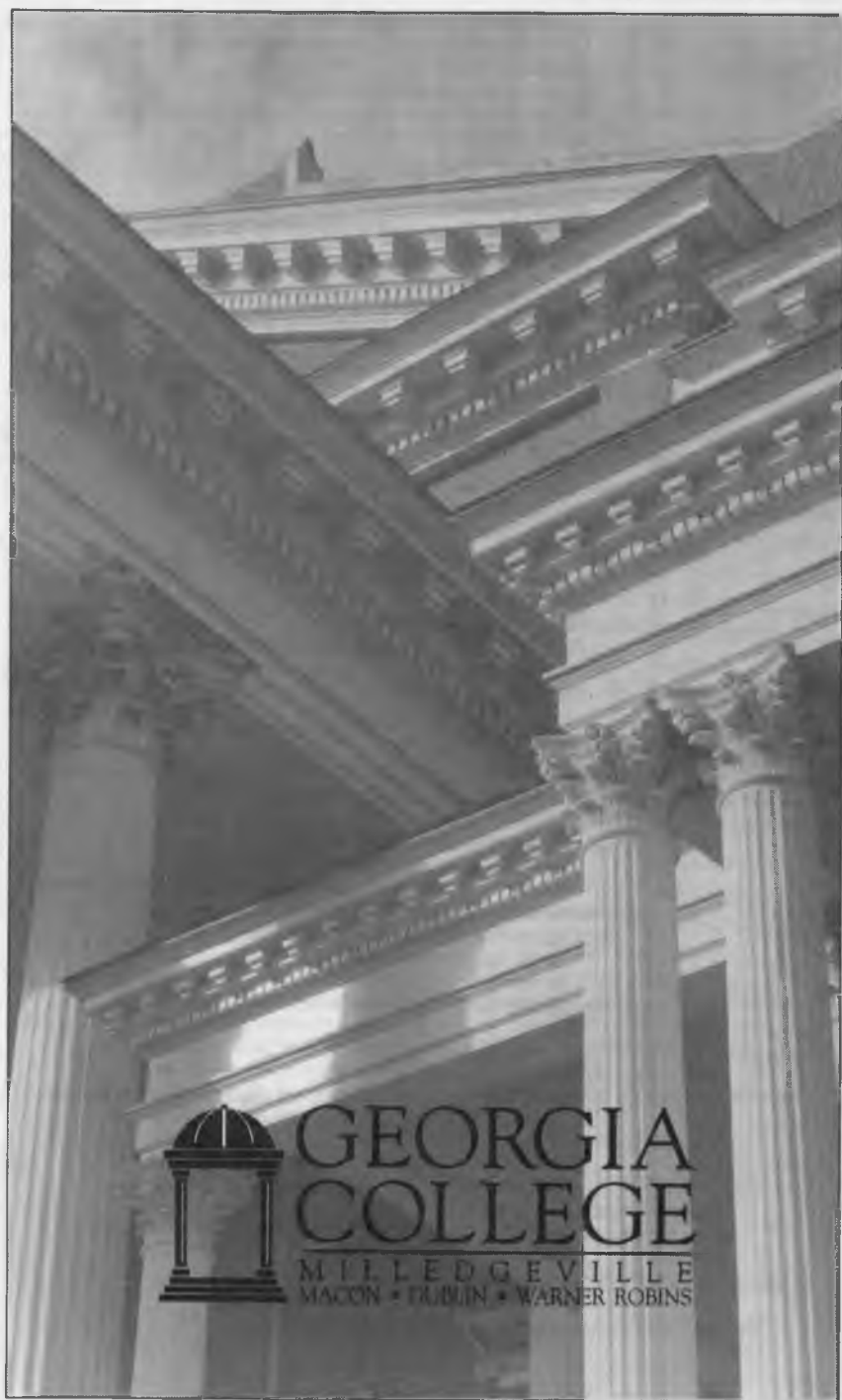
SPRING QUARTER 1998 (984)

Mar.	29	Residence halls open at 2:00 p.m.
	30	Orientation and registration for new freshmen, new transfers and graduate students—Milledgeville
	30	Registration at commuter locations
	31	Registration for returning students who have not preregistered and paid fees—Milledgeville
Apr.	1	Classes begin at all locations
	3	Last day to add a course
	3	Last day to drop a course without fee penalty
	24	Honors Day
May	4	Mid-Quarter
	6	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	4-15	Advisement period for currently enrolled students planning to attend Summer and Fall Quarters
	12-18	Preregistration for Summer and Fall Quarters (Preregister at your assigned time)
	25	Memorial Day Holiday (No Classes)
June	5	Spring Quarter classes end
	8-10	Spring Quarter Final Exams
	9	Learning Support Services preregistration
	10	Residence halls close at 6:00 p.m.
	10	Deadline to apply for graduation for those completing requirements Fall 1998
	11	Final Exam date for students who did not complete exams June 8-10
	13	Graduation

SUMMER QUARTER 1998 (991)

Georgia College will be making a transition from the quarter to the semester calendar. All dates and times listed for Summer 1998 are subject to change.

June	21	Residence halls open at 2:00 p.m.
	22	Orientation and registration—Milledgeville
	22	Registration for those students who have not preregistered and paid fees—Milledgeville
	23	Registration at commuter locations
	23	Classes begin at all locations
	24	Last day to add a course
July	24	Last day to drop a course without fee penalty
	3	Holiday
	9	Mid-Quarter
Aug.	13	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	5-8	Summer Quarter exams
	6	Learning Support Services preregistration
	8	Residence halls close at 6:00 p.m.
	8	Deadline to apply for graduation for students completing requirements Spring 1999



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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 campuses are located in Macon and Dublin and centers located in Warner Robins. 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 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-supported 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 both on the residential campus and at the commuter campuses and 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, the current president, assumed the presidency on July 1, 1981.

STATEMENT OF PURPOSE

Georgia College is a public regional comprehensive institution of the University System serving Central Georgia. Georgia College is composed of a residential campus in Milledgeville, commuter campuses in Macon and Dublin, and a commuter center in Warner Robins. The college promotes affirmative action and equal opportunities.

The undergraduate course offerings of Georgia College include liberal arts and professional degree programs which provide students with breadth and depth of preparation for their intended careers. The college admits qualified applicants on the basis of increasingly selective criteria. All degrees build on a broadly based general education program which includes the humanities, natural sciences, mathematics, and the social sciences. The undergraduate programs offer opportunities for specialization in the arts and sciences and in preprofessional and professional areas including business, education and nursing. An Honors Program is provided for advanced students; Learning Support is offered for those needing remediation.

Georgia College also provides graduate studies in several specialties of the arts and sciences and in business, education and nursing. Admission is based on criteria specific to each program. These programs are designed and delivered to be responsive to the needs of contemporary students.

The college provides international and global educational opportunities by enrolling international students, through student and faculty interchanges and by providing an increasingly intercultural curriculum.

A wide range of non-credit education experiences and services are offered on both the residential and the commuter campuses. Those include business services, leisure activities, in-service workshops for area professionals, and varied programs for pre-college populations and out-of-school adults.

Academic quality is achieved through service to students and attention to faculty development. The college supports instructional quality by providing relatively small classes and low student/ faculty ratios. The campus context is one in which students receive personal attention and conscientious service from their instructors and their faculty advisers. Teaching is the foremost area for faculty contribution. A strong instructional program is reinforced by a philosophy of faculty development which stresses professional creativity, including research and service to the college and community, and is further reinforced by a faculty-centered advising system.

Georgia College recognizes that education occurs beyond the classroom. Students have access to information in various forms and delivery systems. Instruction in accessing and processing information is available through the library and academic computing services. Through its co-curricular and wellness programs, the college provides opportunities on the residential campus to fulfill the students' cultural, recreational, athletic, and other personal needs and promotes healthy lifestyles.

Long range planning, evaluation and program assessment are part of the decision-making process at all levels of the college. The college commitment to improving quality extends to its administrative services and provides support to maintain the infrastructure, beautify the grounds, ensure fiscal responsibility, provide public safety and promote institutional advancement.

With its residential campus located in Milledgeville, Georgia's former capital, the college recognizes that it is a partner with the community in the enrichment of the lives of students and in encouraging and supporting service on the part of both students and faculty. The college takes this partnership seriously and provides a wide array of cultural opportunities and a number of business, health and educational services to the regional community.

THE RESIDENTIAL CAMPUS, COMMUTER CAMPUSES AND CENTERS

The residential campus consists of forty-three acres in the center of Milledgeville. Twenty-three acres provide the site for the major education facilities; 20 acres, two blocks away, are used primarily for student housing and the new Centennial Center. Many of the 30 buildings are red brick with Corinthian columns and limestone trim. The athletic complex, known as West Campus, is on a 546 acre site just outside the city. A few miles east of campus is another extension, known as East Campus, which consists of a lake lot and Lake Laurel. Lake Laurel is a teaching, conference, and recreation center with its own six-acre lake, picnic areas, nature trails, and rustic lodge.

With the approval of the Board of Regents, Georgia College provides degree programs in specific majors through the Dublin Campus and Macon Campus and the commuter centers in Warner Robins. The Robins Commuter Center and the Logistics Education Center serve a major military facility. More information may be obtained from the Georgia College Admissions Office by calling 1-800-342-0471.

CONTINUING EDUCATION AND PUBLIC SERVICES

The Department 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 Milledgeville and Macon Campuses of Georgia College, 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 communities. The staff in Continuing Education and Public Services desire to learn the needs and interests of area residents 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 the Dean of Continuing Education and Public Services at 912-454-2753.

NON-CREDIT PROGRAM

Each quarter, and at special times during the year, non-credit programs are scheduled for the service area. These programs are in the form of seminars, conferences, camps, institutes, workshops, short courses, films, lectures, and demonstrations designed to assist the participant to develop professional capacities or to enrich personal life. Admission to any non-credit course is usually by interest only and the payment of a nominal fee. In most cases, there are no formal admission requirements. A mailing list is maintained for persons wishing to receive a catalog of these non-credit offerings. Individuals interested in receiving a catalog or suggesting possible courses are invited to contact 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 Department of Continuing Education and Public Services administers the implementation of the CEU. The CEU is defined as follows: "One Continuing Education Unit is ten contact hours of participation in an organized continuing education experience under responsible sponsor-

ship, capable direction, and qualified instruction." The CEU attests to an individual's efforts to continue learning regardless of age or previous educational accomplishments.

Generally, Continuing Education Units are awarded only for programs which are oriented toward occupational skills and knowledge or significant social issues. Continuing Education Units are accumulated for each student on a permanent transcript which may be obtained from the Department of Continuing Education and Public Services. 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, and group leaders, or as representatives of the College to serve on community-oriented projects. The Department 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.

Under certain conditions, the facilities of the College may be used by local organizations. Through Continuing Education and Public Services, the Center for Health and Lifestyle provides educational opportunities to the community as do the Centennial Center and Russell Auditorium. The Museum and Archives of Georgia Education, a unit of the Russell Library, coordinates a number of educational exhibits each year. Lake Laurel Lodge and The Ann Simpson Smith House, coordinated by the College's Outdoor Center, are also available as conference sites and for housing.

PEABODY CHILD AND FAMILY CENTER

The School of Education administers the Peabody Child and Family Center. The Center operates programs for young children in support of the School of Education degree programs as well as for programs in other schools of the college. The laboratory setting of the Center provides Georgia College students with hands-on experience working with children and observing children. During each summer, special enrichment classes for older children are added. Georgia College Child Care is administered through the Center in cooperation with Georgia College Student Affairs Office. Quality child care is provided at a minimal charge for children during the hours their parents are in Georgia College classes.

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.

CONTRACT TRAINING, TELECONFERENCES, AND CAMPS AND CONFERENCES

The Department of Continuing Education and Public Services can custom design courses to meet the training needs of area businesses, industries, and service agencies. Many of these programs can be provided at the site of the requesting organization. Telecourses and teleconferences are also available through the Department of Continuing Education and Public Services. Another service that can be provided by the department is professional planning and logistical support for various camps and conferences. Individuals interested in discussing any of these services should phone 453-5277.

INFORMATION SERVICES

The Information Services department has overall responsibility for meeting the needs of students, faculty, staff, and the administration for high-quality computing, library, and media services. In addition, through the Institutional Planning and Policy Analysis department, Information Services collects, analyzes, and disseminates data essential to ongoing assessment of the college's overall effectiveness.

COMPUTING SERVICES

In addition to supporting the computing needs of the college administration, Computing Services maintains technology centers equipped with various microcomputer platforms and two minicomputers are located in 14 computer labs on four campuses in the Central Georgia service area.

These networked labs are completely functional as electronic classrooms with large screen projection, desk top publishing, peripherals, high quality printing, scanning, copying, fax, digital cameras, and Internet/EMAIL services. The labs are continuously staffed by Computing Services assistants and are open seven days a week.

Consulting, installation, training, maintenance, and repair of equipment as well as LAN and WAN networking are college wide responsibilities of Computing Services.

LIBRARY SERVICES

The Ina Dillard Russell Library is the center of research activities at the College. The resources of the Library include over 160,000 books, 1,100 current magazine and newspaper subscriptions, and extensive microform collections. As a U.S. Government depository, the Library receives approximately 4,000 documents annually. Some 30,000 items in various formats are added to the collection each year to support educational programs. Access to books and other cataloged materials in the collections of Russell Library, and the Georgia College commuter campus libraries are provided through the Georgia College Libraries computerized public access catalog. The catalog is on-line and helps users find items in the library easily and quickly. Other CD-ROM and on-line indexes assist users in locating magazines, journal articles and research published in general fields, as well as in the fields of business, education, nursing, psychology and life sciences. 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 performed by the reference staff for faculty and students. Through GALILEO, the statewide University System library network, students and faculty have access to an array of information resources and services, including the World Wide Web, Internet, and databases in all subject disciplines.

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 nonprint materials is available at a nominal cost. The Library is normally open 83 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 contains material on local history and Georgia history, books by and about Georgians, rare first editions and other valuable books, manuscripts, maps, as well as College archival materials. The most notable special collection is the Flannery O'Connor collection of manuscripts and books housed in the Flannery O'Connor Room. This valuable collection of manuscripts, books, and memorabilia of the 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.

A unit of Russell Library's Special Collections department, the Museum and Archives of Georgia Education collects, preserves, and researches those three dimensional, written and oral documents and artifacts that reflect the development of the educational process in Georgia, and to make those documents and materials public through exhibits and supportive programs in order to develop a better awareness, understanding and appreciation of the educational heritage of the State of Georgia. Exhibits, programs, research collections and provision of meeting space are intended to support the college's educational and public service mission.

The Library is a member of SOLINET/OCLC (Southeastern Library Network/On-Line Computer Library Center), through which the library catalogs materials on-line, and secures and provides interlibrary loans. Access to over thirty-three 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.

MEDIA SERVICES

Media Services is a centralized provider of audio/visual equipment, production services and electronic equipment repair. WXGC-FM, the campus radio station, is also a part of The Media Center. The equipment distribution center, located in Kilpatrick Hall, makes the various types of electronic equipment available for classroom use and other college functions. Staff members deliver and set up equipment in campus facilities. Original media are produced in the television studio, radio station and multimedia/photography labs located in Atkinson Hall. Campus-wide electronic equipment repair and satellite teleconferencing services are also available through the facilities located in Atkinson Hall.

ALUMNI ASSOCIATION

The Georgia College Alumni Association was established in 1892 and incorporated in 1972. The Association has two main purposes: promoting the interests of Georgia College and establishing mutually beneficial relations between the college and its alumni. The work of the organization is coordinated through an executive board, a director, and staff in the Office of Alumni Affairs.

The Office of Alumni Affairs is responsible for maintaining files on each alumnus, publishing the alumni newspaper, organizing reunions and homecoming, encouraging alumni activity on the community level, and providing a variety of other services for alumni and friends of the college. The office is located in the Esther Cathy Alumni-Faculty Center, one and a half blocks from the main campus. Membership in the Association entitles an alumnus to receive the Georgia College alumni newspaper as well as other communications regarding activities of the Association.

The Association also provides a means by which alumni may make known to the College administration their opinions concerning present and future policies and practices of the College. Alumni Weekend is held in April of each year. Alumni are encouraged to keep the Alumni Office apprised of their current address, occupational status, and community activities.

ADMISSIONS

Call Toll-free in Georgia 1-800-342-0471 (Milledgeville Campus)
Milledgeville (912) 453-5004
Georgia College in Macon (912) 471-2898
Robins Centers (912) 926-6125
Logistics Education Center (Robins Air Force Base) (912) 926-6544
Georgia College in Dublin (912) 275-6644

The admission policy of Georgia College is to accept those applicants who provide evidence of a reasonable potential for success in the educational program of the college. A potential student is considered for admission without regard to race, creed, gender, marital status, disability, or national origin. Admission to Georgia College is not a guarantee of admission to a particular school, department, or major area.

Separate and sometimes higher requirements are described in this catalog for admission into schools, departments, and major programs. Disabled students are advised to visit the main campus in Milledgeville before admission because it is composed of historic buildings, of which many do not have elevators.

Application forms may be obtained from the Admissions Office, Georgia College, Milledgeville, Georgia 31061; or directly from one of the centers listed above. Students may call our Milledgeville local number: 453-5004 or our toll-free number: 1-800-342-0471 Monday- Thursday between 8:00 a.m. and 6:00 p.m., and Friday 8:00 a.m. to 5:00 p.m., or they may call the number above for the specific center.

Every applicant must submit a formal application to the Admissions Office with a \$10.00 non-refundable application fee. Georgia residents sixty-two years of age or older are not required to pay the application fee. After an application is submitted, each applicant receives instructions as to items needed to complete the application file and is given a decision as soon as possible after all information has been received. An applicant may not register until all required information has been received and the applicant is fully admitted to the college. Acceptance or denial of each application is determined by the Admissions Office, subject to the right of appeal as outlined by the College and as provided by the bylaws of the Board of Regents of the University System. Upon request, the Associate Vice President for Enrollment Services will provide details of the appeals procedure. Students furnishing the college with false, incomplete, or misleading information relating to their application or academic record will be subject to rejection or dismissal.

An applicant who applied but did not attend Georgia College within the last year and desires to be admitted to Georgia College for a future quarter may call the Admissions Office to update their application. The student should also request that official transcripts from any other institution the student may have attended since applying to Georgia College be sent to the Admissions Office.

IMMUNIZATION REQUIREMENTS

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

MINIMUM REQUIREMENTS FOR FRESHMAN ADMISSIONS

An applicant will be declared eligible for admission consideration only upon compliance with the following requirements and conditions:

1. A properly completed official application form.
2. A \$10.00 non-refundable application fee (except Georgia residents 62 years of age or older).
3. A transcript of secondary school credits showing evidence of graduation from a regionally accredited or recognized secondary school.

Students who graduated in the Spring of 1988 and beyond must show completion of the College Preparatory Curriculum as described in this section of the catalog.

4. In addition to items #1, #2 and #3 above, students must satisfy one of the following criteria for minimum admission to Georgia College:

Secondary school grade point average of at least 1.80 on academic work only

OR SAT Original Verbal score of 250

OR SAT Original Math score of 280

OR SAT Recentered Verbal score of R330

OR SAT Recentered Math score of R310

OR ACT Enhanced English score of 13

OR ACT Enhanced Math score of 14

5. Students who provide official score reports with the following minimum scores may be exempted from mandatory Learning Support courses.

ORIGINAL SAT	OR	RECENTERED SAT	OR	ENHANCED ACT
Verbal 360		Verbal R440		English 18
Math 380		Math R430		Math 18
Combined 740		Combined R870		Composite 18

All entering freshman (with less than 20 quarter hours of transfer credits) must take the College Placement test, COMPASS. See Learning Services section of this catalog for information on COMPASS and Learning Services Requirements.

EXCEPTIONS TO FRESHMAN ADMISSION REQUIREMENTS

1. Students who have not attended high school or college within the previous five years and have earned fewer than 20 transferable quarter hours of college credit are not required to take the SAT or ACT. These students, however, must take the University System of Georgia Collegiate Placement Examination, complete Learning Support Services requirements if necessary, and if graduated from high school in the Spring of 1988 or more recently, meet all Georgia College CPC requirements.
2. Students who wish to enroll in college prior to the completion of high school may be admitted under the Joint Enrollment and Early Admission programs.

COLLEGE PREPARATORY CURRICULUM

The following course of study is required of students who graduated from high school in the spring of 1988 or more recently, who plan to enroll in public two-year college, senior college, or university programs leading to the baccalaureate degree.

All Georgia College entering freshmen and transfer students must meet the following standards:

COURSE (UNITS)	INSTRUCTIONAL EMPHASIS
English (4)	—Grammar and Usage —Literature (American and World) —Advanced Composition Skills
Mathematics (3)	—Algebra I —Algebra II —Geometry
Science (3)	—Physical Science —At least two laboratory courses from Biology, Chemistry, Physics, or related areas of Science
Social Science (3)	—American History —World History —Economics and Government
Foreign Language (2)	—Two courses in one language emphasizing speaking, listening, reading, and writing

Additional courses selected from the following are strongly recommended:

- Trigonometry
- An additional laboratory course in science
- A third course in a foreign language; or study in a second foreign language
- Fine arts (art, dance, drama, music)
- Computer technology
- Physical and health education
- Keyboarding
- Speech
- Geography

ADMISSION REQUIREMENTS OF THE COLLEGE PREPARATORY CURRICULUM

Beginning Fall Quarter 1992, Georgia College phased in the requirement that all entering freshmen must have completed the College Preparatory Curriculum (CPC) in order to be eligible for admission to Georgia College. Beginning Fall Quarter 1995, all entering freshman must have completed all five areas of the College Preparatory Curriculum in high school, as verified by their official transcript. Students with CPC deficiencies may transfer to Georgia College after completing the appropriate make-up work at another University System of Georgia institution or after completing 45 quarter hours in the Core Curriculum with a "C" average or better.

COLLEGE PREPARATORY CURRICULUM ADMISSIONS POLICY

All students in the categories described below who enroll in a Georgia College program that leads to the baccalaureate degree, will be required to satisfy the admission requirements of the College Preparatory Curriculum. While these requirements may not apply to students pursuing two-year terminal degree or certificate programs, students transferring into degree programs at Georgia College will be required to meet College Preparatory Curriculum requirements.

- A. Students who graduated from high schools in the state of Georgia or out-of-state public or private high schools in Spring 1988 or more recently. These requirements do not apply to students who graduated prior to Spring 1988, regardless of when these students enroll in a University System of Georgia institution.
- B. Students who passed the GED in lieu of high school graduation if their class graduated in Spring 1988 or more recently. (The GED, in itself, does not indicate fulfillment of College Preparatory Curriculum requirements.)
- C. Transfer students from non-University System schools who graduated from high school in the spring of 1988 or more recently and who have not completed at least forty-five (45) credit hours of accepted transfer core curriculum credits with a minimum of a 2.0 average accepted by Georgia College.
- D. Students transferring from within the University System who graduated from high school in the Spring of 1988 or more recently. CPC deficiencies must be satisfied prior to transferring to Georgia College.

Completion of the College Preparatory Curriculum does not by itself guarantee admission to Georgia College or exemption of Learning Support (remedial work). College Preparatory Curriculum serves as one of the minimum standards for admission and placement along with test scores and/or high school grade point average.

TRANSFER ADMISSIONS

All persons seeking admission who have been previously enrolled in one or more other institutions of higher education must submit to the Georgia College Admissions Office the following items:

1. A properly completed official application form.
2. A certified transcript sent directly from all colleges or universities previously attended.
3. A \$10.00 non-refundable application fee (except Georgia residents 62 years of age or older).
4. Applicants who have completed fewer than 20 quarter credit hours with a "C" average (2.0 on a 4.0 scale) or better must complete all the requirements for freshmen admissions.
5. Students who graduated in the Spring of 1988 or more recently with fewer than 45 quarter hours of accepted transfer core credits with a minimum of a 2.0 grade point average accepted by Georgia College must meet all CPC admission requirements.
6. An applicant will not be considered for admission unless the transcript of the college or university last attended shows honorable discharge or eligibility to return. Students with incomplete Learning Support requirements at their previous institution may be admitted only in accordance with the Georgia College Learning Support/CPC policy.

A maximum of 101 quarter hours of credit may be accepted from two-year colleges. A maximum of 126 quarter hours may be transferred from a senior college, or a combination of

two-year and senior colleges. (At least 60 of the minimum 186 quarter hours for a degree must be completed in residence at Georgia College at the upper division level.) A maximum of 45 quarters hours may be taken through extension courses. This total includes any courses offered by the staff at Georgia College.

READMISSION OF FORMER GEORGIA COLLEGE STUDENTS

A Georgia College student who has been out of school one quarter or more (excluding summer quarter) and who desires to be readmitted should submit a readmission application. If the student was enrolled at Georgia College within the past year, he or she may call the Georgia College Admissions Office to update their application. The student should also request that official transcripts from any other institution the student may have attended since attending Georgia College be sent to the Admissions Office. A student wishing to return must give the Admissions Office sufficient notice to allow action by the appropriate Dean, if necessary. An immunization certificate form must be on file.

ADMISSION OF TRANSIENT APPLICANTS

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. Transcripts of college work completed elsewhere are not usually required of such applicants, since they are not admitted to full standing at Georgia College. An applicant who is enrolled in another college or university and meets minimum Georgia College freshman or transfer admission requirements may seek temporary admission to Georgia College. The following documents and fees are required:

1. A properly completed official application form.
2. A \$10.00 non-refundable application fee (except for Georgia residents 62 years of age or older.)
3. A letter from the registrar of the institution in which the student is regularly enrolled indicating eligibility to return and recommending admission to Georgia College as a transient student or an official transcript from the last institution attended showing eligibility to return.

JOINT ENROLLMENT/EARLY ADMISSION/ POST SECONDARY OPTION (PSO)

The University System of Georgia and Georgia College recognize the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of two organized programs: (1) a joint enrollment program in which the student, while continuing his/her enrollment in high school, enrolls in courses for college credit; and (2) an early admission program in which the student enrolls as a full-time student following completion of the junior year in high school. The following are the minimum admission standards for both the joint enrollment and early admission programs. Students attending public secondary institutions should contact their high school counselor for information regarding Post Secondary Option.

Admission Standards: Joint Enrollment/Early Admission/Post Secondary Option

1. Minimum recentered Scholastic Aptitude Test score of R970 or original SAT 850, (combined verbal and quantitative sections) or ACT equivalent (24 English and 21 Math).
2. Minimum cumulative high school grade point average of 3.0 in academic subjects.
3. Written recommendation of high school principal or counselor.
4. Written consent of parent or guardian (if the student is a minor).
5. The Collegiate Placement Test, COMPASS is required of all students seeking Early Admission. (Not required for Joint Enrollment students).
6. Students entering through the Joint Enrollment or Early Admission Program must have completed the University System of Georgia College Preparatory Curriculum requirements with the following exceptions:
 - a. Students with SAT verbal scores of at least 530 (Recentered Scale) or 450 (Original Scale) or ACT English scores of at least 24 who have not completed the final unit of high school English and/or social science may be permitted to fulfill these high school requirements with the appropriate college courses taken through the joint enrollment or early admissions program.
 - b. Students who have not completed the College Preparatory Curriculum requirements may be admitted through the joint enrollment program if they are enrolled in the necessary high school courses and scheduled to complete the requirements by the end of their senior year.

With the exception of English and social science courses taken by students with SAT recentered verbal scores of at least 530 or SAT original verbal score of 450 or ACT English scores of at least 24, a college course may not be used to fulfill both high school College Preparatory Curriculum requirements and college degree requirements.

APPLICANTS FOR CONSTITUTIONAL AMENDMENT 23 ADMISSION (Students aged 62 and older)

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 Enrollment Services for detailed information.)

INTERNATIONAL STUDENT ADMISSIONS REGULATIONS

Students from countries other than the United States of America, non-resident aliens, must meet the following requirements for admission to Georgia College:

1. Must file application on forms provided by the Georgia College Admissions Office (preferably at least six months before the beginning of the quarter of proposed entrance).
2. Must have achieved at least a level of education equivalent to high school graduation in the United States.
3. Must present official transcripts (in the English Language) of all previously completed education.

4. Must present OFFICIAL document for one of the following:
 - a. Official T.O.E.F.L. (Test of English as a Foreign Language) score report. MINIMUM score for admission is 500.
 - b. E.L.S. Language Center Level 109.
 - c. University of Georgia American Language Program Level 5.
 - d. or provide an appropriate document supporting English proficiency as determined by the International Admissions Committee at Georgia College.
5. Must present evidence of adequate and assured financial resources for the entire time the student will attend Georgia College (complete the Georgia College Declaration of Finances form).
6. Must meet College Preparatory Curriculum requirements if student graduated from a high school located inside the United States or inside the jurisdiction of the United States' educational system.
7. Must present evidence of personally acquired health insurance coverage meeting minimum standards determined by Georgia College. Insurance may be purchased on arrival at Georgia College.
8. Must apply for a Social Security Number no later than ten days after arrival on the Georgia College campus.

The following guidelines apply to students whose native language is other than English:

1. Students who are admitted to Georgia College and who have high school transcripts indicating fluency in a language other than English will be exempt from the language proficiency requirements; these students will be expected to complete another Area I course or degree elective in lieu of the language proficiency requirement; for all B.S./B.A. degrees in Arts and Sciences.
2. Students who do not have a high school transcript to document their proficiency in a language other than English will be required to undergo an appropriate test to determine their ability in that language comparable to at least the second course for the B.S. and the fourth course for the B.A. requirement.
3. Students whose native language is offered at Georgia College may take courses in that language for credit only after proper placement exams have been taken and evaluated. Courses taken for credit must be at the appropriate level.

INTERNATIONAL EXCHANGE STUDENTS

International students who will attend Georgia College under the terms of an exchange agreement between their home institution and Georgia College will be admitted according to the understandings specified in each agreement. Students should contact their home institution's exchange coordinator or the Office of International Services and Programs at Georgia College for specific guidelines.

ADVANCED PLACEMENT AT THE TIME OF ADMISSION

Advanced placement at the time of admission to Georgia College may be granted as a result of any one of the following:

1. A score of three or higher on tests administered in conjunction with the Advanced Placement Program of the College Entrance Examination Board or

2. A score of 50 or higher on certain tests given by the College Level Examination Program (CLEP) or
3. Transfer credits from other accredited colleges and universities.

NOTE: All advanced placement is limited to the requirement that 45 of the last 60 and 60 of the last 90 quarter hours of credit toward a Georgia College degree must be earned in residence at this College. There are special limitations regarding the CLEP that appear in the CLEP brochure available from the Coordinator of Testing, Kilpatrick Education Building.

VETERAN STUDENTS

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

All official supportive documents should be forwarded to the Georgia College Records Office at least one quarter prior to registration. 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 or the Georgia College Veterans Office.

AUDITORS

Students who meet freshman or transfer admission requirements may register as "auditors." Under extraordinary circumstances, the President may waive the requirement of freshman or transfer admission requirements. Students registered as "auditors" shall be required to pay the regular fees for enrollment. Auditing a course will not prevent a student from taking the course for credit at a later time. Information about auditing courses for noncredit will be found in the academic section of this catalog.

ADMISSION OF GRADUATE STUDENTS

Applicants desiring to enroll in the Georgia College Graduate School should consult the Georgia College Graduate School catalog for admission requirements and procedures. Applicants should contact the Georgia College Records Office, Milledgeville, GA 31061, for a catalog and application form or call (912) 453-6289.

ENROLLMENT IN GRADUATE CLASSES BY UNDERGRADUATES

An undergraduate student who is within 10 hours of graduation and who has at least a B academic 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 undergradu-

ate 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.

EXPENSES

As a unit of the University System of Georgia, Georgia College is a state-supported institution. 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 later 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 (1996)

	Academic	Health	Athletics	Student Activity	Parking	Total
STUDENTS TAKING 12 OR MORE QUARTER HOURS:						
Legal Resident of Georgia ...	\$ 528.00	\$21.00	\$57.00	\$29.50	\$5.00	\$ 640.50
Nonresident	1821.00	21.00	57.00	29.50	5.00	1933.50
STUDENTS TAKING 6 OR MORE QUARTER CREDIT HOURS BUT LESS THAN 12 QUARTER HOURS:						
Legal Resident of Georgia						
(per qtr. hour)	44.00	21.00	57.00	29.50	5.00	
Nonresident (per qtr. hour)	152.00	21.00	57.00	29.50	5.00	
STUDENTS TAKING 5 OR LESS QUARTER HOURS:						
Legal Resident of Georgia						
(per qtr. hr.)	42.00	N/A	N/A	N/A	5.00	
Nonresident (per qtr. hr.)	152.00	N/A	N/A	N/A	5.00	

All Summer Quarter rates are by the quarter hour.

RESIDENCE HALL CHARGES

Per quarter \$585.00 to \$950.00

FOOD SERVICE

The following choices are available:

5 meals a week (for non-residents only)	\$265.00
10 meals a week Monday thru Friday	\$510.00
14 meals a week	\$550.00
21 meals a week	\$595.00
Any 10 meals a week	\$530.00

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

TEXTBOOKS AND SUPPLIES

Textbooks and supplies are available in the Georgia College Bookstore in Maxwell College Union. The cost of books and supplies will vary with the courses taken by the individual student. However, an estimate of this cost is \$100.00 to \$150.00 each quarter.

PAYMENT OF COLLEGE EXPENSES

Students are expected to meet all financial obligations when they fall due. Georgia College reserves the right to deny admission, to withhold transcripts, 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. Payment may be made by cash, check, money order, Visa, MasterCard or Discover Card. Fees may be paid over the telephone if a credit card is being used.

Checks—If the student's bank does not honor the check and the bank returns the check unpaid, the student is subject to payment of the maximum late payment fee, as well as a returned check charge of \$15.00 or 5% of the amount of the check, whichever is greater. If payment is not cleared promptly, the student's registration is subject to cancellation, student's records may be held, and legal action may be taken.

DEPOSITS REQUIRED

All deposits received will be credited to the student. Deposits are nontransferable.

ROOM RESERVATION DEPOSIT (\$75.00)—Required of all students who apply to live in college residence halls. The \$75.00 is a one-time fee paid at the time the student submits his/her Housing Application Form to the Residence Life Office.

Once hall residence is established, the breaking of the room and board contract will result in the forfeiture of the deposit.

For new applications, the deposit is refundable only when written request for cancellation and refund is received in the Residence Life Office a minimum of 30 days prior to the start of the quarter.

SPECIAL FEES

APPLICATION FEE (\$10.00)—A nonrefundable fee is required of all students applying for admission to the College. The fee will be sent with the application for admission.

GRADUATION FEE (\$20.00 undergraduate)—This fee is required of all degree candidates and is payable at the time that Graduation Application or Application for Degree or Diploma Request is made. The fee is nontransferable and nonrefundable. It entitles the student to one diploma and use of academic regalia.

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

LATE PAYMENT FEE (\$10.00)—All student fees are due and payable at the time stated in the College calendar. A student is not officially registered until all fees and charges are paid.

A non-refundable late payment fee of \$10.00 will be charged beginning the day following the classes begin date.

COMMUTER CAMPUSES OR CENTERS FEES—The College offers courses throughout its service area. The cost for these courses is dependent upon the program under which they are offered. When courses are dropped at a commuter campus and added at the Milledgeville Campus applicable fees will be added.

TRAFFIC AND PARKING VIOLATION FEES—Each year the College prints an up-to-date set of traffic and parking regulations. These are available upon request from the Department of Public Safety. The fine as indicated on the ticket is payable to the cashier of the Business Office. Any student who has unpaid traffic fines may be denied registration, transcripts, refunds, payments, check-cashing privileges, and other college records.

TRANSCRIPTS OF RECORD FEE (\$1.00)—Students who wish to obtain copies of their academic records should direct requests to the Records office. A fee of \$1.00 is charged for each copy.

RETURNED CHECK CHARGE (\$15.00 minimum)—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.

MUSIC FEES

PRIVATE LESSONS (APPLIED MUSIC) These non-refundable fees are in addition to regular course fees.

Instruction in piano, voice, and orchestral instruments	
one-half hour lesson each week, each quarter	\$20.00
one-hour lesson each week, each quarter	\$40.00
Instruction in organ, one hour lesson each week	
each quarter	\$42.00

HOUSING COSTS

Residence Hall charges (as noted under "General Fees") are based on double occupancy. If one of the occupants vacates the room, the student remaining agrees to accept a roommate, to move to another room, or to pay for a private room. The Residence Life Office reserves the right to make all final decisions on assignments. Private rooms are offered at an additional charge when space is available.

REFUND POLICY AND PROCEDURES

Students desiring refunds must fill out the "Student Request for Refund" form available at the Business Office. Students may expect requested refunds approximately thirty days of the beginning of the quarter or date of the request, whichever is later.

REFUND FOR REDUCTION OF COURSE LOAD

A student who elects to drop a course for which fees have been paid shall receive a refund 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 eliminates all hours for that quarter, formal withdrawal is necessary. See also below.

REFUND FOR WITHDRAWAL

Withdrawal from the College must begin with formal approval from the Office of Enrollment Services. A "Student Request for Refund" form must be completed and signed at the Business Office.

THE FOLLOWING REGULATIONS APPLY TO THE REGULAR FEES WHEN FORMAL WITHDRAWAL IS APPROVED (Section 704.04 Board of Regents Policy Manual):

REFUND	FORMAL WITHDRAWAL
100%	On or before the first day of class (please note this is the first day following registration, listed in the college catalog as "Classes Begin")
90%	Withdrawal after the first day of class but before the end of the first 10% (in time) of the period of enrollment.
50%	Withdrawal after the first 10% (in time) of the period of enrollment but before the end of the first 25% (in time) of the period of enrollment.
25%	Withdrawal after the first 25% (in time) of the period of enrollment before the end of the first 50% (in time) of the period of enrollment.

Students who formally withdraw from the institution after the first 50% (in time) of the period of enrollment are not entitled to a refund of any portion of tuition and fees.

****Please note:** This refund policy is for students who formally withdraw. This refund policy does not effect the drop/add period, or current refund policy for dropped courses during this period.

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

REFUND FOR STUDENT HOUSING

The room and board contract is for the entire academic year. Upon formal withdrawal from the College or from student housing, (up until the end of the 7th week of classes in the quarter) a refund for the weeks remaining will be processed. Early contract termination results in the forfeiture of the space reservation deposit (\$75.00).

REFUND FOR FOOD SERVICE

Any request for a refund will be calculated based upon the date the meal card is received in the Residence Life Office. There is no refund for missed meals during the contract period. Request for refunds of meal plan by students who have left the halls will be prorated on a weekly basis (defined as Monday through Sunday) up until the end of the 7th week of classes during any quarter. There will be no prorated refunds of meal plan charges after the end of the 7th week of classes.

NONRESIDENT POLICIES

NONRESIDENT STUDENTS

Nonresident Tuition—a tuition fee is paid during their registration period at the beginning of each quarter by students who do not qualify as residents of the state of Georgia. This fee is in addition to matriculation fees.

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. Therefore, Georgia taxpayers are contributing three-fourths of the necessary funds to provide quality education for the citizens of the State.

The practice followed by state colleges and universities of assessing out-of-state students a non-resident tuition fee 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 non-resident tuition fees equalize the cost of educating in-state and out-of-state students.

The durational residency requirement of 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 to attend state colleges at the in-state rate. 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 of its 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 resident and non-resident for tuition purposes in keeping with its responsibilities to the citizens of Georgia for an appropriate assessment of fees and to ensure 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 temporary.

RESIDENCY STATUS CHANGE OF CLASSIFICATION

A student is responsible for registering under the proper residency classification. A student classified as a non-resident who believes that he is entitled to be reclassified as a legal resident may petition the Associate Vice President for Enrollment Services for a change in status. The petition must be filed no later than sixty 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 and 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 Enrollment Services. 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 the place where the person is 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.

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, he or she may register as an in-state student only upon showing that he or she has 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 that he or she has in fact established legal residence in this state.
2. If a person is under 18 years of age, he or she may register as an in-state student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
3. If a parent or legal guardian of a minor changes his or her legal residence to another state following his or her 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 his or her 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 nonresident 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 nonresident 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 the following:
 - (a) nonresident 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) nonresident 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 in the Bylaws and Policies of the Board of Regents.

STUDENT RESPONSIBILITIES

Student Responsibility to Register under Proper Classification—It is the student's responsibility to register under the proper tuition classification. If there is any question of the right to in-state tuition status, it is the student's obligation, prior to or at the time of registration, to raise the question with the administrative officials of the institution in which the student is registering and have tuition status officially determined. The burden rests with the student to submit information and documents necessary to support the argument for a particular tuition classification under Regents' regulations.

Notification of Change in Circumstances—A student who is classified as an in-state student must immediately notify the proper administrative officials of the institution 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 nonresident shall retain that status until such time as that student 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 anyone shall report, or there have been found to exist, circumstances indicating a change in legal residence to another state.

FINANCIAL AID

The purpose of the Office of Financial Aid is to provide financial support for students who can benefit from higher education but who could not attend without assistance. Financial aid awards at Georgia College are based on scholastic ability, financial need, and contribution to the campus community, or a combination thereof. Students may receive aid in the form of scholarships, grants, loans, or work opportunities. All students are encouraged to apply.

Many students do not have the financial resources to accomplish their educational objectives. Through the financial aid programs, Georgia College makes every effort to assure that no qualified student will be denied the opportunity to attend school because of lack of funds. Each year over 40% of Georgia College students receive some form of financial aid.

Because of the many federal, state, and local agencies that 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. It is important for students to understand the financial aid programs they are applying for and the requirements of those programs. Please contact the Financial Aid Office to request a copy of the publication.

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 Federal Pell Grant, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Direct Stafford Loan, Georgia Incentive Grant, and Federal Direct PLUS Loan Programs. They 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

Students are expected to maintain the following overall academic grade point average (GPA) based on the number of quarter hours attempted:

Undergraduate Students:

Quarter hours earned (Exclusive of Learning Support; Exclusive of College Preparatory Curriculum Studies; Inclusive of transfer work)	Required academic average on Georgia College hours attempted (no transfer grades included)
0-45	1.40
46-90	1.60
91-over	1.80
Graduation	2.00

Incremental Progress

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

Undergraduate students

Enrollment Status	Need to Complete Each Quarter	Need to Complete Each Academic Year
12-up (full-time)	10	30
9-11 (3/4 time)	7	21
6-8 (1/2 time)	5	15

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

Undergraduate Enrollment Status:	Full-time	Three-Quarter Time	One-Half Time
	12-up	9-11	6-8

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:

Undergraduate students	18 quarters
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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).

ACADEMIC AVERAGE

Students who choose to use the academic average (GPA) will repeat a course or courses and have only the last grade earned count toward the academic grade point average.

REVIEW PROCEDURE**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
2. "S" satisfactory
3. "K" credit (credit by examination)
4. "IC" institutional credit

The following shall not be considered as quarter hours completed:

1. "F" grade
2. "I" incomplete
3. "W" withdrew
4. "U" unsatisfactory
5. "V" audit
6. "WF" withdrew
7. "IP" used in Learning Services

For repeated courses, 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 time frame of 6 years and a required 180 hours for the degree, an undergraduate full-time student must successfully complete 1/6 of the degree requirements (30 hours) each year. For a full-time graduate student with a time frame of 3 years, 1/3 of the degree requirements (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 student fails to meet the academic 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 quarter hours required and attain the overall academic 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 academic 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) Without financial aid, attending Georgia College 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 Associate Vice President for Enrollment Services. An appeal of the Associate Vice President for Enrollment Services may be submitted in writing to the Associate Vice President for Academic Affairs. The decision of the Associate Vice President for Academic Affairs may be appealed to the President of the College who has final authority on the campus.

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

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 Free Application for Federal Student Aid (FAFSA) must be submitted to P.O. Box 4032, Iowa City, IA 52243.
The FAFSA 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 post secondary 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 Admissions Office; or be currently enrolled in an approved degree seeking program; and

Exception: (Applicable to FSL, and FPLUS 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.

- 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 institutions; and
 - E. not owe a refund on any grant received under the Title IV programs at any institution.
2. Many loan programs require special applications. Contact the Financial Aid Office for details.
 3. First consideration will be given to any student whose file is complete by 15 April.

SCHOLARSHIPS

Georgia College has many scholarships, grants, prizes and awards available for students. Information may be obtained from the Financial Aid Office, 103 Parks Hall (912)453-5149. Freshman and transfer students should request information in November prior to their entering Georgia College in the fall.

SCHOLARSHIPS FOR ENTERING STUDENTS

Scholarships available for entering students and for transfer students include:

- WEIR Service Award
- Georgia College Scholars Award
- Outstanding Student Scholarship
- Presidential Scholarship

ALUMNI ASSOCIATION SCHOLARSHIPS, AWARDS AND GRANTS

In addition to the General Alumni Fund, which supports some of the scholarships for entering students, the Alumni Association offers the following to currently enrolled students:

- Marie Cole Anderson Scholarship
- Atlanta Alumni Club Scholarship
- Maribel Benton Music Prize
- Mary Burns Scholarship
- Carroll County Scholarship
- Chandler Memorial Scholarship
- Louise McWilliam Christian Chemistry Scholarship
- Class of 1917 Scholarship
- Class of 1921 Scholarship
- Susan Dorothy Colquitt Scholarship
- J. Wilson Comer Scholarship
- Harriette L. Donahoo Leadership Award
- Helen Douglas Memorial Prize for Piano
- O. C. Eidson Scholarship
- Lucy Blake Carson Ferguson Science Prize
- Floride Moore Gardner Scholarship in Education
- Richard Russell Green Scholarship
- Jane M. Haddock Scholarship
- Mae Hollinshead Hammond Scholarship
- Annie Pettigrew Jones Nursing Award
- Clyde E. Keeler Science Research Award
- Lance Family Scholarship
- Betty Boyd Love Scholarship

JoAnne Mayberry Math Award
McCall Sisters Scholarship
Bernice Brown McCullar Scholarship
Mozo-Stewart Scholarship
The Flannery O'Connor Scholarship
Marvin McTyeire Parks-Ruth Vaden Parks Scholarship
The Gloria Ravelo Memorial Scholarship
Sara Amanda Newsom Robinson Scholarship
Thomas F. Schepis Music Award
Ann Simpson Smith Scholarship
Hallie Claire Smith Scholarship
Rubye Ryle Smith Scholarship
Joseph F. Steelman Award
Hoy Taylor International Scholars Scholarship
Susan Cook Terry Memorial Scholarship
Catherine Everett Thurston Scholarship
Jessie Trawick Award
Washington D.C. Alumni Club Scholarship
Guy H. Wells Memorial Study Abroad Scholarship
Green Berry Williams and Madeline Williams Jackson Scholarship in
Marketing
Marie E. Williams Scholarship
Zip Kidd Williams Scholarship

**AMONG OTHER SCHOLARSHIPS AVAILABLE TO GEORGIA
COLLEGE STUDENTS ARE THE FOLLOWING:**

Ad Club of Central Georgia
AAUW
Athletic Scholarships
Atlanta Chapter Institute Internal Auditors Scholarship
Miller R. Bell Memorial Scholarship
J.C. Bonner Award
J. Whitney Bunting Scholarship
Diego Cindaro Memorial Scholarship
Truman W. Clifton Accounting Scholarships
Ollie Bessie Elton Scholarship
Faculty/Staff Scholarship Fund
Gamma Beta Phi Scholarship
GEICO Achievement Award
Georgia College Accounting Education Association Scholarship
Alberta Goff Music Award
Grumman Minority Student Grant
International Student Fellowships and Scholarships
International Studies Scholarship
Lowe Scholarship
B.H. Lowe Scholarship
McDuffie Scholarship
Milledgeville Music Club Award
Milledgeville Rotary Club Scholarship
Minority Teacher Scholarship
J. Malcolm Moore Award
Sylvester Mumford Memorial Fund
Carol Bragg Nelson Award
Max Noah Music Scholarship
Nursing Scholarships

Marjorie G. Prentice Graduate Research Scholarship
Patricia Jo Samprone Memorial Scholarship
Phi Theta Kappa Scholarship
Martha Erwin Sibley Scholarship
Molly Snead Nursing Scholarship
Thomaston Mills Scholarship
Carl Vinson Memorial Public Service Scholarship

GOVERNOR'S SCHOLARSHIP PROGRAM

The Governor's Scholarship Program recognizes and financially assists graduating Georgia high school seniors of exceptional merit who choose to attend an eligible college or university located in Georgia.

The award is equal to the amount of tuition cost, up to a maximum of \$1,575 per academic year. Subject to the availability of funds and the continued eligibility of the recipient, the scholarship must be renewed for three academic years. It may not be awarded or used for study beyond the baccalaureate degree level.

For more information contact the Georgia Student Finance Authority, 2082 East Exchange Place, Suite 200, Tucker, Georgia 30084.

REGENTS SCHOLARSHIP

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

Regents Scholarship awards are based on financial need, with the maximum award being \$750. 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 officer at any school of the University System of Georgia.

ROBERT C. BYRD SCHOLARSHIP PROGRAM

The Robert C. Byrd Scholarship is available to students who demonstrate outstanding achievement. The purpose of this program is to promote student excellence and achievement and to recognize exceptionally able students who show promise of continued excellence. The individuals awarded scholarships are known as Byrd Scholars and receive a stipend of \$1,500 for the academic year.

To be eligible, a student must be enrolled in or accepted for enrollment at an institution of higher education. Ten individuals will be selected from applicants from each of ten congressional districts in the state. For additional information, contact:

State Department of Education
2066 Twin Towers East
Atlanta, GA 30334
Telephone: (404) 656-5812

GRANTS

FEDERAL PELL GRANT

The Federal Pell Grant is a federal student financial aid program administered by the United States Department of Education. It is intended to be the first and basic component of an undergraduate student's financial aid program. For this reason, students are required to apply for the Federal Pell Grant before consideration for other need-based aid can be given.

To apply, the student must complete the Georgia College application process.

GEORGIA STUDENT INCENTIVE GRANT (SIG)

The SIG is a state program administered by the Georgia Student Finance Authority.

The SIG Program provides non repayable financial assistance to eligible Georgia Residents who show substantial financial need and who are attending eligible, nonprofit colleges, vocational schools, and hospital schools in Georgia. The award range is from \$100 to \$450 per academic year. The total number of awards will depend on the amount of funds approved by the Georgia General Assembly for this program.

Students apply by completing the Georgia College application and the Financial Aid Form not later than April 15 of the award year.

HOPE GRANT

The HOPE Grant program is administered by the Georgia Student Finance Authority. The HOPE Grant provides non-repayable financial assistance to eligible Georgia residents. Graduating high school students must have a 3.0 cumulative grade point average (GPA) in the College Preparatory Curriculum tracks and a 3.2 cumulative grade point average (GPA) in other tracks. This grant will cover tuition mandatory fees, and a book allowance at Georgia public colleges for eligible students. Under this program, students may receive this grant up to 190 attempted hours provided the student maintains the required grade point average.

HOPE PROMISE TEACHER SCHOLARSHIP

The HOPE Promise Teacher Scholarship is a forgivable loan of up to \$3,000 a year for students who have earned a minimum 3.6 GPA at the end of their sophomore year and be classified as entering the first quarter of their junior year. These students must have declared education as a major and be accepted for enrollment into a teacher education program leading to initial certification.

Student may obtain applications through the Financial Aid Office, 103 Parks Hall.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The FSEOG is a federal program administered by the Student Financial Aid Office at Georgia College to assist undergraduate students who demonstrate exceptional financial need. Pell Grant recipients are given priority for this grant. The average grant amount ranges from \$300 to \$900 a year. The federal funding for this program is usually limited, therefore, funds are rapidly depleted.

To receive consideration, complete the Georgia College application procedure.

LAW ENFORCEMENT PERSONNEL DEPENDENTS GRANT

The Law Enforcement Personnel Dependents Grant is an award for children of Georgia law enforcement officers, firemen, and prison guards who have been permanently disabled or killed in the line of duty.

The grant is \$2,000 per academic year, not to exceed \$8,000 during an entire program of study. To apply, complete the Georgia Student Grant Application, and in the appropriate block indicate that you are applying for the Law Enforcement Personnel Dependents Grant. Then request the forms necessary to document your eligibility. Applications should be filed by August, or at least 30 days prior to the beginning of any subsequent school term.

LOANS

FEDERAL PERKINS LOANS

The College participates in the Federal Perkins Loan program. Students in need of assistance to meet educational expenses are eligible to receive consideration for this loan. The aggregate amount of funds eligible students may borrow is (1) \$4,500 for students who have not completed two academic years of study toward a bachelor's degree and (2) \$9,000 for students who have completed two academic years of study for a bachelor's degree but have not received the degree.

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 \$40. Students who complete the Georgia College application process are considered for the loan.

FEDERAL DIRECT STAFFORD LOANS (Subsidized)

These need-based loans are arranged through Georgia College from the United States Department of Education. For qualified students, the Federal government pays the interest until students cease enrollment as at least half-time students. The amount of the loan will vary depending upon the student's need. In general, students who have not completed the first year of an undergraduate program may borrow up to \$2,625 per year, and students in their second year of the undergraduate program may borrow up to \$3,500 per year. Students who have completed their first two years of an undergraduate program may borrow up to \$5,500 per year not to exceed an undergraduate total of \$23,000.

To apply, students must complete the Georgia College Financial Aid application process.

FEDERAL DIRECT STAFFORD LOANS (Unsubsidized)

Students regardless of income may borrow. The unsubsidized loan's terms and conditions are the same as the Federal Stafford (subsidized) loan such as loan limits, deferments, and interest rates. Students are charged with interest during in school and grace periods.

FEDERAL DIRECT PLUS LOANS

The PLUS program provides educational loans to parents on behalf of their dependent undergraduate student. The maximum amount a parent may borrow on behalf of each eligible

student is the average cost of attendance less any financial aid awarded per academic year. Students must have a complete financial aid file to apply for this loan.

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 10% per year.

Applications are available from 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 which may be canceled through service.

As a lender in the Georgia Stafford Loan program, the Georgia Student Finance Authority (GSFA) makes interest subsidized unsubsidized 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 Educational Assistance Corporation.

In addition, the GSFA makes loans which may be canceled through service for 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 canceled 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 administered by the college are:

Philo Sherman Bennett Loan Fund
Jane Coleman Allen Daughtry Loan Fund
Eleanor C. Hess Nursing Loan Fund
Antoinette Smith Jenkins Loan Fund
Charles D. Moore Loan Fund
Morel Fund
Sylvester Mumford Fund
Alice Walker Shinholser Memorial Funds, Nos. 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.

FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study program provides jobs for students who show financial need and who must earn a part of their educational expenses. Most jobs are located on-campus, but there are off-campus positions available involving community service work at non-profit organizations.

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 forty hours a week during vacation periods.

Students who complete the College's 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 other offices 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, accounts are credited according to the following distribution policy:

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Direct Loan Plus
4. Federal Perkins Loan
5. Pell Grant
6. FSEOG
7. SIG
8. HOPE

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 in attendance. Repayments are returned according to the following distribution policy:

1. Federal Perkins Loan
2. Federal Pell Grant
3. FSEOG
4. SIG
5. HOPE
6. Institutional Scholarships
7. Non-Institutional Scholarships

OTHER SOURCES OF FINANCIAL ASSISTANCE

PICKETT AND HATCHER EDUCATIONAL FUND

The Pickett and Hatcher Education Fund is a private loan program for full-time undergraduate students enrolled in colleges or universities offering broad liberal arts education.

A student may receive up to \$3,000 per academic year, or \$4,000 for a full calendar year, but may not receive more than a total of \$12,000 for an entire course of study. During the in school period, the interest rate is 2%; after completion of studies, the interest rate is 6%.

You should write to request an application in October or November. For more information, contact:

Pickett and Hatcher Education Fund
P.O. Box 8169
Columbus, GA 31908-8169
Telephone: (404) 327-6586

STUDENT LIFE

Student Life at Georgia College offers 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 of students. This Division is committed to helping students meet their full potential through providing educational experiences outside the classroom 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. Counseling services, athletics, health services, intramural and recreational programs, multicultural student affairs, residence life, student activities and 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/Dean of Students. The office represents student interests and concerns to the faculty, staff, and administration.

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, presentations 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 Student Health Services is to provide for the maintenance of good health. Students eligible for treatment must complete a medical history questionnaire including an appropriate record of immunizations prior to 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 Oconee Regional Medical Center Emergency Room or consultant specialists for more serious problems. In cases of serious illnesses and 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 life-style for students. Health education information, designed to have a positive influence on students' health, behavior, and manner, is provided through the office.

INTRAMURAL AND RECREATIONAL PROGRAMS

The Office of Intramural and Recreational programs' 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. In addition, students may participate in fencing, bowling, waterskiing, soccer, and rugby as club sports.

INTERCOLLEGIATE ATHLETICS

Georgia College has offered intercollegiate athletics since 1968. The purpose of the athletic programs is to enrich the students collegiate experience. The student is expected to place a priority on academics while participating in an athletic program, thus striving for excellence as a student and as an athlete.

Georgia College fields National Collegiate Athletic Association Division II (NCAA II) teams in the following:

Women

Basketball
Fast-Pitch Softball
Tennis
Cross-Country

Men

Basketball
Baseball
Tennis
Cross-Country
Golf

In 1991-92 the Georgia College athletic program changed its affiliation from the National Association of Intercollegiate Athletics (NAIA) to become an NCAA II member institution; joining other colleges and universities from Georgia and the Carolinas to form the Peach Belt Athletic Conference. The PBAC promises to be one of the premier NCAA II athletic conferences in the nation.

The Colonial and Lady Colonial athletic teams have enjoyed success in every sport. Men's basketball, baseball, men's tennis and softball have all earned trips to the national championships, while women's basketball, golf, and women's tennis are all top regional programs.

EXTRACURRICULAR ACTIVITIES PARTICIPATION

Students who represent the College in intercollegiate athletic, musical, or dramatic activities must not be on academic or disciplinary probation.

MULTICULTURAL STUDENT AFFAIRS

The Office of Multicultural 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, as well as minority student programs and events.

RESIDENCE LIFE

The goal of the Office of Residence Life is to provide a positive living-learning environment. Georgia College provides seven residence halls for student occupancy on campus. Rooms are assigned using a priority system based on date of application and payment of a deposit. A meal plan is required of all students who live in the residence halls. Students interested in information on residence hall living should write 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 six hours each quarter. Exceptions to the six-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 one student on each floor who serves as the Resident Adviser (RA). The RA represents the Office of Residence Life and is available to provide assistance and to enforce hall regulations.

REGULATIONS

Regulations pertaining to residence halls may be found in the housing contract and in the Residence Life Student Handbook and the Georgia College Student Handbook.

Although every precaution is taken to maintain adequate security, the College cannot assume the responsibility for loss or damage of student possessions. Students are encouraged to lock their rooms and secure property insurance.

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

Most rooms are normally occupied by two persons. If one of the occupants vacates the room, the student remaining agrees to accept a roommate assigned, to move to another room, or to pay for a private room. The Office of Residence Life reserves the right to make all final decisions on assignments. Private rooms are offered at an additional charge when space is available.

The residence halls close for Thanksgiving vacation, when classes are not in session between quarters, and other dates as indicated in the official College calendar. The College is not responsible for personal property left during the times the halls are closed.

COUNCILS AND PROGRAMS

Each residence has a hall council, which has responsibility for hall governance and the planning of recreational, social, educational, and cultural activities.

RESIDENCE HALL ACCOMMODATIONS

Residence Hall	Occupancy Level	Males/ Females	Room and Bath Facilities	Students per Room	Air Cond.	TV Room	Kitchen	Laundry
Adams	149	Females	Rooms With Community Baths	2	Yes	Yes	Yes	Yes
Bell	188	Females	Suites With Connecting Bath	2	No	Yes	Yes	Yes
Napier A	196	Males	Rooms With Community Baths	2	Yes	Yes	Yes	Yes
Napier B	196	Females	Rooms With Community Baths	2	Yes	Yes	Yes	Yes
Sanford	102	Males	Suites And Rooms With Community Baths And Connecting Baths	2	No	Yes	Yes	Yes
Terrell	89	Females /Males	Rooms With Community Baths	2	No	Yes	Yes	Yes
Wells	116	Females /Males	Rooms With Community Baths	2	No	Yes	Yes	Yes

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, club sports, special interest groups, academic organizations, honor societies, and Greek organizations. The College provides a number of campus facilities for student uses described below.

FACILITIES AND LOCATIONS

Maxwell College Union

The first level of the Maxwell College Union houses recreation areas, conference rooms, T.V. lounge area, study rooms, and a snack bar. Offices located on the first level include Student Government Association, The Colonnade, Student Activities, Intramural Recreational Programs, Student Support Services, Multicultural 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 the remaining college family and its community.

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

East Campus (Lake Laurel, Power Point)

The East Campus includes Lake Laurel and Power Point. 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.

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.

ACTIVITIES AND ORGANIZATIONS**ART EXHIBITIONS**

The Department of Art provides an exhibition program throughout the year in the College gallery in Blackbridge Hall. Work by recognized artists, including paintings, graphics, sculptures, and other arts, as well as art work by Georgia College faculty and students, is shown.

CULTURAL EVENTS SERIES

A varied selection of programs, including recitals, concerts, lectures, poetry readings, and theatrical performances, is offered each quarter. These programs are sponsored in part by the Department of Music and Theatre and Arts Unlimited.

PERFORMING GROUPS

Anyone interested in any of these groups should write to the Band or Choral Director, Department of Music and Theatre, Georgia College, CBX 066, Milledgeville, GA 31061, or phone 912-453-4226.

BAND ACTIVITIES

Concert Band: The Georgia College Concert Band is open to all interested instrumental musicians on campus. This group performs a variety of band literature quarterly and tours the Southeast in the spring. This is the main instrumental group on campus and its members represent all schools and major areas on campus. Students receive one hour credit per quarter for participation.

Jazz Band: The Georgia College Jazz Band is an auditioned group. To audition, all instrumentalists must be a performing member of the Georgia College Concert Band. The vocalist, bass guitar, and pianists do not have to be members of the Concert Band. This group performs a variety of music that includes jazz, swing, and blues. The Jazz Band performs at quarterly campus concerts, community events, and tours the Southeast each spring. Students receive one hour credit per quarter for participation.

Pep Band: The Georgia College Pep Band performs at all home men's and women's basketball games and at the annual Peach Belt NCAA II tournament. Membership in this award-winning group is open to members of the GC Concert Band who audition. Each member receives a stipend and one hour credit for participation.

CHORAL ACTIVITIES

Concert Choir: The Georgia College Concert Choir is an auditioned group of approximately 60 music and non-music majors who perform a wide range of literature. The Concert Choir presents three concerts each year on campus and travels each spring on the annual Spring Tour. Auditions are held in the late spring and throughout the summer for the following academic year. Students receive one hour credit per quarter for participation.

Show Choir: The Georgia College Show Choir is an auditioned group of 28 singers and 10 instrumentalists who perform music of the jazz, show, and contemporary idiom. Much of the music is complimented by choreography and staging which is created and taught by members of the Show Choir. This group presents two shows in the fall and spring each year and performs quite often each quarter locally and on tour. Auditions are held in the late spring and throughout the summer for the following academic year. Students receive one hour credit per quarter for participation.

GEORGIA COLLEGE RADIO BOARD

Georgia College operates a student-run 10 watt educational FM radio station, call letters WXGC, at 88.9 FM on the local dial. The Georgia College radio station provides opportunities for students to experience all facets of radio station operation, including live broadcasts of activities and events.

GEORGIA COLLEGE THEATRE

Georgia College Theatre is a resident campus program that is open to all interested students who wish to gain experience in acting, stage managing, lighting, property and set construction, costuming, makeup and publicity. Two productions are staged each quarter. Anyone interested in the Theatre Program should contact the Director of Theatre at 453-6497.

GREEK LIFE

There are five sororities and six fraternities recognized on campus. The Pan-Hellenic, and Panhellenic, Interfraternity, and Greek Councils coordinate rush and other activities. The Greek Organizations on campus are:

Sororities—Alpha Delta Pi, Alpha Kappa Alpha, Delta Sigma Theta, Delta Zeta, Phi Mu and Zeta Phi Beta.

Fraternities—Alpha Phi Alpha, Kappa Alpha, Kappa Alpha Psi, Kappa Sigma, Pi Kappa Alpha, Pi Kappa Phi, and Phi Beta Sigma.

Further information may be obtained at the Student Activities Office.

ARTS UNLIMITED COMMITTEE

The Arts Unlimited Committee, made up of students, faculty and staff, brings programs to the College and community on various topics of cultural and social interest. The "Town and Gown Series," a program sponsored by the Arts Unlimited Committee in conjunction with the Milledgeville-Baldwin County Allied Arts, offers lectures, concerts and dramatic productions throughout the year. Arts Unlimited is coordinated through the School of Arts and Sciences.

PUBLICATIONS

The Colonnade is the Georgia College student newspaper published throughout the academic year. The staff is composed of students and the faculty adviser.

The Student Handbook is a publication of the Student Affairs Office. It contains detailed information about student organizations, programs, services and activities available to students, and the departments and offices of the College.

Connection, the journal of the Alumni Association, publishes the latest news from the campus and alumni.

This Week is published by the Institutional Relations Office. It contains the current information about the activities of interest for faculty, staff and students.

The Peacock's Feet is an interdisciplinary student-oriented magazine that publishes poetry, fiction, and art by members of the Georgia College community.

RELIGIOUS LIFE

Adjacent to the campus are two religious centers, the Baptist Student Union and the Wesley Foundation. Each center is coordinated by a full-time minister and sponsors a variety of programs. Local churches offer fellowship and special programs for college students in addition to weekly services.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association's purpose is to deal with issues of student affairs, promote understanding within the College community, and administer all matters that are delegated to the student government by the President of Georgia College. The responsibility for the governing of the student body is vested in the students themselves. Officers are elected each spring on an annual basis. The SGA has representation on most college-wide councils and committees.

STUDENT ACTIVITIES BOARD

Student Activities Board (SAB) is responsible for planning, scheduling, and publicizing films, concerts, novelty acts, and dances. The program provides opportunities for students to develop interests and skills in many areas. Events are open to all students, guests of students, faculty, staff, and alumni.

DEPARTMENTAL AND OTHER ORGANIZATIONS

A wide variety of clubs, organizations, and honorary societies exist for students who are eligible to participate. The following groups are represented on the Georgia College Campus.

NAME	CLASSIFICATION
Advertising Club	Professional organization
Alpha Delta Pi	Sorority
Alpha Kappa Alpha	Sorority
Alpha Mu Gamma	National Collegiate Foreign Language Honor Society
Alpha Phi Alpha	Fraternity
Alpha Psi Omega	National theatre fraternity
Alpha Rho Tau	Organization to promote the visual arts
American Marketing Association	Professional organization
Arts Unlimited	Cultural/Arts selection committee
Baptist Student Union	Religious organization
Beta	National honorary in biology
Black Student Alliance	Promotes black culture
<i>Colonnade</i> Student Newspaper	Student newspaper
Council for Exceptional Children	Professional organization for special education majors

NAME	CLASSIFICATION
Data Processing Management Association	Professional organization
Delta Mu Delta	National Honorary in Business
Delta Sigma Theta	Sorority
Delta Zeta	Sorority
Eta Sigma Gamma	National honor society
Gamma Beta Phi	National honor fraternity
GC Accounting Association	Professional organization
GC Association of Nursing Students	Professional nursing organization
GC Band Council	Helps coordinate band activities
GC French Club	Foreign Language Club
GC German Club	Foreign Language Club
GC Hispanic Club	Foreign Language Club
GC International Club	Campus-wide Interest Group
GC Japanese Club	Foreign Language Club
GC Kinesiology Club	Professional Organization for Physical Education
Greek Council	Coordinates all Greek organizations
Group	Amateur Radio Club
History Club	Discipline organization
Honor Student Association (Eta Sigma Alpha)	Coordinates honor student activities
Interfraternity Council	Coordinates social fraternities
Kappa Alpha	Fraternity
Kappa Alpha Psi	Fraternity
Kappa Delta Pi	National Honorary in Education
Kappa Sigma	Fraternity
Literary Guild	English club
Music Therapy Society	Professional organization
Student Activities Board	Student programming committee
Panhellenic Council	Coordinates social sororities
Phi Alpha Theta	National honorary in history
Phi Kappa Phi	Academic honor society
Phi Mu	Sorority
Pi Kappa Alpha	Fraternity
Pi Kappa Phi	Fraternity
Pi Sigma Alpha	Honor society in Political Science
Pi Tau Chi	Honor society in Religion
Professional Organization of Health, Physical Education, Recreation and Dance	Departmental organization
Psychology Club	Departmental organization
Sigma Alpha Iota	Music honor sorority
Sigma Tau Delta	National English honor society
Sigma Theta Tau International	International Honor Society for Nursing
Society for Advancement of Management	Professional organization
Society of Politics and Law	Departmental organization
Student Professional Association of Georgia Educators Organization (SPAGE)	Professional organization
Student Government Association	Student governance group
Taido Club	Martial arts organization
Umoja	Drama & Theatre group
Wesley Foundation	Religious organization
Who's Who	National honor group
WXGC Radio	Student radio
Zeta Phi Beta	Sorority

STUDENT SUPPORT SERVICES

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

POLICY FOR STUDENTS WITH DISABILITIES THAT AFFECT LEARNING

It is the policy of Georgia College to provide accommodations to students identified as disabled in Section 504 of the Rehabilitation Act of 1973 and the subsequent Americans with Disabilities Act. Students with disabilities that affect learning are served through the Georgia College Committee on Learning Accommodations. Students who identify themselves as disabled through the admissions process are referred directly to this committee from the Office of Admissions and Records. However, faculty and staff that have reason to believe a student under their advisement or in their class has a disability that affects learning must refer this student to the Committee on Learning Accommodations. The purpose of this process is to permit Georgia College to identify and accommodate the needs of students with disabilities.

The Committee on Learning Accommodations will make a determination that may result in further processing and decision making regarding possible accommodations required under University System of Georgia Policy and Federal law. A further referral may be made by the Committee on Learning Accommodations to the Board of Regents Testing Center at the University of Georgia. In cases where students are determined to not be eligible for accommodation under system policy, referral to the Director of Student Support Services in the Student Affairs Division will be made.

Faculty and staff should contact Dr. Craig Smith, Chair, Georgia College Committee on Learning Accommodations, Kilpatrick Education Center, Room 217 (4577) for information and help in addressing the needs of students with disabilities.

WELLNESS SERVICES

Georgia College's Wellness Services provides students, faculty, and staff with numerous educational activities and opportunities for life-style 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 offices of Counseling Services and Health Services.

STUDENT NONACADEMIC GRIEVANCE OR APPEAL PROCESS

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, gender, 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 days of the event unless there are extenuating circumstances.
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. 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 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 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 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 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/Dean of Students.

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.

The Vice President/Dean of Students is the administrative official with primary responsibility for student discipline.

Students accused of misconduct may choose between the administrative hearing or a student judicial board hearing. The administrative hearing will be one in which the Vice President/Dean of Students 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/Dean of Students shall have power to impose such temporary sanctions, including suspension, pending a hearing, when a student engages in conduct that 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.

AUXILIARY SERVICES

DINING SERVICES

The Milledgeville Campus provides for the dining needs of the college and community through the Crossroads Cafe, its food court style dining concept. The food court offers a wide variety of formats including pizza, deli, exhibition cooking and salad bars.

In addition to the Crossroads Cafe, the dining service operates a Chick-Fil-A and Dunkin' Donuts retail operation.

All residence hall students are required to purchase one of the available meal plans as described in the expense section. Meal plans are available for commuting students.

DEPARTMENT OF PUBLIC SAFETY

The Public Safety Department maintains a staff of state certified police officers who provide service and patrol functions on campus 24 hours daily. Some of the services provided are: investigate criminal incidents and motor vehicle accidents, provide escort service on request, provide jumper cables and lock out service on vehicles, first aid response and transportation to medical facilities, admission to restricted areas with proper identification, and police reports for all activities which occur on Georgia College property. Students are asked to report all suspicious behavior to the Public Safety Office immediately at 453-4054.

TRAFFIC AND PARKING VIOLATION FEES

Georgia College students are also required to register and obtain a parking decal for all vehicles used on campus at the Public Safety Office in Mayfair Hall. Parking information and maps are given out with all decals issued at Public Safety. State traffic laws are enforced on all Georgia College property. Those individuals with three or more unpaid traffic fines may have their vehicles towed and stored at the owner's expense until the traffic fines are paid. All traffic fines are paid at the Business Office.

BOOKSTORE

Textbook and school supplies are sold in the Georgia College Bookstores located in the Maxwell College Union on the Milledgeville Campus and in the Cigna Building at the Macon Campus. Textbooks for the Robins Graduate Center are sold at registration in Warner Robins. Textbooks for the Dublin Campus are sold by Middle Georgia College Bookstore in Cochran.

Refunds for textbooks may be obtained the first week of class provided the book is in original condition and accompanied by a cash register receipt. Buy-back of selected used textbooks is conducted on campus, as well as at the Macon campus and Robins Center, during the week of final exams each quarter.

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 \$10.00 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. A valid ID is required to conduct any financial transaction at the Business Office.

ACADEMICS

DEGREE PROGRAMS

The courses offered by Georgia College are divided into general education core courses and courses designed for subject (major) area programs.

DEGREES OFFERED

Programs of study are offered that lead to the following degrees:

B.A.	BACHELOR OF ARTS
B.B.A.	BACHELOR OF BUSINESS ADMINISTRATION
B.G.S.	BACHELOR OF GENERAL STUDIES
B.Mus.	BACHELOR OF MUSIC
B.M.Ed.	BACHELOR OF MUSIC EDUCATION
B.M.T.	BACHELOR OF MUSIC THERAPY
B.S.	BACHELOR OF SCIENCE
B.S.L.S.	BACHELOR OF SCIENCE IN LOGISTICS SYSTEMS
B.S.N.	BACHELOR OF SCIENCE IN NURSING
M.A.	MASTER OF ARTS (HISTORY)
M.A.T.	MASTER OF ARTS IN TEACHING
M.B.A.	MASTER OF BUSINESS ADMINISTRATION
M.Ed.	MASTER OF EDUCATION
M.M.I.S.	MASTER OF MANAGEMENT INFORMATION SYSTEMS
M.P.A.	MASTER OF PUBLIC ADMINISTRATION
M.S.	MASTER OF SCIENCE (BIOLOGY, LOGISTICS SYSTEMS or PSYCHOLOGY)
M.S.A.	MASTER OF SCIENCE IN ADMINISTRATION (LOGISTICS MANAGEMENT)
M.S.N.	MASTER OF SCIENCE IN NURSING
M.S.N.	JOINT MASTER OF SCIENCE IN NURSING/MASTER OF BUSINESS
/M.B.A.	ADMINISTRATION
Ed.S.	SPECIALIST IN EDUCATION

The requirements for the master's and specialist's degrees are found in the Georgia College Graduate Catalog.

MAJOR DEGREE PROGRAMS

Accounting—Bachelor of Business Administration

Administration and Supervision—Master of Education, Specialist in Education

Art—Bachelor of Arts

Art Marketing—Bachelor of Science

Biology—Bachelor of Arts, Bachelor of Science, Master of Science

Information Systems—Bachelor of Business Administration, Master of Management Information Systems

Chemistry—Bachelor of Science

Computer Science—Bachelor of Science

Criminal Justice Administration—Bachelor of Science

Early Childhood Education—Bachelor of Science, Master of Education, Specialist in Education

Economics—Bachelor of Business Administration, Bachelor of Science

English—Bachelor of Arts, Master of Education

French—Bachelor of Arts
General Business—Bachelor of Business Administration
Health and Physical Education—Master of Education, Specialist in Education
Health Education—Bachelor of Science, Bachelor of Science with Certification, Master of Education
History—Bachelor of Arts, Bachelor of Science, Master of Arts
Instructional Technology—Master of Education
Instrumental Music—Bachelor of Music
Instrumental Education—Bachelor of Music Education
Journalism—Bachelor of Science
Legal Assistance Studies—Bachelor of Science
Liberal Studies—Bachelor of General Studies
Logistics Systems—Bachelor of Science, Master of Science, Master of Science in Administration
Management—Bachelor of Business Administration, Master of Business Administration
Marketing—Bachelor of Business Administration
Mathematics—Bachelor of Arts, Bachelor of Science, Master of Education
Middle Grades Education—Bachelor of Science, Master of Education, Specialist in Education
Music—Bachelor of Arts
Music Therapy—Bachelor of Music Therapy
Natural Science Education—Master of Education, Specialist in Education
Nursing—Bachelor of Science in Nursing, Master of Science in Nursing
Office Administration—Bachelor of Business Administration
Outdoor Education—Bachelor of General Studies
Physical Education—Bachelor of Science with Health and Physical Education Certification
Political Science—Bachelor of Arts, Bachelor of Science
Psychology—Bachelor of Arts, Bachelor of Science, Master of Science
Public Administration—Bachelor of Science, Master of Public Administration
Social Science—Master of Education, Specialist in Education
Sociology—Bachelor of Arts, Bachelor of Science
Spanish—Bachelor of Arts
Special Education—Bachelor of Science, Master of Education Teacher Certification—see list elsewhere in the catalog
Sports Medicine—Bachelor of Science
Theatre—Bachelor of Arts
Vocal Music—Bachelor of Music Education
Voice—Bachelor of Music

These majors are available only at the graduate level (see Graduate Catalog for details): Administration and Supervision, Instructional Technology (Library Media) and Natural Science (Biology).

MINORS

A student has the option of selecting one or more minor areas or concentrations. Minors will be recorded on the transcript. A minor shall consist of at least 20 and not more than 30 credit hours of coursework, 10 of which must be at the upper division. Requirements for a minor are determined by the department in which the minor is taken.

Minors are available in these areas:

Art History	Information Systems (for business and non-business majors)
Biology	Chemistry
Black Studies	Coaching
Business Communications (for business and for non-business majors)	Computer Programming

Computer Systems	Journalism
Crafts	Management (for business and for non-business majors)
Criminal Justice Administration	Marketing (for business and for non-business majors)
Drawing and Painting	Mathematics
Economics (for business and for non-business majors)	Music
Elementary Physical Education	Photography
English	Political Science
Finance (for business and for non-business majors)	Professional Writing
French	Psychology
General Business Administration (for non-business majors)	Public Administration
Geography	Sociology
German	Spanish
Health Education	Special Education
History	Speech
International Business (for business and for non-business majors)	Textiles/Weaving
International Studies	Theatre
	Urban Studies
	Women's Studies

Requirements for minors offered by departments can be found in the department's listing elsewhere in this catalog. Requirements for interdisciplinary minors are given below:

Black Studies	International Studies
Urban Studies	Women's Studies

MINOR IN BLACK STUDIES

Twenty quarter hours with grades of C or better, chosen from the following:

BIO 300	Biology and the African American
HIS 215	Blacks in American History
SOC 444	Race and Ethnic Relations
MUS 395	Survey of Jazz History
ENG 405	African-American Literature
ENG 409	Multicultural American Literature
ENG 480	Studies in Comparative Literature

A maximum of ten hours may be used from any one discipline. Other courses may be substituted with the approval of the Dean of the school of Arts and Sciences. For further information, contact the program coordinator.

MINOR IN URBAN STUDIES

Twenty to twenty-five quarter hours, distributed as follows:

- HIS 48E Independent Study (Urban America) (15-20 hours)

POS 301	Urban Government
SOC 465	Urban Sociology
SOC 101	Intro to Sociology (if not taken in Area III of the Core)
- HIS 202 The United States Since 1865 (5 hours)

POS 201	State Government
PUA 471	Urban and Regional Planning
SOC 410	Population
SOC 444	Race and Ethnic Relations

MINOR IN WOMEN'S STUDIES

Twenty-five quarter hours, distributed as follows:

1. WMS 201 Women in Society (5 hours)
2. Elect from the following – (20 hours)
 - WMS 312 Women's Social and Health Issues
 - WMS 350 Women in the Arts
 - WMS 360 Francophone Women Writers
 - WMS 361 Women in Hispanic Literature
 - WMS 370 The Role of Women in History
 - WMS 400 Literary Women
 - WMS 475 O'Connor

MINOR IN INTERNATIONAL STUDIES

Twenty-five quarter hours, distributed as follows:

1. Foreign Language (5 hours)
2. INS 200 Introduction to International Studies (5 hours)
3. Ten hours within the student's area of concentration (10 hours)
4. Five hours outside the area of concentration (5 hours)

Courses and specific requirements applicable to the International Studies Minor can be found in the International Services and Programs section of this catalog.

TEACHER CERTIFICATION

The standard certificate for beginning teachers in the public schools of Georgia is the Level 4 Professional Teaching Certificate. To be recommended for this certificate, one must have completed a bachelor's degree that includes an approved program at Georgia College and must have passed the Teacher Certification Test.

CERTIFICATION AREAS

Early Childhood Education (P-5)

Middle Grades Education (4-8)

All Grades (P-12)

Health and Physical Education

Health Education

Instructional Technology (Library Media) (available only in conjunction with another teacher certification program)

Music Education

Special Education (Mental Retardation)

GRADUATION REQUIREMENTS FOR ALL BACHELOR'S DEGREES

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

1. Complete all the courses required for the selected degree with a minimum 2.00 Academic grade-point average in the courses.
2. Successfully complete a minimum of 186 (B.B.A.-191) quarter hours.
3. Complete sixty of the total number of hours counted toward a baccalaureate degree in courses which are considered upper (300-400) level.
4. Complete at least 60 of the last 90 and 45 of the last 60 hours required for the baccalaureate degree in residence at Georgia College. No student may receive credit for more than a combination of 45 hours of extension and/or home study courses. At least 30 hours of required courses for the major field, professional component, or area of concentration, and 15 hours of those required for the minor, must be earned in residence at Georgia College.
5. Complete the requirements for degrees in accordance with the regulations in effect at the time the degree is to be awarded, unless an exception is made by the Dean of the School. No exceptions to Board of Regents' policies can be made by officials of Georgia College.
6. Fulfill the departmental requirements for the chosen major. Students should see the departmental sections of the catalog for the major requirements.
7. Present a written application for the degree on the form available in the Records Office, 108 Parks Hall, by the dates indicated in the Official College Calendar in the front of this catalog (minimum two quarters before completing graduation requirements).
8. Successfully pass both reading and writing sections of the Regents' exam.
9. Take the Senior Exit Exam in the chosen major.

NOTE: Students may be graduated in absentia provided they submit written notice to the Records Office of their intention to do so before the date of commencement.

Georgia College reserves the right to withhold a diploma from any student and refuse to forward transcripts for any student who has an unsatisfactory conduct record or who is in financial arrears to the college.

APPLICATION FOR GRADUATION

Each applicant for a baccalaureate degree from Georgia College must make a formal application for graduation by the deadline printed in the Official College Calendar in the front of the catalog. The deadline is a minimum of two quarters prior to the quarter of completion.

After paying the application fee at the Business Office, the applicant submits the application to the Records Office. The Records Office personnel evaluate the application for core requirements, and the Chair of the applicant's major department evaluates the major requirements.

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

GRADUATION REQUIREMENTS CHECKLIST

- _____ Area I (20 hours)
- _____ Area II (20 hours)
- _____ Area III (20 hours)
- _____ Area IV (30 hours). See major department listing for details
- _____ Wellness and activity courses (6 hours)
- _____ Major area (minimum 40 hours)*
25 hours must be courses at the 300-400 level; 30 hours must be taken at Georgia College. See major department listing for details.
- _____ Minor or Teacher Education certification (optional).
See appropriate sections of the catalog for details. 15 hours of a minor must be taken at Georgia College.
- _____ Electives (including required electives, 5-50 hours)*
- _____ Special requirements for the degree. See degree section in the catalog.
- _____ Total hours (186 minimum; more may be required for particular programs)
- _____ Senior division hours (60 at the 300-400 level)
- _____ 10 hours outside the major department and the Core
- _____ Residence hours (60 of the last 90 and 45 of the last 60)
- _____ Minimum 2.0 academic grade point average.
Some programs have a higher GPA requirement.
- _____ Regents' exam passed (both reading and writing sections)
- _____ Legislative requirement: Georgia and U.S. history and constitution
- _____ Senior exit exam
- _____ Application for graduation

*Number of hours required varies by major. See departmental listings in this catalog for details.

OFFICIAL DISCIPLINE ABBREVIATIONS

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

GENERAL EDUCATION PROGRAM (CORE)

Georgia College, in cooperation with other institutions of the University System of Georgia, has adopted a Core Curriculum to allow the transfer of credit from one institution to another without penalty to the student. Each institution establishes the courses required to meet its Core requirements, but will accept, without question, the completed Core requirements of another institution. Listed below are the areas of distribution for the Core Curriculum with Georgia College's approved courses for Areas I, II and III. (Courses not listed here are not approved for these areas.)

Course numbers followed by the letter 'H' are the Honors version of the regular course.

DEPARTMENTS MAY DESIGNATE SPECIFIC REQUIREMENTS WITHIN THE CORE FOR THEIR MAJOR PROGRAMS. SEE THE DEPARTMENTAL LISTINGS FOR DETAILS.

	Hours
Area I. Humanities	20
ENG 101*	5
ENG 102 or 102H	5
ENG 202, 203, or 204	5
Choice of one or two courses from the following list	5-10*
ART 103; MUS 102; Modern Foreign Language;	
PHI 200, 250; SPE 101; THR 105; HUM 201H.**	

*Subject to the student's optional exemption of ENG 101 when SAT verbal score is 550V (original scale) or 620 (recentered scale) or greater.

**HUM 201H is open to students participating in the honors program.

Middle Grades Education and Early Childhood Education majors must take either ART 103 or MUS 102 in Area I. They must take the one not selected for Area I in Area IV.

	Hours
Area II. Mathematics and Natural Sciences	20
Four courses, consisting of a two-course sequence in laboratory science and at least one course in mathematics, from the following:	
(No more than 10 hours may be taken in any one grouping—life sciences, physical sciences, or mathematics.)	
Life Sciences	0-10
BIO 123, 124	
Physical Sciences	0-10
CHE 101, 102, 121, 122, 123; PHY 101, 102; 103;	
PHY 201, 202, or 203; AST 101; ENS 210 or 211	
Mathematics	5-10
MAT 101, 105, 111, 130, 140, 145, 150, 160, 200, 225, 250, 255, or 260	

Students who have received credit for MAT 101 or 130 or an equivalent course taken at another institution and who desire to take another course as partial fulfillment of the requirements for Area II should take MAT 111, 140, or 225.

Business Majors are required to take MAT 111 or its equivalent.

	Hours
Area III. Social Sciences	20
HIS 110	5
HIS 111	5
POS 101	5
Choice of one of the following	5
ECO 270; GEO 101; PSY 201; or SOC 101	
Business Majors and Nursing Majors must take either PSY 201 or SOC 101.	

Area IV. Courses appropriate to the major field of the student	30
(Listed under each department)	
Wellness Program	6

1. If a student has completed a transfer Associate Degree, leading toward a Baccalaureate Degree from a university system school or another accredited college or university, it will be accepted at face value and the student will not be required to take additional physical education hours.
2. If a student has not completed the transfer Associate Degree and has less than six hours of the required Physical Education hours, the student must take Wellness 100 (three hour course) and up to three activity hours of wellness courses to meet the degree requirements.
3. If a Georgia College student is completing a degree entirely at a Georgia College commuter campus or center, the Physical Education course requirement is satisfied with five academic hours.
4. Veterans may satisfy the six hour physical education requirement by presenting a copy of their DD-214 for evaluation.

Total Basic Requirements for All Bachelor's Degrees	96
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FRESHMAN ENGLISH POLICY

Students should enroll in ENG 101 no later than the first quarter following completion of 15 quarter hours of Georgia College credit and each successive quarter until completion of ENG 101 with a grade of C or better. Students who complete ENG 101 should enroll in ENG 102 the following quarter and successive quarters until successful completion. Students who exempt ENG 101 should enroll in ENG 102 no later than the first quarter following completion of thirty hours of Georgia College credit.

SPECIAL LEGISLATIVE REQUIREMENT

An act of the 1953 session of the Georgia legislature provides that no student in any school or college supported by public funds "shall receive a certificate of graduation without previously passing a satisfactory examination on the History of the United States, the History of Georgia, and upon the provision and principles of the United States Constitution and the Constitution of Georgia."

The history requirements of this law may be met by completing HIS 111. The constitution requirements may be met by completing POS 101.

Students transferring to Georgia College from private or out-of-state colleges who have completed these history and political science courses, or their equivalents, may satisfy the law by passing tests on the history and the constitutions of the United States and Georgia. Students covered by provisions of this paragraph should contact the Chairperson of the Department of History and the Chairperson of the Department of Government and Sociology, who administer the examinations, for more detailed information.

Students who have satisfied the requirements of the law at other institutions in Georgia will be given credit at Georgia College.

WELLNESS AND ACTIVITY PROGRAM

As part of Georgia College's General Education Requirement, the Department of Health and Physical Education provides a six-hour Wellness program. The mission of the program is to help the student develop physical, psychological, and social well-being. To achieve this end, the student will assess personal health status, discuss the concepts of wellness, and participate in activities related to fitness and appropriate use of leisure time.

Students are required to enroll in WEL 100 during the freshman or sophomore year. In addition, students are to complete a minimum of three Wellness activity courses before graduation. At least one WEL course must be at the 200 level. Wellness activities are graded on a pass/fail (S/U) basis.

All students are expected to complete the General Education Requirement. Students transferring to Georgia College with a transferable Associate Degree will have completed the requirement. There will be no waiver of WEL 100. In the event of extreme hardship, the student may petition for waiver of a portion of the Wellness activity requirement. Criteria for granting a waiver will include:

1. Severe physical limitation that prevents enrollment in any regular offering or social activity.
2. Specific medical excuse from a physician (a note stating, "No Physical Education" will not be sufficient).

MAJOR REQUIREMENTS

A major program is composed of a minimum of 40 quarter hours, 25 of which must be in the upper division of academic credit in an approved program. Each student must take at least 10 quarter hours in addition to hours needed to satisfy Core requirements outside the department of the major.

MULTIPLE MAJORS

Students may major in more than one subject area.

All degree requirements must be met for each department in which a major is declared. The student will be assigned an adviser in each subject area.

DECLARATION OR CHANGE OF MAJOR

A major may be declared or changed by completing a Change of Major/Minor/Location or Degree form available from the Chairperson of the proposed major. The same form may be used to declare a second major or minor. The adviser assigned by the Chairperson in the student's major department is responsible for the student's advisement until he changes his major, graduates, or withdraws. No adviser is assigned for minors, and the student is responsible for completing all minor requirements with the assistance of his major adviser.

SECOND BACCALAUREATE DEGREE

To qualify for a second Georgia College baccalaureate degree, a candidate must earn, in residence at Georgia College, at least 45 additional hours of credit and must meet all requirements for the degree. Students having a baccalaureate degree from another institution must take at least 60 hours in residence at Georgia College.

RESIDENCY DEFINITION

A student is "in residence" if enrolled in courses offered at an approved Georgia College facility, such as the Milledgeville residential campus, the Robins Residence Center, the Robins Graduate Center, the Logistics Education Center, Georgia College in Dublin, and Georgia College in Macon.

SENIOR EXIT EXAMS

All undergraduate degree candidates are required to take a comprehensive examination in their major field of study during one of their last two quarters prior to the completion of degree requirements. Students should check with the Center for Testing, Room 201 in Kilpatrick Education Center, to determine the type of test, application procedures and deadlines required for their majors. The application deadline is the Friday of the first full week of class each quarter. Students are encouraged to register for their exam the quarter before they plan to test. Timely inquiry, correct application, and registration are the responsibility of the student.

Exit exams are an important part of the student's participation in assessing institutional effectiveness and fostering program improvement. Individual scores on exit exams will be recorded on student transcripts and will be part of the student's official Georgia College record.

ESL (ENGLISH AS A SECOND LANGUAGE)

Students may obtain information about Support Services available to those who speak English as a Second Language through the Department of Learning Services in the Kilpatrick Education Center.

BACHELOR'S DEGREES

BASIC REQUIREMENTS

Core Curriculum Areas I, II, III, and IV	90
(Areas I, II, and III are described on preceding pages; Area IV for each program is described under the respective department heading.)	
Wellness Program	6
TOTAL BASIC REQUIREMENTS	96

BACHELOR OF ARTS

The following are the requirements for the degree of Bachelor of Arts:

	Hours
Basic Requirements	96
Foreign Language	0-20

All students seeking a Bachelor of Arts degree must demonstrate minimum proficiency at the level of a fourth college course in one language (221). Since two (2) years of high school foreign language correspond to a first college course (101), students are expected to enter the traditional course sequence (101, 102, 103, and 221) at the 102 level. Students with three (3) or more years of high school language are urged to choose the most advanced possible language course appropriate for their high school background in a foreign language. They may also demonstrate proficiency by (1) passing appropriate national tests or (2) by challenging the appropriate course(s) beyond 101.

Major Area of Concentration (minimum)	40*
Elective and other non-major requirements including teacher certification	30-50
Total Hours	186-189

*Some of these credits will be specified in Area IV for all major programs.

BACHELOR OF BUSINESS ADMINISTRATION

The following are the requirements for the degree of Bachelor of Business Administration:

	Hours
Basic Requirements	96
Business Requirements (In addition to Area IV)	45
Major Requirements	40
Electives	10
Total Hours	191

BACHELOR OF GENERAL STUDIES

	Hours
Basic Requirements	96
Major Requirements	50-91
Electives	0-40
Total Hours	186-7

BACHELOR OF MUSIC

The following are the requirements for the degree of Bachelor of Music:

Instrumental

Basic Requirements	96
Major Requirements	84
Foreign Language	0-10
Electives	0-6
Total Hours	186

All students seeking a Bachelor of Music—Instrumental must demonstrate minimum proficiency at the level of a third college course in one language (103). Since two (2) years of high school foreign language correspond to a first college course (101), students are expected to enter the traditional course sequence (101, 102, 103) at the 102 level. Students with 3 or more years of high school language are urged to choose the most advanced language course appropriate for their high school background in a foreign language. They may also demonstrate proficiency by (1) passing appropriate national tests or (2) by challenging the appropriate course(s) beyond 101.

Voice

Basic Requirements	96
Major Requirements	85
Foreign Language	0-15
Electives	0-7
Total Hours	186

All students seeking a Bachelor of Music—Voice must demonstrate minimum proficiency at the level of a fourth college course in one language (221). Since two (2) years of high school foreign language correspond to a first college course (101), students are expected to enter the traditional course sequence (101, 102, 103) at the 102 level. Students with three (3) or more years of high school language are urged to choose the most advanced language course appropriate for their high school background in a foreign language. They may also demonstrate proficiency by (1) passing appropriate national tests or (2) by challenging the appropriate course(s) beyond 101.

BACHELOR OF MUSIC EDUCATION

The following are the requirements for the degree of Bachelor of Music Education:

	Hours
Basic Requirements	96
Music Courses	70-74
Teacher Certification	28
Total Hours	194-198

BACHELOR OF MUSIC THERAPY

The following are the requirements for the degree of Bachelor of Music Therapy:

	Hours
Basic Requirements	96
Major Requirements	103
Total Hours	199

BACHELOR OF SCIENCE

The following are the requirements for the degree of Bachelor of Science:

	Hours
Basic Requirements	96
Additional courses from the Social and Behavioral Sciences or Mathematics and Natural Sciences outside the major department	10
Major Area of Concentration (minimum)	40*
Elective and other non-major requirements, including teacher certification	40-43*
Total Hours	186-189

*Some of these credits will be specified in Area IV for all major programs.

All students seeking a Bachelor's of Science degree in the School of Arts and Sciences must demonstrate minimum proficiency at the level of a second college course in one language (102). Since two (2) years of high school foreign language correspond to a first college course (101); students are expected to enter the traditional course sequence (101, 102) at the 102 level. Students with 3 or more years of high school language are urged to choose the most advanced language course appropriate for their high school background in a foreign language. They may also demonstrate proficiency by (1) passing appropriate national tests or (2) by challenging the appropriate course(s) beyond 101.

BACHELOR OF SCIENCE IN NURSING

The following are the requirements for the degree of Bachelor of Science in Nursing:

	Hours
Basic Requirements	96
Elective, Prenursing, and non-major requirements	10
Nursing courses	94
Total Hours	200

ACADEMIC REGULATIONS

THE QUARTER SYSTEM

The college year is divided into three quarters (fall, winter, spring) of approximately eleven weeks each, as well as summer terms. Morning classes generally meet Monday through Friday. Afternoon and evening classes may meet from one to four days a week.

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 to three hours is equivalent to one class hour. When a student exempts a course requirement at Georgia College, the exemption includes only the subject matter, not the credit hours. The credit hours have to be made up by passing other non-exempt courses.

COURSE LOAD

A normal course load is fifteen hours each quarter. A full-time student is one who is enrolled in a minimum of twelve quarter hours of Georgia College academic or institutional resident credit. Cooperative education and intern students participating in full-time work assignments may be recommended to the Associate Vice President of Enrollment Services by the Director of Career Services for classification as full-time students.

A student may schedule a maximum of 18 quarter hours with the faculty adviser's permission. A student who has earned a cumulative grade-point average of 3.00 or higher on *at least 15 hours* may schedule a maximum of 21 hours with permission of the appropriate Dean.

In the senior year, an exception to the maximum loads stated above may be made when a student needs no more than five hours in excess of the regular load to graduate. In this case, the student may petition the Dean for permission to schedule during each quarter not more than five quarter hours more than his standing would normally permit, provided that the total load is not greater than 25 hours during any quarter.

During a summer term, the maximum normal load is eleven quarter hours per term. For courses going through both summer terms, the maximum course load is 16 quarter hours. Any hours in excess of this must have the approval of the faculty adviser and the Dean of the School.

CLASS ATTENDANCE POLICY

Although it is recognized that absences will sometimes be necessary, students are expected to attend classes regularly. It is the responsibility of students to be cognizant of their own

record of absences and to consult the instructor regarding work missed. The decision to permit students to make up work rests with the instructor. At any time during the quarter an instructor has the right to drop a student from the course and assign a grade of "F" for excessive absences when a student exceeds the number of allowable absences as specified in the instructor's attendance policy as distributed to the student in the instructor's course syllabus. If a student is representing the College in an official capacity, as verified on a list released from the Office of the Vice President/Dean of Faculties, the student will not be penalized by the instructor for those absences. However, students should consult their instructor before anticipated absences.

CLASS ORGANIZATION

This table is used to determine class organization:

Class	Credit Hours
Freshman	Fewer than 45 quarter hours credit
Sophomore	46-90 quarter hours credit
Junior	91-135 quarter hours credit
Senior	136 and over quarter hours credit

GRADE AVERAGES

Policies of the Board of Regents of the University System of Georgia state:

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. Institutional credit shall in no way affect the cumulative grade-point average.

Other averages may be computed by each institution for internal uses as may be required.

Georgia College calculates three averages each quarter. One is the **quarterly average**, based upon all work attempted in a particular quarter. A second is the **cumulative average**, as defined in the above statement from Regent's regulations. The third is the **academic average** which is described later in this catalog and is used to determine academic standing and graduation average.

METHODS FOR DETERMINING STUDENT ACADEMIC STANDING

A student's academic standing is determined by the academic grade-point average at the end of each quarter. The grade-point average is computed by equating letter grades earned at Georgia College to the following numerical code:

A	= 4 points (Excellent)
B	= 3 points (Good)
C	= 2 points (Satisfactory)
D	= 1 point (Passing)
F	= 0 points (Failing)
WF	= 0 points (Withdraw failing)

Each point represents a quality point earned per quarter hour credit. Total quality points are determined by multiplying the number of points awarded for the grade in the course (a student who receives an A in a five-hour course would earn twenty quality points for work in that course). It should be noted that students may earn credit through wellness activities, internships, student teaching and similar experiences which generate grades of either S (satisfactory) or U (unsatisfactory). When these grades are earned for courses in which credit toward graduation is received, the credit will be counted but there will be no quality points given. The academic grade average will thus be determined by the total quality points for those courses in which A through F grades were given divided by the number of credit hours in which those grades were given. Students may repeat courses under the academic average as described below. In the calculation of the academic average only the last grade earned will count toward the academic grade-point average.

The following symbols are used in the cases indicated, but they are not included in the determination of the grade-point average.

- I— Indicates that a student was doing satisfactory work, but for nonacademic reasons beyond the student's control was unable to meet the full requirements of the course. An I grade must be satisfactorily removed during the next quarter of enrollment or by the end of one calendar year if not enrolled, whichever comes first, or the symbol I will be changed to the grade of F in the calculation of the cumulative and academic average.

Note: registering in a subsequent quarter for a course in which an I has been received will not remove the I in the cumulative average.
- W— Indicates that a student was permitted to withdraw from the course without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examination), except in cases where hardship status has been determined by the appropriate school dean and the student is doing passing work, as determined by the student's instructor. Students withdrawing after mid-term for hardship reasons must file a petition with the dean of the appropriate school.
- S— Indicates that credit has been given for completion of degree requirements other than academic course work. This symbol is used for thesis hours, student teaching, clinical practicum, internship, wellness activity courses, academic workshops and proficiency requirements in graduate programs.
- U— Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. This symbol is used for thesis hours, student teaching, clinical practicum, internship, wellness activity courses, academic workshops and proficiency requirements in graduate programs.
- V— Indicates that a student was given permission to audit. Students may not transfer from audit to credit status or vice versa after the last date to add a course. Students may register on a credit basis at a later time.
- K— Indicates that a student was given credit for the course via a credit-by-examination program approved by the faculty, (CLEP, AP, Proficiency, etc.).
- IC— Indicates an institutional credit course. Credit received is not counted toward a degree.
- IP— Indicates that work is in progress. (Used in Learning Services.)
- NR— Indicates that the instructor did not report the grade for the course. An "NR" grade must be removed during the next quarter of enrollment or by the end of one calendar year if not enrolled, whichever comes first, or the symbol "NR" will be changed to the grade of "F" in the calculation of the cumulative and academic average.

ACADEMIC AVERAGE

Georgia College uses the **academic average**. Under the academic average, students may repeat a course or courses and have only the **last grade** earned count toward the academic grade point average. The official transcript reflects both the **cumulative average** and the **academic average**. The academic average is the basis for determining academic standing and eligibility for graduation. The academic average applies to all students. The academic average became effective with the fall quarter, 1993; the policy is retroactive and all students who are currently matriculated or who have yet to graduate from Georgia College are eligible for the calculation of the academic average. The decision to use the academic average for purposes other than academic standing and graduation is covered in other sections of this catalog. **Students should be aware that when transferring to other institutions or when making application for graduate school, most receiving institutions make admission decisions based on the cumulative grade point average. The academic grade point average is for internal use at Georgia College.**

GOOD ACADEMIC STANDING

A student will be classified in **good academic standing** if the academic grade-point average on Georgia College work at the end of each quarter is equivalent to the minimum shown in the following table:

Quarter Hours earned (Exclusive of Learning Support, Inclusive of transfer work)	Required Academic Average on Georgia College Work attempted (no transfer grades included)
0-45	1.40
46-90	1.60
91-over	1.80
Graduation	2.00

Some schools and programs at Georgia College may have higher grade point average standards for admission to their respective programs. See particularly the admission standards for the schools of business, education and nursing.

ACADEMIC WARNING

A student incurs **academic warning** at the end of any quarter in which the academic average falls below the standard for good standing. To avoid being placed on academic probation, the student must earn sufficient grade points during the next quarter of enrollment to raise the academic average to the minimum standard for good standing. If the student achieves the minimum standard at the end of the next quarter of matriculation, the academic warning is lifted and the student returns to good standing. A student who fails to return to good standing by the end of the warning quarter will be placed on probation. Academic warning is noted on the student's permanent record.

ACADEMIC PROBATION

Academic probation serves as a notice that academic suspension from the college will follow unless the quality of academic work improves and the terms of probation are satisfied. A student will be placed on probation at the end of any quarter in which the academic average remains below the stated minimums and **academic warning** has been issued during the previous quarter. Students who achieve the required grade average for good standing will have their probation status removed. A student who fails to return to good standing by the end of the probation quarter will be placed on academic suspension. Academic probation is noted on the student's permanent record.

ACADEMIC SUSPENSION

Students who fail to achieve good standing while on probation will be placed on **academic suspension**. Academic suspension is the first involuntary separation of a student from the college. Suspension means the student is not in good standing and requires the student to stay out of school for one quarter. The summer quarter will be treated as any other quarter, including quarters of involuntary separation. Academic suspension is noted on the student's permanent record.

RESTRICTED ENROLLMENT

As an alternative to remaining out one quarter on suspension, a student may elect to remain in school with **restricted enrollment** status. This status means that the student may only repeat courses in order to improve his/her grade point average to return to good standing.

Restricted enrollment is the only alternative available to students who face suspension.

Once a student has selected restricted enrollment in lieu of suspension, any proposed schedule which is not all repeated courses must be recommended by the student's adviser and approved by the student's dean. Students on restricted enrollment may drop courses only with the approval of their academic dean. Students requesting to drop a course required under restricted enrollment may be required to withdraw from school for the quarter. Students must return to good standing by the end of the quarter of restricted enrollment. Students not returning to the status of good standing by the end of the restricted enrollment quarter will be placed on academic exclusion.

ACADEMIC EXCLUSION

Academic exclusion is the final involuntary separation imposed upon a student who, having previously been suspended and readmitted (either after voluntary separation or after choosing restricted enrollment status) fails to meet the minimum standards of good standing. Exclusion means that a student is permanently dismissed from Georgia College. Exclusion will remain permanent unless the student has been away from Georgia College for five years or more and elects to re-enter college under the policy of academic renewal which is described elsewhere in this catalog. Academic exclusion is noted on the student's permanent record.

ACADEMIC RENEWAL

Effective Fall Quarter 1995, the University System of Georgia implemented the Academic Renewal policy that allows degree-seeking students who have experienced academic difficulty at an institution to have **one** opportunity to make a fresh start at that same institution after an absence of five calendar years from **any** postsecondary institution. Georgia College has adopted this new Academic Renewal policy.

Former Learning Services students may apply for Academic Renewal **only** if they successfully completed all Learning Services requirements before the commencement of the five-year period of absence.

Students who wish to participate in the Academic Renewal program must file application for academic renewal directly to the Office of Admissions within three academic quarters after re-enrollment or one calendar year, whichever comes first.

All previously attempted coursework continues to be recorded on the student's official transcript. The transcript will contain both the Institutional cumulative Grade Point Average (including all work attempted excluding Learning Support/Developmental Studies courses) and an Institutional Academic Average.

The Academic Renewal Grade Point Average begins when the student resumes taking coursework following the five-year period of absence once Academic Renewal has been granted. A statement will be placed on the student's transcript indicating the Academic Renewal status.

The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation.

Academic credit for previously completed coursework—including transfer coursework—will be retained only for courses in which an "A", "B", "C", or "S" grade has been earned. Retained grades are **not** calculated in the Academic Renewal GPA but are counted in the Academic Renewal **Hours Earned**.

To earn a degree, a student must meet Georgia College's residency requirements. Hours earned prior to Academic Renewal may apply provided they are within the ten-year guidelines.

Any scholastic suspensions that occurred in the past shall remain recorded on the student's permanent record.

Reentry into any **program is not** automatic.

The granting of Academic Renewal **does not** supersede financial aid policies regarding Satisfactory Academic Progress.

The granting of Academic Renewal **may** supersede the admissions requirements of certain programs, e.g., teacher education, nursing, which require a specific minimum grade point average based upon all coursework. This decision will reside at the school level.

Currently enrolled students have a one year window of opportunity for requesting Academic Renewal status commencing Fall Quarter 1995. The Academic Renewal GPA for currently enrolled students begin with the first term following re-enrollment after the five-year period of absence from **any** postsecondary institution.

United States and Georgia history and constitution requirements met prior to the granting of Academic Renewal will remain on the student's permanent record even though the courses may not count in the Academic Renewal GPA. Also Regents' Test scores prior to Academic Renewal will remain on the student's record. The hours retained in Academic Renewal Hours Earned shall be counted toward Regents' Test, College Preparatory Curriculum, and other Board of Regents requirements that state a specified number of hours earned.

Students on academic exclusion must apply for Academic Renewal prior to reentering Georgia College. A decision to participate in the Academic Renewal program is irreversible.

ADDING COURSES AFTER REGISTRATION

A student may add courses to the schedule for a period of three class days after formal registration during Fall, Winter, and Spring Quarters (for a period of two days after formal registration during the Summer quarter). The add card is available from the Records Office and must be signed by the student's faculty adviser before being returned to the Records Office by the student. Changing course sections does not require the signature of the adviser. If the course is closed, the signature of the chairperson is required. Adding courses after the period of three days requires the signature of the dean, adviser, and the instructor. No credit will awarded in any course for which the student is not properly registered.

DROPPING COURSES

Except for students enrolled in Learning Support, applied music, CPC or restricted enrollment courses, a student may drop courses from his/her schedule for a period of three class days after formal registration during Fall, Winter and Spring quarters (for a period of two days after

formal registration during the Summer quarter). No signatures are required to drop a course during this time period. **College Preparatory Courses (CPC) may not be dropped.**

After the three day drop period, but before midterm, students may drop courses by presenting to the Records Office a drop card signed by his/her instructor and faculty adviser.

Students enrolled in Learning Support or applied music may drop courses with the approval of the chairperson of the department. Students on restricted enrollment may drop courses only with the approval of his/her dean.

WITHDRAWAL FROM COLLEGE

To withdraw from the College, a student must report first to the Records Office. Failure to withdraw officially will result in the 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 dean of the school in which he/she is advised for a *W* if the withdrawal is due to nonacademic extenuating circumstances and the student is passing all courses at the time of withdrawal. Documentation supporting the hardship will be maintained by the dean of the appropriate school.

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.

AUDITING COURSES FOR NON-CREDIT

Any student may audit any course with the permission of the instructor. Audited courses will not be counted as part of the normal course load and no grades will be awarded. Instructors may set special conditions for students who audit their courses. Audited courses will be designated by a *V* and will be considered in fee assessment. Auditing a course will not prevent a student from taking the course for credit at a later time. Students must register as an audit student and pay regular matriculation. Changes from audit to credit or vice-versa cannot be made after the last day to add courses.

INDIVIDUAL INSTRUCTION

Departments may offer courses by individual instruction only in an emergency situation in which a student must have the course immediately and only with the consent of the appropriate instructor and department chairperson.

INDEPENDENT STUDY

Independent study courses are offered by the departments that list them in the catalog. Independent study courses include only those areas of research, study, or investigation beyond those normally offered in the department curriculum.

TRANSIENT CREDIT

Students who wish to attend another college to take courses that will count toward their degree at Georgia College must be in good standing, must complete the Transient Request Form available from the Records Office, and must obtain the approval of their school dean, department chairperson and their faculty adviser prior to enrolling at the other institution. The

form must specify the course or courses to be taken at the other college, and the student must request the registrar of the other college to send a transcript to the Admissions Office at Georgia College in order to receive Georgia College credit for the work. Ordinarily, students are permitted to be transient students for only one quarter.

Transient student course work to be used for degree credit is limited by the residency requirement that 45 of the last 60 credit hours and 60 of the last 90 credit hours must be earned through Georgia College courses offered for residence credit. In addition, the maximum number of course credit hours that may be transferred to Georgia College to count toward a degree must not exceed 101 hours from a two-year college and 126 hours from a senior college, or a combination of two-year and senior colleges.

Georgia College will accept only the credit hours from transient courses that are passed, and not the quality points. Grades earned in these courses will have no effect on the student's academic or cumulative grade-point average at Georgia College.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Georgia College participates in the College Level Examination Program. Details may be obtained from the Center for Testing, Kilpatrick 201. The general conditions and standards for awarding credit are as follows:

1. The maximum credit that can be earned by examination is limited to 45 hours. In addition, 45 of the last 60 and 60 of the last 90 hours of credit must be earned in residence.
2. No person will be permitted credit by examination for a course after once enrolling in the course.
3. The College-Level Examination Program's General Examinations and Subject Examinations may not be retaken within six months.
4. Credit earned by examination will be recorded on the student's record by course, course number, and quarter hours earned. No grade or grade points will be assigned.
5. Credits earned through CLEP may be transferred from other institutions in the University System of Georgia or from other institutions upon verification that scores on credits to be transferred are equal to or higher than those required by Georgia College.

CHALLENGING COURSES

Students may challenge undergraduate courses, i.e., receive credit for a course without enrolling in it, under certain conditions. A student who wishes to challenge a course must present to the chairperson of the department that offers the course sufficient information to enable the department chairperson to determine the student's mastery of the material provided in the course. A student who is considered eligible for a course challenge by a department chairperson is examined on the course by the faculty of the department according to a procedure established by the department. This challenge policy does not apply to Learning Support courses.

The results of the examination are recorded on the Credit by Examination Form provided by the Dean of the School. If the student is approved for credit by examination, the course credit is recorded on the student's permanent record, but no grades or quality points are awarded. If the student is approved for credit by examination, the student will pay an examination and recording fee per course challenged. Receipt of payment from the Business Office must be presented to the department chairperson before the examination. No more than 45 quarter hours credit may be awarded through the course-challenge procedure, and it is limited by the policy that 45 of the last 60 and 60 of the last 90 hours of credit must be earned in residence. No person will be permitted to challenge a course after once enrolled in the course. There is

a limit of one challenge per course. The Dean of the School will notify the Records Office of all successful challenges. This procedure applies to courses not covered by the College Level Examination Program (CLEP).

CREDIT FOR ARMED FORCES PERSONNEL

Georgia College has been designated as an institutional member of Service Members Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary postsecondary education to members of the military. As a SOC member, Georgia College recognizes the unique nature of the military life-style and is committed 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).

COLLEGE CREDIT FOR EDUCATIONAL EXPERIENCES IN THE ARMED FORCES

1. A student who desires transfer credit for educational experience in the armed forces should present evidence of such experiences to the Associate Vice President for Enrollment Services, who will evaluate the courses taken and determine the appropriate amount of credit to be awarded. In those cases in which the Associate Vice President for Enrollment Services desires consultation, an advisory committee, consisting of the appropriate deans, two faculty members, and two veteran students, will evaluate the courses in question and recommend to the Associate Vice President for Enrollment Services the amount of credit to be awarded. This committee may recommend awarding lower-division credit in all departments of the College.

Upper-division credit may be awarded by the Associate Vice President for Enrollment Services or recommended by the committee only with the concurring approval of the departmental chairperson of the area in which credit is sought.

Appeals may be made to the Academic Council.

2. There is no limit on the number of hours of armed forces education experience credit that can be awarded at Georgia College, except that 45 of the last 60 and 60 of the last 90 hours must be obtained in residence.
3. Grade transfer hours will be awarded for all college-level work accomplished at the University of Maryland Overseas Branch, University of California Overseas Branch, or any accredited college or university of the United States if the work performed was on a graded basis and not on a correspondence or pass-fail basis and if the work falls within a degree program of Georgia College. The basic regulations regarding residence requirements cannot be waived. Courses not acceptable for major or minor work in upper-division brackets by departmental chairpersons may be accepted for elective credit.
4. Courses taken on a correspondence, pass-fail, or credit basis in institutions listed in Paragraph 3 above may be validated by passing an examination approved by the department concerned. Any fees will be charged to the student.
5. Courses taken for credit in foreign universities may be accepted after evaluation by the Office of International Services and Programs. Local or College Level Examination course exams may be required and a fee charged. Upon the departmental chairperson's recommendation, such work will be accepted for credit.

6. College-Level United States Armed Forces Institute courses offered on a graded basis will be accepted under the provisions of Paragraphs 1 and 2 above. Courses taken on a pass-fail basis may be validated through the College-Level Examination Program course exams or by departmental exams, for which a fee will be charged, provided the College rule for maximum of correspondence and extension courses is not exceeded.

ACADEMIC HONORS

Georgia College honors, by designation in the commencement program and on the diploma, those graduates who have high academic achievement. The Latin phrases *Cum Laude*, *Magna Cum Laude*, and *Summa Cum Laude* are used to identify the levels of achievement. These designations apply only to students receiving baccalaureate degrees; no honors are granted for master's degrees.

Credits earned on a pass-fail (or equivalent) basis or through CLEP and other similar examinations are not counted since quality points are not assigned for these credits. All recorded grades, including transfer grades, are used to determine the level of distinction.

To be eligible for the baccalaureate degree with any of the aforementioned honors, a student must have earned (on all academic work attempted as stated above) minimum Georgia College cumulative and transfer grade-point averages as follows:

CUM LAUDE	3.60 to 3.74
MAGNA CUM LAUDE	3.75 to 3.89
SUMMA CUM LAUDE	3.90 to 4.00

If a student's cumulative average and the Georgia College cumulative average differ, the lower of the two averages shall determine the honors designation awarded.

Students who have completed the requirements of the Honors Program are recognized at graduation, and a special certificate is awarded with the diploma.

DEAN'S LIST

Students who make a quarterly average of at least 3.2 on 12 or more credit hours at Georgia College in the same quarter that they also have a cumulative average of at least 2.5 shall be on the Dean's List for that quarter.

PHI KAPPA PHI

The Honor Society of Phi Kappa Phi was chartered at Georgia College on May 23, 1973. Selection for membership is on the basis of scholarship. Members are elected from graduate students, undergraduate students, faculty, administration, and alumni. To be eligible for consideration for membership, undergraduate students from the senior class must have a minimum grade point average of 3.5; undergraduate students from the junior class must have a minimum grade point average of 3.8. In all cases elections will be from among the upper 5 percent of the classes.

HONORS DAY

Outstanding students are recognized annually on Honors Day held in conjunction with Alumni Weekend in April. The groups recognized are Phi Kappa Phi, Honors Program, Outstanding Departmental Majors, Who's Who, and the scholarship award recipients.

REGENTS' TESTING PROGRAM

An examination (The Regents' Test) to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs leading to the baccalaureate degree in University System institutions shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

REGENTS' POLICY

Each institution of the University System of Georgia shall assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess certain minimum skills of reading and writing. The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the Testing Program are: (1) to provide System wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain the minimum levels of competence in the areas of reading and writing.

Students enrolled in undergraduate degree programs leading to the baccalaureate degree shall pass the Regents' Test as a requirement for graduation. Students must take the Test in the quarter after they have completed 60 quarter credit hours if they have not taken it previously. Each institution shall provide an appropriate program of remediation and shall require students who have earned 75 quarter credit hours and have not passed the Test to enroll in the appropriate remedial course or courses until they pass the Test. Students with 60 or more college-level credit hours transferring from System programs that do not require the Regents' Test or from institutions outside the System shall take the Test no later than the second quarter of enrollment in a program leading to the baccalaureate degree and in subsequent quarters shall be subject to all provisions of this policy.

The Regents' Test is not a requirement for an Associate of Applied Science degree or an Associate of Science degree in an allied health field, although institutions may choose to require the Test for these degrees.

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System institution.

The Chancellor will issue administrative procedures for the operation of the Regents' Testing Program.

REGENTS' TESTING PROGRAM ADMINISTRATIVE PROCEDURES

These procedures implement Policy 306 of the Board of Regents of the University System of Georgia.

I. Testing and Remediation Requirements

- A. Students in programs leading to the baccalaureate degree who have not taken the Regents' Test must be required to take the Test during the quarter of enrollment immediately following the completion of 60 college-level quarter credit hours. (College-level credit hours include all credit with the exception of institutional credit.) This requirement applies regardless of whether the student has taken or passed specific courses, including English courses, or completed any other institutional requirements.
- B. Passing the Regents' Test is defined as having passed both components of the Test by scoring at or above the cutoff score specified for each component. If one component of the Test has been passed, that component need not be retaken.
- C. Students who have earned 75 college-level quarter credit hours and who have not passed the Regent's Test shall take the appropriate non-degree credit course(s) in

remedial reading and/or remedial writing in each quarter of attendance until they have passed all components of the Test. (At some institutions, students take required remediation one quarter and take the Test the following quarter. This procedure is permissible; however, schools using this procedure should carefully evaluate the progress of students to ensure that this procedure is not delaying students' completion of Regents' Test requirements.)

- D. Students with 75 college-level credit hours who have not passed either part of the Test are required to take remediation in both reading and writing each quarter. The only exception that may be made is for part-time students taking one remedial course and no college-level credit courses.
- E. Students with fewer than 75 quarter hours of college-level credit are not required to take remediation and may be permitted to retake the Test without remediation.
- F. First-time examinees must take both parts of the Test. A student who has failed both parts of the Regents' Test may be allowed, at the discretion of the institution, to take the reading and essay portions of the Test in separate quarters.
- G. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from programs leading to the baccalaureate degree within the System shall be subject to all provisions of this policy. Students with 60 or more college-level credit hours transferring from System programs that do not require the Regents' Test or from institutions outside the System shall take the Test no later than the second quarter of enrollment in a program leading to the baccalaureate degree and in subsequent quarters shall be subject to all provisions of this policy.
- H. The Regents' Test is not a requirement for an Associate of Applied Science degree or an Associate of Science degree in an allied health field, although institutions may choose to require the Test for these degrees.
- I. The Regents' Test is to be administered in accordance with the instructions provided in the program's administration manual.
- J. Institutions are responsible for enforcing the requirements related to the Regents' Testing Program. Institutions may increase these requirements provided that such increased requirements are authorized by the Chancellor and provided further that such requirements are published in the official catalog of the institution prior to implementation. Such additional requirements shall in no way affect the transfer of students from one institution to another or the readmission of students to University System institutions.

II. Guidelines for Remedial Courses

- A. Required remedial work shall be in keeping with regulations in satisfaction of federal and state student financial assistance and other such eligibility programs.
- B. Separate courses in remediation for the reading and the essay portions of the Test are to be provided. Courses developed for other purposes, such as those for Learning Support students or for regular credit English, may not be used to fulfill the Regents' Test remediation requirement.
- C. Each required Regents' Test remedial course is to consist of a minimum of 25 hours of classroom/laboratory instruction provided before students retake the Test.
- D. Regents' Test remediation courses are to be classified as a regular part of the student's academic load, resulting in institutional credit, and should be handled as part of the regular registration procedure.

III. Special Categories of Students

- A. A student holding a baccalaureate or higher degree from an accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System institution.
- B. Each institution may develop special procedures for certifying the competence of students whose native language is not English. A written description of these procedures shall be submitted to the Chancellor. These procedures shall require a formal examination of competence in English. At a minimum, the examination shall include the writing of an essay. The testing procedures may be locally developed and administered. The grading of the essay may be local and shall involve multiple raters, of which at least two of three must pass the essay. The use of culturally neutral topics, the granting of extended time, and the use of translation dictionaries are permissible accommodations for the essay examination.
- C. Each institution shall develop special procedures, in accordance with the attached description of procedures and requirements, for certifying the competence of students with disabilities. A written description of the institutional procedures shall be submitted to the Chancellor. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination shall equal or exceed the standards of the Regents' Test Program.
- D. Students who took the Regents' Test before Fall Quarter, 1980, and who failed the reading portion of the Regents' Test shall not be held to a higher passing standard at a subsequent retaking of the Test than was in effect at the time of their original attempt. This interpretation is retroactive.
- E. Students who have moved out of state after completing all requirements for graduation with the exception of the Regents' Test requirement may be permitted to have the Regents' Test administered out of state if they have fulfilled remediation requirements and follow the procedures outlined in the Regents' Testing Program Administration Manual.

ESSAY REVIEW PROCESS FOR REGENTS' TEST

A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded. The review procedures shall be as follows:

- A. A student must initiate the review procedure by mid-term of his/her first quarter of enrollment after the quarter in which the essay was failed. The review must be initiated, however, within one calendar year from the quarter in which the failure occurred.
- B. All applicable regulations of the Regents' Test Policy remain in effect for those students whose essays are under review, including those regulations relating to remediation and to retaking the Test.
- C. The review will be initiated at the campus level, with procedural matters to be determined by the institution. The on-campus review, however, will be conducted by the three faculty members designated by the institution as a review panel. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the rescoring of the essay by the Regents' Testing Program central office. The student will be notified concerning the results of the on-campus review. A decision by the on-campus review panel to terminate the review process is final.
- D. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with the essay, to the office of the System Director of the Regents' Testing Program. The Director will utilize the services of three experienced Re-

gents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the essay component of the Regents' Test. The decision of the panel on the merits of the essay will be final, thus terminating the review process. The student will be notified through the institution concerning the results of the review.

GEORGIA COLLEGE TESTING PROCEDURES

The purpose of the Regents' Test is to certify the academic literacy of all graduates from Georgia College. The test will be given each quarter to all eligible students who are pursuing any undergraduate degree program. The Regents' Test is administered in accordance with the instructions provided in the program's administration manual.

I. Testing and Remediation Requirements

- A. Each student must register and sit for the Regents' Test before the accumulation of 75 quarter-credit hours. If the student reaches 60 quarter-credit hours before passing the Test, s/he must take the Test even if s/he has not passed English 101 and/or 102. Students who have accumulated fewer than 75 hours may repeat the Test one time without remediation.
- B. Passing the Regents' Test is defined as having passed both components of the Test by scoring at or above the cutoff score specified for each component. If one component of the Test has been passed, that component need not be retaken.
- C. Students who have not passed either or both parts of the Test, or who have not taken the Test, and have accumulated 75 hours of academic credit are required to enroll in the appropriate Regents' remedial class(es) every quarter of attendance thereafter until they pass both parts of the Test.
- D. Students required to enroll in a Regents' Test remediation course must satisfactorily meet course requirements to be eligible to repeat that part of the Test. The Test must be taken in the quarter in which the student qualifies for it.
- E. Students with 75 college-level credit hours who have not passed either part of the Test are required to take remediation in both reading and writing each quarter. The only exception that may be made is for part-time students taking one remedial course and no college-level credit courses.
- F. Students who accumulate 135 hours of academic credit and who have not taken and/or passed the Regents' Test are placed on "Regents' Test Restriction." On this restriction, students are limited to 12 credit hours which must include the remedial course(s).
- G. First-time examinees must take both parts of the Test. A student who has failed both parts of the Regents' Test may qualify to take the reading and essay portions of the Test in separate quarters.
- H. Georgia College will accept the Test results transferred from another unit in the University System. Transfer students from within the University System must abide by the existing policies which were in place in the school from which they transferred. These students may be extended a one-quarter grace period unless they have more than 75 quarter hours credit.
- I. Out-of-System transfer students are given a two-quarter grace period to take the Regents' Test. Those students transferring with 60 or more hours academic credit should be encouraged to take the Test during their first quarter of enrollment, but they may not delay later than their second quarter of enrollment. These students are subject to all provisions of the policy after initial testing or after their second quarter.

II. Guidelines for Remedial Courses

- A. Required remedial work is in keeping with regulations in satisfaction of federal and state student financial assistance and other such eligibility programs.
- B. Separate courses in remediation for the reading and the essay portions of the Test are provided. Courses developed for other purposes, such as those for Learning Support students or for regular credit English, are not used to fulfill the Regents' Test remediation requirements.
- C. Each required Regents' Test remedial course consists of a minimum of 25 hours of classroom/laboratory instruction provided before students retake the Test.
- D. Regents' Test remediation courses are classified as a regular part of the student's academic load, resulting in institutional credit, and are handled as part of the regular registration procedure.

III. Special Categories of Students

- A. A student holding a baccalaureate or higher degree from an accredited institution of higher education is not required to complete the Regents' Test in order to receive a degree from Georgia College.
- B. Students whose native language is not English are given the option of taking the regular Regents' Test or of taking a locally developed one which makes use of an old, secure Regents' reading test and an essay using topics not requiring knowledge specific to American culture. Students choosing the local test are allowed extended time (90 minutes rather than 60 on each part) and may use a translation dictionary that they supply in both the reading test and the essay. Both parts of the test are scored locally. A scale score of 61 or higher is required to pass the reading test. Each essay is evaluated by three raters selected from Georgia College faculty and staff, who give it a scale score of 1 to 4. A passing essay must receive a score of 2 or higher from at least two of the three raters.

Other testing procedures are the same as for the standard Regents' Test. Students who are not successful on their first attempt may repeat the test one time without remediation if they have accumulated fewer than 75 credit hours. If remediation is necessary, the student must complete course requirements before re-taking the Test.

- C. Georgia College follows the approved procedures for special administration of the Regents' Test for students with learning disabilities, test anxiety, or other documented problems. In most cases, students with visual, hearing, or motor impairment take the Regents' Test with appropriate accommodations based on the students' needs. If any accommodations in the Test administration are to be made because a student has a disability, the student must contact the Center for Testing as early as possible in the quarter s/he plans to test to discuss necessary arrangements. (Students with a learning disorder must be determined to be eligible for accommodations by the Committee on Learning Accommodations.)

The remediation requirement will not be waived for students with disabilities. In most cases, students will take the regular Regents' Test remediation course(s) with appropriate accommodations. An alternate remedial experience may be designed if the student's needs cannot be addressed in the regular course. The student must complete the remediation requirement prior to retaking the Test.

- D. Students who took the Regents' Test before Fall Quarter 1980 and who failed the reading portion of the Regents' Test are not held to a higher passing standard at a subsequent retaking of the Test than was in effect at the time of their original attempt. This interpretation is retroactive.

- E. Students who have moved out-of-state after completing all requirements for graduation with the exception of the Regents' Test requirement may be permitted to have the Regents' Test administered out-of-state if they have fulfilled remediation requirements and follow the procedures outlined in the Regents' Testing Program Administration Manual.

IV. Guidelines for Registration

- A. All students taking the Regents' Test for the first time should register for the Test with their advisers during preregistration for the quarter in which they will take the Test. Students repeating one or both parts of the Test should register in the Center for Testing. All students must take the Test as soon as they are eligible, as described above under the heading "Testing and Remediation Requirements."
- B. If a student has passed 45 quarter-hours of college level credit and has not taken and passed the Regents' Test, the statement, "Must take Regents' Test next quarter" is printed on the grade report. These students must register to take the Regents' Test the next quarter of their enrollment at Georgia College. "Regents' Test required next quarter" will be printed on the grade report of any student who has passed 60 quarter hours of college-level credit and who has not taken and passed the Test. If a student has taken and failed the Test and has accumulated less than 75 hours credit, s/he may repeat the Test one time before remediation is required.
- C. Students who have passed 75 quarter hours of college-level credit and who have not taken or not passed either or both parts of the Test are required to register for remedial courses in English and/or reading until they have satisfied Regents' Test requirements. Students who have passed 135 quarter hours of college-level credit and who have not taken or passed the reading and writing parts of the Test will be on "Regents' Test Restriction" and will be permitted to register for no more than 12 quarter hours credit which must include the necessary remedial course(s).
- D. Messages that describe the student's progress toward completion of the Regents' requirement will be printed on the grade report as follows:
- (1) Regents' Reading Passed/Regents' Writing Passed; or
 - (2) Regents' Reading Passed/Regents' Writing Failed; or
 - (3) Regents' Reading Failed/Regents' Writing Passed; or
 - (4) Regents' Reading Failed/Regents' Writing Failed.

All questions concerning the Regents' Test should be directed to the Center for Testing, Kilpatrick Education Center.

ON-CAMPUS ESSAY REVIEW FOR REGENTS' TEST

A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded. The review procedures should be as follows:

- A. A student must initiate the review of his/her essay with the Center for Testing by mid-term of his/her first quarter of enrollment after the quarter in which the essay was failed. The review must be initiated, however, within one calendar year from the quarter in which the failure occurred.
- B. It is recommended that a student considering an essay review schedule an appointment with the Learning Support English coordinator to discuss the essay.

This conference, in most cases, will answer the "why" of the failure. If after this conference there remain questions about the scoring of the essay, the formal review process will be initiated.

- C. The on-campus review will be conducted by the faculty members designated as a review panel. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the re-scoring of the essay by the Regents' Testing Program central office. The student will be notified concerning the results of the on-campus review.
- D. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with the essay, to the Office of the System Director of the Regents' Testing Program. The Director will utilize the services of three experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the essay component of the Regents' Test. The decision of the panel on the merits of the essay will be final, thus terminating the review process. The student will be notified through the institution concerning the results of the review.
- E. All applicable regulations of the Regents' Test Policy remain in effect for those students whose essays are under review, including those regulations relating to remediation and to retaking the Test.

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, 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 grade work, removal from the course with a grade of F to suspension or exclusion from the College. Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to 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.

I. Procedures for Academic Misconduct Appeal

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 procedures for an academic misconduct appeal will apply. Options 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. The faculty member may recommend to the Dean of the School the suspension or expulsion of the student from the school or college.

B. Formal conference with student enrolled in course

If 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 period in unusual circumstances. The purpose of the formal conference shall be to review the evidence against the student, to review the evidence and argument presented by the student in his/her defense, and to review the appropriateness of the penalty which may be imposed by the instructor. The instructor and the student may both be accompanied at the formal conference by a student, faculty member or staff member 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 the 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. The instructor may recommend to the Dean of the School the suspension or expulsion of the student from the school or college. In addition, if the instructor also believes that the student should be considered for more serious nonacademic disciplinary sanctions, the instructor may request the Vice President/Dean of Students to proceed in accordance with the College's nonacademic 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: (1) the student assisted another student to engage in academic dishonesty, (2) 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, the instructor may refer the matter to the Vice President/Dean of Students.

E. Instructor's decision

If, after the formal conference, the instructor believes that the student has not violated the Academic Dishonesty Policy, he/she shall so inform the student in writing within five class days. If the instructor believes that the student has violated the Academic Dishonesty Policy he/she shall inform the student of his/her decision in writing with a copy to his/her supervisor; such decisions shall be served in person or by mail and shall include: (1) a full explanation of the facts on which the instructor's conclusions were based; (2) specifications 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. 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 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 the instructor's decision, the instructor's decision shall become final.

G. 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. The appeal must take place within ten class days of the decision of the supervisor. The committee shall act within 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 as follows: The student—
 - a. may be represented by a student, faculty member or staff member of his/her 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 that shall include findings of fact and conclusions.
3. Penalty. The penalty recommended to the Dean of the School by the appropriate committee may exceed the penalty imposed by the instructor. Further, the committee may modify the academic penalty imposed by the instructor. If the committee finds that no violation of the Academic Dishonesty Policy occurred, and if the Dean concurs, the instructor shall eliminate any academic penalty which was based on the alleged academic misconduct.

H. 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.

I. 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/Dean of Students

With regard to academic misconduct, the Vice President/Dean of Students shall receive and maintain copies of all correspondence and final decisions on academic misconduct. He/she may proceed in accordance with Georgia College disciplinary procedures if the charge includes nonacademic misconduct and/or warrants suspension or expulsion. He/she may do so under the following circumstances:

- 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/Dean of Students 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 last occurrence.

IV. Notice to Students

Georgia College shall publish the Academic Dishonesty Policy in the current catalog and/or Student Handbook.

STUDENT ACADEMIC APPEALS PROCESS POLICY AND PROCEDURES

POLICY STATEMENT

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

DEFINITION

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

PROCEDURES FOR ACADEMIC GRIEVANCE OR APPEAL

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

1. The student shall petition in writing 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 of 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 where students may receive assistance.

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

GENERAL INFORMATION

REGISTRATION

Currently enrolled students may preregister for the next quarter by meeting with their adviser during the designated schedule-planning week each quarter or during a time mutually agreed upon prior to the schedule planning week. The week before is sign-up time, when students are expected to arrange an appointment with their advisers. Each adviser will post a list of available times on the office door, and students are expected to keep these appointments.

New and currently enrolled students who do not take advantage of pre-registration will sign up for classes on registration day at the beginning of the quarter, according to the registration time assignments as posted in the annual schedule planning booklet.

On registration days the Readvisement Center will be open. Faculty advisers are available to assist students with scheduling problems.

POLICY FOR ACCESS OF INDIVIDUALS WITH DISABILITIES

Georgia College is committed to the full and total inclusion of all individuals and to the principle of individual rights and responsibilities. To this end, policies and procedures will ensure that persons with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs or activities offered by Georgia College.

This policy was developed to ensure equal access at Georgia College for individuals with disabilities and to ensure full compliance with all pertinent federal and state legislation, including Section 504 of the Rehabilitation Act of 1973 as amended by the American with Disabilities Act (ADA) of 1992.

Definitions

For the purpose of clarification, the following terms will have the meanings outlined below:

Auxiliary Aids — includes but is not limited to Brailled and taped material, interpreters, and other aids for persons with impaired cognitive, sensory, motor, or speaking skills.

Modifications — includes but is not limited to the use of auxiliary aids in classroom settings; allowances for time and energy level considerations such as reduced courseloads; additional time for taking exams; substitutions of other acceptable assignments, courses, tests, or test formats when necessary to ensure equal access for individuals with disabilities; also includes physical modifications such as ramps, elevators, lifts, curb cuts, etc.

Person with a disability — means any person who has a physical or mental condition which substantially limits one or more major life activities or has a record of such a condition.

Physical disability — means any physical condition, anatomic loss, or cosmetic disfigurement which is caused by bodily injury, birth defect, or illness.

Mental disability — includes (1) developmental disabilities such as mental retardation, autism, or any other neurological conditions; (2) an organic or mental condition that has substantial adverse effects on an individual's cognitive or volitional functions, such as central nervous system disorders; significant discrepancies among mental functions of an individual, including any mental or psychological disorder, such as head injury; emotional or mental illness; and specific learning disabilities. The term "mental disability" does not include active alcoholism or current drug addiction and does not include any mental condition, disease, or defect that has been successfully asserted by an individual as a defense to any criminal charge.

Major life activities — means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, and experiencing leisure.

Has a record of such condition — means has a history of or is regarded as having a mental or physical condition that substantially limits one or more major life activities.

Qualified Person with a Disability —

- (1) with respect to postsecondary services, a person with a disability who meets the academic and technical standards for admission or participation in the education program or activity given appropriate accommodations.
- (2) with respect to any other program or activity, a person with a disability who meets the essential eligibility requirements for participation in, or receipt from, that program or activity given appropriate accommodations.

Programs include but are not limited to:

Academic majors and degree plans, including coursework and practical; research; occupational training; housing; counseling; financial aid; physical education; athletics; recreation; transportation; student organizations; placement; and any other programs offered by the college.

The Board of Regents has established definitions and criteria for documentation of disorders which affect learning. Georgia College will adhere to these definitions as delineated in Section 2.22 of the Academic Affairs Handbook.

Rights and Responsibilities

In order to ensure the full translation of this policy for access of individuals with disabilities into procedures, two important areas of rights and responsibilities have to be considered: (a) the right of the individual with a disability to be included on the basis of criteria that do not unfairly discriminate because of the disability and (b) the right of the college to set and maintain standards for admitting and evaluating the progress of students.

To assure full consideration of both areas, this document outlines the rights and responsibilities of the college and the rights and responsibilities of students who have disabilities. The procedures that follow create a mechanism for dispute resolution for those instances in which the usual channels have not resulted in decisions that are acceptable to both the individual and the college's decision making authorities.

Rights and Responsibilities of the College

Georgia College recognizes that its basic responsibility is to identify and maintain the academic and technical standards that are fundamental to providing quality academic programs while ensuring the rights of individuals with disabilities. To meet this obligation, Georgia College recognizes the following rights and responsibilities:

Rights;

has the right to identify and establish the abilities, skills, and knowledge necessary for success in its programs and to evaluate applicants and students on this basis;

has the right to identify and establish the abilities, skills, and knowledge that are fundamental to academic programs/courses and to evaluate each student's performance against

these standards. Fundamental program and course standards are not subject to modifications;

has the right to request and receive documentation that supports request for modifications. The college has the right to deny a request if the documentation demonstrates that no modification is necessary, or if the individual fails to provide such documentation.

has the right to select among equally effective modifications for individuals with a disability;

has the right to refuse an unreasonable modification or one that imposes an undue hardship on the college.

Responsibility;

has the responsibility to ensure that its recruitment information and activities are available and accessible formats and facilities;

has the responsibility to evaluate applicants based solely on their abilities and qualifications. If an evaluation method of criterion unfairly discriminates against an applicant with a disability, the college will seek reasonable alternatives.

has the responsibility to ensure that all of its academic programs are accessible and usable;

has the responsibility to select and administer tests used to evaluate students so as to best ensure that test results accurately reflect aptitudes or competencies and do not discriminate against an individual with a disability. Tests designed to measure specific skills related to fundamental/essential course goals are allowable even when those skills are impacted by the disability.

has the responsibility to adjust, substitute or waive any academic requirements within Regents' policy that unfairly discriminates against student with a disability and that are not essential to the integrity of the student's academic program;

has the responsibility to make reasonable modifications for a student with a disability in the delivery, instructional method, and evaluation system of a course;

has the responsibility to inform its applicants and students about the availability of auxiliary aids and the range of possible modifications as well as the procedures for requesting them. If a request for modification is denied, Georgia College has the responsibility to inform the individual of his or her right to appeal the decision and the procedures for initiating an appeal.

Rights and Responsibilities of Individuals with Disabilities

An individual with a disability has a right to an equal opportunity to participate in and benefit from programs offered at Georgia College. To ensure this right, individuals with disabilities at Georgia College must identify themselves as disabled to Dr. Craig Smith, Chair, Georgia College Committee On Learning Accommodations.

Rights of individuals with disabilities;

have the right to an equal opportunity to learn. They have a right to reasonable modifications in aspects of their educational experiences such as location, delivery system, or instructional methodologies that limit access, participation, or ability to benefit.

have the right to an equal opportunity to participate in a benefit from the academic community. This includes access to services and co-curricular activities when reviewed in their entirety, that are comparable to those provided any other student;

have the right to confidentiality of all information and have the right to choose to whom information about their disabilities will be disclosed;

have the right to information regarding the availability of auxiliary aids and possible modifications as well as procedures for making requests for either;

have the right to be informed of procedures for initiating an appeal of a decision by the institution regarding auxiliary aids or modifications;

have the right to be informed of procedures for initiating further appeal of an institutional decision through external channels. This typically would be done through filing a complaint with the Office of Civil Rights or filing a case through the civil court system.

Responsibilities of individuals with disabilities;

have the same responsibility as any other student to meet and maintain the institution's academic standards;

have the responsibility to advocate for their own individual needs and to seek information, counsel, and assistance as necessary to be effective self advocates;

have the responsibility to demonstrate or document how their disabilities limit their ability to benefit from a particular delivery system, instructional method, or evaluation criteria when they make a request for modification. The individual must provide documentation from an appropriate professional as required by Regents Policy.

have the responsibility to follow published procedures for making such requests and to do so in a timely fashion;

have the responsibility to follow published procedures for filing an appeal.

Procedures for Access

Admissions

Admission to Georgia College is based on the requirements outlined in the college catalog. Admissions decisions are made to ensure that applicants with disabilities will not be subjected to discrimination in admissions on the basis of their disability. A prospective student who needs a modification in the admissions process should document such need when the application is requested or submitted. For those individuals who choose to identify their disabilities in the admissions process, the Admissions Office will provide assistance and accessible admissions material upon request.

Auxiliary Aids of a Long-Term or Permanent Nature

Georgia College seeks to ensure that individuals with disabilities who can meet the academic and technical standards for admission are not excluded from full participation in the programs the college operates because of the absence of necessary auxiliary aids or reasonable modifications.

Students with disabilities are expected to exercise initiative in identifying and obtaining auxiliary aids and assistance through every reasonable channel available to them. The primary role of the college in this effort should be informative/supportive of active self-advocacy on the part of the student. The coordinator of services for individuals with disabilities will serve as a resource in this process. The college has a responsibility to determine the necessity of aids and ensure that students are not denied the right to participate in programs, benefits, classes, or services because of the absence of reasonable and appropriate auxiliary aids that would make participation possible.

Students who believe they will need auxiliary aids to participate fully in the activities inherent in their programs at Georgia College should make those needs known as early as possible, preferably as soon as they have been admitted or determined to have a disability. These requests should be made through direct contact with the Chairman, Georgia College Committee On Learning Accommodations. To expedite the process, requests should be accompanied by a written evaluation of the student's disability. For students with learning disabilities (LD) or Attention Deficit Hyperactivity Disorder (ADHD), this documentation must meet the criteria established by the Georgia Board of Regents.

Course Modifications and Substitutions

All students are expected to meet the essential requirements of their programs. Requests for course modifications and substitutions will be decided on a case-by-case basis. Students should report to Dr. Craig Smith, Chairman, Georgia College Committee On Learning Accommodations, to obtain procedures for requesting modifications and substitutions.

Course Modifications

When the ADA supports course modifications, the Chairman of the Georgia College Committee On Learning Accommodations will confer with the student to determine individualized modifications according to the student's specific disabilities and course requirements. Such modifications may require changes in the distribution and presentation of course material and in the evaluation of academic performance. The student will meet with the instructor to discuss implementation of the modifications. The Academic Adviser will assist as needed.

Course Substitutions

Courses may be substituted when the documentation supports a determination that the disability precludes learning a specific subject, that modifications would most likely be futile, and that the course is determined not to be essential to the student's program of study. The student, in consultation with the approved adviser, will select substitute courses from the approved list of courses or may petition the dean for approval of alternative substitutes. In the absence of an approved list, the degree granting unit will provide a list of acceptable substitutions.

Appeals Process

Georgia College recognizes both the wide variation in the needs of students with disabilities and the variation in course contexts as students progress through their programs. When needs arise, the Chairman of the Georgia College Committee on Learning Accommodations will, at the request of students, faculty, or staff, review the process by which the current modifications were determined and seek to revise the modifications. The dissatisfied party may file an appeal.

Basis for Appeal

Students may appeal on one of the following bases:

- (1) The access plan does not represent a reasonable accommodation of their disability. The basis for such an appeal should be that their disability, in the absence of the requested alternatives or additional modifications, limits their full participation or their accurate evaluation in a specific activity, service, program, or course. The appeal must include a rationale for the requested additions or alternatives.
- (2) A particular course or requirement is not essential to the integrity of the program of instruction being pursued. The basis for such an appeal should be that their disability, in the absence of the requested substitution, limits their full participation in the academic program. The appeal must include a rationale for the requested substitution.

Faculty/Department Heads/Program Coordinators may appeal a student's access plan on the grounds that the modifications represent a fundamental alteration in a course, program, or service.

Filing Appeals

Students and instructors should make every effort to work together to implement modifications determined to be reasonable and appropriate.

Appeals should be directed to:

Dr. Craig Smith
Chairman, Georgia College Committee on Learning Accommodations
Kilpatrick Education Center, Room 217

ACADEMIC ADVISEMENT PROGRAM

Georgia College maintains a comprehensive advisement system. The Academic Services Office, located in Parks Hall 203, provides general information about academic advisement (and assists students in finding out who their advisers are).

The objectives are:

1. To provide students access to a mutually trusting faculty-student relationship through which they can grow in confidence and the ability to make decisions;
2. To help students clarify their values and goals and understand themselves more fully;
3. To provide accurate information about educational options, requirements, policies, and procedures;
4. To assist students in planning an educational program consistent with their abilities and interests;
5. To assist students in a continual monitoring and evaluation of their progress toward their educational goals;
6. To encourage the use of the institution's resources to meet the student's educational, recreational, social, and vocational needs.

ASSIGNMENT OF ADVISERS

All students, except transient students, are assigned a faculty adviser. Those who are required to take Learning Support courses are given advisers in that department to help them individually in their efforts to succeed in college. Other students, including those who exit Learning Support courses, are normally assigned to advisers in the departments of their intended major, which should be indicated on the initial application form or declaration of major form.

Students who are undecided as to major are advised by selected faculty members through the Advising and Career Exploration Center (ACE). Although some academic programs require an early decision to complete in four years, students should not feel pressured to decide on a major at first. Many students benefit from exploring various opportunities carefully, and others change their choices. At least by the third quarter of enrollment, the student is advised to begin deciding on a major. A student should select a major no later than the end of the sixth quarter of enrollment, but the student may make a choice at any time, regardless of the number of quarters enrolled.

The Minority Advising Program supplements the usual advisement process. Entering minority freshmen are assigned to advising units during their first year to help them adjust to college life and address concerns, such as choice of major and career.

RESPONSIBILITIES

The responsibilities of meeting all academic and graduation requirements as stated in this catalog rest ultimately with the student. Students are expected to meet with their advisers at the following times: (1) preregistration/registration, (2) prior to any change in classes, (3) prior to declaring or changing a major, (4) following any report of unsatisfactory performance or attendance.

Faculty advisers will make a conscientious effort to be available during regular posted office hours and for special appointments, including allotted times during schedule-planning week. The major goals of the adviser are (1) to help the student define and develop realistic goals, (2) identify special needs, (3) match the student to available resources, (4) assist the student to plan a program consistent with the student's abilities and interests, (5) monitor progress toward educational/career goals, and (6) discuss linkage between academic preparation and the world of work. The adviser's signature is required on the completed schedule-planning sheet/registration form and on course change cards.

THE FACULTY ADVISER CANNOT BE HELD RESPONSIBLE FOR ANY ACTION TAKEN BY THE STUDENT CONTRARY TO THE ADVISER'S RECOMMENDATION. STUDENTS ARE STILL RESPONSIBLE FOR MAKING THEIR OWN DECISIONS.

CAREER CENTER

Career information, occupational exploration and employment opportunities are available through The Career Center to students who seek assistance in making decisions about 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 may 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 student must have and maintain a minimum academic grade point average of 2.5 while participating in the program, have an officially declared major, have completed the Core Curriculum in Areas I, II, III, and IV (90 hours), have passed both parts of the Regents' Exam, and be recommended by the department in which the major is declared. Work areas have the option of requiring higher standards.

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. All students must complete the necessary application paperwork in the Career Center.

CAREER ASSISTANCE

The Career Center provides career assistance to students and graduates who are seeking employment through on-campus interviewing programs, current listings of employment notices, and a variety of employment. 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 Employer Fairs 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 place resumes in a referral program to be sent to prospective employers. All students participating in on-campus interviews, must have a resume on file. Students are strongly encouraged to become familiar with placement resources prior to the beginning of their senior year.

ON-CAMPUS STUDENT EMPLOYMENT

The Career Center is the placement facility for all on-campus student employment. Opportunities in this area include both the Federal Work Study programs. The Career Center **does not** determine student's eligibility for these programs, but acts as the placement service and administrative area for these programs after the Office of Financial Aid has determined a student's eligibility.

Interested students should first contact the Office of Financial Aid to determine eligibility and then contact the Career Center for prospective on-campus employers.

HONORS PROGRAM

The Honors Program at Georgia College is designed to aid superior students in developing their full academic potential. Its primary goals are to provide such students with intellectual opportunities beyond the ordinary level: small and enriched classes, interdepartmental seminars, major area courses, internships, and independent study. It is hoped that these students will benefit by close personal contact with experienced faculty members and by the opportunity to strike out on their own intellectual pursuits. The program is affiliated with the Georgia Honors Council, the Southern Regional Honors Council, and the National Collegiate Honors Council.

ADMISSION TO THE HONORS PROGRAM

To be admitted to honors courses on the freshman level, a student must have a high school average of 3.2 and an aggregate SAT score of at least 1000. A 550 verbal score is required for admission to ENG 102H. Others who do well in ENG 101 may be invited by the department chairperson to take ENG 102H. Transfer students with a cumulative average of 3.2 are also invited. Entering students who are eligible will be sent a letter and a statement of intent which must be signed by the student. Other students who prove their academic ability by performance during the first or subsequent quarters by meeting these requirements will be invited to enter the program. Those who do not meet these specific requirements may petition to take some honors courses and may be accepted after an interview with the coordinator. The Honors Program is intended to serve all students who qualify for admission any time during their undergraduate career.

REQUIREMENTS

Students may remain in the program as long as they maintain a 3.0 cumulative average. If the average falls below the minimum, they are allowed a probationary period of two quarters to return to good standing. Such students may continue to take honors courses but are not eligible for recognition unless their cumulative average returns to 3.0.

RECOGNITION

Honors Day recognition is given to all students who take any honors courses during the year. Students who complete the Honors Program will be recognized at graduation. Students who do not meet the requirements may petition the Honors Committee for special permission to graduate with honors credit.

HONORS STUDENT ASSOCIATION

All participants in the Honors Program are eligible to be members of the Eta Sigma Alpha Honors Student Association. This association, which sponsors regular activities, including speakers and social events, provides a liaison between the honors students and faculty and promotes a sense of unity among the honors students. In addition, it helps develop and evaluate the program. The officers serve on the Honors Committee.

PROGRAM OF STUDY

Freshman Honors Sections. Freshman-level courses are offered as part of the general education program. These sections of regular courses are small, allowing students a close relationship with some of the best faculty and providing opportunity for more than routine lectures. Honors sections allow students to do different types of work, suited to their individual abilities and interests, rather than an increased workload. Students are graded as in a regular course. Honors sections meeting core requirements include ENG 102H and HUM 201H.

Honors Interdepartmental Seminars. Students may enroll in interdepartmental seminars offered winter and spring quarters for two credit hours. The seminars consider topics of general interest and help students broaden their horizons by exposure to insights from many fields, thus enabling them to see life's basic problems from multiple viewpoints.

Honors Major Area Courses. Students who have attained junior level and completed at least 20 hours in the upper-division major area with a 3.0 cumulative average and 3.2 average in their major may take upper-level major area courses for honors credit. Assignments are made in addition to regular work extending to the level of graduate courses. Guidelines are available from the Honors Program coordinator upon request.

Honors Independent Study. Seniors have the opportunity to do a thesis or other creative independent project. They work closely with a study director and an examiner. Upon completion students present their projects to the Honors Committee and explain the significance of their work. Guidelines for independent study are available from the Honors Program coordinator upon request.

Honors Internship. Honors students have the opportunity to do an internship for honors credit. Upon completion students present their reports to the Honors Committee and explain the significance of their work. Guidelines for honors internships are available from the Honors Program coordinator upon request.

Options. Students may complete the Honors Program by taking any one of the following combinations:

- A. One freshman course, (either ENG 102H or HUM 201H) 5 hours; One seminar, 2 hours; One independent study or internship, 5 hours
- B. One freshman course, (either ENG 102H or HUM 201H) 5 hours; One seminar, 2 hours; One major area course, 5 hours
- C. One seminar, 2 hours; Two independent studies or internships, 10 hours
- D. One seminar, 2 hours; Two major area courses, 10 hours
- E. One seminar, 2 hours; One major area course, 5 hours; One independent study or internship, 5 hours
- F. Three seminars, 6 hours; One independent study or internship, 5 hours
- G. Honor Students in nursing may enroll in special honors sections
 - NUR 314 (H)-credit hours 6
 - NUR 344 (H)-credit hours 7
 - NUR 364 (H)-credit hours 7
 - NUR 434 (H)-credit hours 6
 - NUR 444 (H)-credit hours 8
 - NUR 454 (H)-credit hours 6
 - NUR 464 (H)-credit hours 2
 - NUR 465 (H)-credit hours 2
 - NUR 484 (H)-credit hours 12

PREPROFESSIONAL PROGRAMS

Director: Doris C. Moody

GENERAL SCOPE

Preprofessional programs are those in which a student completes two to four years of college as a prerequisite for admission to a professional school. These programs are divided into two categories: prebaccalaureate and baccalaureate. Prebaccalaureate programs require two to three years of preprofessional courses. Upon successful completion of the preprofessional curriculum for a specific area, and upon acceptance by a professional school, students then transfer to that school to complete the baccalaureate degree in the professional major. Georgia College has prebaccalaureate transfer programs in engineering, respiratory therapy, physical therapy, occupational therapy, medical technology, pharmacy and horticulture. Additional programs provide preprofessional preparation in optometry, associated dental sciences and other allied health areas as well as forestry. Baccalaureate programs involve the completion of an undergraduate degree before matriculation into the professional school. These programs include dentistry, law, medicine, veterinary medicine, health services administration and theology. Students who are interested in careers in associated dental sciences, medical illustration, health information management, physician assistant training, osteopathy, podiatry or health services administration can obtain basic information about these programs from the Preprofessional Office. Preprofessional advisers for all program areas are listed in this section of the catalog.

Most preprofessional course requirements can be met at any accredited college. However, preprofessional advisement at Georgia College is one of the strengths of the Preprofessional Program. Georgia College maintains a strong, well-coordinated program of preprofessional advisement which is designed to enhance professional school admission opportunities and facilitate the student's transfer into professional schools. This advisement structure includes at least one faculty adviser for each preprofessional program area as described on the following pages.

MISSION STATEMENT

The Preprofessional Program provides the structured preprofessional curricula and specialized advisement for twelve career areas. Each preprofessional curriculum incorporates preprofessional courses, required by the professional schools, into the strong liberal arts core that is essential for the development of reading, writing and critical thinking skills.

The Preprofessional Program provides students with courses of the appropriate content, depth and rigor to form the knowledge base. Sound preprofessional guidance and the accessibility of the individual advisers, the Preprofessional Director and professional school representatives keeps students well informed about the admission requirements and the application process for each program.

Main program goals:

- to prepare students for admission into professional programs.
- to provide opportunities for career exploration through internships, volunteer work and shadow experiences with area professionals.
- to provide the academic challenges necessary for the development of the discipline, study skills, and knowledge base necessary to achieve success in professional programs.
- to prepare recommendations and to assist students in the admissions process to professional school.

PREPROFESSIONAL ADVISERS

Director

Ms. Doris C. Moody, Associate Professor of Biology, Herty 310, 453-4025

Preidental

Dr. Sloan D. Caldwell
Professor of Biology, Herty 233, 454-0813

Pre-Dental Hygiene

Ms. Doris C. Moody, Associate Professor of Biology, Herty 310, 453-4025

Pre-engineering

Dual Degree—Dr. William H. Lamb, Jr., Professor of Physics, Herty 135, 453-4287

Preforestry, Pre-Horticulture, Landscape and Grounds Management

Dr. Harriett Whipple, Professor of Biology, Herty 232, 453-4549

Pre-Health Services Administration

Dr. Lucretia Coleman, Associate Professor of Management, Atkinson 430, 454-2575

Pre-Health Information Management (Medical Record Administration)

Dr. John P. Hargaden, Professor of Chemistry, Herty 336, 454-0819, 307 Herty Hall

Pre-Health Therapy (Respiratory, Occupational & Physical Therapy)

Dr. Janet Buckworth, Assistant Professor of Health/Physical Education/Recreation,
110 Centennial Center 453-1780,

Ms. Doris C. Moody, Associate Professor of Biology, Herty 310, 453-4025

Dr. Douglas G. Pohl, Professor of Chemistry, Herty 336, 453-4565

Prelaw

Dr. Jan Mabie, Professor of Government, Room 200-5, Lanier Hall, 454-0941

Premedical

Dr. Kenneth S. Saladin, Professor of Biology, Herty 236, 454-0816

Dr. Douglas G. Pohl, Professor of Chemistry, Herty 336, 453-4565

Dr. Ronald Fietkau, Assistant Professor of Chemistry, Herty 334, 453-5760

Preoptometry

Dr. Sloan D. Caldwell, Professor of Biology, Herty 233, 454-0813

Prepharmacy

Dr. David G. Baarda, Professor of Chemistry, Herty 307, 453-5769

Pretheology

Dr. John E. Sallstrom, Professor of Philosophy & Religion, Parks 203, 453-4463

Preveterinary Medicine

Dr. Elizabeth L. Bennett, Assistant Professor of Biology, Herty 209, 454-0812

The preprofessional adviser works with the student to plan a curriculum that is designed to meet requirements for professional school admission. The preprofessional adviser is frequently the student's academic adviser, but this will vary depending upon a student's major. Preprofessional advisers should be consulted on the professional school application process and admission criteria. They often have a supply of professional school catalogs and are knowledgeable about variations in admission requirements among schools. It is important to consult a preprofessional adviser regarding application to professional schools since professional schools in many states accept few or no students from outside that state. Students with undecided interests, or interests in one of the miscellaneous programs above, may consult the program director. Professional school information and career counseling are available from the Career Center and from the Preprofessional Office.

PLANNING FOR CAREER FLEXIBILITY

Students who are enrolled in a preprofessional program must, from the beginning, face the reality that admissions to professional schools are very competitive. Often preprofessional students find, by their junior year, that they clearly do not have the grades to seriously consider professional school. Of those who do apply to professional school, many are not accepted. These realities demonstrate the need for students to consider alternative careers. A foremost consideration of the preprofessional adviser is not to counsel students into a curriculum that will make them suitable for professional school and nothing else. Advisers work closely with students to select a major that leaves options for alternative career choices open should they not be accepted into professional school.

CHOOSING A MAJOR

There are no preprofessional majors per se; the premedical student may be a biology, chemistry or English major or the prelaw student a history, computer science or political science major. Thus, there are no premedical major or prelaw majors, and the choice of majors is wide open. Very few professional schools require, or even necessarily prefer, that applicants come from any particular undergraduate major.

Preprofessional students should major in a subject that they enjoy and are thus more likely to perform well in academically. A wise choice of major should take into account (1) what field holds the most interesting career prospects in the event that professional school plans do not materialize, and (2) the fact that majoring in something one enjoys, rather than feels compelled to pursue, is likely to stimulate that quality of superior academic performance that is of utmost importance in professional school admissions.

CURRICULA

The following pages outline the minimum courses an undergraduate must take to qualify for admission to professional school. The subject area and number of credit hours required by most professional schools is given, followed by Georgia College courses that will meet those requirements. Within any one field, different professional schools vary slightly in requirements, and the student should consult the preprofessional adviser about the specific requirements of individual schools.

CURRICULUM PLANNING AND PROFESSIONAL SCHOOL APPLICATION DEADLINES

Preprofessional students must be aware that many professional schools require receipt of applications a full year, if not more, in advance of the intended date of admission. Furthermore, many preprofessional students must schedule their professional school admissions test even earlier (required for dental, law, medical, optometry, pharmacy, and veterinary schools). By overlooking a deadline, even by a few days, some students delay their admission to professional school by a full year. Most professional schools admit new students only in the fall quarter. Deadlines for completing the application process must be carefully observed.

Especially in the four-year programs, students must plan their curriculum well in advance, for they have essentially only three years of college to meet admissions criteria and prepare for admissions examinations.

A professional school often evaluates the student's grade-point average earned predominantly during the first two to three years of college.

Such considerations make it imperative that the preprofessional student be assigned an adviser immediately upon entering Georgia College. Students who do not have a preprofessional adviser should contact the Preprofessional Office. Early contact with advisers will help students stay on track in their preprofessional curriculum and complete it most expediently.

PRE-CHIROPRACTIC

Students planning careers as chiropractors must have the following courses in addition to the required Core Curriculum:

- 10 hours biology
- 10 hours physics
- 10 hours inorganic chemistry
- 10 hours organic chemistry

Individual chiropractic colleges vary in their preprofessional requirements and some may require additional courses and most require students to take the Medical College Admission Test. Students should refer to the catalog of the college to which they plan to apply. Students in this preprofessional program will be advised by a premedical adviser and will be assigned to this adviser through the Preprofessional Office.

PRE DENTISTRY

Dentistry is devoted not only to the repair of teeth but also to the treatment and health maintenance of all the oral tissues. Most dentists engage in general practice, while about 10% take additional training beyond the D.D.S. or D.M.D. degree to enter one of the eight recognized specialties: dental public health, endodontics, oral pathology, oral surgery, orthodontics, pedodontics, periodontics, or prosthodontics. A few enter the field of dental education or research.

Freshman pre dental students are advised to obtain a copy of **Admission Requirements of U.S. and Canadian Dental Schools** from the American Association of Dental Schools (1625 Massachusetts Ave., N.W., Washington, D.C. 20036) and consult it regularly throughout their college careers.

UNDERGRADUATE CURRICULUM

Many pre dental students major in biology or chemistry, but any undergraduate major is acceptable. Nearly everyone must complete a baccalaureate degree before admission to dental school since only exceptionally good students are admitted early. The pre dental curriculum includes:

10 hrs biology	(BIO 123, 124)
10 hrs general chemistry	(CHE 121, 122)
10 hrs organic chemistry	(CHE 336, 337)
10 hrs physics	(PHY 101, 102)

Some dental schools may recommend a third quarter of each if offered at the college. Georgia's dental school, located at the Medical College of Georgia, recommends that students take biochemistry and microbiology as electives. Courses that develop spatial perception and manual dexterity are also recommended, especially metalwork, jewelry making, or sculpture. ART 384 at Georgia College is highly recommended since it develops some techniques that are applicable to dentistry.

APPLICATION TO DENTAL SCHOOL

A candidate must take the Dental Aptitude Test (DAT) the spring or fall before the year of prospective dental school admission. The DAT covers one's knowledge of biology, general chemistry, and organic chemistry. Therefore these courses must be completed before the senior year. Quantitative reasoning ability and two- and three-dimensional spatial perception are also included on the DAT. Applications to dental school should be submitted during the summer before the senior year and should be in by early fall. In most cases applications are submitted through the centralized American Association of Dental Schools Application Service. The student should see the preprofessional adviser early in the fall quarter of the senior year to arrange letters of recommendation.

PRE-DENTAL HYGIENE

A Bachelor of Science Degree in Dental Hygiene requires two years or 90 hours of preprofessional courses, plus 2 years of professional school. A balanced program of studies in the liberal arts and sciences is preferred. Recommended courses supportive to the major include chemistry, anatomy and physiology, nutrition, educational psychology and other behavioral sciences. Students should apply to a professional program at least 6 months prior to their expected time of matriculation. Students should contact the preprofessional adviser for additional information and professional school admission requirements.

PRE-ENGINEERING

(See Department of Chemistry and Physics)

DUAL DEGREE PROGRAM

Although Georgia College students may transfer to any of several engineering schools, the majority enroll in the Dual Degree Program established by Georgia College and the Georgia Institute of Technology (GIT). In this program the candidate completes 141 credit hours (about three years) at Georgia College. If students compile a good record in the Dual Degree courses, with particular emphasis on calculus and physics, and receive a recommendation from the Dual Degree adviser, they will be admitted to GIT. However, the following point should be noted: At times, the enrollments in certain engineering majors at GIT reach a "critical" level and GIT reserves the right to place very high entrance requirements in those majors for its own students as well as for transfers. The Dual Degree Program is not recommended for international students since GIT rarely accepts undergraduates on student visas. Upon completion of the engineering major requirements at GIT a Dual Degree student receives both an undesignated (no major) Bachelor of Science degree from Georgia College and a Bachelor of Science from GIT in the engineering major. The engineering majors offered by GIT include aerospace, ceramic, chemical, civil, electrical, industrial, mechanical and nuclear, or textile engineering. Degrees can also be obtained in engineering science and textile chemistry, or such nonengineering fields as applied biology, chemistry, computer science, applied mathematics, physics, applied psychology, behavioral management, industrial management, and management science.

UNDERGRADUATE CURRICULUM

Pre-engineering is one of the few preprofessional programs that places some constraint on the choice of major. The student is almost always enrolled as a Dual Degree candidate and receives the undesignated degree from Georgia College after finishing at GIT. A student can feasibly select a major at Georgia College and receive a designated baccalaureate degree. However, this decision would require completing both the requirements of the major and the rigorous pre-engineering requirements. Prerequisites for transfer to GIT vary with the engineering major. However, a typical pre-engineering program would include:

40 hrs. mathematics	(MAT 130, 140, 150, 160, 250, 255, 260, 343)
20 hrs physics	(PHY 201, 202, 203, 331)
10 hrs chemistry	(CHE 121, 122)

Students should note that MAT 150, which begins the four-quarter calculus sequence has prerequisites of MAT 130 and 140 and is not offered every quarter. If a student has achieved a high score on the Scholastic Aptitude Test, it is possible to begin the math sequence with MAT 150. Well-prepared students can begin the math sequence with Math 145, a fast-paced review of Math 130 and Math 140. The preprofessional adviser can assist students in selecting the appropriate level for the first math course. However, regardless of the nature of the first math course, students should begin the math sequence immediately upon entering Georgia College. CSC 301 is also strongly recommended as an elective. As in all preprofessional programs, English and other basic Core Curriculum requirements must also be met. Also,

among the physical education requirements of the Core, GIT requires at least one course with a fitness and conditioning focus.

Students in the Dual Degree Program should apply to transfer to GIT as soon as possible after finishing their second year at Georgia College. Along with the transfer application the student must submit a high school transcript, a Georgia College transcript, and a letter of recommendation from the Dual Degree adviser. There is no admission examination, although most transfer students have a GPA of 3.00 or better, and there is no specific GPA requirement. Admission depends on the recommendation from the Dual Degree adviser, and this recommendation is heavily based on the student's performance in the physics and calculus courses at Georgia College.

PREFORESTRY

The profession of forestry has as its primary function the active management of forest lands and resources through the application of sound economic and ecological principles. In Georgia's school of forestry at The University of Georgia, students may concentrate in forest management, fish and wildlife biology, forest water resources or forestry sciences. Upon graduation from forestry school, employment with federal, state, or local agencies as well as with private consulting firms, industry and conservation organizations provides a variety of job experiences. Job opportunities depend on the area of concentration of the specific graduate and the geographic area of the job search.

UNDERGRADUATE CURRICULUM

The preprofessional curriculum for forestry students consists of 90 hours of preprofessional study. This work can generally be completed in two to three years. The remaining professional training leading to a Bachelor of Science in Forest Resources must be completed at a school of forestry. The only school of this type in Georgia is located at the University of Georgia (UGA). The requirements of other professional schools may vary and students should consult the preforestry adviser for additional information.

The preprofessional curriculum offered at Georgia College has been carefully planned and correlated with the University of Georgia School of Forest Resources to provide optimal training for preforestry students and to maximize their opportunity for successful completion of the professional curriculum.

In addition to the Core Curriculum courses, preforestry students must complete the following:

5 hrs Speech	(SPE 101)
10 hrs Economics	(ECO 271, 272)
15 hrs Mathematics	(MAT 130, 140, 150)
10 hrs Biology	(BIO 123, 124)
10 hrs Inorganic Chemistry	(CHE 121, 122)
5 hrs Organic Chemistry	(CHE 231)
5 hrs Physics	(PHY 101 or 102)
5 hrs Statistics	(MAT 225 or PSY 315)
5 hrs Introduction to Computers	(CSC 201)

Students planning to concentrate in Fish and Wildlife Biology must take ZOO 305, Comparative Vertebrate Anatomy. Others may take a math or natural science elective in lieu of Physics 102 with permission of the preforestry adviser.

APPLICATION TO FORESTRY SCHOOL

Students are admitted to the School of Forest Resources at the University of Georgia in the Fall or Winter Quarters only. Application for admission to the school must be submitted no later than April for fall admission and September 1 for winter admission. Separate applica-

tions must be made for admission to the University and to the School of Forestry. Both applications may be obtained from the School of Forest Resources at UGA. Because of limited enrollment, admission to forestry school is competitive and not all qualified applicants may be accepted. Students will be evaluated for admission on:

- (1) grade point average in the required preprofessional courses,
- (2) personal interview with the admissions committee, and
- (3) letters of recommendation.

PRE-HEALTH SERVICES ADMINISTRATION

The increasing complexities of health care delivery systems and the number of alternatives in terms of health services are creating a need for health service administrators. Individuals who are trained in health services administration may work in hospital management, health planning agencies, group practices, mental health facilities, developmental disabilities centers, and long-term care facilities. Most programs that train health services administrators are graduate programs in schools of health or business.

Graduate programs vary in their admission requirements. However, as with most graduate programs, admission is competitive, often limited, and open to students from a variety of majors. Although some programs do not require a specific major, specific prerequisite courses may be required. Since admission and financial assistance is limited, interested students should apply early. Information regarding admission to specific programs and application deadlines are available through the preprofessional adviser.

Students interested in health service administration are encouraged to obtain a current copy of *Health Services Administration Education* (published by the Association of University Programs in Health Administration—AUPHA, 1911 North Fort Meyers Drive, Suite 503, Arlington, VA 22209).

PRE-HEALTH THERAPY

OCCUPATIONAL THERAPISTS are concerned with helping people whose lives have been disrupted by physical injury or illness, birth defects, aging, and psychological/emotional or developmental problems. These professionals help individuals to regain the skills needed to function in their daily activities of self-care, work, school, play and leisure. The preprofessional curriculum must include specific courses in the social sciences as well as in biology and physics.

PHYSICAL THERAPISTS concentrate on rehabilitation of the handicapped, assessing the patient's degree of functional loss and implementing a program of therapy which may include such therapeutic agents as light, heat and cold, water, electricity, massage, and exercise. The preprofessional curriculum for this area must include required courses in physics, biology and the social sciences. Some programs in physical therapy are bachelor's degree programs. However, three of the programs in Georgia which train physical therapists are entry level masters programs. Preprofessional requirements vary among schools, and the preprofessional adviser should be consulted in this regard.

RESPIRATORY THERAPISTS are concerned with deficiencies of respiratory function. They rehabilitate patients by means of therapeutic gases, aerosols, and humidification. They also facilitate breathing by medication, postural drainage, chest physiotherapy, breathing exercises, ventilatory assistance and control. Respiratory therapists also provide assistance in cardiopulmonary resuscitation, and maintain natural and prosthetic airways. Students who are interested in this allied health career must have 15 hours of biology, at least 5 hours of physics and additional courses as required by the professional school to which they apply.

UNDERGRADUATE CURRICULUM

The first two or three years of training toward any of the health therapy professions may be completed at Georgia College. Preprofessional courses include the Core Curriculum requirements and 30 hours of specified courses and electives in Area IV. For completion of the professional curriculum the candidate transfers to a School of Allied Health such as the ones at Georgia State University or the Medical College of Georgia. The requirements of professional schools vary considerably and individual catalogs should be consulted. Application to the professional school should be made nine to twelve months in advance, with exact deadlines depending on the individual school and program. It is important that the student get preprofessional advisement from the beginning of their study in order to facilitate proper course selection. Students should be advised by the appropriate health therapy adviser as soon as this preprofessional area of interest is declared. This expediency will facilitate proper planning and scheduling of courses.

PRELAW

Many law school graduates enter private practice, while others work for corporations and in branches of civil service from the local to federal level. Beginning prelaw students are advised to obtain a copy of the **Prelaw Handbook** from the Educational Testing Service (P.O. Box 944, Princeton, NJ 08540) and to consult it regularly throughout their college careers.

UNDERGRADUATE CURRICULUM

Nearly all law schools require that the applicant have a college degree as a prerequisite for admission. Legal educators agree that the development of habits and skills conducive to legal reasoning are more important than the choice of major and subject matter. The student's college courses should be geared to the development of (1) verbal skills, (2) habits of thoroughness, intellectual curiosity, and scholarship, (3) the ability to organize and communicate information, and (4) a diverse cultural background. Law school educators recommend that prelaw students take courses that offer opportunities for (1) a variety of reading assignments selected from well-directed class discussions, (2) ample preparation and criticism of written and oral reports, and (3) independent research projects and essay examinations. Leaders of the bench and bar have been asked in questionnaires which prelaw subjects they consider most valuable. In order of preference they listed English, government, economics, American history, mathematics, and philosophy. Accounting and public speaking are also recommended.

APPLICATION TO LAW SCHOOL

A prelaw student should take the Law School Aptitude Test (LSAT) during the fall quarter of the senior year. Undergraduate grades and LSAT scores are the most important criteria in law school admissions. Application to law school is made the summer following the junior year through a centralized Law School Data Assembling Service. Most law schools admit new students only in the fall quarter.

In addition to a student's major adviser there is a prelaw adviser. This faculty member should be kept updated on progress in the major and should be consulted for assistance in selecting electives. Prearranged appointments will enable the prelaw adviser to review progress and suggest additional strategies.

PRE-MEDICAL RECORD ADMINISTRATION (Health Information Management)

The medical record administrator is responsible for planning and managing medical information developed during patient care in health care facilities. The Bachelor of Science Degree in Medical Record Administration, currently called health information management, requires two years of prescribed preprofessional courses to include anatomy and physiology, manage-

ment, computer science, chemistry and biology. Students should apply to professional programs at least 6 months prior to the expected time of matriculation and should contact their preprofessional adviser each quarter for assistance in course selection and career planning.

PRE-MEDICAL TECHNOLOGY

Medical laboratory technology is one of the allied health professions that provides physicians with information for patient diagnosis and treatment. Medical technologists utilize laboratory techniques based on knowledge in chemistry, immunology, and biology. Most medical technologists work in physicians' offices or in hospital laboratories, but other positions exist with veterinarians, toxicologists, pharmaceutical companies, and research centers.

PREPROFESSIONAL CURRICULUM

Some medical technology programs operate on a 2+2 basis. The student takes two years of college, including the courses below, and then transfers to the professional school for two years of clinical training. Others programs require three years of general college education, followed by one year of clinical training. For most programs, one's college preparation must include the following:

- 25 hrs biology (BIO 123, BOT 320, ZOO 210, 211)
- 15 hrs general chemistry (CHE 121, 122 & 123 or 280)
- 5-10 hrs organic chemistry (CHE 231 or 336 & 337)
- 5 hrs biochemistry (CHE 351)
- 5 hrs psychology (PSY 201)
- 10 hrs mathematics (MAT 101 or 130, 225)

APPLICATION TO MEDICAL TECHNOLOGY SCHOOL

Students should apply to a medical technology program about one year in advance. The principal criteria for admission are college grades and letters of recommendation from preprofessional advisers and other college faculty or community professionals.

**MEDICAL TECHNOLOGY PROGRAMS
(Armstrong State College, Georgia State University)**

Georgia College students may apply to any accredited medical technology program for the clinical practicum. However, Georgia College (GC) has agreements with Armstrong State College (ASC) and with Georgia State University (GSU) to accept GC students meeting their transfer admission requirements. Graduates of the ASC Medical Technology Program are eligible for examinations by the Board of Registry for Medical Technology of the American Society of Clinical Pathologists. Students in this program complete the preprofessional curriculum, requiring about three years, at GC and the five-quarter clinical practicum at ASC. Upon satisfactory completion of the clinical component, the student receives a certificate of completion of the Medical Technology Program from ASC and the undesignated Bachelor of Science Degree from GC. This program provides a unique combination of liberal and professional education and is well suited for those desiring to enter the field of medical technology.

DEGREES

Certificate of Completion of MT Program from ASC Plus B.S. (Undesignated) from GC

	Hours
Areas I, II, III (See Core Section of the Catalog)	60
Courses taken in Area I, II and III can be used to satisfy other requirements	
Wellness	6

Area IV **30**

CHE 121, 122, 123, 280 (0-20)
 BIO 123, 124 (0-10)
 ZOO 200, 210, 211 (0-15)
 MAT 101, 225 (5-10)
 PHY 101, 102 (0-10)
 PSY 201 (5)

Specific Requirements for Medical Technology Program Students

1. BIO 123, 124 (10 Area II)
2. CHE 121, 122 (5 hours Area II, 5 hours Area IV)
3. MAT 101, 225 (5 hours Area II, 5 hours Area IV)
4. BOT 320, BIO 454, CHE 336, 337 (20 hours)
5. PSY 201 (5 hours Area IV)
 20 hours of electives in Biology, Chemistry, Physics, and/or Computer Science. These must contain at least one Biology or Chemistry course which completes a 10-hour sequence and one biology course. (Suggestion: CHE 338, CHE 351 and courses listed in Area IV which exceed the specific requirements.)

Please note: In order to graduate with the Undesignated Degree, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog. See GC Official Calendar for deadline to apply for graduation from GC.

PREMEDICINE

Medicine is a diverse profession, requiring both technical and interpersonal skills. Medical schools encourage applications not only from science majors but also from students in the social sciences and humanities. Medical schools even urge science majors not to over specialize in science but to get a broad, liberal arts education. The opportunities for this type education are almost endless and can be very rewarding.

Freshman premedical students are advised to obtain a current edition of **Medical School Admissions Requirements** from the Association of American Medical Colleges (Attn: Applicant Relations, Section for Student Services, 2450 N Street NW, Suite 201, Washington, DC 200337-1131, [Student phone: (202) 828-0600]) and to consult it, as well as their premedical adviser, regularly in the course of their undergraduate preparation for medical school.

UNDERGRADUATE CURRICULUM

Virtually any undergraduate major is acceptable, and medical school admissions requirements are purposely minimal in order to permit curricular flexibility. Premedical students, regardless of major, must complete:

15 hrs biology (BIO 123, 124 and ZOO 200 or BOT 200)
 15 hrs general chemistry (CHE 121, 122, 123)
 15 hrs organic chemistry (CHE 336, 337, 338)
 15 hrs physics (PHY 101, 102, 103)

Some medical schools also require algebra, calculus, statistics, advanced chemistry, genetics, embryology, anatomy, psychology, history, political science, speech, or foreign language. Many allow biochemistry to be taken in lieu of the third quarter of organic chemistry. Those who are especially competent in mathematics and physical sciences may benefit from taking PHY 201-203 instead of PHY 101-103. Consult a premedical adviser if you are considering this. Well-prepared students may substitute MAT 145 (precalculus) for MAT 130 and 140. Molecular genetics, comparative animal physiology, cell physiology, and human or comparative anatomy are recommended as good preparation for the Medical College Admission Test (MCAT).

The ability to express oneself well orally and in writing is becoming increasingly important to medical school admissions, and essay writing is now a factor in one's MCAT scores. Students are therefore strongly advised to take science, English literature, or other courses that involve writing formal papers and speaking in class.

APPLICATION TO MEDICAL SCHOOL

A candidate for medical school should file applications the summer after the junior year. Most medical schools require applications to be submitted through the central processing service, the American Medical College Application Service (AMCAS). The premedical advisers will have a supply of AMCAS application forms. The Medical College Admission Test (MCAT) should be taken in the spring of the junior year or fall of the senior year. Before taking the MCAT, students must complete those science courses that it covers: a year each of biology, general chemistry, organic chemistry, and physics. The MCAT also covers reading, writing, and quantitative skills with a strong emphasis on writing ability, scientific problem-solving, and analytical thinking skill. Students should consult a premedical adviser in the spring quarter of the junior year to arrange letters of recommendation and to obtain help in submitting applications to the most appropriate medical schools.

PREOPTOMETRY

The optometrist is licensed to examine, diagnose, and treat conditions of the visual system, and to prescribe corrective lenses or vision therapy. Optometrists also often detect other diseases, including glaucoma, cataract, diabetes, hypertension, and arteriosclerosis, and refer patients for treatment. Most optometrists engage in private practice, but careers also exist in government service, teaching, and research in optics, physiology, and public health.

UNDERGRADUATE CURRICULUM

Most applicants to optometry school complete a college degree before entry, although the minimum admission requirement is three years of college for about half the optometry schools and two years for the rest. Most optometry schools require the following minimum college background:

15 hrs biology	(BIO 123, 124 and ZOO 200, or BOT 200)
15 hrs general chemistry	(CHE 121, 122, 123)
10 hrs organic chemistry	(CHE 336, 337)
10 hrs physics	(PHY 101, 102)
15 hrs mathematics	(MAT 130, 140, 150)
5 hrs psychology	(PSY 201)

Additional courses in statistics, physiology, comparative anatomy, or microbiology may be required.

APPLICATION TO OPTOMETRY SCHOOL

There are no optometry schools in Georgia and only a few of those out of state admit students from Georgia. The preoptometry student should consult the preprofessional adviser for this area before applying. Most optometry schools require the Optometry Admission Test (OAT), which should be taken the spring of the junior year or fall of the senior year. The OAT includes biology, chemistry, physics, verbal ability, quantitative skill, and reading comprehension. Application to optometry school should be made the summer preceding the senior year.

PREPHARMACY

Community pharmacists are the best known representatives of their profession, but careers in pharmacy are also available in hospitals, clinics, and nursing homes; in teaching and research; and in pharmaceutical sales. The M.S. and Ph.D. degrees are also offered in various specialty areas of pharmacy.

The Bachelor of Science in Pharmacy degree is awarded to those who successfully complete a five-year course of study. The first two years (prepharmacy) may be taken at any accredited institution of higher education. The last three years (professional) must be taken at an accredited school of pharmacy. The two schools of pharmacy in Georgia are the University of Georgia School of Pharmacy and Mercer University Southern School of Pharmacy. Applicants to a professional school must have completed at least 90 quarter hours of college work.

Each school of pharmacy specifically identifies the content of these 90 hours but, in general, each includes the following science courses:

5 hrs mathematics	(MAT 145, or 130 and 140)
doctoral programs require calculus	(MAT 150)
10 hrs biology	(BIO 123, 124)
15 hrs general chemistry	(CHE 121, 122, 123)
10 hrs organic chemistry	(CHE 336, 337)
10 hrs physics	(PHY 101, 102)

The prepharmacy curriculum may vary among Schools of Pharmacy. Therefore, it is important that students consult with the prepharmacy adviser each quarter.

APPLICATION TO PHARMACY SCHOOL

A year in advance of pharmacy school admission, a student must complete the application and take the Pharmacy College Admission Test (PCAT), given three times a year. The PCAT tests knowledge of biology, chemistry, mathematics, reading comprehension, and general academic ability.

PREVETERINARY MEDICINE

Veterinary medicine frequently deals with the recognition, treatment, control, and prevention of disease among animals. The traditional functions, including treatment of companion, sport, food, and fiber animals have continued to be a major concern of veterinarians; but new areas are rapidly emerging. To name a few: cancer research, immunology, genetics, public health, and legal and environmental medicine. Jobs for veterinarians are found in both private and public sectors, including federal and state government, universities, and various cooperatives.

UNDERGRADUATE CURRICULUM

Veterinary medicine is one of the few preprofessional areas in which a particular major is strongly preferred. The usual preveterinary majors are biology or animal science; though the latter is not offered at Georgia College. Chemistry is also an acceptable major. The preveterinary curriculum must include at least 90 quarter hours for the student to qualify for any of the ten or so veterinary schools that will admit Georgia residents. Included are the following:

10 hrs general biology	(BIO 123, 124)
5 hrs microbiology	(BOT 320)
10 hrs general chemistry	(CHE 121, 122)
10 hrs organic chemistry	(CHE 336, 337)
5 hrs biochemistry	(CHE 351)
10 hrs physics	(PHY 101, 102)
5 hrs of any 300-400-level biology elective	
5 hrs of animal nutrition or management	

All required courses must be completed with a grade of C or better. BIO 301, cell physiology, is suggested as the additional biology elective. Georgia College does not offer animal nutrition or management courses, but the University of Georgia permits students to meet these requirements during the first year of veterinary school. Many veterinary schools have additional requirements, and students should consult the individual catalogs or the preveterinary adviser.

APPLICATION TO VETERINARY SCHOOL

A year before matriculation, preveterinary students must take the Veterinary Aptitude Test (VAT), the Graduate Record Examination (GRE), and the Advanced Biology GRE. The VAT is given three times a year and the GRE four times a year. Candidates should apply to veterinary school by November first of the year before they wish to attend. Candidates are preferred who have some acquaintance with the veterinary profession and large and small animal care. This may be accomplished through having a farm background or through work with a community veterinarian. Undergraduates should seek opportunities to cultivate such experience and knowledge before applying.

PRETHEOLOGY

A number of seminary students seek professional degrees such as Master of Divinity or Doctor of Ministry, which typically prepares them for the parish ministry. Significant numbers of graduates of theology schools work in university, hospital and prison chaplaincies; in professional counseling and teaching; and in social work, business or government. Some students prefer shorter programs of study in preparation for a variety of church and educational positions such as directors of education or leaders of youth groups in churches and various positions in college campus ministries.

UNDERGRADUATE CURRICULUM

Most seminaries follow the guidelines of the Association of Theological Schools with respect to undergraduate study. No specific undergraduate major is required. However, a strong background in liberal arts, especially the humanities, is desirable. Normally a student is qualified to study in a seminary if he or she has a B.A. or its equivalent with a good academic record. The Bachelor of General Studies major is appropriate for pretheology students.

APPLICATION TO SEMINARY

Some seminaries have denominational requirements. Selection criteria and admission standards vary. Application forms should be filed six to twelve months in advance of the date of enrollment. The pretheology adviser can assist students with recommendations and in investigating and applying to various seminaries.

BACHELOR OF GENERAL STUDIES

MAJOR: Liberal Studies

Program Coordinator: Dr. Victoria Chandler

Liberal Studies is a major in the School of Arts and Sciences that is designed for students who prefer a broader and more varied approach to learning than that of the traditional single-discipline major. It is appropriate for students who plan to do graduate study in fields that require no specific major or that encourage multi-disciplinary undergraduate study. It is also designed for those students whose educational objectives are intellectual and personal growth and enrichment.

B.G.S. DEGREE WITH A MAJOR IN LIBERAL STUDIES

	Hours
Area I, II, III (see Core section of the college catalog)	60

Note: Courses taken in Areas I, II and III can be used to satisfy some other requirements.

Wellness	6
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Area IV	30
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Students must take 30 hours at the 100-200 level in addition to those taken in Areas I, II, III above, distributed as follows:

1. Humanities (10-20 hours): ART, ENG, FRE, GER, JPN, JRN, LIN, MUS, PHI, REL, SPA, SPE, THR.
2. Social and Natural Sciences (10-20 hours): AST, BIO, BOT, CHE, CRJ, CSC, ECO, ENS, GEO, HIS, INS, MAT, PHY, POS, PSY, PUA, SOC, ZOO.

Major Requirements	50
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Courses must be taken in four disciplines, distributed as follows:

1. 20 hours; 20 hours at the 300/400 level in one discipline;
2. 15 hours; 10 hours at the 300/400 level in a second discipline;
3. 10 hours; 5 hours at the 300/400 level in a third discipline;
4. 5 hours at any level in a fourth discipline.

All courses must be chosen from disciplines listed in Area IV above. With the exception of ECO, no courses outside the School of Arts and Sciences may be used toward the Liberal Studies Major.

Language Requirement

All students must demonstrate minimum proficiency in a foreign language at the level of the third college course in one language (103). Since two (2) years of high school foreign language correspond to a first college course (101), students are expected to enter the traditional course sequence (101, 102, 103) at the 102 level. Students with three (3) or more years of high school language are urged to choose the most advanced language course appropriate for their high school background in foreign language. They may also demonstrate proficiency (1) by passing appropriate national tests or (2) by challenging the appropriate course(s) beyond 101.

Courses taken to fulfill the language requirement may be applied in Areas I and IV but may not be applied toward the 50 hours required for the major.

Other Requirements

1. Thirty-five of the 50 required hours for the major must be courses at the 300/400 level.
2. A grade of "C" or better must be achieved in all courses counted toward the major.
3. Independent Study courses, internships and workshops may not be applied toward the 50 hours of major courses unless specific written permission of the B.G.S. Coordinator is given, and only after a written justification has been presented to the Coordinator by the student and the proposed professor prior to enrolling in the course.
4. All students must fill out a Prospectus form indicating the four disciplines to be used. This must be done at the time the major is declared. The form is available from the Program Coordinator.

Electives (students may use these hours to complete minors)	40
TOTAL	186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the college catalog.

Major: Outdoor Education

Program Coordinator: Jim Wall

The Bachelor of General Studies degree with a major in Outdoor Education is an integrative program designed for students whose career goals require a broad based program of study. The program consists of a variety of courses emphasizing environmental studies, outdoor recreation, and personal and professional development. The outdoor education program of study will be planned by the student in conjunction with the program coordinator and a faculty committee representative in order to assist the student in meeting academic and career needs.

B.G.S. DEGREE WITH A MAJOR IN OUTDOOR EDUCATION

	Hours
Area I	20
1. ENG 101	
2. ENG 102	
3. ENG 202, 203, or 204	
4. Five hours from the following: ART 103, THR 105, MUS 102, PHI 200, PHI 250, Modern Foreign Language	
Area II	20
1. MAT 101 (or entry level MAT)	
2. BIO 123	
3. BIO 124	
4. Five hours from the following: ENS 210, 211; CHE 101; PHY 101; AST 101.	
Area III	20
1. POS 101	
2. HIS 110	
3. HIS 111	
4. PSY 201	

Wellness	6
1. WEL 100	
2. Three WEL Activity Courses (One must be 200 level)	
Area IV	30
1. SPE 101	
2. Choice of one of the following: ART 103, MUS 102, THR 105, PHI 200, 250; Modern Foreign Language	
3. Choice of one of the following: INS 200, SOC 101, 293; ECO 270, CRJ 220	
4. Choice of one of the following: AST 101, ENS 210, 211, BOT 200; ZOO 200	
5. Choice of two of the following: AST 101, ENS 210, 211; BOT 200; ZOO 200	
Major Requirements	91
1. Business: COM 237 & MGT 340 (10 hours)	
2. Psychology: PSY 451, 448 (15 hours) Choice of one of the following: PSY 323 or 423	
3. Health: Choice of one of the following: HEA 350, 355, or 420 (5 hours)	
4. Wellness: WEL 141, 142, 161, 163, 164, 252 (6 hours)	
5. Physical Education: PEM 201, 202, 203, 450, 454 (17 hours)	
6. Education: EFS 319, 320, 321, 412, 418 (8 hours)	
7. Environmental Biology: Choice of four of the following: BOT 361, 390, 402; BIO 350, 442, 469, 47E, 48E; ZOO 445, 450, 455, 467, 492	
8. Field Based Study (10 hours)	

Degree Requirements:

1. Students must pass swimming competency test.
2. Students must successfully complete Wilderness First Responder.
3. Students must demonstrate computer proficiency.

NOTE: This program of study must be planned by the student in conjunction with the program coordinator and a faculty outdoor education committee representative.

Other Requirements:

1. Twenty-five hours per quarter, or seventy hours per calendar year, are required in volunteer service learning. These hours must be approved in advance by a faculty adviser and documented by an experiential transcript.
2. In consultation with an adviser, a portfolio comprised of representative major courses is required to exit the program.

TOTAL	187
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Career Information

Students with a major in outdoor education are well suited to work in a variety of career fields. Graduates are prepared to work in federal and state parks, camps, outdoor and environmental education centers, youth organizations and agencies, and wilderness therapeutic settings. The required field based study ensures that students get practical, hands-on experience that will significantly increase their career marketability.

Miscellaneous

Georgia College is uniquely situated geographically along the fall line in Central Georgia with easy access to both mountain and coastal environments. Also available are Lake Laurel, a 60-acre pine-hard wood forest including a lake, hiking trails, and lodge; Power Point, a 7-acre recreational and environmental study site with access to Lake Sinclair; and Lockerly Arbore-

tum, a haven for botanical and natural history studies. The GC Outdoor Center extends the Outdoor Education degree program through special environmental/adventure expeditions, workshops, and seminars for students, professional and corporate groups. Programs include adventure programming, professional development, team building, and special skills development workshops in challenge "ropes" courses, backpacking, canoeing, kayaking, and rock climbing. The center also provides the management and program administration for Georgia College's Lake Laurel and Power Point Facilities. The Outdoor Center, in conjunction with the Center for Science and Math Education, provides support and shares expertise with students in area schools and GC summer camps. Numerous area opportunities are available for volunteer, practicum, or internship experience.

MILITARY SCIENCE

Coordinator: Lt. Colonel John R. Fabry

Adjunct Faculty: Captain Wade Sokolosky

GENERAL INFORMATION

Georgia College participates in a cross-enrollment program that permits students to take military science courses. Military science courses conform to the subject requirements of the Senior Division Reserve Officers Training Corps (ROTC) program established by the Department of the Army. The mission of the ROTC program is to attract, motivate, and prepare selected students with high potential to receive a commission in the United States Army Reserves. In addition to providing courses required to earn a commission through the ROTC program, military science instruction and associated activities have the aim for all students of developing leadership and managerial potential, providing an understanding of the requirements and organization for national security, and instilling a strong sense of personal integrity and individual responsibility. Additional information may be obtained by calling 912/453-4737, writing Georgia College, Army ROTC Opportunities, Box 2395, Milledgeville, Georgia 31061, or visiting Room 302, Parks Hall.

COURSE STRUCTURE

Military science courses are grouped into basic course ROTC subjects and advanced course ROTC subjects. The basic course is comprised of MS I (Military Science I) and MS II courses in the 100 and 200 series. The advanced courses (MS III and MS IV) consist of 300 and 400 series courses.

Leadership laboratory periods, an integral part of military science instruction in addition to the classroom work, will be held for special training and applied leadership experience. Occasional ceremonies highlight the presentation of awards or the honoring of a distinguished guest.

BASIC COURSE

The basic course is designed to provide the student a basic level of military education emphasizing leadership and the understanding of fundamental concepts and principles of military art and science. This basic foundation aids the development of the leadership potential of the individual student and serves to qualify him or her for the advanced course.

ADVANCED COURSE

The objective of the advanced course is to prepare students to serve as commissioned officers in the United States Army. This goal is accomplished by providing qualified students with knowledge and experience in leadership, management, and tactics, and by developing self-reliance through experience and practical application.

ADVANCED PLACEMENT

The professor of military science may grant direct advanced course attendance to any qualified student. Qualification is contingent upon demonstrated prior military experience attained by veterans. Such experience includes the following: (1) participation in the Veterans Educational Assistance Program (VEAP); (2) an RE code of 1 and a General Technical (GT) score of 110 or higher; (3) National Guard or Reservists who have completed their basic training; or (4) attendance at the Army's ROTC Basic Camp.

ROTC BASIC CAMP

This camp is available to college students during the summer between their sophomore and junior years. The purpose of the camp is to qualify students who might not otherwise qualify for the advanced course. Travel to and from the camp, uniforms, housing and meals are furnished by the Army. Additionally, the student will earn approximately \$750. While at camp, students have the opportunity to compete for two-year scholarships. Students must have a 2.0 grade-point average and a minimum of 81 quarter hours of academic work to attend.

ROTC ADVANCED CAMP

All advanced course students attend the ROTC advanced camp at Fort Bragg, N.C. This camp is conducted for six weeks during the summer and is usually attended between the junior and senior years. Each student is furnished transportation to and from camp, uniforms, meals and housing, and paid at one-half the pay of a second lieutenant.

OPTIONAL ADVANCED TRAINING

During the summer periods additional training is offered to qualified students on a competitive basis. Optional training includes basic parachute instruction, (Airborne School) air assault instruction, and cadet troop leadership training. In each instance, instruction, meals, housing and travel, are offered at no expense to the student.

SCHOLARSHIPS

On-campus scholarships are available to students who attend or transfer to Georgia College. Prior enrollment in ROTC is not required. Freshmen with a GPA of 2.5 or higher, a SAT score of 970 (Recentered Scale) or of 850 (Original Scale) or higher, or ACT of 19 or higher are eligible to apply for a three-year Active Duty (AD) Army Scholarship. Sophomores with a GPA of 2.5 or higher are eligible to apply for a two-year AD Army Scholarship. No scholastic test scores are required for two-year scholarship applicants.

SUBSISTENCE ALLOWANCE

Students enrolled in the advanced course under ROTC contract are paid a monthly subsistence ten months each year. The allowance is \$150 per month, not to exceed \$3,000 during a two-year period.

MILITARY SCIENCE DIVISION

BASIC COURSE

100. LEADERSHIP LABORATORY. 1 Credit Hour

Taken each term in addition to MSC 101, 102, 103. Emphasis is placed on military customs, courtesies, drill and ceremonies, and basic military skills as directed by the Professor of Military Science.

101. INTRODUCTION TO THE U.S. ARMY. 1 Credit Hour

A study of the fundamental organization and the role of the U.S. Army, Army Reserve, and Army National Guard. Also included is an explanation of the customs and traditions of military service, implementing a personal fitness program (to include the Army Physical Fitness Test) and instruction in knot tying and repelling. The course includes one repelling field training exercise. LAB and FTX REQUIRED

102. MILITARY LEADERSHIP I. 1 Credit Hour

A study of basic military leadership doctrine, leadership communication techniques, and an overview of the ROTC leadership assessment program. Also included is an understanding of the role of the noncommissioned officer in the U.S. Army. LAB REQUIRED

103. LAND NAVIGATION/SURVIVAL. 1 Credit Hour

The student will learn to navigate from one point to another on the ground using a map and compass, to include orienteering techniques, and expedient methods of determining direction and distance. A practical application of the lessons of this class will occur in a field environment. LAB AND FTX REQUIRED

200. LEADERSHIP LABORATORY. 1 Credit Hour

Taken each term in addition to MSC 201, 202, 203. Emphasis is placed on military customs, courtesies, drill and ceremonies, and basic military skills as directed by the Professor of Military Science. There is a field trip in the spring quarter for rifle marksmanship.

201. MILITARY LEADERSHIP II. 2 Credit Hours

A continuation of Military Leadership I, continues the study of basic military leadership doctrine, focusing on motivational techniques, team development and guidance counseling for the junior leader. LAB REQUIRED. Prerequisite 102

202. FIRST AID. 2 Credit Hours

Familiarization in emergency treatment of life threatening injuries. Includes cardiopulmonary resuscitation (CPR) and treating shock, heat/cold injuries, fractures, burns, and applying proper dressings. LAB REQUIRED.

203. MARKSMANSHIP. 2 Credit Hours

The student will learn basic shooting techniques, including safety procedures, weapon maintenance, and zeroing/firing of weapons. LAB AND FTX REQUIRED.

ADVANCED COURSE

300. LEADERSHIP LABORATORY. 1 Credit Hour

Taken each term in addition to MSD 301, 302, 303. Emphasis is placed on teamwork, advanced tactics and leadership, and basic military skills as directed by the Professor of Military Science. There are seven field training exercises and two military social events over the three quarters.

301. LAND NAVIGATION/LEADERSHIP. 3 Credit Hours

A review of land navigation techniques. A study of advanced military leadership doctrine, leadership communication/motivational techniques, team development and guidance counseling for the junior leader, and an overview of the ROTC leadership assessment program. Also included is an understanding of the role of the noncommissioned officer in the U.S. Army. LAB AND FTX REQUIRED. Prerequisite 103.

302. OPERATIONS AND TACTICS I. 3 Credit Hours

a study and practical application of small unit tactics, at the squad level, and standard Army combat tactics/techniques. Additionally, the evaluation of practical applications of leadership are done during field training exercises. LAB AND FTX REQUIRED.

303. OPERATIONS AND TACTICS II. 3 Credit Hours

A continuation of the study and practical application of small unit tactics at the platoon level, and standard Army combat tactics/techniques. Additionally, the evaluation of practical applications of leadership are done during field training exercises. LAB AND FTX REQUIRED. Prerequisite 302.

400. LEADERSHIP LABORATORY. 1 Credit Hour

Taken each term in addition to 401, 402, 403. Students conduct classes for other cadets, supervise and evaluate cadets, and conduct planning and organizing for field training exercises and social functions.

401. ARMY TRAINING MANAGEMENT SYSTEMS. 3 Credit Hours

A study of the Army training management system, to include METL development, long and short range planning, resource training, and preparing training schedules/plans. LAB REQUIRED.

402. MILITARY JUSTICE. 3 Credit Hours

A study of the Uniformed Code of Military Justice and the practical application of military justice for the small unit leader. Discussions focus on administrative procedures, non-judicial punishment, and the courts-martial system. Includes a study of the law of land warfare and the Army Personnel/Logistical/Supply systems. LAB REQUIRED.

403. ETHICS/TRANSITION OF LIEUTENANT. 3 Credit Hours

A study of military professional ethics and officership. Includes discussions and student presentations of Army life, officer requirements, and military professional ethics. LAB REQUIRED.

PROFESSIONAL MILITARY EDUCATION REQUIREMENTS (PME)

In addition to the military courses described above, students seeking a commission must complete one undergraduate course in each of the following fields: English, comprehension, math reasoning, computer literacy, American military history, and human behavior. Students must consult with the ROTC adviser regarding specific courses that will meet PME requirements. Cadets are encouraged to take a course in management and national security prior to graduation.

INTERNATIONAL SERVICES AND PROGRAMS

Assistant Vice President for International Education

The Office promotes the internationalization of the curriculum campus wide through directing the International Studies Minor and the Core International Studies course, organizing international lecture series, coordinating visits by foreign scholars and visits abroad by Georgia College faculty, coordinating the advisement of international students, and advising students on study abroad opportunities.

MISSION

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;
- f) Facilitating faculty participation in academic exchange programs abroad.

INTERNATIONAL STUDIES COURSES (INS)

200. INTRODUCTION TO INTERNATIONAL STUDIES (5-0-5)

An interdisciplinary approach to the study of business, politics, and culture in international affairs. Required for International Studies Minor.

240. MODERN FRANCE (5-0-5)

Designed to acquaint the student with significant events in and aspects of contemporary France. Readings and discussions in English.

245. MODERN SPAIN (5-0-5)

Designed to acquaint the student with significant events in and aspects of contemporary Spain. Readings and discussions in English.

250. MODERN LATIN AMERICA

Designed to acquaint the student with significant events in and aspects of contemporary Spanish America. Readings and discussions in English. Will focus on the latest developments important in today's international politics.

39A-E. SPECIAL TOPICS (Var)

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

48A-Q. INDEPENDENT STUDY (Var)

An opportunity for qualified students to work on individual problems in addition to the offerings in the curriculum. To be taken only with the approval of the department chairperson.

49Q. INTERNSHIP/COOPERATIVE EDUCATION (2-15 hours)

An individually designed and planned experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

MINOR IN INTERNATIONAL STUDIES

Twenty-five quarter hours, distributed as follows:

1. Foreign Language (5 hours)
2. INS 200 Introduction to International Studies (5 hours)
3. Ten hours within the student's area of concentration (10 hours)
4. Five hours outside the area of concentration (5 hours)

The concentration may be a geographical area, a disciplinary study, or other field chosen after consultation with the Assistant Vice President for International Education. Examples include fine arts, business, politics, or education.

Courses applicable to the International Studies Minor:

INS 200 Introduction to International Studies

School of Arts and Sciences:

ART 347	The Modern World
FRE 245/INS 240	Modern France
GEO 401	Economic Geography
GEO 450	Political Geography
GEO 476	Cultural Geography
HIS 323	Latin America
HIS 350	History of China
HIS 411	Twentieth Century Europe
HIS 417	Soviet Russia
HIS/POS 455	Contemporary American Foreign Policy
HIS 460	Modern Middle East
MUS 343	History of Music III
POS 39E	Special Topics in International Issues
POS 210	International Politics and Organizations
POS 310	Comparative European Political Systems
POS 456	The Vietnam War
POS 475	Contemporary International Problems
POS 490	Comparative Foreign Policy
POS 491	The Politics of Japan
PUA 39E	Special Topics in Comparative Public Administration
REL 405	Comparative Religion
SPA 245/INS 245	Modern Spain
SPA 250/INS 250	Modern Latin America
Foreign language courses beyond the 101 level	

School of Business:

COM 428	Managerial Communication
ECO 370	Comparative Economic Systems
ECO 375	International Economic Relations
ECO 472	Intermediate Macroeconomic Theory
ECO 473	History of Economic Thought
MGT 447	International Business

School of Education:

EEC 314	Children's Literature In Early Childhood
EEC 410	Social Studies In Early Childhood Education
EMG 314	Children's Literature In Middle Grades
EMG 410	Social Studies in Middle Grades
EFS 412	Social Sciences in the Secondary School
EFS 455	High School Curriculum and Methods

Other courses and courses taken abroad as approved by the Assistant Vice President for International Education.

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/SEMESTER ABROAD

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 may take part of their major curriculum abroad, depending on the subject field, after completion of the core curriculum. Criteria considered in selecting participants include grade point average, recommendations, and prerequisites completed. For further information contact the Office of International Services and Programs, 103 Lanier Hall, telephone (912) 453-4789.

Academic Year/Semester Abroad is currently offered at the following institutions:

Curtin University, Perth, Australia

Facultés Universitaires Catholiques de Mons, Belgium
Université de Liège, Belgium

De Montfort University, Leicester, England
Kingston University, England
Liverpool John Moores University, England
University of Northumbria at Newcastle, England

Université de Reims, Champagne-Ardenne, France
Université des Sciences et Techniques de Lille 1, France

University of Ulster, Northern Ireland

Universidade Técnica de Lisboa, Portugal

Glasgow Caledonian University, Scotland

Universidad de Valladolid, Spain

UNIVERSITY SYSTEM PROGRAMS AND OTHER OPPORTUNITIES

The International Services and Programs Office provides information on the various study abroad programs offered by institutions of the University System of Georgia. A multitude of opportunities to study abroad while earning academic credit toward completion of degree requirements are available to students. Summer study abroad programs are available in Western Europe, the Pacific, Canada, and Mexico, and quarter, semester, and academic year opportunities in several countries in Western Europe.

The International Services and Programs Office also houses information on study and work abroad and travel opportunities offered by various national and international institutions and organizations.

Students may go to by the International Services and Programs Office in 103 Lanier Hall to pick up information or call (912) 453-4789.

FINANCIAL AID/STUDY ABROAD SCHOLARSHIPS

Students in the University System of Georgia who are eligible for financial aid may use that aid to participate in study abroad programs approved by the home institution. A limited num-

ber 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 Financial Aid Office, 103 Parks Hall, (912) 453-5149 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:

Americas

Universidad del Salvador, Buenos Aires, Argentina
Federal University of Pernambuco, Brazil
ITESM (Instituto Tecnológico y de Estudios Superiores de Monterrey), Mexico
Universidad del Valle de Mexico, Mexico

Asia

Lanzhou Commercial College, People's Republic of China
International Academy of Pedagogy, Moscow Russia

Australia

Curtin University, Perth, Australia

Europe

Facultés Universitaires Catholiques de Mons, Belgium
Université de Liège, Belgium

De Montfort University, Leicester, England
Kingston University, England
Liverpool John Moores University, England

Université de Reims, Champagne-Ardenne, France
Université des Sciences et Techniques de Lille 1, France

University of Ulster, Northern Ireland

Universidade Técnica de Lisboa, Portugal

Glasgow Caledonian University, Scotland

Universidad de Valladolid, Spain

L'vov State Ivan Franko University, Ukraine

University of Northumbria at Newcastle, United Kingdom

INTERNATIONAL STUDENT SERVICES

The Office provides information and counseling to international students on admissions procedures, immigration regulations and procedures, medical insurance, housing, financial assistance, taxes, adjustment to life in the U.S., and academic concerns. The Office advises the International Club and organizes community and campus activities such as International Week, the International Dinner, the International Community Friend Program, and the International Student Orientation.

INTERNATIONAL EXCHANGE STUDENTS

International students who will attend Georgia College under the terms of an exchange agreement between their home institution and Georgia College will be admitted according to the understandings specified in each agreement. Students should contact their home institution's exchange coordinator or the Office of International Services and Programs at Georgia College for specific guidelines.

STUDENT SUCCESS (IGC)

New students at Georgia College are encouraged to enroll in IGC 101, a course designed for freshman students to help them develop the appropriate "survival skills" in order to be successful in college. It is the intention of the course to introduce participants to the services at Georgia College, to the kinds of self-management skills that will enable students to be both academically and personally successful, and to issues involved in decision making that will enable them to begin making plans for an appropriate selection of a major and rewarding career. IGC 101 is a three-credit elective course taught by faculty, staff, and administrators. The course is offered each quarter except summer, and is a principal component of the Residential Freshman Experience program. For more information contact the Coordinator of IGC programs in the Advising and Career Exploration Center.

IGC 101. STUDENT SUCCESS. (3-0-3) F,W,S

"Student Success" is an elective course for students who have accumulated no more than 45 credit hours to introduce them to college life. The course focuses on the development of good time management, note taking, studying and test-taking skills, and the development of successful interpersonal relationships, and incorporates both lecture and experientially based learning opportunities.

IGC 102. STUDENT LEADERSHIP. (2-0-2)

This course is designed to assist students in their development of leadership skills. A variety of experiences are offered to develop and enhance such general skills as communication, time and stress management, and conflict resolution, as well as specific skills such as budgeting, goal setting for organizations, and planning meetings and programs. Students completing the course will have compiled a personal notebook containing articles and planning documents designed specifically for their individual goals.

IGC 103. PLANNING A CAREER. (2-0-2)

An elective course for seniors to prepare them for the job search, interview process, and entrance into the world of work.

IGC 120. COMPUTING HARDWARE: INSTALLATION, MAINTENANCE, AND REPAIR (1-0-1)

Prerequisites: CSC 201 or above and ISC 209 or above. Hands on installation, maintenance, and repair of microcomputing.

WOMEN'S STUDIES PROGRAM (WMS)

Minor: Women's Studies

Program Coordinator: Dr. Kathleen Olson

The goals of the interdisciplinary minor are to provide for intellectual exchange on philosophical and pragmatic issues concerning women and to encourage original thought and research.

Requirements: 25 quarter hours, distributed as follows:

1. WMS 201 – (5 hours)
2. Elect from the following – (20 hours)
 - WMS 312
 - WMS 350
 - WMS 360
 - WMS 361
 - WMS 370
 - WMS 400
 - WMS 475

201. WOMEN IN SOCIETY. (5-0-5)

An interdisciplinary course that explores the diversity of women's lives through essays, readings, and the study of scholarly theories and research. The course will examine a wide range of social issues which affect the status of women in an historical context and in contemporary society.

312. WOMEN'S SOCIAL HEALTH ISSUES. (5-0-5)

A study of health and social issues affecting contemporary women. (Cross listed with HSC 312)

350. WOMEN IN THE ARTS. (5-0-5)

A survey of the ways on which traditional subjects and materials have been incorporated into the work of women artists/musicians from diverse backgrounds to transform their ideas into powerful visual and aural statements. Emphasis is placed on the social, political, and religious influence which shaped this work. (Cross listed with ART 350 and Music 350)

360. FRANCOPHONE WOMEN WRITERS. (5-0-5)

Designed to provide an introduction to representatives of a historically and geographically very diverse literature. Readings and discussions in English. (Cross listed with FRE 360)

361. WOMEN IN HISPANIC LITERATURE. (5-0-5)

This course will provide the student an overview of the contributions of Hispanic women writers to the literary traditions of Spain, Latin America and the United States. The readings and discussions will be in English. (Cross listed with SPA 361)

370. THE ROLE OF WOMEN IN HISTORY. (5-0-5)

The history of women in modern society, with special emphasis on the changes in the role of women accompanying the transition to industrial societies in the United States and England. (Cross listed with HIS 370)

400. LITERARY WOMEN. (5-0-5)

Prerequisite: ENG 202 or 203 or 204 A study of the contributions of women writers and critics to the development of literature. (Cross listed with ENG 400)

475. O'CONNOR. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of the contributions of women writers and critics to the development of literature. (Cross listed with ENG 475)

LEARNING SERVICES

Sharon L. Jones, Chairperson

Associate Professors: Culberson, Jones, Sanders, Willoughby

Assistant Professors: Allen, Beasley, Nifong, Stewart

Coordinator of Testing: Walker

MISSION

The Department of Learning Services at Georgia College exists to provide Learning Support courses, Regents' Test courses, and support services for students who need additional background or assistance in basic academic skills. Learning Support courses are offered in reading, English, mathematics, and basic computer competency for students who do not meet regular college admission requirements or need to develop or review skills in these areas. Regents' courses in writing and reading are offered to prepare students for the Regents' Test. These courses and the tutoring program offer instructional services that relate to the basic core classes and to the successful functioning of the individual during his/her lifetime.

INTRODUCTION

The Department of Learning Services provides a supportive environment of instruction and guidance. All students with any Learning Support requirements are advised in the department to ensure that their progress is monitored and they are informed about their requirements. At the end of the quarter in which the student completes Learning Support work and demonstrates competency at the pre-determined level, the student's records are transferred to the department of his/her intended major.

Learning Support and Regents' courses carry institutional credit and may not be applied toward a degree, nor will they be accepted for transfer credit to another institution. Grades for these courses will be one of the final grades listed in the section on grades policy in this catalog. No quality points are awarded. While in the Learning Support program a student is not placed on academic probation.

LEARNING SUPPORT POLICIES/PROCEDURES

1. All Georgia College freshmen and transfer students with fewer than 20 quarter hours credit must take the college placement test, COMPASS. COMPASS scores from non-University System Institutions may not be used for placement. Students who have exited Developmental Studies/Learning Support at another system institution will be accepted as regular transfer students.
2. Students' SAT or ACT scores and their scores on COMPASS are used to determine placement in or exemption from mandatory Learning Support courses. Students with scores below the following will be subject to placement in the Learning Support program:

ORIGINAL SAT	OR	RECENTERED SAT	OR	ENHANCED ACT
Verbal 360		Verbal R440		English 18
Math 380		Math R430		Math 18
Combined 740		Combined R870		Composite 18

These students will be placed in appropriate Learning Support courses on the following criteria:

- a. Reading: Students who score below the COMPASS exemption score must take Learning Support 070.
- b. English: Students who score below the COMPASS exemption score or who fail the writing section of the placement exam must take Learning Support English 060 and 061.
- c. Mathematics: Students who score below the COMPASS exemption score will be placed in Learning Support 050, 051, or 052 according to their placement score level.

No degree credit will be earned in Learning Support courses, but institutional credit will be awarded.

3. Students are encouraged to exhibit their best performance on the COMPASS since no initial retesting is permitted.
4. Students accepted for the Learning Support program are given three quarters to complete their Learning Support requirement(s). If a student is making progress, s/he will be granted a fourth quarter through the petition process. A student enrolled in a fourth quarter of Learning Support may take no more than 13 quarter credit hours.
5. All students required to enroll in any Learning Support course shall be classified as Learning Support students. A student who is required to take a Learning Support area may not register as an auditor in any Learning Support course in that area.
6. Any student who enrolls in a Learning Support course shall be required to meet all appropriate exit standards for that area. The only approved exception shall be a student who is not required to take a Learning Support area and who elects to enroll in that area on a volunteer basis.
7. International students and those students whose native language is not English shall meet the requirements outlined in these procedures.
8. All time spent in Learning Support is cumulative in the University System of Georgia.
9. Students required to enroll in Learning Support courses will be advised in the Department of Learning Services to ensure that they are informed about their requirements.

10. During each quarter of enrollment, a student must first register for all required Learning Support courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible:

When two or three Learning Support areas are required and a student is enrolled in at least one Learning Support course, a freshman orientation course or physical education or other activity or performance courses may be taken that quarter instead of one of the required Learning Support courses.

In the event that a required Learning Support course is not available, a student may enroll in a course for degree credit if the student has met the course prerequisites, subject to the written approval of the president or designee. (Policy/Procedure 12 is applicable.)

11. Learning Support students may not take a core course that has prerequisite skills for which the Learning Support course is designed until Learning Support requirements have been satisfied in that area.
12. a. Students may not accumulate more than thirty hours of college level credit before completing all Learning Support requirements. Students who accumulate thirty hours of college level credit and have not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed.
- b. Students with transfer credit or credit earned in a certificate or prior degree program who are required to take Learning Support courses for their current degree objectives may earn up to thirty additional hours of college level credit. After earning the additional hours, such students may enroll in Learning Support courses only.
13. Students who are required to be enrolled in Learning Support and who are also enrolled in regular credit courses may not withdraw from Learning Support courses unless they also withdraw from credit courses.
14. Grades and symbols used in Learning Support English, reading and mathematics at Georgia College will be:
- | | |
|------------|----------------------------------------------------------------------------------------|
| A, B, C, S | Passing course grade |
| F, U, WF | Failing course grade |
| IP | Indicates progress insufficient for completion of the course. |
| I, W | As defined in Board policy 340 |
| V | May be used as defined in Board Policy 304, but only in those cases under Procedure 6. |

15. To be eligible to take the COMPASS exit test, the student must have a C or better in the class. Students will not be permitted to take the COMPASS in an area (English, reading, mathematics) until they have successfully completed all courses and any other requirements for exiting an area.

16. Exit Standards

To exit a Learning Support area, the student must meet all criteria.

English

Students placed in 060 must pass the course by meeting course requirements to move to 061.

Students in 061 must pass the course by meeting course requirements, pass the exit writing sample and pass the English COMPASS.

Reading

Students placed in 070 must pass the course by meeting all course requirements and must pass the Reading COMPASS.

Mathematics

If initially placed in 050, students must pass the course by meeting all course requirements to move to 051, followed by 052.

If initially placed in 051, students must pass the course by meeting all course requirements to move to 052.

If initially placed in 052, students must pass the course by meeting all course requirements and must pass the mathematics COMPASS. The only exit from Learning Support mathematics is through 052.

17. Students who do not meet departmental attendance requirements and/or who fail to complete required course assignments may be excluded from the program. Students may be dropped from school during a quarter if they fail to meet the attendance regulations.
18. Students ineligible to return to their initial institution are ineligible to attend Georgia College. Only four attempts per area are allowed, with an attempt being defined as a quarter in which a student received any grade or symbol except "W." Students may be suspended from school in less than four quarters if they will be unable to finish their required sequence of courses at Georgia College.
19. Students suspended from Georgia College after four quarters may petition for a fifth quarter as long as they meet departmental criteria on progress and are not considered for reentry in less than one quarter from the end of their fourth quarter. A student who is readmitted may be allowed only one attempt per required course to satisfy any Learning Support deficiencies and shall take no more than 13 quarter credit hours. The 30 hour limit on the accumulation of degree credits still applies. Readmitted students not exiting Learning Support within one attempt per required course will then be suspended for three quarters after which they may be readmitted only upon written permission of the president, and then only for one attempt per area during which time students shall not simultaneously take any college level work at the institution.
20. Students who wish to reenter the Learning Support program to complete requirements may be retested with the COMPASS if they have not taken any college work for five years. Students readmitted under this provision will not be allowed any more than four additional attempts in any Learning Support area.
21. Students who are registered for their fourth or fifth quarter in an exit level course and who have passed the course but do not pass the COMPASS will be permitted a retest in that area.
22. Students who have passed an exit level course twice but who have been unsuccessful on the exit COMPASS may be retested upon the recommendation of their instructor(s) if they have scored within one point of meeting Georgia College's exit score on the COMPASS twice or if their superior performance in the course warrants a second attempt on the test. If the student does not pass the test on the second attempt, he/she must follow the standard procedure of completing the exit course before attempting COMPASS again.
23. Students with learning disorders enrolled in Learning Support are required to fulfill all stated requirements before exiting. These students should be provided with appropriate course accommodations. Although they must be required to meet the minimum COMPASS score, the college may authorize use of a calculator on the Mathematics COMPASS and/or provide a separate test administration if such accommodations are supported by the student's diagnosis. Students with learning disabilities, acquired brain impairment, or Attention Deficit/Hyperactivity Disorder may petition through the college's Committee on Learning Accommodations to a Regents Center for Learning Disorders for a maximum of three additional quarters of Learning Support as provided by Board of Regents' Academic Affairs Handbook Section 2.22.
24. Appropriate course and testing accommodations should be made for students with visual, hearing, or motor impairment. Such students may be granted up to three additional quarters of Learning Support at the college's discretion. Documentation on such students will be maintained at the institution and summarized in the Annual Report on Learning Disorders.

LEARNING SUPPORT COURSES (LSS)

LEARNING SUPPORT MATHEMATICS 050, 051, 052 are a sequence of courses designed to prepare students for college mathematics work. Students are placed in 050, 051, or 052 by their COMPASS scores. Those required to take these courses must finish the sequence with LSS 052 being the only exit from Learning Support mathematics to a regular college mathematics course.

050. LEARNING SUPPORT MATHEMATICS I. (5-0-5)

Prerequisite: Placement by examination or approval of the Learning Services Office. A course to review arithmetic and the introductory algebra topics of properties of real numbers, solving linear equations, and graphing lines.

051. LEARNING SUPPORT MATHEMATICS II. (5-0-5)

Prerequisite: Placement by examination, 050, or approval of the Learning Services Office. A course covering the algebra topics of systems of equations, polynomials and their factorization, and rational expressions.

052. LEARNING SUPPORT MATHEMATICS III. (5-0-5)

Prerequisite: Placement by examination, 051 or approval of the Learning Services Office. A course covering algebra and geometry topics including radical expressions, quadratic equations, and conic sections.

LEARNING SUPPORT ENGLISH 060 and 061 are designed to prepare students for further work in English. Students who are required by placement scores to take 060 will also be required to take 061. 061 is the only exit from Learning Support English to English 101.

060. LEARNING SUPPORT ENGLISH I. (5-0-5)

Prerequisite: Placement by examination or approval of the Learning Services Office. A course emphasizing grammar, mechanics, and paragraph writing. Students placed in 060 must also take 061.

061. LEARNING SUPPORT ENGLISH II. (5-0-5)

Prerequisite: 060 or approval of the Learning Services Office. Continuation of the study of grammar and mechanics with emphasis on essay writing.

070. LEARNING SUPPORT CRITICAL READING AND THINKING I. (5-0-5)

Prerequisite: Placement by examination or approval of the Learning Services Office. Focuses on improving critical reading and thinking skills. Considerable attention is given to study skills, literal and inferential comprehension, rates of reading and vocabulary development.

071. LEARNING SUPPORT CRITICAL READING AND THINKING II. (5-0-5)

Prerequisite: 070 or approval of the Learning Services Office. A continuation of 070 with emphasis on more individualized instruction. Emphasis is placed on study skills, test-taking skills, and reading in the content fields.

080. WORD PROCESSING AND ON-LINE RESOURCES. (3-0-3)

The course is designed to ensure that students are competent in principles of word processing, communications, and other basic computer skills.

095. LEARNING SUPPORT ENGLISH FOR INTERNATIONAL STUDENTS. (5-0-5)

This course focuses on the skills of listening, speaking, reading, and writing. It provides international students with some transition between the English they already know and the academic English their college experience will require. Any non-native English speaker, freshman through graduate student levels, is encouraged to enroll.

REGENTS' TEST REMEDIATION COURSES (RGT)

062. REGENTS' TEST REMEDIATION: ENGLISH. (4-0-4)

A course designed to eliminate serious problems in essay writing to prepare students for the Regents' Essay Test. Content and writing activities are directed toward specific student needs.

072. REGENTS' TEST REMEDIATION: READING. (4-0-4)

A course designed to eliminate serious problems in reading to prepare students for the Regents' Reading Test. The course focuses on improved comprehension skills, vocabulary development, and test-taking skills.

COMMUTER CAMPUSES AND CENTERS:

Degree Programs

Georgia College is authorized by the Board of Regents to offer the degree programs listed below at approved commuter centers and campuses. Students enrolled in the programs may complete their entire degree program at the appropriate campus or center. All of these programs are equivalent to those on the Milledgeville campus. Students must meet the admission requirements of the appropriate school and program.

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 Campus

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 Science in Nursing (BSN)
- Bachelor of Science in Education (BS)
 - Early Childhood Education (BS)
 - Middle Grades Education (BS)

GEORGIA COLLEGE IN MACON Macon Campus

Leigh Ann Junod, Director (Phone 912-471-2898)

Degrees in:

- Specialists in Education (Ed.S)
 - Administration and Supervision
- Master of Arts in Teaching (MAT)

- 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
 - Special Education-Learning Disabilities, Behavior Disorders
- Bachelor of Business Administration (BBA)
 - Accounting
 - Management
 - Marketing
 - Business Information Systems
- Bachelor of Science (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 (BSN)

DISTANCE EDUCATION OFFERINGS

Georgia College is part of the Georgia Statewide Academic and Medical System (GSAMS). A network of nearly 400 locations, the technology allows students to enroll in Georgia College courses at remote Georgia College facilities, K-12 school sites or other participating locations. To reduce travel and meet the needs of the students, faculty deliver courses to the remote locations using two way compressed video/audio. Courses offered in this manner are identified as "Distance Learning" in the *Annual Schedule of Classes*.

EVENING PROGRAMS

Georgia College offers evening courses on its Milledgeville Campus, Macon Campus, Dublin Campus and Warner Robins Centers and centers for credit in certain programs in which it is possible for the student to obtain a bachelor's or master's degree by attending classes only in the evenings. The general education requirement (Core) can be completed by taking evening classes. Although senior division courses are available in various departments, bachelor's degrees are available at night only in limited areas. These include accounting, information systems, criminal justice, English, history, logistics, management, nursing, political science, public administration. (Some of these will require that some courses be taken at the College's various commuter centers and campuses. Write the chairperson of the department for details.)

Prospective students should be advised that it will probably take a longer time to receive a degree by doing evening work only than it would to receive the same degree by attending day classes or a combination of day and evening classes.

Specific information on current program availability, scheduling and registration may be obtained by calling the College's Office of Enrollment Services at (912)453-5004 or 1-800-342-0471.

GENERAL ACADEMIC STRUCTURE

The undergraduate academic programs at Georgia College are provided through four schools: The School of Arts and Sciences, Dean Bernie Patterson; the School of Business, Dean Jo Ann Jones; the School of Education, Dean Edward Wolpert; the School of Nursing, Dean Pamela Levi. Dean Ken Jones is the Dean of the Graduate School. The graduate programs are described in a separate publication, the Graduate Catalog, which is available from the Office of Admissions.

Subsequent sections of this undergraduate catalog are divided into the four undergraduate schools. Persons interested in pursuing the various programs described should contact either the Dean of the School or the chairperson of the department which offers the program for further information.

All applications for admissions into the four undergraduate schools must be obtained from and returned to the Office of Admissions at Georgia College. No person may register for any academic program or course work until admitted to the College.

COURSE NUMBERS

Freshman and sophomore courses are numbered 100 to 299. They are designed to be taken by students having fewer than two years of college credit. Courses numbered 300 to 499 are courses for major programs and are designed to be taken only by students having two or more years of college credit. Courses numbered 500 to 699 are designed primarily for graduate students. Any variation from a prescribed program requires written permission from the Dean of the School.

Most courses are identified by a three-letter prefix and a three-digit number, the first digit indicating the year level of the instruction. Learning Services courses, indicated by the prefix LSS or RGT, carry institutional credit only. These courses cannot be applied for credit toward any degree and are not transferable to another college or university.

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

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

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

F, W, S, Su indicate the course will normally be offered during the fall, winter, spring, or summer quarter, respectively.

NEW STUDENT ORIENTATION

Orientation sessions are offered during the summer and at the beginning of each quarter. The purpose of the Orientation program is to help new students become acquainted with college life. Students learn about academic requirements, programs, procedures, student life, and student services. All new undergraduate students are required to attend an orientation program. Orientation sessions increase a student's chance of success in college.

SCHOOL OF ARTS AND SCIENCES

Bernie L. Patterson, Dean

Mae M. Carpenter, Assistant Dean

PURPOSE

The School of Arts and Sciences has as its purpose (1) to provide the General Education for all regularly admitted students of Georgia College; (2) provide major programs which maintain both breadth and depth and which prepare students for varied post-graduate alternatives including entry-level job opportunities, professional education, or graduate study; (3) provide opportunity for professional growth on the part of the faculty; (4) provide cultural services to the college and community; (5) and provide professional service to the college community. Faculty and staff of the School are committed to these goals through academic programs that include the fine and applied arts, humanities, behavioral, social and natural sciences; and professional fields including criminal justice or legal assistance studies, and international education. The philosophy is that education based only on the mastery of skills and techniques will soon be outmoded in a world characterized by rapid social, economic and scientific and technological changes. Higher education is best if students are actively involved with the faculty in developing stronger communication skills, skills in critical thinking and analytical reasoning, and intercultural understanding. Such education comes from programs that educate for life. Students deserve the opportunity to find their way to professional and vocational fulfillment without conflict between liberal and specialized courses of study.

In addition to providing instruction in the traditional arts and sciences fields, the School also serves students who have career objectives in business, teaching and nursing. This objective is accomplished by providing the courses for the Core curriculum.

The School of Arts and Sciences promotes international education and preprofessional programs. The School also offers a flexible degree titled the Bachelor of General Studies.

The greatest asset of the School of Arts and Sciences is its more than ninety-member teaching faculty. Academic qualifications include more than 70% with earned doctorates from nearly 30 different major universities. The faculty represent natives of more than 25 states and five foreign countries. Approximately one-third of the faculty have either published or completed scholarly works during this past year. They are also valued members of the middle Georgia community, participating in and providing leadership to civic, church and cultural activities.

ART

Dorothy D. Brown, Chairperson

Professor: Brown

Associate Professor: Wylly

Assistant Professors: Snyder, Yarborough

MISSION

The mission of the Art Department is fourfold:

1. To promote discipline study of the visual arts with the aim of effective creative expression.
2. To foster the development of artistic skills and to provide experience with a wide range of art materials, processes, and techniques. Achieving high levels of craftsmanship and professional presentation of art work requires sustained effort and heightened attention to detail.
3. To promote the development of critical thinking skills in both studio art and art historical contexts, with emphasis on effective written and verbal communication. Approaches to problem solving in the visual arts are readily transferable to problem-solving in other aspects of life.
4. To offer services to the community through exhibitions, seminars, lectures, and adult education courses. This includes working cooperatively with community organizations such as Allied Arts and the Old Capitol Historical Society.

To meet the challenge of this mission, the department focuses attention toward:

1. Identifying and encouraging people with artistic talent to obtain a higher education in art.
2. Providing access to the visual arts in general education for the student with little or no background in art or to students with an avocational interest in art.

ADMISSION

Students are advised that admission to the college is not the same as being admitted to the major programs in the Art Department. The admissions criteria listed below must be satisfied in addition to college admissions requirements in order to be admitted to the major programs in the Art Department.

Admission to the Art Department is a formal screening process required of all department majors in Art Marketing, and B.A. programs. Formal admission is required for students to continue in their programs.

The following criteria must be met for admission to be granted:

1. Students must submit a representative portfolio of work completed in ART 204, 205, 207* to the Art Department during spring quarter. It is the student's responsibility to select and organize the portfolio for this juried process. Admittance is based on the quality exhibited in the portfolio and other stated requirements.

*Students should submit their portfolio while taking ART 207.

2. Students must achieve a grade of C or better in all art courses attempted.
3. Students must have a 2.0 academic grade point average or above on all work attempted.

Transfer students who have completed the basic two and three-dimensional and color design courses and an introductory drawing course are required to have:

1. A portfolio of work completed at the previous university/college.
2. A grade point average of 2.0 in the art courses taken at another school.
3. A 2.0 academic grade point average or above on all work attempted.

NOTE: Those students who have not taken color, two and three-dimensional design courses and introductory drawing may be admitted provisionally until these courses are completed.

GRADES

A grade of C or better must be earned in all major and minor courses in Art.

EXHIBIT ATTENDANCE

Students are required to attend all exhibit openings held in the Art Department. A faculty member will be assigned to check roll at each exhibit. Illness requires a doctor's excuse. If a student is employed and unable to attend for this reason, a statement to that effect, signed by the student's employer, will be required.

DEGREES OFFERED

1. The Bachelor of Arts with a major in Art.
2. The Bachelor of Science with a major in Art Education.*
3. The Bachelor of Science with a major in Art Marketing.

*Effective Fall 1996, this program is not available to new students.

B.A. DEGREE WITH A MAJOR IN ART

	Hours
AREAS I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II and III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
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1. ART 204, 205, 206, 207 (15 hours)
2. ART 103 (5 hours)
3. Students must show competence in a foreign language at the level of a fourth college course. (10 hours)

Major Requirements	62
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1. ART 204, 205, 206, 207 (if not taken in Area IV)
2. ART 210, 211 (10 hours)
3. ART 320 or 321, 307, 340, 380 (20 hours)
4. ART History 350, 351, 352 (10 hours)
5. ART concentration in the areas of drawing/painting, drawing/printmaking, crafts, textiles (must be 300 or 400 level and not used to meet other requirements 320, 321, 322, 323, 341, 360, 361, 363, 380, 384, 386, 387, 407, 408, 420, 440, 460, 461 (20 hours)
6. ART 490, 491, 492 (6 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without ART 204, 205, 206, and 207 or their equivalent, must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 69 hours for these students, depending on their transfer credits.

Degree Requirements	0-20
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Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one language are required.
2. If two or three entrance units are accepted in one foreign language, the language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.
4. Art students may take 10 hours of foreign language in Area IV.

Other Requirements	20
<ol style="list-style-type: none"> 1. Students should take an approved minor course of study outside of the Art major. 2. A grade of C or better must be earned in all major and minor courses in art. Any digression from standard Area IV requirements will be verified by examination. 	
Electives	0-26
Total	
186	

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN ART EDUCATION

NOTE: Effective Fall 1996, this program is not available to new students

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II and III can be used to satisfy other requirements.
 Area I: Students should take ART 103 in Area I.

Wellness	6
Area IV	30

1. ART 204, 205, 206, 207 (15 hours)
2. EFS 295 (5 hours)
3. EFS 204 (5 hours)
4. ART 103 (5 hours)

Major Requirements	65
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1. ART 204, 205, 206, 207 (if not taken in Area IV)
2. ART 210, 211 (10 hours)
3. ART 307, 315, 316, 320, or 321, 340, 360, 384, 386 (40 hours)
4. ART 492 (2 hours)
5. EIT 478 (5 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without ART 204, 205, 206, and 207, or their equivalent, must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 75 hours for these students, depending on their transfer credits.

Degree Requirements	10-15
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1. Additional courses from social, behavioral, natural sciences, and mathematics (10 hours)
2. Foreign language

NOTE: All students seeking a Bachelor's of Science degree in the School of Arts and Sciences must demonstrate minimum proficiency at the level of a second college course in one language (102).

Teacher Certification	38
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1. EFS 204, 295 (10 hours, may be counted in Area IV)
2. EEX 364, EIT 301, 306, EFS 400, 490, 493 (25 hours)

Other Requirements

1. A grade of C or better must be earned in all major and minor courses in art. Any digression from standard Area IV requirements will be verified by examination.

NOTE: It is recommended that art education majors take ART 380 at some point in their course work.

Total 197

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN ART MARKETING

Area I, II, III (See Core section of the catalog)	Hours 60
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NOTE: Courses taken in Area I, II and III can be used to satisfy other requirements.

Area I: Students should take ART 103

Area III: Students should take ECO 270

Wellness	6
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Area IV	30
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1. ART 204, 205, 206, 207 (15 hours)

2. ACT 251, 252 (10 hours)

3. ISC 209 (5 hours)

Major Requirements	90
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1. ART 204, 205, 206, 207 (if not taken in Area IV)

2. ART 210, 211 (10 hours)

3. ART 307, 320 or 321, 340, 360, 384, 386 (30 hours)

4. ART 492 (2 hours)

5. ART 49Q (15 hours)

6. MGT 301, 340 (10 hours)

7. MKT 361, 362, 366 (15 hours)

8. MKT 367, 370, 464 (select one) (5 hours)

9. LEB 307 (5 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without ACT 251, 252, ISC 209, ART 204, 205, 206, 207, ECO 270 (40 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 127 hours for these students, depending on their transfer credits.

Degree Requirements	0-5
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1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours): LEB 307, MGT 301 (10 hours)

2. Foreign language

NOTE: All students seeking a Bachelor's of Science degree in the School of Arts and Sciences must demonstrate minimum proficiency at the level of a second college course in one language (102).

Other Requirements

1. A grade of C or better must be earned in all major and minor courses in art. Any digression from standard Area IV requirements will be verified by examination.

2. Students must have a 2.5 cumulative GPA or better to register for an internship. (ART 49E-Q)

Electives	0-3
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Total 191

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN ART HISTORY

Twenty-five quarter hours, distributed as follows:

1. ART 210, 211 (10 hours)
2. ART 350, 351, 352 (15 hours)

MINOR IN DRAWING AND PAINTING

Twenty-seven quarter hours, distributed as follows:

1. ART 204, 205, 207 (12 hours)
2. ART 307, 340, 341, 407, 408 or 440 (15 hours)

MINOR IN DRAWING AND PRINTMAKING

Thirty-two quarter hours, distributed as follows:

1. ART 204, 205, 207 (12 hours)
2. ART 307, 320 or 321, 407, 408, 420 (20 hours)

MINOR IN CRAFTS

Twenty-seven quarter hours, distributed as follows:

1. ART 204, 205, 206 (12 hours)
2. ART 360, 361, 363, 384, 386, 387 or 460 (15 hours)

MINOR IN WEAVING/TEXTILES

Twenty-five quarter hours, distributed as follows:

1. ART 204, 205, 207 (12 hours)
2. ART 360, 361, 363, 460, 461 (15 hours)

INTERDISCIPLINARY MINOR

The Department participates in the Women's Studies Minor, described elsewhere in the catalog.

CAREER INFORMATION

1. The Bachelor of Arts prepares students for further study in specialized fields of commercial art, advertising, interior design, textile design, ceramics, painting, crafts, printmaking, art history.
2. The Bachelor of Science degree with a major in art education is accredited by the National Council for the Accreditation of Teacher Education. It prepares students for further study and to teach in the public schools.
3. The Bachelor of Arts and Bachelor of Science (or Bachelor of Business Administration) with a major in art marketing prepares students in the areas of art and craft merchandising and marketing, guilds, state art and craft organizations, civic recreation programs, and private enterprise.

EXHIBITION PROGRAM

The exhibition program brings to the campus contemporary works in painting, drawing, printmaking, ceramics, crafts, sculpture, and photography by recognized artists. Exhibitions are held in the Blackbridge Hall gallery.

In addition to the regular exhibition program, the Department of Art maintains an increasingly important collection of original art works. The permanent collection includes the Mary Thomas Study Collection of 190 graphic works, the Mamie Padget Collection of 21 works, and the Department Collection. The collection is increased by donations, gifts, and departmental purchases. It is housed in Mayfair Hall.

ART

103. INTRODUCTION TO ART. (5-0-5) F,W,S,Su (Area I)

A study of the attributes of fine art, with direct experience and analysis of actual objects of the major visual arts. The student is led to acquire a basic vocabulary of words and ideas for intelligent and discriminating appreciation.

204. BLACK AND WHITE DESIGN. (0-8-4) F

Two-dimensional black and white design. Fee for materials.

205. COLOR DESIGN. (0-8-4) W

Prerequisites: 204. Two-dimensional color design. Fee for materials.

206. THREE-DIMENSIONAL DESIGN. (0-8-4) S

Prerequisites: 204, 205. Study of three-dimensional design. Fee for materials.

207. DRAWING I. (0-8-4) F,W,S

Introduction to drawing from direct observation. Basic drawing materials will be used. No previous art experience is required. Fee for models and materials.

210. ART HISTORY SURVEY I. (5-0-5) F

Ancient World to Early Renaissance.

211. ART HISTORY SURVEY II. (5-0-5) W

High renaissance to 20th Century.

291, 292H. HONORS SEMINAR. (Var.) F,W,S

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdisciplinary seminar

307. DRAWING II. (0-10-5) W

Prerequisites: ART 207. Continued study of drawing from direct observation, with emphasis on more challenging drawing problems. Alternative drawing media will be introduced. Lecture and studio. Fee for models and materials.

314. ART IN THE ELEMENTARY AND MIDDLE SCHOOL (K-6) (3-4-5) F,W,S

This course is designed to develop an understanding of art education theories and teaching methods as well as a knowledge of materials and resources for use by the prospective teacher in the general classroom. The acquisition of sufficient knowledge and skills for classroom practice are emphasized through classroom participation. Fee for materials.

315. ART EDUCATION METHODS—ELEMENTARY SCHOOL (0-10-5)

A study of art curriculum and methods for art education majors. This course is designed to develop an understanding of teaching methods in relation to the behavioral sciences and art teaching theories applicable to these levels. Included in this study will be lecture, curriculum planning resources, and adaptation to various teaching levels. Fee for materials.

316. ART EDUCATION METHODS—MIDDLE AND HIGH SCHOOL. (0-10-5)

A study of art curriculum and methods for the art education majors. This course is designed to develop an understanding of teaching methods in relation to the behavioral sciences and art teaching theories applicable to the middle and high school. Included in this study will be lecture, curriculum planning resources, and adaptation to various teaching levels. Fee for materials.

320. PRINTMAKING—INTAGLIO. (0-10-5)

Prerequisites: ART 204, 207 or permission of instructor. Introduction to intaglio printmaking. Monotype techniques will also be presented. Emphasis on principles of two-dimensional design. Lecture and studio. Fee for materials.

321. PRINTMAKING—LITHOGRAPHY.

Prerequisite: ART 204, 207 or permission of instructor. Introduction to lithographic printmaking. Relief printmaking techniques will also be presented. Emphasis on principles of two dimensional design. Lecture and studio. Fee for materials.

322. COMMERCIAL DESIGN. (0-10-5) (Alternate years)

Prerequisite: ART 205, 205, 206 or permission of instructor. A technical approach to layout with problems in poster or book jacket design, packaging, and other exercises in the application of commercial art to present-day advertising. Lecture and studio.

323. PRINTMAKING—SILKSCREEN. (0-10-5)

Prerequisites: ART 204, 207 or permission of instructor. Introduction of serigraphic printmaking. Relief printmaking techniques not presented in ART 321 will also be presented. Emphasis on principles of two-dimensional design. Lecture and studio. fee for materials.

340. PAINTING I. (0-10-5) S

Prerequisites: ART 204, 205, 207 or permission of instructor. Introduction to oil painting, with emphasis on direct observation and effective use of color. Lecture and studio. Fee for materials.

341. WATERCOLOR PAINTING. (0-10-5) Alternate years

Prerequisites: ART 204, 205, 207, 340. This course is designed to acquaint students with the medium and techniques of watercolor. Studio and lecture.

350. WOMEN IN THE ARTS (5-0-5)

A survey of the ways in which traditional subjects and materials have been incorporated into the work of women artists/musicians from diverse backgrounds to transform their ideas into powerful visual and aural statements. Emphasis is placed on the social, political, and religious influence which shaped this work. (Crosslisted with MUS 301.)

351. THE MODERN WORLD (5-0-5)

A study in the development of 20th Century painting, sculpture and architecture.

352. AMERICAN ART (5-0-5)

A study of the development of painting, sculpture, architecture, and allied arts in the United States from the Colonial Period to the present.

360. WEAVING I. (0-10-5)

Prerequisites: ART 204, 205 or permission of instructor. A study of vocabulary and techniques of basic weaving process. Studio and lecture. Fee for materials.

361. WEAVING II. (0-10-5)

Prerequisites: ART 360. A course designed to acquaint the student with a variety of advanced weaving techniques, including rug weaving. Lecture and studio. Fee for materials.

363. BASKETRY (0-10-5)

This course includes demonstrations and practical experiences in developing a variety of baskets. Techniques to be covered will be coiling, splintwork, ribbed processes, and knotting. The student will learn the history of each basketry technique and will be shown slides and actual examples. Fee for materials.

380. SCULPTURE. (0-10-5) Alternate years

Prerequisites: ART 206, 207 or permission of instructor. Exploration of the major sculptural techniques, including carving (stone, wood, plaster, or other materials), modeling, and casting. Lecture and studio. Fee for materials.

384. JEWELRY (0-10-5) W

Prerequisites: ART 204, 205, 206, 207 or permission of instructor. Design related to a variety of materials and processes in metalwork, including enameling and the setting of stones. Studio and lecture. Fee for materials.

386. CERAMICS I. (0-10-5) S

Prerequisites: ART 204, 205, 206, 207 or permission of instructor. An introduction to the materials and processes in designing, constructing, glazing and firing earthenware and stoneware clays. Fee for materials.

387. CERAMICS II. (0-10-5) S

Prerequisites: ART 386 or permission of instructor. Advanced study in ceramic sculpture and/or wheel throwing. Students may have an opportunity to pose and work out specific problems in either or both areas. Formulation and mixing of glazes is included. Fee for materials.

407. DRAWING III. (0-10-5)

Prerequisites: ART 207 and 307. Drawing the human figure from direct observation. Emphasis on human anatomy. Lecture and studio. Fee for models.

408. ADVANCED PROBLEMS IN DRAWING

Prerequisites: ART 207 and 307. Emphasis on producing a portfolio of work that is ambitious in terms of scale and technique, and unified in terms of content. There is also a collaborative project involving all of the members of the class. Lectures focus on the work of contemporary artists. Lecture and studio.

420. ADVANCED PRINTMAKING. (0-10-5)

Prerequisite: ART 320. Intensive study of printmaking. Fee for materials.

440. PAINTING II. (0-10-5)

Prerequisites: ART 330, 340. Various media. Technical consideration of preparation of grounds and mediums. Analyses of the techniques of the masters. Aesthetic consideration of picture structure. Studio and lecture.

45A-Q. STUDY ABROAD (Var.) ON DEMAND.

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College Study Abroad or Exchange Program.

460. WEAVING III. (0-10-5)

Prerequisites: ART 360. Advanced Weaving—students will explore the effects of materials, scale and color on structure through class projects. Fee for materials.

461. WEAVING IV. (0-10-5)

Prerequisites: ART 360. Advanced Weaving—student creates and implements original drafts for woven pieces based on research of traditional patterns. Fee for materials.

490. RESEARCH PAPER (Var) F,W,S

For art majors only. To be completed during the last three quarters of college work.

491. RESEARCH PROJECT (Var) F,W,S

For art majors only. To be completed during the last three quarters of college work.

492. SENIOR EXHIBITION (Var) F,W,S

For art majors only. To be completed during the last three quarters of college work. This course is designed to give the student a working knowledge of exhibitions.

39A-E. SPECIAL TOPICS (Var)

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

48A-Q. INDEPENDENT STUDY (Var)

An opportunity for qualified students to work on individual problems in addition to the offerings in the curriculum. To be taken only with the approval of the chairperson of the department.

49Q. INTERNSHIP/COOPERATIVE EDUCATION (2-15 hours)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the chairperson of the department.

BIOLOGICAL AND ENVIRONMENTAL SCIENCES

William P. Wall, Chairperson

Professors: Barman, Caldwell, Saladin, Wall, Whipple

Associate Professors: Moody, Parmley, Reed, Toney

Assistant Professor: Bennett

MISSION

The department extends the educational mission of Georgia College to the life sciences and fulfills its undergraduate objectives through two main thrusts:

The department serves other departments by providing numerous Core Curriculum courses for non-biology majors. A majority of Georgia College students, regardless of major, take this department's courses on Principles of Biology I and II. Many students also partly fulfill Area II of the Core with Physical or Historical Geology. Human Anatomy and Physiology I and II and Microbiology predominantly serve those who plan to enter programs in nursing, health therapy, and other health care fields. These courses serve not only for vocational preparation but also for personal enrichment. BIO 123-124, in particular, are intended to make students aware of the basic principles of biological science, to provide them with a general understanding of the scientific method and its applications, to enable them to take part as informed citizens in a society where biology is ever more consequential, and to instill humane values stemming from an understanding of the biological nature of human existence.

Candidates for the B.S. or B.A. degree in biology are directed through a curriculum that balances certain fundamental courses against freedom to choose others commensurate with students' individual interests. The department aims to give these students a sound introductory grounding in biology followed by certain mandated courses that cover the most unifying themes of biology—cell physiology, evolution and ecology. The department also attempts to train students in scientific communication through a senior seminar, and in critical thinking and scientific method through a variety of courses. The major is designed to give students ample flexibility to prepare for any of various career or graduate education tracks and to take ample electives within biology or in other disciplines. Special advisement is provided to those wishing to enter education and professional school so that students are assured of meeting the prerequisites for those programs. Cooperative education and internships afford biology majors the opportunity to learn by working for an industry, agency, or institution in a scientific capacity, integrating academic work with the extramural needs of society for trained biologists.

DEGREES OFFERED

1. Bachelor of Arts with a major in Biology.
2. Bachelor of Science with a major in Biology.
3. Bachelor of Science with a major in Biology/Science Teaching Certification.*
4. Master of Science in Biology. (See graduate catalog for details.)

*Effective Fall 1996, this program is not available to new students

B.S. DEGREE WITH A MAJOR IN BIOLOGY**CORE REQUIREMENTS**

	Hours
Areas I, and III (See Core section of the catalog)	40
Area II	20
It is recommended that the following major requirements be used to fulfill Area II:	
1. BIO 123	
2. CHE 121-122	
3. MAT 130	
Wellness	6
Area IV	30
1. BIO 124 and BOT 200 or ZOO 200 (10 hours)	
2. A minimum of four courses of chemistry and/or physics at the 100-200 level beyond CHE 122 (CHE 123, 231, 280; PHY 101-103 or 201-203) (20 hours)	
Major Requirements	58
1. ZOO 200 or BOT 200 (whichever is not counted in Area IV) (5 hours)	
2. BIO 301, 441, 442, 490 (18 hours)	
3. Any upper division course with a BIO prefix (5 hours)	
4. Any upper division course with a BOT prefix (5 hours)	
5. Any upper division course with a ZOO prefix (5 hours)	
6. Additional upper division electives within the department (minimum 20 hours)	
Biology majors must earn a C or better in BIO 123 to take BIO 124, a C or better in BIO 124 to take BOT 200 or ZOO 200, and a C or better in both BOT 200 and ZOO 200 to graduate.	
Other Degree Requirements	32
1. MAT 111 and 130 (one of these may be counted in Area II) (5-10 hours)	
2. Foreign language required of all Arts and Sciences majors (proficiency at second course level in one language)	
3. Electives from biology or any department; may be used to complete a minor (17-22 hours)	
4. Meet all conditions specified in the Graduation Requirements section of the catalog	
5. Not more than 15 hours of course work with a grade of S can count toward the major. No more than 10 hours can be taken with the same course number.	
Total	186

B.A. DEGREE WITH A MAJOR IN BIOLOGY

Requirements for the B.A. degree in Biology are the same as for the B.S. degree above, except that the B.A. degree requires less physical science and mathematics, and a higher level of proficiency in foreign language, as follows:

A minimum of two courses (rather than four) of chemistry and/or physics at the 100-200 level beyond CHE 122 (CHE 123, 231, 280; PHY 101-103 or 201-203) (10 hours, Area IV)

MAT 130 (MAT 111 not required) (5 hours)

Competence in a foreign language at the level of intermediate reading or intermediate conversation (i.e., the fourth course). At least 5 hours must be taken in classroom instruction; otherwise this requirement may be met by course work or examination.

B.S. DEGREE WITH A MAJOR IN BIOLOGY/SCIENCE TEACHING CERTIFICATION

NOTE: Effective Fall 1996 this program is not available to new students.

Core Requirements	Hours
Areas I and III (see Core section of the catalog)	40
Area II	20
It is recommended that the following major requirements be used to fulfill Area II:	
1. BIO 123	
2. CHE 121-122	
3. MAT 130	
Wellness	6
Area IV	30
1. BIO 124 or BOT 200 or ZOO 200 (10 hours)	
2. 20 hours chosen from: BIO 124; ENS 210, 211; ZOO 210, 211; CHE 121-123, 231, 280; PHY 101-102, 201, 202; MAT 140, 145, 150, 160, 225, 250, 255, 260; CSC 201 or ISC 209; FRE, SPA, or GER 101-102. (BIO 124, CHE 231 or 280 recommended).	
Major Requirements	53
1. ZOO 200 or BOT 200 (whichever is not counted in Area IV) (5 hours)	
2. BIO 301, 441, 442, 490 (18 hours)	
3. Any upper division course with a BIO prefix (5 hours)	
4. Any upper division course with a BOT prefix (5 hours)	
5. Any upper division course with a ZOO prefix (5 hours)	
6. Additional upper division electives within the department (minimum of 15 hours)	
Biology majors must earn a C or better in BIO 123 to take BIO 124, a C or better in BIO 124 to take BOT 200 or ZOO 200, and a C or better in both BOT 200 and ZOO 200 to graduate.	
Other Science Areas	30
A. Biology majors seeking Broad Area Science certification are required to take 15 hours each in any two of the following fields (total 30 hours):	
1. Chemistry Emphasis (15 hours)	
CHE 121, 122 (10 hours, Area II)	
CHE 123 (5 hours)	
2. Earth-Space Science Emphasis (15 hours)	
ENS 210, 211 (10 hours)	
AST 101 (5 hours)	
3. Physics Emphasis (15 hours)	
PHY 101, 102, 103	
B. Statistics (PSY 315 or MAT 225) (5 hours)	
Teacher Certification	40
1. EFS 204 and 295 (10 hours)	
2. EEX 364; EFS 400; EIT 301, 306; EFS 455, 456, 490, 493 (30 hours)	
Other Degree Requirements	5
1. Foreign language required of all Arts and Sciences majors (proficiency at second course level in one language).	
2. Meet all conditions specified in the Graduation Requirements section of the catalog.	

Total **194**

MINOR IN BIOLOGY

Twenty-five quarter hours, distributed as follows:

1. BIO 123 (5 hours)
2. Ten quarter hours at the 200 level or above (10 hours)
3. Ten quarter hours at the 300 or 400 level (10 hours)

CAREER INFORMATION

Biology graduates usually go into one of four career tracks: industry, for example as microbiologists, food and drug technologists, laboratory technicians, microscopists, etc.; state and federal government, for example as entomologists, plant pathologists, zoo curators, horticulturists, agronomists, fisheries, wildlife, and forest conservationists; or professional self-employment as physicians, veterinarians, dentists, optometrists, environmental attorneys, landscape architects; or educators, from the junior high school to college level, etc.

The biology degree qualifies graduates for immediate entry into some of these careers and enables them to qualify for others (especially in governmental and industrial biology) by taking as few as two or three postgraduate courses at other colleges. A Bachelor of Science in biology also qualifies graduates to apply to graduate and professional schools to prepare for careers in college teaching, medicine, dentistry, or higher level jobs in government and industry.

BIOLOGY (BIO)

123. PRINCIPLES OF BIOLOGY I (4-2-5)

Survey of basic principles of life as reflected in the structure and physiology of cells and the physiology of plants and animals.

124. PRINCIPLES OF BIOLOGY II (4-2-5)

Prerequisite: BIO 123. Survey of the basic principles of life as reflected in reproductive physiology, heredity, evolution, behavior, and ecology. BIO 123-124 satisfied Area II laboratory science requirements for non-biology majors.

125. BIOLOGY OF MAN. (5-0-5)

Consideration of various contemporary topics stressing the affects of drugs on human physiology and behavior and the biology of sex and reproduction; various ethical and environmental issues also discussed.

205. BIOLOGICAL VOCABULARY (2-0-2)

Study of the word roots and etymology underlying medical and other biological terms, to facilitate understanding of the readings in more advanced courses.

291, 292H. HONORS SEMINAR. (Var) 2 hrs. credit each

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

300. BIOLOGY AND THE AFRICAN AMERICAN. (5-0-5)

This course is designed to address scientific issues related to but not confined to African Americans. Topics will include medicine, general biology, and discussions of works by black scientists.

301. CELL PHYSIOLOGY. (5-0-5)

Prerequisite: BIO 124 and either CHE 231 or CHE 336. The study of the life activities of cells including nutrition, response to the environment, metabolism, growth, and reproduction.

350. CONSERVATION. (4-2-5)

Prerequisite: BIO 123. A consideration of the basic biological aspects of the conservation of man's renewable and non-renewable natural resources. Cross listed as GEO 350.

401. RECENT ADVANCES IN BIOLOGICAL SCIENCES. (5-0-5)

A course designed to survey the field of biology by examining some of the new developments on the frontiers of biological science.

415. BIOGEOGRAPHY. (3-0-3)

Prerequisites: BOT 200, ZOO 200. Junior or senior standing. Theories and principles concerning regional patterns of distribution of plants and animals, both past and present.

420. MICROBIAL PHYSIOLOGY. (3-4-5)

Prerequisites: BIO 301 or BOT 320 or CHE 351. 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.

421. MEDICAL MICROBIOLOGY. (5-0-5)

Prerequisite: BOT 320. A study of the agents of infectious diseases, their pathogenic properties, associated immune responses, symptomatology and epidemiologic trends.

422. ESSENTIAL IMMUNOLOGY. (5-0-5)

Prerequisite: BIO 301 or BOT 320 or CHE 351. 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 systems.

423. MICROBIOLOGICAL TECHNIQUES. (3-4-5)

Prerequisite: BOT 320. Advanced techniques used in microbiology including, enumeration, anaerobe cultivation, preservation of cultures, preparation of complex media, assay of trace materials, titrating enzymes and the use of the literature.

425. LIMNOLOGY. (4-2-5)

Prerequisite: 10 hours of chemistry or permission of instructor. Ecology of freshwater environments including interactions of biological, chemical, and physical features.

430. ENDOCRINOLOGY. (4-2-5)

An in-depth study of the mechanisms of hormone secretion and interactions with receptors, specific endocrine tissues and their secretions, interactions of hormones with other physiological systems, methods used to quantitate hormone levels and receptor concentrations, and diseases and dysfunctions that involve the endocrine glands.

441. EVOLUTION (5-0-5)

Prerequisite: 20 hours of biology. A study of the processes of organic evolution

442. ECOLOGY. (3-4-5)

Prerequisite: BOT 200, ZOO 200. Investigations into the effects of environment on the structures, functions, and community organization of plants and animals. May include occasional weekend trips to study outstanding natural areas.

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

Prerequisite: BIO 301 or BOT 320 or permission of instructor. 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.

469. FRESHWATER BIOLOGY (3-4-5)

Prerequisite: BOT 200, ZOO 200. Study of freshwater organisms, their identification, natural history, and environmental relationships.

47A-Q. SPECIAL TOPICS. (Var.) on demand.

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

48A-Q. INDEPENDENT STUDY. (Var.) on demand.

Prerequisite: Permission of instructor. Special problems in biology. The maximum number of hours in BIO 48 and BIO 49 permitted to count for biology requirements for a degree is 10 hours.

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 1-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson. The maximum number of hours in BIO 48 and BIO 49 permitted to count for biology requirements for a degree is 10 hours.

490. SEMINAR. (3-0-3)

Prerequisite: Junior or senior standing. Required of biology majors in junior or senior year. Studies in selected fields of biology involving scientific writing and oral presentations by the student.

491. CLASSICAL EXPERIMENTS IN BIOLOGY (2-0-2)

Prerequisite: Any 10 hours of biology. Junior or senior standing. Readings and discussion of selected papers related to the biological sciences.

BOTANY (BOT)**200. GENERAL BOTANY (4-2-5)**

Prerequisite: BIO 124. A course designed to provide the student with a general background of the fundamental topics in botany.

320. MICROBIOLOGY. (2-6-5)

Designed to give a general knowledge of microorganisms and their relation to human welfare, particularly as they affect foods and health.

361. VASCULAR PLANTS (2-6-5)

Prerequisite: BOT 200. A consideration of the higher plants including ferns, fern allies, gymnosperms and angiosperms with special attention given to evolutionary trends, morphology, physiology, ecology and classification.

390. HORTICULTURE (3-4-5)

No prerequisites. A course for students with little or no background in plant science. Major principles and the practical applications of horticulture will be emphasized in lab and lecture.

402. FIELD BOTANY. (2-6-5)

Prerequisite: BOT 200. A course designed to acquaint the student with interrelationships of living organisms through the use of plant material from the natural habitat.

450. PHYCOLOGY. (2-2-3)

Prerequisite: BOT 200. An introduction to the distribution, morphology, evolution, and classification of algae.

460. PLANT ANATOMY. (2-6-5)

Prerequisite: BOT 200. A study of plant cells and primary and secondary tissues with an emphasis on development.

470. PLANT PHYSIOLOGY. (2-6-5)

Prerequisite: BOT 200 and BIO 301 or CHE 231, 336. A presentation of the principles of plant physiology through lecture topics, lab demonstrations, and experiments.

485. ENVIRONMENTAL MICROBIOLOGY. (2-6-5)

Prerequisite: BOT 200. Selected topics covering freshwater bacteria, fungi, algae, protozoa, and microcrustacea.

ENVIRONMENTAL SCIENCES (ENS)

210. PHYSICAL GEOLOGY (4-2-5) (Area II)

An introduction to the study of the origin and structure of earth materials and processes. (Cannot be used in Area II if ENS 211 is taken.) Cross listed with GEO 200.

211. HISTORICAL GEOLOGY (4-2-5) (Area II)

Introduction to views on the origin and geological history of the earth. Fossils, stratigraphic relationships of rock layers, and consequences of continental drift. (Cannot be used in Area II if ENS 210 is taken)

492. METEOROLOGY (4-2-5)

Basic principles of meteorology with application to human activity. Suitable for teacher certification requirement.

ZOOLOGY (ZOO)

200. GENERAL ZOOLOGY. (4-2-5)

Prerequisite: BIO 124. A survey of the characteristics of protozoans and animals.

210. HUMAN ANATOMY AND PHYSIOLOGY I (3-4-5)

Prerequisites: None, but a general chemistry course and 2-3 high school or college general biology courses are strongly recommended. Study of the structure, function, and dysfunctions of cells and tissues and the integumentary, skeletal, muscular, nervous, and sensory systems.

211. HUMAN ANATOMY AND PHYSIOLOGY II (4-2-5)

Prerequisite: ZOO 210 or permission of instructor. Study of the structure, function, and dysfunctions of the endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, and reproductive systems.

302. COMPARATIVE ANIMAL PHYSIOLOGY (3-4-5)

Prerequisite: ZOO 200, BIO 301. Comparisons of organ function in both invertebrate and vertebrate animals. Interactions with environmental factors and control mechanisms emphasized.

305. COMPARATIVE VERTEBRATE ANATOMY (4-4-5)

Prerequisite: ZOO 200. Concerns the general anatomy, physiology, ecology, and evolutionary relationship of the chordate animals. Several types of vertebrates are dissected.

335. INVERTEBRATE ZOOLOGY I (3-4-5)

Prerequisite: ZOO 200. A study of invertebrate animal groups from protozoa through the pseudocoelomates with attention given to general anatomy, physiology, ecology, and evolutionary relationships and to their social significance.

336. INVERTEBRATE ZOOLOGY II (3-4-5)

Prerequisite: ZOO 335. A continuation of ZOO 335. A study of invertebrate animal groups from annelids through the echinoderms with attention to general anatomy, physiology, ecology, and evolutionary relationships and to their social significance.

374. COMPARATIVE ANIMAL BEHAVIOR (5-0-5)

Prerequisite: ZOO 200 or 15 hrs. of psychology. Study of the behavior of organisms from bacteria to humans from the standpoints of genetics and evolution, physiological mechanisms, ecological adaptation, and social organization. Independent field study required in addition to scheduled class hours. (Cross-listed as PSY 374.)

375. SOCIOBIOLOGY (5-0-5)

Prerequisite: ZOO 200 or PSY 351. Study of the social organization of animals, including humans, from a genetic, evolutionary, and ecological standpoint. Includes altruism, cooperation, communication, aggression and territoriality, evolution of sexuality, mate choice, parenting, alternative reproductive strategies, and philosophical and political issues in social behavior. (Cross-listed as PSY 375.)

403. 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. Includes laboratory and field collections emphasizing Georgia species.

434. HISTOLOGY (2-6-5)

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

444. ANIMAL DEVELOPMENT (4-2-5)

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

445. ICHTHYOLOGY. (2-6-5)

Prerequisite: ZOO 200. Taxonomy, morphology, life history, ecology, economic importance, aquaculture and distribution of the fishes. Laboratory deals with the taxonomy and identification of native fish species and includes field trips to various aquatic habitats.

446. PARASITOLOGY. (2-6-5)

Prerequisite: ZOO 200, ZOO 335 and 336 recommended. Identification, biology, pathology, and control of the protozoans, worms, and arthropods that most commonly infect humans and domestic animals.

450. 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 Georgia species.

455. MAMMALOLOGY (4-2-5)

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

460. BIOLOGICAL PSYCHOLOGY. (5-0-5) F

Prerequisites: 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 460)

462. PSYCHOPHARMACOLOGY. (5-0-5)

Prerequisite: 10 hours of Biology or Chemistry, or permission of instructor. A survey of drugs that influence brain and behavior. The course focuses on mechanisms of drug action, chemical neuroanatomy, neural hypothesis of functional disorders as well as progressive neuropathologies and their treatment. (Cross listed as PSY 462).

465. VERTEBRATE PALEONTOLOGY (4-2-5)

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

467. GENERAL ENTOMOLOGY (2-6-5)

Prerequisite: ZOO 200. An introduction to the biology, classification, morphology, and behavior of insects.

CHEMISTRY AND PHYSICS

John P. Hargaden, Chairperson

Professors: Baarda, Hargaden, Lamb, Pohl

Assistant Professors: Fietkau, McGill

MISSION

The purpose of the Department of Chemistry and Physics is to provide direction and assistance to students in their program of education so they may comprehend and apply the discipline of learning, thinking, and problem-solving which has been cumulatively developed in the study of physical sciences.

The department offers courses of study in Chemistry, Physics, Astronomy, and Engineering appropriate for students preparing for any profession or pursuing any major program of study. These courses provide students with the most current objective description of the physical universe and the theories which integrate these observations and support their understanding. Instruction is also provided in the processes of making objective measurements of the physical universe and transforming these into useful characterizations. The processes known as modern methods of chemical analysis receive special emphasis.

For the student interested specifically in Chemistry, the major program of study is appropriate preparation for graduate studies, science education, employment in the laboratory environment, or pursuit of studies in several allied areas such as engineering and many health service professions.

For students studying Engineering, the department administers the Dual Degree Program with the Georgia Institute of Technology and Engineering Transfer Agreements with GIT, Mercer, and other Engineering Schools in the Southeast.

DEGREES OFFERED

1. Bachelor of Science with a major in Chemistry
2. Bachelor of Science with a major in Chemistry/Science Teaching Certification*

*Effective Fall 1996, this program is not available to new students.

B.S. DEGREE WITH A MAJOR IN CHEMISTRY

	Hours
Areas I, II, III (See Core section of the catalog)	60

Note: Courses taken in Areas I, II and III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
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1. CHE 121, 122, 123, 280 (10-20 hours)
2. MAT 150, 160, 225, 250, 255, 260 (5 hours may be taken in Area II) (0-15 hours)
3. PHY 201, 202, 203 (10 hours may be taken in Area II) (0-15 hours)
4. CSC 201, 220 (0-10 hours)
5. BIO 123, 124; BOT 200; ZOO 200 (0-20 hours)

Major Requirements	54
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A C average must be maintained in all major requirements of the Bachelor of Science Degree with a major in Chemistry.

1. CHE 280 (5 hours)
2. CHE 301, 336, 337, 338, 388, 389, 390, 488, 489, 490, 491, 492, 493 (41 hours)
3. Selection from CHE 320, 321, 44A-E (3 hours)
4. CHE at 300-400 level (5 hours)

NOTE: Mathematics through Calculus II (MAT 160) and Physics 201, 202 and 203 are required in the Bachelor of Science Degree with a major in Chemistry. Students who transfer to Georgia College without CHE 121, 122, 123 and MAT (130 and 140 or 145) 150, 160, PHY 201, 202, 203 (45-50 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 104 hours for these students, depending on their transfer credits.

Degree Requirements 15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)

NOTE: These courses may be counted in Area IV but must be from outside the major.

2. Foreign language

All students seeking a Bachelor of Science degree in the School of Arts and Sciences must demonstrate minimum proficiency at the level of a second college course in one language (102). Since two (2) years of high school foreign language correspond to a first college course (101), students are expected to enter the traditional course sequence (101, 102) at the 102 level. Students with three or more years of high school language are urged to choose the most advanced language course appropriate for their high school background in a foreign language. They may also demonstrate proficiency by (1) passing appropriate national tests or (2) by challenging the appropriate course(s) beyond (101).

Other Requirements

Competence in chemistry will be evaluated with the American Chemical Society's Standardized Examinations in General, Organic, and Physical Chemistry.

Electives (Students may use these hours to complete minors) 21

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN CHEMISTRY/SCIENCE TEACHING CERTIFICATION

NOTE: Effective Fall 1996, this program is not available to new students.

Areas I, II, III (See Core section of the catalog) 60

NOTE: Courses taken in Areas I, II and III can be used to satisfy other requirements.

Area I: Recommend that students use language (FRE, SPA, GER, JPN)

Area II: CHE 121, 122, MAT 130 (or 145), MAT 140 (or 150) recommended.

Wellness 6

Area IV 30

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. CHE 123; MAT 150, 160; PHY 201, 202 (20 hours)

Teaching Field 40

Major Requirements

A C average must be maintained in all major requirements of the Bachelor of Science Degree with a major in Chemistry/Science Teaching Certification.

1. CHE 280, 301 (10 hours)
2. CHE 336, 337, 338 (10 hours)
3. CHE 491, 492, 493 (10 hours)
4. CHE 388, 389, 390, 488, 489, 490 (5 hours)
5. CHE at the 300-400 level (5 hours)

NOTE: Mathematics through Calculus II (MAT 160) and Physics 201 and 202 are required in the Bachelor of Science Degree with a major in Chemistry/Science Teaching Certification. Students who transfer to Georgia College without CHE 121, 122, 123, MAT (130 and 140) or (145), 150, 160, PHY 201, 202 (40-45 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 85 hours for these students, depending on their transfer credits.

Other Science Areas 20

Chemistry majors seeking Broad Area Science certification are required to take 15 hours in two of the following three areas (for a total of 30 hours). If the Physics Emphasis is selected, the student may count 10 hours in Area IV. Otherwise, 10 hours should be added to the total below.

1. Physics Emphasis (15 hours)
 - PHY 201, 202 (10 hours, Area IV)
 - PHY 203 (5 hours)
2. Biology Emphasis (15 hours)
 - BIO 123, 124 (10 hours)
 - BOT 124 or ZOO 124 or BIO 125 (5 hours)
3. Earth-Space Science Emphasis (15 hours)
 - ENS 210, 211 (10 hours)
 - ENS 492 or AST 101 (5 hours)

Teacher Certification 33

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, EIT 301, 306, EFS 455, 456, 490, 493 (30 hours)

Degree Requirements 5

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)

NOTE: These courses may be counted in Area IV but must be from outside the major.

CHE students seeking certification may also count these hours in the "Other Science Areas" above.

2. Foreign language

All students seeking a Bachelor of Science degree in the School of Arts and Sciences must demonstrate minimum proficiency at the level of a second college course in one language (102). Since two (2) years of high school foreign language correspond to a first college course (101), students are expected to enter the traditional course sequence (101, 102) at the 102 level. Students with three or more years of high school language are urged to choose the most advanced language course appropriate for their high school background in a foreign language. They may also demonstrate proficiency by (1) passing appropriate national tests or (2) by challenging the appropriate course(s) beyond (101).

Other Requirements

Competence in chemistry will be evaluated with the American Chemical Society's Standardized Examinations in General, Organic, and Physical Chemistry.

Total 199

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN CHEMISTRY

Thirty quarter hours distributed as follows:

1. CHE 121, 122, 123 (15 hours)
2. Chemistry courses (seminars, cooperative education, independent study and internships are not acceptable) with at least ten hours at the 300-400 level (15 hours)

CAREER INFORMATION

Financial assistance is widely available to pursue graduate study in chemistry. A variety of employment opportunities are available to chemists at all degree levels. In addition to teaching, research, product or process development, many chemists are able to use their technical expertise to succeed in sales, customer service, plant management, or corporate management.

CHEMISTRY (CHE)**101. DESCRIPTIVE CHEMISTRY I. (4-2-5) F, W, S (Area II)**

Conceptual study of fundamentals of general chemistry. Primarily for non science majors. (Students cannot receive credit for both 101 and 121.)

102. DESCRIPTIVE CHEMISTRY II. (4-2-5) F, W, S (Area II)

Prerequisite: CHE 101. Continuation of CHE 101. (Students cannot receive credit for both 102 and 122.)

121. GENERAL CHEMISTRY I. (4-2-5) F, W (Area II)

Analytical study of fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Must be taken in sequence. For science majors and scientifically based preprofessional programs.

122. GENERAL CHEMISTRY II. (4-2-5) F, W, S (Area II)

Prerequisite: CHE 121. Continuation of 121.

123. GENERAL CHEMISTRY III. (4-2-5) F, S

Prerequisite: CHE 122. A study of several types of equilibria and qualitative analysis.

231. ORGANIC CHEMISTRY. (4-2-5) W

Prerequisite: CHE 102 or 122. A brief (one quarter) study of the principles of organic chemistry. (Students cannot receive credit for both CHE 231 and CHE 336.)

280. QUANTITATIVE ANALYSIS. (3-4-5) W

Prerequisite: CHE 122. A study of techniques of chromatography, spectroscopy and oxidation-reduction reactions, as they provide an introduction to modern analytical chemistry. Statistical methods are used to interpret laboratory data.

291, 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each W,S

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

301. INORGANIC CHEMISTRY. (4-2-5) F

Prerequisite: A minimum of 15 hours of chemistry. An introduction to contemporary inorganic chemistry including interpretative discussion of recent advances in structural chemistry, valence theory, and transition metal chemistry.

310. INSTRUMENTS OF ANALYTICAL CHEMISTRY I. (0-9-3) F

Prerequisite: A minimum of 15 hours of chemistry. Laboratory instruction in the analysis of samples using pH meters, automated potentiometric titrations, visible, ultra-violet, and fluorescence spectrophotometry.

311. INSTRUMENTS OF ANALYTICAL CHEMISTRY II. (0-9-3) S

Prerequisite: A minimum of 15 hours of chemistry. Laboratory instruction in the analysis of samples using atomic absorption spectrophotometry, gas and liquid chromatography and electrophoresis.

320. INSTRUMENTAL METHODS OF CHEMICAL ANALYSIS. (3-0-3) S

Prerequisite: A minimum of 15 hours of chemistry, including 5 hours of organic chemistry. A study designed to give a broad understanding of the principles, applications, and limitations of techniques and methods in which an analytical instrument converts chemical information to a form that is more readily observable. Topics will include the interaction of electromagnetic radiation with matter, mass spectrometry, electroanalytical chemistry, and chromatography.

321. APPLICATION OF INSTRUMENTAL METHODS TO CHEMICAL SYSTEMS. (0-9-3) S

Prerequisite: Credit for or enrollment in CHE 320. Individually designed laboratory projects involving extensive use of one or more of the instrumental methods covered in CHE 320.

336, 337, 338. ORGANIC CHEMISTRY I, II, III (4-2-5) each

Prerequisite: A minimum of 10 hours of general chemistry. Three courses, each designed to introduce the student to the theory and practice of organic chemistry. Selected reactions of classes of organic compounds are studied and theories are developed to aid in the understanding of the chemical and physical characteristics of these compounds. The laboratory is a questioning study of selected reactions. This study uses the chemical literature and the modern techniques of spectroscopy and chromatography.

336. Aliphatic hydrocarbons. F

337. Aromatic hydrocarbons, alcohols and carbonyls. W

338. Carboxylic acids, carbohydrates and proteins. S

351. BIOCHEMISTRY. (5-0-5) S

Prerequisite: CHE 231 or 336. The fundamental chemistry of living systems.

388, 389, 390. JUNIOR SEMINAR. (1-0-1) each. F, W, S

Meets weekly. Required of junior chemistry majors. Open to others with the permission of the department chairperson.

44A-E SPECIAL TOPICS IN CHEMISTRY. (Var.)

Prerequisite: Permission of the instructor. Selected advanced topics such as: 1) instrumentation in chemical analysis, 2) biochemical laboratory techniques, 3) microprocessor interfacing and other timely and appropriate topics not adequately covered in other course offerings.

48A-Q. INDEPENDENT STUDY. (Var.) on demand.

488, 489, 490. SENIOR SEMINAR. (1-0-1) each. F, W, S

Meets weekly. Required of senior chemistry majors. Open to others with the permission of the department chairperson.

491, 492, 493. PHYSICAL CHEMISTRY I, II, III. (4-2-5) each

Prerequisite: CHE 123, 280, MAT 150, 160. Three courses designed to present the fundamentals of physical chemistry (These courses need not be taken in numerical sequence.)

491. Thermodynamics. F

492. Chemical kinetics, catalysis, molecular spectroscopy. W

493. Crystal structure, symmetry, group theory, and determination of molecular structure. S

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

PHYSICS (PHY)

101. INTRODUCTORY PHYSICS I. (4-2-5) F (Area II)

Prerequisite: A working knowledge of high-school algebra. Introductory algebra-based course presenting the fundamental principles of mechanics, properties of matter and fluid mechanics. Intended for non-physical science majors. (Students cannot receive credit for both PHY 101 and PHY 201.)

102. INTRODUCTORY PHYSICS II. (4-2-5) W (Area II)

A continuation of PHY 101 dealing with electricity, magnetism, and modern physics. (Students cannot receive credit for both PHY 102 and PHY 202.)

103. INTRODUCTORY PHYSICS III. (4-2-5) S (Area II)

A continuation of PHY 102 dealing with heat, thermodynamics, vibratory and wave motion, sound and optics. (Students cannot receive credit for both PHY 103 and PHY 203.)

201. GENERAL PHYSICS I. (4-3-5) F (Area II)

Corequisite: MAT 150. Introductory calculus-based course presenting the fundamental principles of mechanics and properties of matter. Intended for science and pre-engineering majors.

202. GENERAL PHYSICS II. (4-3-5) W (Area II)

Corequisite: MAT 160. Prerequisite: PHY 201. Continuation of PHY 201 dealing with electricity and magnetism.

203. GENERAL PHYSICS III. (4-3-5) S (Area II)

Prerequisites: PHY 202, MAT 160. Continuation of PHY 202 covering the subjects of heat, sound, light, and modern physics.

330. ELEMENTS OF ELECTRICAL ENGINEERING I. (5-0-5) S

Prerequisites: MAT 255, PHY 202. Introduction to basic concepts of circuit elements, circuit models, and techniques for circuit analysis. Study of the steady-state and transient response of circuits of periodic and step inputs.

331. MATHEMATICAL PHYSICS. (5-0-5) W

Prerequisite: MAT 260, PHY 203. Mathematical tools and techniques used in advanced physics and engineering courses with applications in classical and relativistic mechanics, electricity and magnetism, and modern physics. Topics covered include vector analysis, first and second order differential equations, functions of a complex variable, and systems of orthonormal functions.

48A-Q. INDEPENDENT STUDY. (Var.) On Demand.

ASTRONOMY (AST)

101. INTRODUCTION TO ASTRONOMY. (4-2-5) F, W, S (Area II)

An introduction to the history, cultural settings, observational methods, and findings of astronomy. Emphasis on modern research topics, particularly those bearing on cosmology and current space probes so that the student is prepared to understand the significance of further research that may be reported in the future and to read with comprehension the science articles in the popular and semitechnical press.

ENGLISH, SPEECH, AND JOURNALISM

R.B. Jenkins, Chairperson

Professors: Glowka, Gordon, Jenkins, Palmer, Viau

Associate Professors: Land, Rose, Stanford

Assistant Professors: Mishkin, Muschell

Instructor: Lain

MISSION

ENGLISH:

The primary purpose of the major in English is to introduce students to their own literary and linguistic heritage and to acquaint them with representative works of major world writers. Such an introduction is made possible by offering them a wide range of courses in English and American literature, including general survey, genre, and major-figure courses, as well as survey courses in world literature. Courses in creative and expository writing, the history of the language, advanced grammar, speech, and journalism help students sharpen their critical awareness, encourage clarity of thought and expression, and stimulate and develop the creative imagination.

JOURNALISM:

The major in journalism provides students with information to understand and appreciate mass media and its function in society. The journalism major offers instruction in gathering, preparing, and presenting information through the mass media. Journalism majors choose a concentration in print, advertising/public relations, or telecommunications. This training prepares students for careers in newspapers, radio, television, advertising, public relations, and many other communications fields.

DEGREES OFFERED

1. Bachelor of Arts with a major in English.
2. Bachelor of Arts with a major in English with Teacher Certification.*
3. Bachelor of Science with a major in Journalism.

*NOTE: Effective Fall 1996 this program is not available to new students.

B.A. DEGREE WITH A MAJOR IN ENGLISH

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, and III can be used to satisfy other requirements.
ENG 202 recommended for Area I.

Wellness	6
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Area IV	30
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1. ENG 203, 204 (10 hours)
2. FRE 101, 102, 103, 221 or SPA 101, 102, 103, 221 (10-20 hours)
3. Selections from:
ART 103; THR 105; HIS 201, 202, 215; LIN 200; SPE 101; JRN 200; MUS 102; PHI 200 (10-20 hours)

Major Requirements 51

(However used in the core or elsewhere, all three 200-level surveys are required.)

1. ENG 305 (unless exempted) (5 hours)
2. ENG 421 (5 hours)
3. ENG 490 (1 hour)
4. Literary Periods (25 hours)
Areas F and G and three of the other five are required:
 - A. 410-19 Medieval
 - B. 420-29 Renaissance (excluding ENG 421)
 - C. 430-39 Restoration/18th Century
 - D. 440-49 19th Century British
 - E. 450-59 20th Century British
 - F. 460-69 Early American
 - G. 470-79 Modern American
5. 300- or 400-level electives (10 hours)

Degree Requirements 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

(English students who take three or four courses at the college level may count one of them in Area I and two or three in Area IV.)

Other Requirements

English majors must earn the grade of C or better in all English courses that count toward their major.

Electives (Students may use these to complete minors) 15-39

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.A. DEGREE WITH A MAJOR IN ENGLISH WITH TEACHER CERTIFICATION

NOTE: Effective Fall 1996, this program is not available to new students.

Areas I, II, III (See Core section of the catalog) 60

NOTE: Courses taken in Areas I, II, and III can be used to satisfy other requirements.
ENG 202 and a foreign language are recommended for Area I.

Wellness 6**Area IV** 30

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. ENG 203 or 204 (5 hours)

4. PHI 200; HIS 201, 202, 215; FRE 101, 102, 103, 221; SPA 101, 102, 103, 221; MUS 102; ART 103; LIN 200; SPE 101; THR 105 (5 hours)

The department recommends that a foreign language be taken in Area IV.

Major Requirements 51

(However used in the core or elsewhere, two of the three 200-level surveys are required.)

1. ENG 305 (unless exempted), (0-5 hours)
2. ENG 320 (5 hours)
3. ENG 322 (5 hours)
4. ENG 421 (5 hours)
5. ENG 490 (1 hour)
6. Literary Periods (20 hours)
 - Areas F and G and two of the other five are required:
 - A. 410-19 Medieval
 - B. 420-29 Renaissance (excluding ENG 421)
 - C. 430-39 Restoration/18th Century
 - D. 440-49 19th Century British
 - E. 450-59 20th Century British
 - F. 460-69 Early American
 - G. 470-79 Modern American
7. 300- or 400-level electives (10 hours)

Degree Requirements 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

(English students who take three or four courses at the college level may count one of them in Area I and two of them in Area IV.)

Teacher Certification 38

1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, EIT 301, 306, EMG 450, EFS 455, 457, 490, 493 (35 hours)

Other Requirements

English majors must earn the grade of C or better in all English courses that count toward their major.

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN JOURNALISM, concentration in Print

Hours

Areas I, II, III (See Core section of the catalog) 60

NOTE: Courses taken in Areas I, II, and III can be used to satisfy other requirements.

Wellness 6

Area IV 30

1. FRE 101, 102, 103, 221 or
GER 101, 102, 103, 221 or
SPA 101, 102, 103, 221 (10-15 hours)
2. ART 103, ENG 202, 203, 204; THR 105; LIN 200;
MUS 102 or SPE 101 (0-5 hours)
3. HIS 201, 202
POS 200, 201, 210, 220
PSY 201, 250
SOC 101, 205 (0-10 hours)
4. JRN 200, 205 (0-10 hours)

Major Requirements 43-53

1. JRN 200, 205 if not taken in Area IV (0-10 hours)
2. JRN 203, 300, 315, 320, 340 (25 hours)
3. JRN 49E—Journalism Internship (5 hours)
4. Three courses selected from: JRN electives, EIT 478, 479, ENG 215, MKT 466
(15 hours)
5. JRN 210—1 hour journalism practicum (5 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without JRN 200, 205 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 60 hours for these students, depending on their transfer credits.

Degree Requirements 10-25

1. Additional courses from the social, behavioral, natural sciences, and mathematics
(10 hours)
NOTE: These courses may be counted in Area IV and must not be from the major
department.

2. Foreign language
All students seeking a Bachelor of Science degree in the School of Arts and Sciences
must demonstrate minimum proficiency at the level of a second college course in
one language (102). Since two (2) years of high school foreign language correspond
to first college course (101), students are expected to enter the traditional course
sequence (101, 102) at the 102 level. Students with three or more years of high
school language are urged to choose the most advanced language course
appropriate for their high school background in a foreign language. They may also
demonstrate proficiency by (1) passing appropriate national tests or (2) by
challenging the appropriate course(s) beyond (101).
JRN students may count foreign language hours in Area IV.

Other Requirements

1. Journalism majors are required to complete successfully off-campus internships in
the communications field. If a student does not have a 2.5 GPA, he/she must
successfully complete a noncredit internship and take five additional hours of
journalism electives.
2. Journalism majors must earn a C or better in all 300-400 courses that count toward
their major.

Electives (Students may use these hours to complete minors)	12-37
Total	186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN JOURNALISM, concentration in Telecommunications

Areas I, II, III (See Core section of the catalog)	Hours 60
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NOTE: Courses taken in Areas I, II, and III can be used to satisfy other requirements.

Wellness	6
Area IV	30

1. FRE 101, 102, 103, 221 or
GER 101, 102, 103, 221 or
SPA 101, 102, 103, 221 (10-15 hours)
2. ART 103; ENG 202, 203, 204; LIN 200; THR 105; MUS 102 or SPE 101 (0-5 hours)
3. HIS 201, 202, 215; POS 200, 201, 210, 220; PSY 201, 210, 250; SOC 101, 205 (0-10 hours)
4. JRN 200, 205 (0-10 hours)

Major Requirements	50-60
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1. JRN 200, 205 if not taken in Area IV (0-10 hours)
2. JRN 203, 310, 340, 318, 410, 418 (30 hours)
3. JRN 49E—Journalism Internship (5 hours)
4. JRN 210—1 hour Journalism practicum (5 hours)
5. Two courses selected from: JRN electives, EIT 478, 479, ENG 215, MKT 466 (10 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without JRN 200, 205 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 60 hours for these students, depending on their transfer credits.

Degree Requirements	0-25
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1. Additional courses from the social, behavioral, and natural sciences, and mathematics (10 hours)

NOTE: These courses may be counted in Area IV and must not be from the major department.

2. Foreign language

All students seeking a Bachelor of Science degree in the School of Arts and Sciences must demonstrate minimum proficiency at the level of a second college course in one language (102). Since two (2) years of high school foreign language correspond to first college course (101), students are expected to enter the traditional course sequence (101, 102) at the 102 level. Students with three or more years of high school language are urged to choose the most advanced language course appropriate for their high school background in a foreign language. They may also demonstrate proficiency by (1) passing appropriate national tests or (2) by challenging the appropriate course(s) beyond (101).

JRN students may count foreign language hours in Area IV.

Other Requirements

1. Journalism majors are required to complete successfully off-campus internships in the communications field. If a student does not have a 2.5 GPA, he/she must successfully complete a noncredit internship and take five additional hours of journalism electives.
2. Journalism majors must earn a C or better in all 300-400 courses that count toward their major.

Electives (Students may use these hours to complete minors) 12-37

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN JOURNALISM, concentration in Public Relations/Advertising

Hours
Areas I, II, III (See Core section of the catalog) 60

NOTE: Courses taken in Areas I, II, and III can be used to satisfy other requirements unless otherwise noted.

Wellness 6

Area IV 30

1. FRE 101, 102, 103, 221 or
 GER 101, 102, 103, 221 or
 SPA 101, 102, 103, 221 (10-15 hours)
2. ART 103; ENG 202, 203, 204; LIN 204; THR 105;
 MUS 102 or SPE 101 (0-5 hours)
3. HIS 201, 202, 215
 POS 200, 201, 210, 220
 PSY 201, 250
 SOC 101, 205 (0-10 hours)
4. JRN 200, 205 (0-10 hours)

Major Requirements 50-60

1. JRN 200, 205 if not taken in Area IV (0-10 hours)
2. JRN 203, 340, 400, 405 (20 hours)
3. JRN 320 (5 hours)
4. JRN 49E—Journalism Internship (5 hours)
5. JRN 210—1 hour Journalism practicum (5 hours)
6. Three courses selected from: JRN electives, EIT 478, 479, ENG 215, MKT 466 (15 hours)

NOTE TO TRANSFERS: Students who transfer to Georgia College without JRN 200, 205 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 60 hours for these students, depending on their transfer credits.

Degree Requirements 10-25

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)
 NOTE: These courses may be counted in Area IV and must not be from the major department.

2. Foreign language

All students seeking a Bachelor of Science degree in the School of Arts and Sciences must demonstrate minimum proficiency at the level of a second college course in one language (102). Since two (2) years of high school foreign language correspond to first college course (101), students are expected to enter the traditional course sequence (101, 102) at the 102 level. Students with three or more years of high school language are urged to choose the most advanced language course appropriate for their high school background in a foreign language. They may also demonstrate proficiency by (1) passing appropriate national tests or (2) by challenging the appropriate course(s) beyond (101).

JRN students may count foreign language hours in Area IV.

Other Requirements

1. Journalism majors are required to complete successfully off-campus internships in the communications field. If a student does not have a 2.5 GPA, he/she must successfully complete a noncredit internship and take five additional hours of journalism electives.
2. Journalism majors must earn a C or better in all 300-400 courses that count toward their major.

Electives (Students may use these hours to complete minors) 12-37

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN ENGLISH

Twenty-five quarter hours, distributed as follows:

- ENG at 300-400 level (25 hours)

MINOR IN JOURNALISM

Twenty-five quarter hours, distributed as follows:

1. JRN 200, 205, 300, 310 (20 hours)
2. Select one: any other JRN, ENG 215, 308, MKT 466, EIT 478 (5 hours)

MINOR IN SPEECH

Twenty quarter hours, distributed as follows:

1. SPE 101 (5 hours)
2. SPE 309 (5 hours)
3. Ten hours from: SPE 210, SPE 310 or SPE 39E

MINOR IN PROFESSIONAL WRITING

Twenty-five quarter hours, distributed as follows:

- JRN 200, ENG 215, 305, 308, and 322.

INTERDISCIPLINARY MINORS

The department participates in the Black Studies and Women's Studies minors, described elsewhere in the catalog.

CAREER INFORMATION

The major in English is becoming increasingly popular as students more clearly understand not only its intrinsic value as one of the most effective means of acquiring a liberal education but also its value as a steppingstone to a number of professions. Effective use of the English language enhances the possibilities for success in whatever occupation one pursues. English majors frequently become high school and college teachers, but many other fields of employment are open to them. Many become librarians; personnel officers; public relations officers; newspaper, radio, and television personalities; employees of any number of governmental agencies; and employees, owners, and operators of business firms. Broadly educated, the English major has the potential to succeed in numerous employment fields. The English background is regarded as especially effective training for careers in law, business, medicine, and the ministry; for all of these professions require an understanding of mankind, which the study of literature provides, and an ability to communicate clearly, which the study of the language provides.

Like the major in English, the major in journalism provides a varied background suitable for employment in many fields. Particular training, however, is acquired for employment with the mass media fields. Journalism majors may concentrate in one or more of three areas: (1) public relations/advertising, (2) print journalism, or (3) telecommunications. Depending upon the area of concentration, graduates are inclined to pursue employment opportunities with newspapers, radio stations, or television networks. Many journalism graduates also become leaders in the fields of advertising, public relations, marketing, and photography.

MISCELLANEOUS

EXEMPTION OF ENGLISH 101: Students who score 550 or above on the verbal section of the Scholastic Aptitude Test may exempt ENG 101 but will receive no credit hours. Students who score 3 or better on the Advanced Placement Program of the College Entrance Examination Board (CEEB) may exempt ENG 101 and ENG 102. Students will receive 10 quarter hours of credit but no quality points.

GRADE REQUIREMENT OF C OR BETTER IN ENGLISH 101: Students must earn the grade of C or better in ENG 101 in order to complete the requirements of the course.

THE FLANNERY O'CONNOR BULLETIN: Devoted to scholarly criticism of the works of Flannery O'Connor, this journal enjoys a national reputation.

LITERARY GUILD: The Literary Guild is open to English majors and all others with an interest in literature. Members enjoy poetry readings, creative writing workshops, and literary discussion groups and have brought regional talent to campus.

THE PEACOCK'S FEET: *The Peacock's Feet* is an interdisciplinary student-oriented literary magazine that publishes creative writings or works by students and others.

THE COLONNADE: *The Colonnade* is the Georgia College student newspaper which is published throughout the academic year. The staff is composed of students and a faculty adviser.

DEBATE: The Georgia College Debate Team, under the sponsorship of the Department of English, Speech, and Journalism, competes with teams from other colleges and universities. Participation in debate permits students to sharpen their critical abilities, helps them to analyze the pros and cons of issues, facilitates argumentative skills, and offers fun and adventure to those who participate in tournaments throughout the South.

Communications Club: The Communications Club, open to all students who are interested in mass communications and the mass media, offers field trips to mass media industries and sponsors media professional who speak to student groups on various aspects of the profession.

ENGLISH (ENG)

101. GENERAL COLLEGE COMPOSITION. (5-0-5) F, W, S, Su (Area I)

A course emphasizing theme writing and English fundamentals. Readings in selected essays.

102. GENERAL COLLEGE COMPOSITION. (5-0-5) F, W, S, Su (Area I)

Prerequisite: A grade of C or better in ENG 101. Emphasis on theme writing and English fundamentals continued. Introduction to literature as a basis for writing.

102H. COMPOSITION AND LITERATURE. (5-0-5) (Area I) W

Admission criteria: Verbal SAT score of 550 or above or approval by department chairperson. An honors course emphasizing essay writing and literature.

202. SURVEY OF WORLD LITERATURE. (5-0-5) F, W, S, Su (Area I)

Prerequisite: ENG 101 and 102. A survey of Western and non-Western literary masterpieces.

203. SURVEY OF BRITISH LITERATURE. (5-0-5) F, W, S, Su (Area I)

Prerequisite: ENG 101 and 102. A survey of British literary masterpieces from Old English to the present.

204. SURVEY OF AMERICAN LITERATURE. (5-0-5) F, W, S, Su (Area I)

Prerequisite: ENG 101 and 102. A survey of American literary masterpieces from the beginnings to the present.

208. INTRODUCTION TO CREATIVE WRITING (5-0-5)

An introduction to the basic techniques of creative writing.

215. TECHNICAL WRITING. (5-0-5)

A study of the techniques of specialized writing.

291, 292H. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisite: Sophomore or higher standing and admission to Georgia College Honors Program. A general interdepartmental seminar.

305. ADVANCED COMPOSITION (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A course emphasizing theory and practice in writing expository prose and including a component to ensure competency in speech. Required of all majors unless exempted by examination.

308. ADVANCED CREATIVE WRITING. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A practical study of the techniques and craft of creative writing.

310. LITERARY CRITICISM. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of literary criticism from Aristotle to the present.

320. HISTORY OF THE ENGLISH LANGUAGE. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of the development of the English language from its Indo-European roots to its present status as a world language.

322. STRUCTURE OF PRESENT-DAY ENGLISH. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A comprehensive study of the phonology, morphology, and syntax of present-day English with reference to standards, variations, and pedagogy.

400. LITERARY WOMEN. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of the contributions of women writers and critics to the development of literature.

405. AFRICAN-AMERICAN LITERATURE (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of the contributions of African-American writers and critics to the development of literature.

409. MULTICULTURAL AMERICAN LITERATURE. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A comparative study of literature from marginal ethnic groups in the United States.

410. STUDIES IN MEDIEVAL ENGLISH LITERATURE. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected works in Old or Middle English. Read in the original language.

415. CHAUCER. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected works from Chaucer. Read in Middle English.

420. STUDIES IN RENAISSANCE ENGLISH LITERATURE. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected works from the English Renaissance.

421. SHAKESPEARE. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of Shakespeare and his dramatic art.

425. MILTON. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected major and minor works.

428. DEVELOPMENT OF ENGLISH DRAMA. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of the development of English drama from the Middle Ages through the early modern period.

430. STUDIES IN RESTORATION/EIGHTEENTH-CENTURY ENGLISH LITERATURE. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected Restoration/eighteenth-century works.

436. EIGHTEENTH-CENTURY ENGLISH NOVEL. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of the development of the English novel in the eighteenth century.

440. STUDIES IN ENGLISH ROMANTICISM. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected Romantic works.

445. STUDIES IN VICTORIAN LITERATURE. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected Victorian works.

446. NINETEENTH-CENTURY ENGLISH NOVEL. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of the development of the novel in English in the nineteenth century.

45A-Q. STUDY ABROAD. (VAR.) ON DEMAND.

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College Study Abroad or Exchange Program.

458. STUDIES IN MODERN DRAMA. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected modern plays in English.

459. STUDIES IN TWENTIETH-CENTURY BRITISH FICTION. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected works of twentieth-century fiction from the British Isles.

460. STUDIES IN AMERICAN LITERATURE TO 1865. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected American works before 1865.

465. STUDIES IN AMERICAN LITERATURE FROM 1865 TO 1920. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected American works from 1865 to 1920.

471. STUDIES IN MODERN POETRY. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of the selected modern poetry in English.

473. STUDIES IN SOUTHERN LITERATURE. (5-0-5)

Prerequisite: ENG 204 or 203 or 204. A study of selected works from the American South.

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

Prerequisite: ENG 202 or 203 or 204. A study of short stories, novels, and critical essays of Flannery O'Connor with access to the O'Connor collection.

479. STUDIES IN AMERICAN FICTION FROM 1920 TO THE PRESENT. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. A study of selected American works from 1920 to the present.

480. STUDIES IN COMPARATIVE LITERATURE. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. An investigation of comparative themes, techniques, cultural, or philosophical issues in the literature of various nations.

485. GREAT BOOKS OF THE WESTERN WORLD. (5-0-5)

Prerequisite: ENG 202 or 203 or 204. An examination of the literary masterpieces of the Western World.

48A-E. INDEPENDENT STUDY. (Var. 1-5) F, W, S, Su

Prerequisite: Department chairperson's approval. Tutorial investigation of a topic or author of special interest

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15) F, W, S, Su

Prerequisite: Department chairperson's approval. An individually designed and planned learning experience involving off-campus field experience and study in the public sector.

495. SENIOR SEMINAR IN ENGLISH. (0-0-1)

Student's independent review of the major figures of British and American literature and of the basics of standard English usage and literary terms.

HUMANITIES (HUM)

201H. THE RENAISSANCE TO THE MODERN PERIOD. (5-0-5)

Prerequisites: Completion of ENG 101 and 102 and admission to the Honors Program or permission of the instructor. An interdisciplinary course in which students will read and develop an understanding of a wide range of world art, music, drama and literature from the 16th century to the present. Particular emphasis is on Western Cultural trends. Course meets the Area I literature requirement for students in the Honors Program.

JOURNALISM (JRN)

200. INTRODUCTION TO JOURNALISM. (5-0-5)

A survey of the historical development of the mass media in the United States, the role of the mass media in contemporary society, some theories of journalism, and some problems and criticisms of the media.

203. LANGUAGE DYNAMICS FOR JOURNALISTS. (5-0-5)

An intensive study of English fundamentals and style as they relate to the needs of journalism.

205. NEWS WRITING AND REPORTING. (5-0-5)

Prerequisite: ENG 101 and 102. Introduction to the skills of journalism writing and reporting, conducting interviews, examining news stories and periodicals.

210. JOURNALISM PRACTICUM. (0-3-1) F, W, S, Su

Practical experience in journalism. Students work under instructional supervision with the college newspaper, magazine, radio station, or television studio. Only one hour of credit may be earned per quarter.

300. EDITORIAL AND FEATURE WRITING. (5-0-5)

Prerequisite: ENG 101 and 102. Theory and practice in writing news, features, and editorials and a study of necessary criteria for effective feature and editorial copy.

305. HISTORY OF AMERICAN JOURNALISM. (5-0-5)

Introduction to the development of the free press in the United States.

310. BROADCASTING JOURNALISM. (5-0-5)

An introduction to the theory and practice of radio and television broadcasting. Includes a study of the unique features of each medium and the legal and ethical considerations of broadcasting.

315. GOVERNMENT AND PUBLIC AFFAIRS REPORTING. (5-0-5)

Prerequisite: ENG 101 and 102. A study of government and public affairs news sources with practical experience in reporting and writing news stories concerning government functions, legal proceedings, and public affairs.

318. BROADCAST PRODUCTION. (5-0-5)

A practical course to introduce the technical applications of broadcast production equipment and theory. Emphasis upon "hands-on" experience in a television studio and laboratory.

320. EDITING AND MAKEUP. (5-0-5)

A practical course in the selection and preparation of written and pictorial materials for newspapers. Course includes copyreading, headline writing, page make-up and photo editing.

340. JOURNALISM LAW. (5-0-5)

A study of legalities affecting the mass media with special emphasis on radio, television, and newspapers.

39A-E. SPECIAL TOPICS IN JOURNALISM. (Var. 1-5)

Topics of special interest not listed in the catalog.

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

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

405. ADVERTISING. (5-0-5)

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

407. ADVERTISING CAMPAIGNS. (5-0-5)

Prerequisite: JRN 405. The examination of the research, organization, and preparation of an advertising campaign. An in-depth look at advertising campaigns of the past and the present.

408. ISSUES IN ADVERTISING AND PUBLIC RELATIONS. (5-0-5)

Prerequisite: JRN 400 or 405. A study of the current trends in advertising and public relations through examination of professional and trade media.

410. BASIC WRITING FOR RADIO AND TELEVISION. (5-0-5)

Prerequisite: ENG 101 and 102. Techniques of gathering and writing news and other copy for the broadcast media. Emphasis upon working from the creation of the idea to the final copy. Assignments from news to commercial writing.

418. ADVANCED BROADCAST PRODUCTION. (5-0-5)

Prerequisite: JRN 318. A practical course in the advanced technical application of broadcast and production theory. Emphasis upon remote radio and television productions and the concepts and application of editing.

419. NEWS SHOW. (5-0-5)

Prerequisite: JRN 318. A practical course with emphasis on television broadcast reporting skills. Students will shoot, write and edit their own stories to be broadcast on local cable.

45A-Q. STUDY ABROAD. (Var.) On Demand.

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College Study Abroad or Exchange Program.

48A-E. INDEPENDENT STUDY. (Var. 1-5) F, W, S, Su

Prerequisite: Department chairperson's approval. Tutorial investigation of a topic of special interest.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 1-15) F, W, S, Su

Prerequisite: Department chairperson's approval. An individually designed course involving off-campus journalistic experience and study in the private or public sector.

LINGUISTICS (LIN)**200. LINGUISTICS. (5-0-5)**

An introduction to the study of language—its nature, its methods of signaling meaning, its role in society.

SPEECH (SPE)**101. FUNDAMENTALS OF SPEECH. (5-0-5)**

A study of the basic principles governing effective speaking.

210. SMALL GROUP COMMUNICATION. (4-2-5)

This course will focus on leadership, group process, communication, and management of discussion. Both presentation skills and decision making skills will be stressed. Course will examine problem solving and conflict resolution through the techniques of speech communication.

309. PUBLIC SPEAKING. (5-0-5)

Practice in speaking before an audience and a consideration of speaker-subject-audience relationship.

310. ORAL INTERPRETATION. (5-0-5)

Training in the art of reading aloud and conveying the author's meaning through voice and body.

39B. FORENSICS. (2-0-2)

Practice in the skills of debating.

39A-E. SPECIAL TOPICS. (Var. 1-5) F, W, S, Su

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

48A-E. INDEPENDENT STUDY. (Var. 1-5) F, W, S, Su

Tutorial study of special interest topics in speech. Department chairperson's approval.

GOVERNMENT AND SOCIOLOGY

Larry Elowitz, Chairperson and Endowed Carl Vinson Professor

Professors: Brumfield, Byram, Digby, Elowitz, Fly, Guerin, Hemphill, Mable, Patterson, Sallstrom

Associate Professors: Carter, Edmondson, Graham, Murphy, Scheff

Assistant Professors: Blanton, Bouley

MISSION

The basic objective of the Department of Government and Sociology is to meet the educational needs of its students, particularly as those needs result from social, intellectual, and technological change. Each of the department's programs contributes significantly to the educational mission of providing intellectual challenges, while simultaneously promoting the qualities of professional development, public service, and vocational relevancy. Another key objective is to introduce the student to the intricacies of human society, by providing a broad understanding of human behavior for those entering a variety of service professions, and by preparing students for graduate study in areas where these understandings are essential. In an era of specialization, the department offers the student an opportunity to see a comprehensive picture of society by an examination of its component parts.

In keeping with these objectives, the Department of Government and Sociology has continuously expanded its student internship program. Its faculty have also made every effort possible to "internationalize" the curriculum so as to sensitize the student to global affairs. Finally, the department is concerned with expanding its offerings and intellectual breadth, through future degree possibilities.

The following disciplines and/or programs are included within the Department of Government and Sociology: Public Administration, Political Science, Sociology, Philosophy, Criminal Justice, Legal Assistance, Logistics, International Studies.

DEGREES OFFERED

1. The Bachelor of Arts with a major in Political Science
2. The Bachelor of Arts with a major in Political Science and Teacher Certification*
3. The Bachelor of Science with a major in Political Science
4. The Bachelor of Science with a major in Public Administration
5. The Bachelor of Science with a major in Political Science and Teacher Certification*
6. The Bachelor of Science with a major in Criminal Justice Administration
7. The Bachelor of Science with a major in Legal Assistance Studies
8. The Bachelor of Science with a major in Logistics Systems
9. The Bachelor of Arts with a major in Sociology
10. The Bachelor of Science with a major in Sociology
11. The Master of Public Administration (see Graduate Catalog for description)
12. The Master of Science in Administration—Logistics Management
13. The Master of Science in Logistics Systems

*Effective Fall 1996, these programs are not available to new students.

A detailed description of the graduate programs offered by the department may be found in the Graduate Catalog, published separately.

B.A. DEGREE WITH A MAJOR IN POLITICAL SCIENCE

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Area I, II and III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
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1. FRE 101, 102, 103, 221; or GER 101, 102, 103, 221; or SPA 101, 102, 103, 221; POS 200; CRJ 220; POS 201, 210, 291H, 292H; HIS 201, 202, 215; ECO 271, 272 (may not also count ECO 270 in Area III); SOC 101; PSY 201, 250; GEO 101 (30 hours)

Major Requirements	40
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1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. POS 210 or PUA 338 (5 hours)
4. Five additional courses (25 hours) in political science or public administration (at the 300 or 400 level) which may include the two courses not taken above in categories #2 and #3.

NOTE: One 300 or 400 level course in history or geography may be substituted for one course in item 4 above. This substitution does not apply to the B.S. degree.

Degree Requirements	0-20
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Students must show competence in a foreign language at the level of the fourth college course. The requirements may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

NOTE: POS students may count these in Area I (5 hours) and Area IV (15 hours).

Other Requirements

Majors must make at least a C Grade in each political science or public administration course that counts toward their degree.

Electives (Students may use these hours to complete minors)	30-50
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Total	186
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NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.A. DEGREE WITH A MAJOR IN POLITICAL SCIENCE WITH TEACHER CERTIFICATION

NOTE: Effective Fall 1996, this program is not available to new students.

	Hours
Areas I, II, III (See Core section of the catalog)	60
NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness	6
Area IV	30
1. FRE 101, 102, 103, 221; or SPA 101, 102, 103, 221; or GER 101, 102, 103, 221; POS 200, CRJ 220, POS 201, 210, 291H, 292H; HIS 201, 202, 215; ECO 271, 272 (may not also count ECO 270 in Area III); SOC 101; PSY 201, 250; GEO 101 (20 hours)	
2. EFS 204 (5 hours)	
3. EFS 295 (5 hours)	
Major Requirements	40
1. POS 300 (5 hours)	
2. POS 201 or 301 (5 hours)	
3. POS 210 or PUA 338 (5 hours)	
4. Five additional courses (25 hours) in political science or public administration (at the 300 or 400 level) which may include the two courses not taken above in items 2 and 3.	
NOTE: One 300 or 400 level course in history or geography may be substituted for one course in item 4 above. This substitution does not apply to the B.S. degree.	
Degree Requirements	0-20
Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:	
1. If no entrance credits are offered in the language chosen in college, four courses in one language are required.	
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.	
3. If four units are offered for entrance, the requirement may be absolved by examination.	
NOTE: POS students may count these in Area I (5 hours) and Area IV (15 hours).	
Teacher Certification	33
1. EFS 204 (5 hours, Area IV)	
2. EFS 295 (5 hours, Area IV)	
3. EEX 364, EFS 400, EIT 301, 306, EFS 455, 459, 490, 493 (33 hours)	
Other Requirements	
Students seeking certification must take two related courses, one from each of two additional social science fields: (1) HIS, (2) GEO, (3) ECO, and (4) SOC. These courses may be counted in Area IV.	
Electives	0-15
Total	189

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN POLITICAL SCIENCE

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, and III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
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1. FRE 101, 102, 103, 221; GER 101, 102, 103, 221; or SPA 101, 102, 103, 221; POS 200; CSC 201 or ISC 209; POS 201, 210, 291H, 292H; HIS 201, 202, 215; CRJ 220; ECO 271, 272 (may not also count ECO 270 in Area III); SOC 101; PSY 201, 250; GEO 101 (30 hours)

Major Requirements	40
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1. POS 300 (5 hours)
2. POS 201 or 301 (5 hours)
3. POS 210 or PUA 338 (5 hours)
4. Five additional courses (25 hours) in political science or public administration at the 300 or 400 level, which may include two courses not taken above in categories 2 and 3.

Degree Requirements	10-15
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1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours).
NOTE: These courses may be counted in Area IV but must be outside the major.
2. Foreign Language
The student must show proficiency through the second course (102). Course(s) can count in Area I or in Area IV.

Other Requirements

Majors must make at least a C grade in each political science or public administration course that counts toward their degree.

Electives (Students may use these hours to complete minors)	35-40
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Total **186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the Catalog.

B.S. DEGREE WITH A MAJOR IN POLITICAL SCIENCE WITH TEACHER CERTIFICATION

NOTE: Effective Fall 1996, this program is not available to new students.

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
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1. FRE 101, 102, 103, 221; or SPA 101, 102, 103, 221; or GER 101, 102, 103, 221; POS 200; CSC 220; POS 201, 210, 291H, 292H; HIS 201, 202, 215; ECO 271, 272 (may not also count ECO 270 in Area III); SOC 101; PSY 201, 250; GEO 101 (20 hours)
2. EFS 204 (5 hours)
3. EFS 295 (5 hours)

Major Requirements	40
1. POS 300 (5 hours)	
2. POS 201 or 301 (5 hours)	
3. POS 210 or PUA 338 (5 hours)	
4. Five additional courses (25 hours) in political science or public administration at the 300 or 400 level which may include the two courses not taken above in categories 2 and 3.	
Degree Requirements	10-15
1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours) NOTE: These courses may be counted in Area IV but must be outside the major.	
2. Foreign Language The student must show proficiency through the second course (102). Courses(s) can count in Area I or in Area IV.	
Teacher Certification	33
1. EFS 204 (5 hours, Area IV)	
2. EFS 295 (5 hours, Area IV)	
3. EEX 364, EFS 400, EIT 301, 306, EFS 455, 459, 490, 493 (33 hours)	
Other Requirements	
Students seeking certification must take two related courses, one from each of two additional social science fields: (1) HIS, (2) GEO, (3) ECO, and (4) SOC. These courses may be counted in Area IV.	
Electives	0-5
Total	189

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirement section of the Catalog.

B.S. DEGREE WITH A MAJOR IN PUBLIC ADMINISTRATION

	Hours
Areas I, II, III (See Core section of the catalog)	60
NOTE: Courses taken in Areas I, II, and III can be used to satisfy other requirements.	
Wellness	6
Area IV	30
1. FRE 101, 102, 103, 221; GER 101, 102, 103; JPN 101, 102; or SPA 101, 102, 103, 221; POS 200; CSC 201 or ISC 209; POS 201, 210, 291H, 292H; HIS 201, 202, 215; CRJ 220; ECO 271, 272 (may not also count ECO 270 in Area III); SOC 101; PSY 201, 250; GEO 101 (30 hours)	
Major Requirements	40
1. POS 300 (5 hours)	
2. POS 201 or 301 (5 hours)	
3. PUA 338 (5 hours)	
4. Five additional courses (25 hours) in public administration at the 300 or 400 level. One upper-division course in political science may be substituted, with approval of adviser.	

Degree Requirements 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)
NOTE: These courses may be counted in Area IV and must be outside the major.
2. Foreign Language
The student must show proficiency through the second course (102). Courses(s) can count in Area I or in Area IV.

Other Requirements

Majors must make at least a C grade in each political science or public administration course that counts toward their degree.

Electives (Students may use these hours to complete minors) 35-40

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the Catalog.

B.S. DEGREE WITH A MAJOR IN CRIMINAL JUSTICE ADMINISTRATION

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, and III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
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1. CRJ 220 (5 hours)
2. 15 hours of CRJ transfer courses at introductory level, subject to department approval.
3. Selections (0-10 hours) from: SPA 101, 102; ENG 202, 203, 204; HIS 201, 202, 215
4. Selections (0-20 hours) from: PSY 201, 250; SOC 101; CSC 201 or ISC 209; ECO 270 or 271, 272 (may not take 270 and 271-272 sequence); POS 201; CHE 101, 102

Criminal Justice Requirements 45

1. Twenty hours: CRJ 424; POS 300; CRJ 407; CRJ 320 or PUA 338
2. Ten hours from: CRJ 401, 402, 403, 485
3. Fifteen hours from: CRJ 39E, 48E; POS 301, 315, 400, 405, 406, 420; PUA 444, 458, 468, 471, 478, 481; PSY 324, 351, 448, 451, 462, 488; ENG 306; SOC 426, 428, 444, 452, 465, 474

Degree Requirements 5-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)
2. Foreign Language
The student must show proficiency through the second course (102). Courses(s) can count in Area I or in Area IV.

Other Requirements

Students must have a 2.3 GPA to be admitted into the CRJ major program. Majors must earn at least a C in each criminal justice, political science, or public administration course that counts toward their degree.

Electives (Students may use these hours to complete minors)	40
Total	186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN LEGAL ASSISTANCE STUDIES

Hours	
Areas I, II, and III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II and III can be used to satisfy other requirements.

Wellness	6
Area IV	30

1. FRE 101, 102, 103, 221; GER 101, 102, 103, 221; JPN 101, 102; or SPA 101, 102, 103, 221 (0-10 hours)
2. CSC 201 or ISC 209 (5 hours)
3. POS 201, 291H, 292H; HIS 201, 202, 215; SPE 101; ECO 270; SOC 101; PSY 201, 250; GEO 101 (15-25 hours)
4. BOA 226 (5 hours)

NOTE: Student may petition to exempt BOA 226 and substitute another five hours based on proficiency to level of course.

Major Requirements	40
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1. POS/CRJ 220, POS 315 and POS 405; LAS 300, 301 (25 hours)
2. LAS 310, 315, 320, 325, 39E, 48E (Selections for 15 hours)
3. LAS 490 for pre-service students - (15 hours)

Degree Requirements	10-15
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1. Additional courses from the social, behavioral, natural sciences and mathematics (10 hours)
NOTE: These courses may be counted in Area IV but must be outside the major.
2. Foreign Language
The student must show proficiency through the second course (102). Course(s) can count in Area I or in Area IV.

Other Requirements

Students must make a C or better in each course that counts towards the major.

Electives	30-45
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The following courses in the College can serve to support the Legal Assistance Studies program: CRJ 401, PUA 468, ACT 251 and 252, LEB 307 and 308, FIN 300 and 330, ENG 305, 306, 308, 322, HIS 445, PSY 324, 351, 448, 451.

B.A. DEGREE WITH A MAJOR IN SOCIOLOGY

Hours	
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness	6
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Area IV 30

1. SOC 101 (5 hours)
2. Selections from: MAT 111; CSC 201; PHI 200, 250; FRE 101, 102, 103, 221; or SPA 101, 102, 103, 221; HIS 201, 202, 215; ECO 270; POS 201, 210; SOC 205, 293; PSY 201, 250; GEO 101 (25 hours)

Major Requirements 40

1. SOC 442, 443, 450, 452 (20 hours)
2. Four additional courses in sociology at the 300-400 level selected in conference with the major adviser. (20 hours)

Degree Requirement 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

Electives (Students may use these hours to complete other minors) 30-50

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN SOCIOLOGY

Hours

Areas I, II, III (See Core section of the catalog) 60

NOTE: Courses taken in Areas I, II and III can be used to satisfy other requirements.

Wellness 6

Area IV 30

1. SOC 101 (5 hours)
2. Selections from: MAT 111; CSC 201; PHI 200, 250; FRE 101, 102, 103, 221; or GER 101, 102, 103, 221; or SPA 101, 102, 103, 221; ECO 270; POS 201, 210; PSY 201, 250; GEO 101; HIS 201, 202, 215; SOC 205, 293 (25 hours)

Major Requirements 40

1. SOC 442, 443, 450, 452 (20 hours)
2. Four additional courses in sociology at the 300-400 level selected in conference with the major adviser (20 hours)

Degree Requirements 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)

NOTE: These courses may be counted in Area IV but must be from outside the major.

2. Foreign Language

The student must show proficiency through the second course (102). Course(s) can count in Area I or in Area IV.

Electives (Students may use these hours to complete minors) 35-40

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

LOGISTICS SYSTEMS PROGRAM

Bobby G. Graham, Director

MISSION

The Bachelor of Science in Logistics Systems offers the student a unique opportunity to earn a degree in the rapidly expanding discipline of logistics. The major in Logistics Systems provides an understanding of the requirement to address logistics support requirements as a vital part of the decision-making process from the very earliest stages of product/system planning and design, throughout the entire life cycle. Majors in Logistics Systems will understand the necessity of using the total systems approach for developing logistic support requirements and for solving logistics related problems.

DEGREE OFFERED

Bachelor of Science in Logistics Systems

ADMISSION

Applicants must have passed a minimum of twenty quarter hours of degree credit to enter the program. After the student has been accepted into the program, the remaining general education requirements may be completed before, in conjunction with, or after the logistics courses are completed.

- Submit one official copy of transcript from each college previously attended.
- Submit an Application for Admission form with \$10.00 non-refundable application fee. Application fee is not required of former Georgia College students.

B.S. DEGREE WITH A MAJOR IN LOGISTICS SYSTEMS

Hours
 Areas I, II, III (See Core section of the catalog and consult Logistics Adviser) 60

NOTE: Courses taken in Areas I, II and III can be used to satisfy other requirements.

Area IV Courses 30

- ACT 251 Principles I
- ACT 252 Principles II
- ISC 209 Intro. to Computers
- COM 237 Business Communications
- ECO 271 Principles (free elective if chosen in Area III)
- ECO 272 Principles II

Systems Design	35
LOG 301 Systems Engineering and Analysis	
LOG 302 Logistics Engineering	
LOG 303 Logistics Support Analysis	
LOG 307 Reliability/Maintainability	
LOG 411 Warehousing & Inventory Control	
LOG 412 Transportation and Distribution	
LOG 419 Quality Control	
Systems Management/Administration	40
LOG 306 Logistics Management	
LOG 321 Production Planning & Cost Analysis	
LOG 322 Logistics Acquisition	
LOG 424 Contract Management and Law	
LOG 428 International Logistics	
LOG 429 Governmental Logistics	
One Principles Course (MGT 340 Principles of Management or PUA 338 Principles of Public Administration)	
One Statistics Course (MGT 301 Business Statistics or POS 300 Systematic Analysis)	

Computer Electives	10
Electives	10

Students may choose these hours, with approval of their academic adviser, from the following disciplines: LOG, PUA, ISC, CSC, ACT, MGT, ECO, FIN, POS, MKT, LEB, COM. Transfer credit in engineering or an engineering related discipline may be approved by the adviser.

Total **185**

Maximum hours transferred from a Two-Year College	101
Maximum hours transferred from a Senior College or a combination of a Two-Year and Senior College	126

At least 60 quarter hours of work must be taken with Georgia College.

DEPARTMENTAL MINORS

CRIMINAL JUSTICE ADMINISTRATION MINOR

Twenty (20) Quarter Hours, distributed as follows:

1. Three CRJ courses (15 hours) all at 300 or 400 level
2. Another related elective from POS/PUA, HIS, SOC, or PSY approved by the department CRJ adviser (5 hours).

POLITICAL SCIENCE MINOR

Twenty (20) quarter hours, distributed as follows:

1. Three political science courses (15 hours) with at least two of the three at the 300-400 level.
2. An additional political science or public administration course at the 300-400 level (5 hours).

NOTE: POS 101 must be taken before the minor is started.

PUBLIC ADMINISTRATION MINOR

Twenty (20) quarter hours, distributed as follows:

1. Three public administration courses (15 hours) at the 300 or 400 level. One of these courses must be PUA 338.
2. An additional political science or public administration course at the 300-400 level (5 hours).

NOTE: POS 101 must be taken before the minor is started.

SOCIOLOGY MINOR

Twenty-five (25) quarter hours, distributed as follows:

1. SOC 101 (5 hours)
2. SOC 442 and 450 (10 hours)
3. Two additional 300-400 level courses approved by the department chairperson (10 hours)

INTERDISCIPLINARY MINORS

The department participates in the Black Studies, International Studies and Urban Studies minors, described elsewhere in the catalog.

CAREER INFORMATION

The Political Science and Public Administration programs are for people interested in careers in government administration and policy making, criminal justice administration and law enforcement, foreign service, law, and teacher education. Many private sector employees find the knowledge base and analytical skills developed by POS, PUA, and CRJ majors to be valuable. The baccalaureate degrees will also prepare those students who wish to pursue subsequent graduate degrees in political science, public administration, public policy, urban planning, and law.

In addition, the public administration degree provides preparation in management skills, personnel techniques, and public policy making for professional administrative careers in government. The department has a particularly large and significant program in this discipline. Undergraduates who wish to continue attending Georgia College can enroll in the graduate MPA program. This program is one of the largest in the Southeast and is fully accredited by the National Association of Schools of Public Affairs and Administration. The Master of Education and Specialist in Education degree programs provide fifth and sixth-year certification to those who wish to have a content concentration in political science.

Students with undergraduate majors in sociology may find employment in a wide variety of areas where a social science background is required or helpful. Such areas are as employees in social service agencies, including family and children services, social security, neighborhood centers, centers for the mentally and/or physically handicapped, mental and/or general hospitals, nursing homes, work with juveniles and adults in probation and in the correctional systems, vocational rehabilitation facilities, etc. Group work agencies also employ baccalaureate level workers.

Others become employed in the private sector in such areas as sales and personnel. Persons who will be ministers in their respective denominations find a sociology background helpful for their further study.

Many Georgia College students who have majored in sociology over the past years have continued their study beyond the baccalaureate level. Fields selected for graduate study

include sociology, social work, education, social administration, speech therapy, library science, business administration, public administration, theology, counseling, urban planning, and law.

To work in positions designated as "sociologist," one must have an advanced degree in the field, either the M.A. or the Ph.D.

MISCELLANEOUS

CARL VINSON PROFESSORSHIP AND ENDOWED CHAIR

The department contains the Carl Vinson Professorship, which is an endowed chair in Political Science and Public Administration. The holder of the professorship is a nationally recognized authority in public service career preparation. The chair is endowed through the Georgia College Foundation. It was established to honor the late Congressman Carl Vinson of Milledgeville, who served in the United States House of Representatives for fifty years. Congressman Vinson was Chairman of the House Naval Affairs and Armed Services Committees.

INTERNSHIPS

The department recommends that students do an internship in their junior or senior year. Internships provide an opportunity for career testing. They also serve as entry into certain work areas. They provide an opportunity for students to experience the real world of work and to develop realistic attitudes toward work and toward a career.

Internships earn variable credit, usually 5-15 hours, depending on the hours worked and the merits of each position.

Students desiring to do an internship should discuss their goals with the department coordinator and the Director of Career Services. Arrangements should be made in advance of the advising and preregistration period. Internships are available during all four quarters of the academic year.

Internships are available in a variety of settings, such as Middle Georgia Correctional Institution, Central State Hospital, Youth Development Center, local governments, the State Legislature and the U.S. Congress.

STUDENT LABORATORY

The department operates a statistical and computer laboratory for students to learn how to work with quantitative data. Students are encouraged to develop analytical skills and to achieve professional competence in the discipline. Student research in their courses is related to the important problems and goals facing American society and government.

GRADUATE/LAW SCHOOL

Students planning to attend graduate school should take the Graduate Record Examination (GRE) Aptitude Test, in the spring of the junior year or the fall of the senior year. Students planning to attend law school should consult with the prelaw adviser in the Government and Sociology Department or the preprofessional coordinator in Herty 310.

CRIMINAL JUSTICE ADMINISTRATION (CRJ)

220. INTRODUCTION TO LAW IN AMERICA. (5-0-5)

Prerequisite: POS 101. A basic introduction to the nature of American law, with students being given an overview of the nature, functions, limits, and future of the law. Oriented toward the non-law officer/practitioner. Cross listed with POS 220.

302. INTRODUCTION TO LAW IN AMERICA FOR THE LEGAL PROFESSIONAL. (5-0-5)

Prerequisite: POS 101. Similar in content to CRJ 220, but covering additional topics of an advanced nature appropriate to the training and experience of the legal professional. Student may not receive credit for both CRJ/POS 220 and CRJ/POS 302.

320. CRIMINAL JUSTICE ADMINISTRATION. (5-0-5)

Prerequisite: POS 101. An introduction to the elements of America's criminal justice process using a public policy/public administration approach. The student will study and analyze the criminal justice process in America as an exercise of public administration. Cross-listed as PUA 338.

39A-E. SPECIAL TOPICS IN CRIMINAL JUSTICE ADMINISTRATION. (Var. 1-5)

Prerequisite: POS 101. Consideration of topics in which courses are not otherwise offered, but for which there is current need. Topics to be chosen from elements of criminal justice administration, problems in criminal justice administration, judicial intervention, and other relevant themes.

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

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

402. 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.

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

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

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

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

424. 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 SOC 524).

485. POLICY PROBLEMS IN CRIMINAL JUSTICE. (5-0-5)

Prerequisite: POS 101. This course is designed to examine major issues of public policy 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.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Prerequisite: POS 101. Prior approval of department chairperson is required. Investigation of a topic of special interest, with reports to instructor.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Prerequisite: POS 101. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

LEGAL ASSISTANCE STUDIES (LAS)

300. LEGAL RESEARCH AND WRITING. (5-0-5)

The sources and techniques of legal research, their application to specific legal problems and the use of legal authority to construct a written legal argument.

301. GENERAL PRACTICE LEGAL ASSISTANCE. (5-0-5)

Prerequisite: LAS 300. This course is designed to cover the full level of relationships of law office economics and management and the legal assistant's role as a team member with the supervisory counsel. Also covered are legal topics not addressed in other courses.

310. CIVIL LITIGATION LEGAL ASSISTANCE. (5-0-5)

Prerequisite: LAS 300. Focuses on the area of civil lawsuits, the legal foundation for various kinds of claims, the drawing of complaints, evidence and discovery procedures and other pleadings.

315. REAL ESTATE LEGAL ASSISTANCE. (5-0-5)

Prerequisite: LAS 300. Deals solely with real estate law, the creation of sale contracts, title searching and the creation of deeds, leases and other forms needed to transfer various kinds of real estate.

320. FAMILY LAW LEGAL ASSISTANCE. (5-0-5)

Prerequisite: LAS 300. A concentration on divorce, juvenile law, custody, adoption, and other family issues with an additional focus on the law, forms and pleadings used in such cases.

325. BUSINESS AND CORPORATE LEGAL ASSISTANCE (5-0-5)

Prerequisite: LAS 300. Concentrates on the legal foundations and research problems of business and corporations. Related topics include business functions, incorporations, corporate finance, employees, corporate operations, securities, and mergers.

39A-E. SPECIAL TOPICS IN LEGAL ASSISTANCE. (Var. 1-5)

Prerequisite: LAS 300. Consideration of topics in which courses are not otherwise offered, but for which there is current need.

48A-E. INDEPENDENT STUDY (Var. 1-5)

Prerequisite: LAS 300. Prior approval of department chairperson and/or the LAS coordinator is required. Investigation of a topic of special interest, with reports to instructor.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Prerequisite: LAS 300. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson. Required for all pre-service students.

PHILOSOPHY (PHI)

200. SURVEY OF PHILOSOPHY. (5-0-5) F, W, S, Su (Area I)

A first study of the major themes and issues of philosophy. Recommended but not required for the advanced philosophy course.

250. LOGICAL AND CRITICAL THINKING. (5-0-5) F (Area I)

A study of the requirements of clear thinking in all areas of human experience.

310. SOCIAL ETHICS. (5-0-5)

Major theories of morality in relation to practical issues in such areas as business, government and medicine.

48A-E. INDEPENDENT STUDY (Var. 1-5)

Prior approval of department chairperson and or the coordinator is required. Investigation of a topic of special interest, with reports to instructor.

POLITICAL SCIENCE (POS)

101. THE AMERICAN POLITICAL SYSTEM. (5-0-5) F, W, S, Su (Area III)

A general survey of political science concentrating on the political process through examination of the structure and functions of the American federal system. Prerequisite to all other courses in political science.

200. INTRODUCTION TO POLITICAL SCIENCE. (5-0-5)

Prerequisite: POS 101. A study of the development and scope of the political science discipline and its method of research and presentation.

201. STATE GOVERNMENT. (5-0-5)

Prerequisite: POS 101. A study of the structures, functions and problems of contemporary state governments. The changing role of the states is examined in relation to their subunits and their intergovernmental relationships with other states and the federal government.

210. INTERNATIONAL POLITICS AND ORGANIZATION. (5-0-5)

Prerequisite: POS 101. A study of the international system of nation-states, including examinations of regional alliances and the United Nations. Areas of international conflict and cooperation will be emphasized.

220. INTRODUCTION TO LAW IN AMERICA. (5-0-5)

Prerequisite: POS 101. A basic introduction to the nature of American law, with students being given an overview of the functions, limits, and future of the law. Oriented toward the non-law officer/practitioner. Cross listed with CRJ 220.

291, 292H. HONORS SEMINAR. (2-0-2)

Prerequisites: Sophomore or higher standing, admission to College Honors Program and POS 101. A general interdisciplinary seminar.

300. SYSTEMATIC ANALYSIS. (5-0-5)

Prerequisite: POS 101. Required of all majors. A study of the empirical methods of analyzing political behavior. Quantitative methods for describing, explaining, and predicting political behavior are emphasized. Laboratory work is utilized.

301. URBAN GOVERNMENT AND ADMINISTRATION. (5-0-5)

Prerequisite: POS 101. A study of political structures, processes, and trends in American urban life. Attention is given to regionalism, planning, and the historical, social and economic factors which shape political issues and governmental response in the metropolis.

302. INTRODUCTION TO LAW IN AMERICA FOR THE LEGAL PROFESSIONAL. (5-0-5)

Prerequisite: POS 101. Similar in content to POS 220, but covering additional topics of an advanced nature appropriate to the training and experience of the legal professional. Cross listed with CRJ 302. Students may not receive credit for both POS/CRJ 220 and POS/CRJ 302.

305. POLITICAL PARTIES AND ELECTIONS. (5-0-5)

Prerequisite: POS 101. A study of the origins, development and contemporary roles, structures, and problems of parties. The recruitment of candidates and the conduct of campaigns and elections are examined within the framework of the American political system.

310. COMPARATIVE POLITICS AND ADMINISTRATION (5-0-5)

Prerequisite: POS 101. A study of democratic and autocratic political systems, with emphasis upon comparing and contrasting political structures, cultures, institutions, and leadership elites.

315. THE AMERICAN JUDICIAL SYSTEM. (5-0-5)

Prerequisite: POS 101. A study of the federal process concentrating on the role of the Supreme Court as the judicial policy-making institution in the American political system.

375. NATIONAL SECURITY POLICY. (5-0-5)

Prerequisite: POS 101. A study of contemporary American defense policy. Emphasis is placed on how and why national military policy is generated and its employment in international relationships.

39A-E. SPECIAL TOPICS IN POLITICAL SCIENCE. (Var. 1-5)

Prerequisite: POS 101. Consideration of topics in which courses are not otherwise offered, but for which there is current need. Topics to be chosen from: international politics, political novel, constitutional law, energy politics and other relevant themes.

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

Prerequisite: POS 101. A study of the institutions and process 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. This course is especially applicable to the PUA major.

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

Prerequisite: POS 101. A study of the development and current application of constitutional law, focusing on federal questions, such as the commerce and supremacy clauses.

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

Prerequisite: POS 101. A study of the development and current application of constitutional law, focusing on individual political and civil rights questions.

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

Prerequisite: POS 101. A study of the development and current application of constitutional law, focusing on criminal procedure questions.

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

Prerequisite: POS 101. A study of political theory from Plato to Locke. The political views of the traditional theorists are studied and their relevance to contemporary events is examined.

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

Prerequisite: POS 101. A study of political theory from Montesquieu to the present. A continuation of POS 410.

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

Prerequisite: POS 101. A study of American political thought from the colonial era through the civil war period.

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

Prerequisite: POS 101. 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.

430. POLITICS OF THE ENVIRONMENT. (5-0-5)

Prerequisite: POS 101. A study of how salient environmental problems interact with political dynamics, both domestically and internationally. This course is especially applicable to the PUA major.

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

Prerequisite: POS 101. 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 system.

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

Prerequisite: POS 101. 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.

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

Prerequisite: POS 101. 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. Cross listed with HIS 455.

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

Prerequisite: POS 101. 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 legacy associated with that conflict.

45A-Q. STUDY ABROAD (Var.) ON DEMAND.

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College Study Abroad or Exchange Programs.

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

Prerequisite: POS 101. A study of the acquisition, distribution, and significance of political opinions held by the American public. Opinion sampling and opinion analysis are emphasized.

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

Prerequisite: POS 101. An examination of the most critical problems in world affairs, with emphasis on those areas which have the greatest potential for increasing the level of tension.

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

Prerequisite: POS 101. 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.

492. THE POLITICS OF THE MIDDLE EAST. (5-0-5)

Prerequisite: POS 101. This course explores the contemporary political significance of this region, noting relevant leaders, institutions, power rivalries, elements of cooperations, and patterns of superpower involvement.

48A-Q. INDEPENDENT STUDY. (Var. 1-5)

Prerequisite: POS 101. Investigation of a topic of special interest, with reports to the instructor. Prior approval by department chairperson is required.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Prerequisite: POS 101. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

PUBLIC ADMINISTRATION (PUA)

338. PRINCIPLES OF PUBLIC ADMINISTRATION (5-0-5)

Prerequisite: POS 101. A general survey of the field of Public Administration, including coverage of the executive branch, executive-legislative interactions, administrative procedures, and classical and contemporary bureaucratic problems. Cross listed as CRJ 320.

39A-E. SPECIAL TOPICS IN PUBLIC ADMINISTRATION

No prerequisites. Consideration of topics in which courses are not otherwise offered, but for which there is current need.

438. GOVERNMENT ORGANIZATIONAL THEORY. (5-0-5)

Prerequisite: POS 101. A systematic analysis of governmental organization, management, and administration. Emphasis is placed upon institutional, behavioral, and psychological factors of contemporary public bureaucracies.

444. LABOR RELATIONS. (5-0-5)

Prerequisite: POS 101. An analysis of the development of labor-management relations and public policy in the United States.

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

Prerequisite: POS 101. 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.

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

Prerequisite: POS 101. 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.

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

Prerequisite: POS 101. A study of the principles and practice of planning at the substate 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.

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

Prerequisite: POS 101. 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.

481. BUREAUCRATIC BEHAVIOR. (5-0-5)

Prerequisite: POS 101. Emphasizes theories of individual behavior within public sector organizations. Students consider a range of organizational theory paradigms, but rational choice based theory is given primary consideration.

48A-E. INDEPENDENT STUDY. (Var. 1-15)

Prior approval of department chairperson and or the coordinator is required. Investigation of a topic of special interest, with reports to the instructor.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Prerequisite: POS 101. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

RELIGION (REL)

110. INTRODUCTION TO WESTERN RELIGIOUS THOUGHT. (5-0-5)

This course represents an introductory, yet comprehensive, historical and cultural survey of Christianity and Judaism. The contributions of both religions to ethical development is another important course theme.

310. INTRODUCTION TO THE OLD TESTAMENT. (5-0-5)

Literature, history, and theology of the Old Testament, with an effort to examine its significance in its own day and in ours.

39A-E. SPECIAL TOPICS IN RELIGION.

No prerequisite. Consideration of topics in which courses are not otherwise offered, but for which there is current need.

405. COMPARATIVE RELIGION. (5-0-5)

Major world religions including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam, and some modern "religions," such as humanism, nationalism, and communism.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Prior approval of department chairperson and or the coordinator is required. Investigation of a topic of special interest, with reports to instructor.

SOCIOLOGY (SOC)

101. INTRODUCTION TO SOCIOLOGY. (5-0-5) F, W, S, Su (Area III)

Designed for the general education program. Study of structures, processes, and functions of human society.

291. 292H. HONORS SEMINAR. (Var.) W, S

Prerequisite: Sophomore or higher standing and admission to College Honors Program. A general interdepartmental seminar

293. MARRIAGE AND FAMILY RELATIONS. (5-0-5) F, W, S

An applied study of marriage and the family in contemporary American society. Topics include: dating and courtship, mate selection, sexuality, parenthood, marital communication, family roles, divorce. (Cross listed as EHE 293)

315. GENERAL STATISTICAL ANALYSIS. (5-0-5)

Prerequisite: SOC 101, MAT 130 or permission of instructor. An introduction to the basic descriptive and inferential statistical methods used in the behavioral sciences. (Cross listed as PSY 315.)

370. BEHAVIORAL SCIENCE APPLIED TO WORK. (5-0-5)

Prerequisite: PSY 201 or SOC 101. The study of all variables related to behavior in the work setting, such as occupational choice; job selection, training, and evaluation; social and group influences; characteristics of man-made machine systems; change and stress in the workplace; motivation and morale; communication; work environment; and supervisor-worker relations. (Cross listed as PSY 370.)

39A-E. SPECIAL TOPICS IN SOCIOLOGY. (Var. 1-5)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Subject matter varies. Credit: one to five hours.

410. POPULATION. (5-0-5)

Prerequisite: SOC 101 or permission of instructor. Composition of the population, its distribution in space, and changes in size. Emphasis upon the three demographic variables—fertility, mortality, and migration—and their relationships to social structure.

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

Prerequisite: SOC 101 or permission of instructor. Causes of crime and juvenile delinquency, analysis of criminal behavior and offenses, theories of punishment, and study of penal institutions. (Cross listed as CRJ 424.)

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

Prerequisite: SOC 101 or permission of instructor. Processes of research in social relations; emphasis on application of the scientific method to social data. Studies of several research designs will be undertaken.

443. APPLIED RESEARCH METHODS. (5-0-5)

Prerequisite: SOC 442. Students will collect and analyze data and prepare a research report based on the research problem designed in SOC 442. Emphasis will be on analysis and technical procedures required in actual sociological research.

444. 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.

450. CONTEMPORARY SOCIOLOGICAL THEORIES. (5-0-5)

Prerequisite: SOC 452. Major theoretical orientations in sociology. Emphasis upon those theorists, American and European, whose works currently underlie various studies in sociology.

452. SOCIOLOGY OF ORGANIZATIONS. (5-0-5)

Prerequisite: SOC 101 or permission of instructor. Structure and function of complex organizations with emphasis on large scale bureaucracies in both public and private sectors.

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

Prerequisite: SOC 101 or permission of instructor. A study of spatial distribution and relationships of people in urban centers.

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

Prerequisite: SOC 101 or permission of instructor. Study of individual and group behaviors which violate institutional expectations.

48A-E. INDEPENDENT STUDY. (Var.) F, W, S, Su

Open to seniors majoring in sociology. Reading and research under guidance of department faculty. Credit: One to five hours.

49E-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 5-15)

Individually designed and planned learning experience involving off-campus field experience and study in the public and private sector. Must be approved by the department chairperson. Credit: Five to fifteen hours.

LOGISTICS (LOG)

301. SYSTEMS ENGINEERING AND ANALYSIS. (5-0-5) F

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."

302. LOGISTICS ENGINEERING. (5-0-5) W

Prerequisite: LOG 301 or instructor's consent. A study of the initial development of a system or product and sustaining life-cycle maintenance and support, design requirements of supportability, and the selection of a specific design configuration.

303. LOGISTICS SUPPORT ANALYSIS. (5-0-5) F

Logistic Support Analysis is an interactive analytical process by which the support requirement for a new or modified systems is identified. The integration and application of different analytical techniques to solve a wide variety of problems. Methods may include linear/dynamic programming, queuing theory, simulation, Monte Carlo analysis, and economic analysis techniques.

306. LOGISTICS MANAGEMENT. (5-0-5) S

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 cycle.

307. RELIABILITY AND MAINTAINABILITY. (5-0-5) Su

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

321. PRODUCTION PLANNING AND COST ANALYSIS. (5-0-5) F

A survey of production processes, equipment and tooling, techniques for process analysis, scheduling, sequencing and planning for intermittent and continuous production situations.

322. LOGISTICS ACQUISITION. (5-0-5) S

Introduces the procurement and contracting process including the techniques, terminology, principles, concepts, practices and methodology necessary for planning, developing and contracting for major systems. The course will also include the preparation and conduct of negotiation of contracts and performance evaluation.

39A-E. SPECIAL TOPICS IN LOGISTICS. (Var. 1-5) F, W, S, Su

Topics in which courses are not otherwise offered, but for which there is current need. Topics will vary from quarter to quarter.

411. WAREHOUSING AND INVENTORY CONTROL. (5-0-5) Su

Theory, concepts, and design of inventory control systems. This course includes coverage of inventory control concepts, inventory control models, inventory control systems, and warehousing requirements as related to fixed industries.

412. TRANSPORTATION AND DISTRIBUTION (5-0-5) W

Transportation and distribution systems requirements, evaluation of alternative modes of transportation, physical distribution, transportation economics, government regulation/deregulation and future issues affecting transportation.

419. QUALITY CONTROL. (5-0-5) W

Introduction to quality control, quality requirements and standards, statistical quality control, control charts, acceptance sampling by attributes and by variables, components testing, human factors in quality, the reliability-quality interface, and quality impacts on logistics.

424. CONTRACT MANAGEMENT AND LAW. (5-0-5) Su

Provides the context for the implementation of the contracting process and its complex interrelationships, including contract administration, contractor performance and evaluation, and the legal aspects of contracting with problems of contract development, interpretation, modification, disputes, termination and completion.

428. INTERNATIONAL LOGISTICS. (5-0-5) S

A study of international logistics program management through a comprehensive treatment of the national security assistance program and processes as they relate to logistics support planning, organization, implementation and control. The course includes organizational and management interfaces and practices that are relevant to the current environment of international and multi-national logistics programs.

429. GOVERNMENTAL LOGISTICS. (5-0-5) S

Provides information of logistics in government with emphasis on factors in supply management system design, production processes, procurement and contract analysis, transportation and storage of the system, operational support, and system retirement and disposal.

48A-E. INDEPENDENT STUDY. (Var.) F, W, S, Su

Investigation of topics of special interest, with reports to the instructor. Prior approval by program coordinator and instructor is required.

HISTORY AND GEOGRAPHY

Frank B. Vinson, Chairperson

Professors: Begemann, Chandler, Keber, Vinson

Associate Professors: Wheeler, Wilson

Assistant Professors: Burlanek, Smith

MISSION

The major in history provides an understanding of the background of today's world and education and training for occupations, including teaching, journalism, government service, business, and work in historical and archival agencies. A history major prepares students for graduate work in history and professional study in such related areas as law, the ministry, journalism, and librarianship. The department also offers undergraduate work in geography, useful for teacher certification and electives. Graduate courses in history, can fulfill content requirements for M.Ed. and Ed.S. degrees with a concentration in social science. In addition the department offers the M.A. in History.

DEGREES OFFERED

1. Bachelor of Arts with a major in History
2. Bachelor of Arts with a major in History and teacher certification*
3. Bachelor of Science with a major in History
4. Bachelor of Science with a major in History and teacher certification*
5. Bachelor of Science with a major in Broad Field Social Science and teacher certification*
6. Master of Arts in History. For details see the graduate catalog, published separately.

*Effective Fall 1996, these programs are not available to new students.

B.A. DEGREE WITH A MAJOR IN HISTORY

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness	6
Area IV	30

1. HIS 201, 202 (10 hours)
2. Foreign Language (0-10 hours) FRE 101, 102, 103, 221; SPA 101, 102, 103, 221; or GER 101, 102, 103, 221.
3. Selections from: (10-20 hours) CSC 201; ECO 270; GEO 101; MAT 225; POS 200, 201, 210; SOC 101, 205; PSY 201, 250; HIS 212, 215.

Major Requirements	30
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1. American history: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following: HIS 315, 316, 403, 404, 406, 411, 413, 414, 415, 417, 418, 419, 429 (10 hours)
3. Third World history, one course from the following: HIS 323, 350, 460 (5 hours)
4. HIS electives (15 hours)

NOTE: One POS course at the 300-400 level may be substituted for one HIS elective.

NOTE TO TRANSFERS: Students who transfer to Georgia College without HIS 201, 202 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 40 hours for these students, depending on their transfer credits.

At least 30 hours of the major program must be:

1. taken at Georgia College
2. at the 300-400 level.

A grade of C or better must be earned in all courses that count toward the major or minor program.

Degree Requirements 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

NOTE: History majors who take three or four courses at the college level may count one of them in Area I and two in Area IV.

Electives (Students may use these hours to complete minors) 40-60

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.A. DEGREE WITH A MAJOR IN HISTORY WITH TEACHER CERTIFICATION

NOTE: Effective Fall 1996, this program is not available to new students.

Hours
Areas I, II, III (See Core section of the catalog) 60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness 6

Area IV 30

1. HIS 201, 202 (10 hours)
2. EFS 204, 295 (10 hours)
3. Selections from: CSC 201; ECO 270; FRE 101, 102, 102, 221; GEO 101; GER 101, 102, 102, 221; HIS 212, 215; MAT 225; POS 200, 201, 210; SOC 101, 205; SPA 101, 102, 103, 221; PSY 201, 250 (20 hours)

Major Requirements 30

1. American history: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following: HIS 315, 316, 403, 404, 406, 411, 413, 414, 415, 417, 418, 419, 429 (10 hours)
3. Third World history, one course from the following: HIS 323, 350, 460 (5 hours)
4. HIS electives (15 hours)

NOTE: One POS course at the 300-400 level may be substituted for one HIS elective.

NOTE TO TRANSFERS: Students who transfer to Georgia College without HIS 201, 202 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 40 hours for these students, depending on their transfer credits.

A grade of C or better must be earned in all courses that count toward the major or minor program.

At least 30 hours of the major program must be:

1. taken at Georgia College
2. at the 300-400 level.

Degree Requirements **0-20**

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

NOTE: History majors who take courses at college level may count one of them in Area I.

Teacher Certification **33**

1. EFS 204, 295 (10 hours, Area IV)
2. EEX 364, EFS 400, EIT 301, 306, EFS 455, 459, 490, 493 (33 hours)

Other Requirements

Students seeking certification must take two related courses, one from each of two additional social science fields: (1) POS, (2) GEO, (3) ECO, and (4) SOC.

Electives **2-15**

Total **186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN HISTORY

Hours

Areas I, II, III (See Core section of the catalog) **60**

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness **6**

Area IV **30**

1. HIS 201, 202 (10 hours)
2. Foreign Language (0-10 hours) FRE 101, 102, 103, 221; or GER 101, 102, 103; 221; or JPN 101, 102, 103; or SPA 101, 102, 103, 221
3. Selections from: (10-20 hours) CSC 201; ECO 270; GEO 101; MAT 225; POS 200, 201, 210; SOC 101, 205; PSY 201, 250; HIS 212, 215

Major Requirements **30**

1. American history: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following: HIS 315, 316, 403, 404, 406, 411, 413, 414, 415, 417, 418, 419, 429 (10 hours)
3. Third World history, one course from the following: HIS 323, 350, 460 (5 hours)
4. HIS electives (15 hours)

NOTE: One POS course at the 300-400 level may be substituted for one HIS elective.

NOTE TO TRANSFERS: Students who transfer to Georgia College without HIS 201, 202 (10 hours) or their equivalent must take those courses at Georgia College. The

total number of hours in the major requirement will be as much as 40 hours for these students, depending on their transfer credits.

At least 30 hours of the major program must be:

1. taken at Georgia College
2. at the 300-400 level.

Up to 15 hours of history transfer courses may be accepted. A grade of C or better must be earned in all courses that count toward the major or minor program.

Degree Requirements 10-15

1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours)

NOTE: These courses may be counted in Area IV but must not be in the major department.

2. Foreign Language

The student must show proficiency through the second course (102). Course(s) can count in Area I or in Area IV.

Electives (Students may use these hours to complete minors) 45-50

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

B.S. DEGREE WITH A MAJOR IN HISTORY WITH TEACHER CERTIFICATION

NOTE: Effective Fall 1996, this program is not available to new students.

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
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1. HIS 201, 202 (10 hours)
2. EFS 204, 295 (10 hours)
3. Selections from: CSC 201; ECO 270; FRE 101, 102, 103, 221; GEO 101; GER 101, 102, 103, 221; HIS 212, 215; JPN 101, 102, 103; MAT 225; POS 200, 201, 210; SOC 101, 205; SPA 101, 102, 103, 221; PSY 201, 250 (20 hours)

Major Requirements	30
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1. American History: HIS 201, 202 (10 hours, Area IV)
2. European/English history, two courses from the following: HIS 315, 316, 403, 404, 406, 411, 413, 414, 415, 417, 418, 419, 429 (10 hours)
3. Third World history, one course from the following: HIS 323, 350, 460 (5 hours)
4. HIS electives (15 hours)

NOTE: One POS course at the 300-400 level may be substituted for one HIS elective.

NOTE TO TRANSFERS: Students who transfer to Georgia College without HIS 201, 202 (10 hours) or their equivalent must take those courses at Georgia College. The total number of hours in the major requirement will be as much as 40 hours for these students, depending on their transfer credits.

At least 30 hours of the major program must be:

1. taken at Georgia College
2. at the 300-400 level.

A grade of C or better must be earned in all courses that count toward the major or minor program.

Degree Requirements	10-15
1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours). NOTE: Students seeking certification should complete this requirement by taking two related courses, one from each of two additional social science fields: (1) POS, (2) GEO, (3) ECO, and (4) SOC.	
2. Foreign Language The student must show proficiency through the second course (102). Courses(s) can count in Area I or in Area IV.	
Teacher Certification	33
1. EFS 204, 295 (10 hours, Area IV)	
2. EEX 364, EFS 400, EIT 301, 306, EFS 455, 459, 490, 493 (33 hours)	
Electives	7-15
	Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

B.S. DEGREE WITH A MAJOR IN BROAD FIELD SOCIAL SCIENCE AND TEACHER CERTIFICATION

NOTE: Effective Fall 1996, this program is not available to new students.

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Area I: Modern Foreign Language recommended.

Area III: SOC 101 recommended.

Wellness	6
Area IV	30
1. HIS 201, 202 (10 hours)	
2. EFS 204, 295 (10 hours)	
3. PSY 201; SOC 101 (5 hours)	
4. MUS 102; ART 103; SPE 101; THR 105 (5 hours)	

Major Requirements	60
History Concentration (30 hours, of which 10 hours may be counted in Area IV)	
1. American history: HIS 201, 202 (10 hours, Area IV)	
2. European/English history, two courses from the following: HIS 315, 316, 403, 404, 406, 411, 413, 414, 415, 417, 418, 419, 429 (10 hours)	
3. Third World history, one course from the following: HIS 323, 350, 460 (5 hours)	
4. One HIS elective at the 300-400 level (5 hours)	
Other Social Science Areas (45 hours, 5 hours of which may be counted in Areas III or IV)	
1. Behavioral Science/Geography (15 hours) SOC 101 (5 hours, Area III or IV); GEO 101, or 200 (5 hours); GEO 476 (5 hours)	
2. Economics (15 hours) ECO 271, 272 (10 hours), ECO 370 (5 hours)	
3. Political Science (15 hours) POS 201 or 210 (5 hours), POS electives (10 hours; 5 hours must be at the 300-400 level)	

At least 30 hours of the major program must be 1. taken at Georgia College 2. at the 300-400 level.

A grade of C or better must be earned in all courses that count toward the major or minor program.

Other Requirements

- 1. At least 15 hours in the major must be taken in Third World subjects. This requirement is fulfilled by the HIS course (item 3 under concentration), ECO 370, POS 210 and GEO 476.
- 2. A minimum of 30 hours in the major must be at the 300-400 level.
- 3. A minimum of 10 quarter hours in a single area of social studies is required for teaching in that area, according to the State Board of Education policy.

Teacher Certification 33

- 1. EFS 204, 295 (10 hours, Area IV)
- 2. EEX 364, EFS 400, EIT 301, 306, EFS 455, 459, 490, 493 (33 hours)

Degree Requirements 0-5

- 1. Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours). NOTE: These courses may be counted in the major. This requirement is fulfilled for Social Science majors by the courses in the "Other Social Science Areas," above.
- 2. Foreign Language
The student must show proficiency through the second course (102). Courses(s) can count in Area I or in Area IV.

Total 189

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN HISTORY

Twenty quarter hours, with grades of C or better, distributed as follows:

- 1. HIS 201 or 202 (5 hours)
- 2. HIS courses at the 300-400 level (10 hours)
- 3. Another HIS course above HIS 110 and 111 (5 hours)

MINOR IN GEOGRAPHY

Twenty quarter hours, with grades of C or better, distributed as follows:

- 1. GEO 101 (5 hours)
- 2. GEO courses at the 300-400 level (10 hours)
- 3. Another GEO course above GEO 101 (5 hours)

INTERDISCIPLINARY MINORS

The Department participates in the Black Studies, International Studies, Urban Studies and Women's Studies minors, described elsewhere in the catalog.

CAREER INFORMATION

The study of history prepares one directly for many occupations and indirectly for many more. History majors often go into work related to history, such as teaching or administration at the secondary or college level or into work in historical societies, archives, museums, parks, or

historical sites. Library work, government service, and many other areas not directly related to history are also open to history majors. History is an excellent background subject for those going into law, the ministry, journalism, or media work. Many business positions are open to history majors, especially those requiring breadth of knowledge, writing ability, and skill in organizing information. A variety of internships offering practical experience in history-related work are available through the department. For further details in internships, consult the intern coordinator in the department.

TEACHER CERTIFICATION

Those students planning to be certified at the 5th year level under the new M.A.T. plan are advised to use electives to meet the social science certification requirements outlined in the Broad Field Degree "Other Social Science Areas." This will allow double certification in both history and social sciences.

MISCELLANEOUS

A variety of internships offering practical experience in history-related work are available through the department. For further details on internships consult the intern coordinator in the department.

History majors planning to go on to graduate work should take the full GRE, NTE, or other appropriate test in the spring of their junior year or in the fall of the senior year. (See the Graduate Catalog for specific requirements for graduate work at Georgia College; the department chairperson can supply additional information concerning graduate work in history or social science.)

HISTORY (HIS)

110. WORLD CIVILIZATION I. (5-0-5) F, W, S, Su (Area III)

A survey of the history of the world from the beginnings down to the eighteenth century. Completion of this course and HIS 111 is prerequisite to all other history courses. HIS 110 and 111 cannot be taken concurrently; the courses need not be taken in numerical order.

111. WORLD CIVILIZATION II. (5-0-5) F, W, S, Su (Area III)

A continuation of HIS 110, carrying the study to the present.

201. THE UNITED STATES TO 1865. (5-0-5)

A general study of American history from early exploration through the Civil War. Required of majors, who should take it before taking more advanced courses in American history.

202. THE UNITED STATES SINCE 1865. (5-0-5)

A continuation of HIS 201, with particular emphasis upon the contemporary period. Required of majors, who should take it before taking more advanced courses in American history.

212. PEOPLE WHO CHANGED THE WORLD. (5-0-5)

Prerequisite: HIS 110 and 111. A study of the lives of selected personalities of various periods whose achievements helped shape the course of history. Lectures, discussions, and audio-visual presentations.

215. BLACKS IN AMERICAN HISTORY. (5-0-5)

Prerequisites: HIS 110 and 111. The role of black Americans in the development of the United States. Some attention is given to the black experience in other areas of the Western Hemisphere.

291, 292H. HONORS SEMINAR. (2-0-2) W, S

Prerequisite: Sophomore or higher standing and admission to College Honors Program. A general interdepartmental seminar.

315. ENGLAND TO 1660. (5-0-5)

Prerequisite: HIS 110 and 111. A survey of the history of England from earliest times to the Restoration.

316. ENGLAND SINCE 1660. (5-0-5)

Prerequisite: HIS 110 and 111. The history of England from the Restoration to the present.

357. MILITARY HISTORY OF THE UNITED STATES. (5-0-5)

Prerequisite: HIS 110 and 111. A survey of the military history of the United States from colonial times to the present.

370. THE ROLE OF WOMEN IN HISTORY. (5-0-5)

Prerequisite: HIS 110 and 111. The history of women in modern society, with special emphasis on the changes in the role of women accompanying the transition to industrial societies in the United States and England.

39A-E. SPECIAL TOPICS IN HISTORY. (Var.)

Prerequisite: HIS 110 and 111. Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies.

403. CLASSICAL GREECE. (5-0-5)

Prerequisite: HIS 110 and 111. Greece and the Aegean through Alexander the Great, with emphasis on political, social and cultural history.

404. CLASSICAL ROME. (5-0-5)

Prerequisite: HIS 110 and 111. Rome from its origins until the Empire became Christian, with emphasis on political, social and cultural history.

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

Prerequisite: HIS 110 and 111. Europe from the fall of Rome to the Renaissance. The Byzantine and Islamic Empires are also considered.

407. COLONIAL AND REVOLUTIONARY AMERICA. (5-0-5)

Prerequisite: HIS 110 and 111. A historical survey of the formative years of America. Emphasis is placed on the change from colonies to mature provinces, and on the national and comparative perspectives of the Revolution.

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

Prerequisite: HIS 110 and 111. 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.

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

Prerequisite: HIS 110 and 111. Contemporary European problems and their background, with emphasis on social and political changes growing out of World War I.

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

Prerequisite: HIS 110 and 111. 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.

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

Prerequisite: HIS 110 and 111. A study of the transition of England from small island-nation to major power during the sixteenth and seventeenth centuries, with special emphasis on the major personalities of the period.

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

Prerequisite: HIS 110 and 111. The rebirth of classical learning in Italy and its spread across Europe, and the religious upheavals of the sixteenth century.

417. SOVIET RUSSIA. (5-0-5)

Prerequisite: HIS 110 and 111. A study of Lenin and the early Bolshevik movement, the great revolution of 1917, and the Soviet state under the rule of Stalin and his successors.

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

Prerequisite: HIS 110 and 111. Europe in the era of the great dynasties, from 1559 to the French Revolution.

419. THE FRENCH REVOLUTION AND NAPOLEON. (5-0-5)

Prerequisite: HIS 110 and 111. Europe from 1789 to 1815, emphasizing the role of France in the events of the period.

420. THE AMERICAN CIVIL WAR. (5-0-5)

Prerequisite: HIS 110 and 111. The background of the war, followed by a detailed examination of the conflict between 1861 and 1865.

422. THE ANTE-BELLUM SOUTH. (5-0-5)

Prerequisite: HIS 110 and 111. An examination of basic factors in Southern life such as the agrarian economy and racial dualism.

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

Prerequisite: HIS 110 and 111. 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.

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

Prerequisite: HIS 110 and 111. Economic, social and political developments in the South from the end of Reconstruction to the present.

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

Prerequisite: HIS 110 and 111. Major trends and events from the Indian background to the present.

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

Prerequisite: HIS 110 and 111. A study of the historical significance of religion in shaping American society and culture.

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

Prerequisite: HIS 110 and 111. A topical examination of social movements, institutions and cultural trends in the American nation.

455. CONTEMPORARY AMERICAN FOREIGN POLICY. (See POS 455.) (5-0-5)

456. THE VIETNAM WAR. (See POS 456)

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

Prerequisite: HIS 110 and 111. 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.

45A-Q. STUDY ABROAD. (Var.) On Demand.

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College Study Abroad or Exchange Program.

48B-E. INDEPENDENT STUDY. (Var.) Each quarter.

Prerequisite: Approval of chairperson of department. Investigation of a topic or period of special interest, with reports to the instructor. Two to five hours.

49C-Q. INTERNSHIP/COOPERATIVE EDUCATION. (Var. 3-15) Each quarter.

Prerequisite: Selection for participation in either (1) Georgia Intern Program, Georgia Legislative Intern Program, or other intern programs, or (2) an approved Cooperative Education Program. An individually designed off-campus course involving either (a) study, research and work in a government agency, the Georgia legislature, or other organizations, or (b) work in a private or public business or organization.

GEOGRAPHY (GEO)

101. INTRODUCTION TO GEOGRAPHY. (5-0-5)

A survey of the major fields of physical and human geography.

200. PHYSICAL GEOGRAPHY. (5-0-5)

A study of the shape and form of the world land mass, the configuration of the land and seas, the enveloping atmosphere, and the distribution of climates and soils. (Cross listed with ENS 210)

350. CONSERVATION. (See BIO 350)

39A-E. SPECIAL TOPICS IN GEOGRAPHY. (Var)

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

450. 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.

476. 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.

48B-E. INDEPENDENT STUDY. (Var) Each quarter.

Prerequisite: Approval of chairperson of department. Investigation of topic or area of special interest, with reports to the instructor. Two to five hours.

49C-Q. INTERNSHIP/COOPERATIVE EDUCATION. (Var. 3-15) Each quarter.

Prerequisite: Selection for participation in either (1) Georgia Intern Program, Georgia Legislative Intern Program, or other intern programs, or (2) an approved Cooperative Education program. An individually designed off-campus course involving either (a) study, research, and work in a government agency, the Georgia legislature, or other organization, or (b) work in a private or public business organization.

MATHEMATICS AND COMPUTER SCIENCE

John S. Robertson, Chairperson

Professors: Adkins, Boykin, Carpenter, DeVries, Robertson

Assistant Professors: Jarvis, Schuette, Turner

Instructors: Pratt-Cotter, Williams

MISSION

This department is committed to offering courses and curricula which meet the needs of students in mathematics and computer science. There are three distinct but overlapping areas of need which the department addresses:

1. Courses are provided which comply with the Regents' guidelines and may be used to satisfy requirements in Area II of the core curriculum. The specific courses approved for this purpose are listed under the core requirements section of the catalog.
2. Courses and curricula are provided to meet special needs in mathematics or computer science for students in majors outside this department. A special sequence of courses is designed for students majoring in Elementary Education.
3. For students wishing to major in mathematics or computer science, a solid basic curriculum in each of these areas is offered, upon which graduate study, further training or careers can be built. Students wishing to teach mathematics at the secondary level can pursue a program leading to secondary certification. The department also has available a student exchange program in computer science to promote international study.

DEGREES OFFERED

1. Bachelor of Arts with a major in Mathematics.
2. Bachelor of Arts with a major in Mathematics with teacher certification.*
3. Bachelor of Science with a major in Mathematics
4. Bachelor of Science with a major in Mathematics with teacher certification.*
5. Bachelor of Science with a major in Computer Science.

*Effective Fall 1996, these programs are not available to new students.

B.A. DEGREE WITH A MAJOR IN MATHEMATICS

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II and III of the core can be used to satisfy other requirements unless otherwise noted.

Wellness	6
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Area IV	30
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1. Calculus: MAT 150, 160, 250, 260 (10-20 hours)
2. Foreign Language (0-20 hours)
3. Electives: CSC 220, MAT 255 (0-10 hours)

Major Requirements	30
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1. Twenty-five hours of MAT and CSC 220 five hours listed in Area IV if not taken in Area IV or Area II.
2. MAT 350, 360, 470 (15 hours)

3. Three additional MAT courses at the 300-400 level which have MAT 255 or 160 as a prerequisite (15 hours)
4. PHI 250 if not taken in Area I.

NOTE TO TRANSFERS: Transfer students can obtain an evaluation from the department prior to enrollment to determine the exact requirements needed for this major.

Degree Requirements 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

Other Requirements

Only courses in MAT and CSC in which a grade of C or higher is earned can be used to satisfy requirements.

Electives 40-60

Students are encouraged to use these hours to complete a minor.

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.A. DEGREE WITH A MAJOR IN MATHEMATICS AND TEACHER CERTIFICATION

NOTE: Effective Fall 1996 this program is not available to new students.

Areas I, II, III (See Core section of the catalog) 60

NOTE: Courses taken in Areas I, II and III of the core can be used to satisfy other requirements unless otherwise noted.

Wellness 6

Area IV 30

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. MAT 150, 160, 250, 260 (10-20 hours)
4. Foreign Language (0-10 hours)
5. CSC 220; MAT 255 (0-10 hours)

Major Requirements 30

1. Twenty-five hours of MAT listed in Area IV if not taken in Area IV or Area II.
2. MAT 350, 360, 470 (15 hours).
3. Three additional MAT courses at the 300-400 level which have MAT 255 or 160 as a prerequisite. (15 hours)
4. CSC 220 if not taken in Area IV.
5. PHI 250 required if not taken in Area I

NOTE TO TRANSFERS: Transfer students can obtain an evaluation from the department prior to enrollment to determine the exact requirements needed for this major.

Degree Requirements 0-20

Students must show competence in a foreign language at the level of the fourth college course. The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

Teacher Certification 33

1. EFS 204 (Area IV) EFS 295 (Area IV)
2. EFS 400, EIT 301, 306, EFS 455, EFS 458, EFS 490, EFS 493, EEX 364 (33 hours)

Other Requirements

Only courses in MAT and CSC in which a grade of C or higher is earned can be used to satisfy requirements.

Electives 7-27

Students are encouraged to use these hours to complete a minor.

Total 186

NOTE: In order to graduate, students must also fulfill the requirements listed in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN MATHEMATICS

Areas I, II, III (See Core section of the catalog) 60 **Hours**

NOTE: Courses taken in Areas I, II and III of the core can be used to satisfy other requirements unless otherwise noted.

Wellness 6

Area IV 30

1. Calculus: MAT 150, 160, 250, 260 (10-20 hours)
2. Foreign Language (0-10 hours)
3. Electives: CSC 220, 221; MAT 255 (0-10 hours)

Major Requirements 30

1. Twenty five hours of MAT and five hours of CSC listed in Area IV or Area II.
2. MAT 343, 350, 360, 470 (20 hours)
3. Two additional MAT courses at the 300-400 level which has MAT 255 or 160 as a prerequisite (10 hours)
4. CSC 220, 221 if not taken in Area IV (5 hours)
5. PHI 250 if not taken in Area I
6. PHY 201 and 202 if not taken in Area II
7. PHY 203 and 331 (10 hours, used to satisfy Degree Requirement item 1, below)

NOTE TO TRANSFERS: Transfer Students may obtain an evaluation from the department prior to enrollment to determine the exact requirements needed for this major.

Degree Requirements 15

1. Additional courses from the social, behavioral or natural sciences (10 hours). MAT majors fulfill this requirement by taking PHY 203 and 331, item 7 under Major Requirement, above.

2. Foreign Language
The student must show proficiency through the second course (102). Course(s) can count in Area I or in Area IV.

NOTE: If foreign language is used to satisfy the elective in Area I, the requirement is satisfied. Students who exempt the basic course or courses by examination must take the course at the appropriate level to fulfill this requirement.

Other Requirements

Students must earn a grade of C or higher in all MAT and CSC courses used to satisfy requirements.

Electives 40-45

Students are encouraged to use these hours to complete a minor.

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN MATHEMATICS AND TEACHER CERTIFICATION

NOTE: Effective Fall 1996, this program is not available to new students.

Areas I, II, III (See Core section of the catalog) 60

NOTE: Courses taken in Areas I, II and III of the core can be used to satisfy other requirements unless otherwise noted.

Wellness 6

Area IV 30

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. MAT 150, 160, 250, 260 (10-20 hours)
4. Foreign Language (0-10 hours)
5. CSC 201 or 220; MAT 255 (0-10 hours)

Major Requirements 35

1. Twenty-five hours of MAT listed in Area IV if not taken in Area IV or Area II.
2. MAT 343, 350, 360, 470 (20 hours)
3. Two additional MAT courses at the 300-400 level which has MAT 255 or 160 as a prerequisite (10 hours)
4. CSC 220 and 221 (5 hours)
5. PHI 250 if not taken in Area I
6. PHY 201 and 202 if not taken in Area II
7. PHY 203 and 331 (10 hours, used to satisfy Degree Requirement item 1, below)

NOTE TO TRANSFERS: Transfer students may obtain an evaluation from the department prior to enrollment to determine the exact requirements needed for this major.

Degree Requirements	15
1. Additional courses from the social, behavioral and natural sciences (10 hours). MAT majors fulfill this requirement by taking PHY 203 and 331, item 8 under Major Requirement, above.	
2. Foreign Language The student must show proficiency through the second course (102). Course(s) can count in Area I or in Area IV.	
Teacher Certification	33
1. EFS 204 (Area IV); EFS 295 (Area IV)	
2. EFS 400, EIT 301, 306, EFS 455, EFS 458, EFS 490, EFS 493, EEX 364 (33 hours)	
Other Requirements	0
Only courses in MAT and CSC in which a grade of C or higher is earned can be used to satisfy requirements.	
Electives	7-12
Total	186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN COMPUTER SCIENCE

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II and III of the core can be used to satisfy other requirements unless otherwise noted.

Wellness	6
Area IV	30

1. CSC 220 (5 hours)
2. CSC 221 (5 hours)
3. CSC 222 (5 hours)
4. MAT 150, 160, 250, or 260 (10 hours)
5. MAT 255 (5 hours)

Major Requirements	48
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1. CSC 202, 310, 340, 360, 370, 380, 460 (33 hours)
2. Two approved CSC courses at 300-400 level (10 hours)
3. MAT 250 and 255 (10 hours) if not taken in Area IV
4. MAT 360 or 480 (5 hours, used to satisfy part of Degree Requirement number 1, below)
5. PHI 250 required if not taken in Area I (5 hours)
6. PHY 101 and 102 or PHY 201 and 202 or CHE 121 and 122 required if not taken in Area II (10 hours)
7. MAT 225 (5 hours)

NOTE TO TRANSFERS: Transfer students can obtain an evaluation from the department prior to enrollment to determine the exact requirements needed for this major.

Degree Requirements 15

1. Additional courses from the social, behavioral or natural sciences or mathematics from outside the major. These courses may not be counted in Area IV (10 hours). CSC major must fulfill 5 of these hours with MAT 360 or MAT 480, as shown in number 4 under Major Requirements above.
2. Foreign Language
The student must show proficiency through the second course (102). Course(s) can count in Area I or in Area IV.

Other Requirements

Only MAT and CSC courses in which a grade of C or higher is earned can be used to satisfy requirements.

Electives 27

Students are encouraged to use these electives to complete a minor.

Students at Georgia College may enroll in any upper division (300-400 level) course offered by the School of Arts and Sciences for which they have completed the prerequisites and have obtained the approval of their academic adviser. Enrollment in upper division courses offered by the Schools of Business, Education, and Nursing is restricted to majors and minors in the respective schools unless the courses are open enrollment courses or are approved electives for the student's major. Approved electives in the School of Business for Computer Science majors are: ISC 309, 310, 325, 326, 327, 335, 340, 345, 365, 405, 406, 415, 425, 435, 44X, 450, and 470.

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN MATHEMATICS

Thirty hours of course work with a grade of C or higher distributed as follows: MAT 150, 160, 250, 255, 350, 360.

MINOR IN COMPUTER PROGRAMMING

Thirty hours of course work with a grade of C or higher distributed as follows: MAT 150, CSC 220, 221, 222, 310, 340.

MINOR IN COMPUTER SYSTEMS

Thirty hours of course work with a grade of C or higher distributed as follows: MAT 150, CSC 220, 221, 340, 360, 370.

MIDDLE SCHOOL CONCENTRATION IN MATHEMATICS

Specific courses are selected with the approval of the adviser and the School of Education. Special courses for this purpose are MAT 403 and 405.

CAREER INFORMATION

Often people tend to think the only career open to mathematics majors is teaching either at the secondary level or after graduate school at the college level. Although there is a critical shortage of mathematics teachers, part of the reason is that many other careers are open to

mathematics majors. Professional schools, businesses, government and industry recognize that mathematics majors are problem solvers and are skilled in the use of logic and reasoning. A major in mathematics opens doors to many careers which are closed to those without quantitative skills.

Computer Science majors usually find themselves in careers directly related to computer science, technology and applications. The expansion of computer use in every area of society has dramatically increased the need for students educated in computer science. Further education at the graduate level or further training enhances career prospects.

Students with a particular applied interest are encouraged to obtain at least a minor in that area to go along with their major in mathematics or computer science. This can significantly increase the chances of pursuing a career combining these areas of interest.

MATHEMATICS (MAT)

101. COLLEGE ALGEBRA. (5-0-5) F, W, S, Su (Area II)

Prerequisite: Two years of high school algebra and one year of high school geometry. Topics include linear, quadratic, exponential and logarithmic functions; graphs and systems of equation. Students may not take this course for credit if they already have received credit for MAT 130 or an equivalent course.

105. MATHEMATICS FOR THE LIBERAL ARTS STUDENT. (5-0-5) F, W, S (Area II)

Prerequisite: Two years of high school algebra and one year of high school geometry. A course designed primarily for the liberal arts student who does not plan to take further courses in mathematics but does wish to gain some insight into mathematical thought. Topics may include elementary number theory, elementary set theory, logic, geometry, graphing and problem solving.

111. SURVEY OF CALCULUS. (5-0-5) F, W, S, Su (Area II)

Prerequisite: MAT 101 or MAT 130 or MAT 200. A brief intuitive survey of the major ideas of elementary calculus. Particular attention is paid to how those ideas are used in other disciplines. Students may not receive credit for MAT 111 after passing 150.

130. PRECALCULUS: COLLEGE ALGEBRA. (5-0-5) F, W, S (Area II)

Prerequisite: Two years of high school algebra and one year of high school geometry. Students planning on majoring in areas of science or technology should take this course instead of MAT 101. Focus is an in-depth study of those topics in algebra which are essential for an understanding of calculus.

140. TRIGONOMETRY AND ANALYTIC GEOMETRY. (5-0-5) W, S (Area II)

Prerequisite: MAT 130 or MAT 101 or MAT 200. The basic trigonometric functions, graphs of trigonometric functions, identities, triangles, the law of sines and the law of cosines. Also the conic sections and graphing of equations.

145. PRECALCULUS: COLLEGE ALGEBRA AND TRIGONOMETRY. (5-0-5) Su (Area II)

Prerequisite: Students must have completed at least two years of algebra, one year of geometry, and one semester of trigonometry at the high school level with grades of B or higher and SAT scores of above 1,000. This is a fast-paced review of college algebra, trigonometry and analytic geometry designed to prepare students for the study of calculus.

150. CALCULUS I. (5-0-5) F, S (Area II)

Prerequisite: Precalculus Algebra and Trigonometry or placement through advising. Basic concepts, derivatives of algebraic, trigonometric, and inverse trigonometric functions and applications of the derivatives are studied.

160. CALCULUS II. (5-0-5) F, W (Area II)

Prerequisite: MAT 150 with a grade of C or higher. The definite integral is studied along with a study of derivatives of exponential and logarithmic functions.

200. MATH FOR ELEM. ED. MAJORS I. (5-0-5) F, W, Su

Prerequisite: MAT 101 or MAT 130 and declared major in education. 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.

225. ELEMENTARY PROBABILITY AND STATISTICS. (5-0-5) F, W, S

Prerequisites: MAT 101 or 130 or 200. 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 science, social science and business. Students may not receive credit for MAT 225 after receiving credit for MAT 360.

250. CALCULUS III. (5-0-5) W, S

Prerequisite: MAT 160. Techniques of integration, improper integrals, indeterminate forms and infinite series are among the topics covered.

255. INTRODUCTION TO LINEAR ALGEBRA. (5-0-5) F, W, Su

Prerequisite: MAT 160. Equations of lines and planes in 3-space, vectors, vector spaces, systems of linear equations, matrices and determinants are among the topics covered.

260. CALCULUS IV. (5-0-5) S

Prerequisite: MAT 250 and MAT 255. Vectors and the multidimensional calculus are the primary topics.

291, 292H. HONORS SEMINAR. (Var.) 2 hrs credit each. W, S

Prerequisite: Admission to College Honors Program and sophomore classification. A general interdepartmental seminar.

300. MATH FOR ELEM. ED. MAJORS II. (5-0-5) F

Prerequisite: MAT 200 or permission of instructor. 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.

343. DIFFERENTIAL EQUATIONS WITH APPLICATIONS. (5-0-5) W

Prerequisite: MAT 260. Ordinary linear differential equations with applications is the primary focus. Some consideration is given to existence and uniqueness theorems.

350. ABSTRACT ALGEBRA I. (5-0-5) S

Prerequisite: MAT 255. An introduction of groups, rings and fields with particular emphasis on proofs.

360. MATHEMATICAL STATISTICS I. (5-0-5) F

Prerequisite: MAT 250. Elementary probability theory, common theoretical distributions, moments, moment generating functions, sampling distributions, point estimation, interval estimation and hypothesis testing are among the topics covered.

39E. SPECIAL TOPICS. (5-0-5) On demand

Prerequisite: MAT 255 and permission. Selected topics in mathematics not available in any of the courses taught in the department.

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

Prerequisite: MAT 300. Topics include algebraic systems, equations and inequalities, elementary number theory, and abstract algebra.

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

Prerequisite: MAT 300. 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.

450. NUMBER THEORY I. (5-0-5) F

Prerequisite: MAT 255. Topics are selected from elementary number theory and usually include the study of diophantine equations, congruences, systems of congruences or prime theory among other topics.

470. INTRODUCTION TO GEOMETRY. (5-0-5) W

Prerequisite: MAT 255. An axiomatic development of Euclidean geometry and an introduction to non-Euclidean geometry.

480. NUMERICAL ANALYSIS. (5-0-5) S

Prerequisite: MAT 250, 255, CSC 221. A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adaptable to computer utilization in finding solutions.

485. MATHEMATICAL IDEAS IN HISTORY. (5-0-5) W

Prerequisite: MAT 255, MAT 260. A review of the origins and development of the great ideas of modern mathematics. Topics vary with the instructor.

48E-Q. INDEPENDENT STUDY. (Var. 5-15)

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.) On demand

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

COMPUTER SCIENCE (CSC)

201. INTRODUCTION TO COMPUTER SCIENCE. (5-0-5) F, W, S, Su

Prerequisite: C or higher in MAT 101 or 130. Basic concepts in the areas of software applications, equipment, information representation, algorithm development, and programming languages. Computer laboratory assignments include exercises using a variety of application software and programming. The course is designed as an introduction to Computer Science for the non major.

202. COMPUTERS AND DIGITAL DESIGN FUNDAMENTALS. (3-0-3) W

Prerequisite: CSC 201. An introduction to basic concepts of digital design in computer organization including number systems. Boolean logic, latches, flip-flops, registers, stacks, and D/A and A/D conversion.

220. PRINCIPLES OF COMPUTER PROGRAMMING I. (5-0-5) F

Prerequisite: C or higher in MAT 130. Principles of computer programming with emphasis on problem-solving methods which lead to well-structured programs. Other topics include computer system organization, data representation, data types, procedures and control structures. The programming language Pascal is used.

221. PRINCIPLES OF COMPUTER PROGRAMMING II. (5-0-5) W

Prerequisite: C or higher in CSC 220. A continuation of CSC 220 with emphasis on structured programming, problem-solving, and algorithm development. Topics include records and elementary data structures and advanced file I/O. Programming in Pascal.

222. FILE PROCESSING. (5-0-5) S

Prerequisite: C or higher in CSC 220. Emphasis is on standard data-processing applications involving operations which create, use, and modify sequential-access and random-access data files. Students are introduced to C++ with all projects done in that language.

291, 292H. HONORS SEMINARS. (2-0-2) W, S

Prerequisite: Honors Program, sophomore classification. A general interdepartmental seminar.

301. INTERMEDIATE COMPUTER APPLICATIONS. (5-0-5) W, S

Prerequisite: CSC 201 or ISC 209 or permission of instructor. A non-major intermediate course addressing implications and applications of computer technology. Topics include societal issues, communications and information utilities, graphics and user oriented installation, maintenance and upgrades.

310. INTRODUCTION TO DATA STRUCTURES. (5-0-5) F

Prerequisite: C or higher in CSC 221. Introduction to data structures and their applications. Topics include arrays, stacks, queues, lists, graphs and trees. Basic implementation and algorithms for manipulating these structures in the context of typical problems are covered. The C language is used.

340. ASSEMBLY LANGUAGE. (5-0-5) F

Prerequisite: C or higher in CSC 221. The internal organization of digital computers is introduced through the study of assembly language. Topics include binary and hexadecimal arithmetic, implicit and explicit addressing, recursion, and linkage to subroutines and higher level languages. Extensive laboratory assignments in assembly language.

360. COMPUTER SYSTEM ORGANIZATION I: ARCHITECTURE. (5-0-5) S

Prerequisite: C or higher in CSC 202 and 340. Study of computer architecture. Topics include digital logic design, sequential and combination circuits, CPU organization, memory addressing, internal bus organization, and control. Laboratory emphasis is given to design and construction of an operating digital system.

370. COMPUTER SYSTEM ORGANIZATION II: OPERATING SYSTEMS. (5-0-5) W

Prerequisite: C or higher in CSC 310 and 340. Basic principles, structure, and functions of operating systems. Topics include concurrency, multitasking and process synchronization, multiprogramming, and memory, processor, and device management. The course includes an extensive introduction to UNIX.

380. SYSTEMS PROGRAMMING. (5-0-5) S

Prerequisite: C or higher in CSC 370. A continuation of CSC 370. Topics include: multitasking software and networking. Project work is in the UNIX environment.

39E. SPECIAL TOPICS. (5-0-5) On Demand

Prerequisite: C or higher in CSC 310. Selected topics not available in other departmental courses.

410. DATA BASE SYSTEMS. (5-0-5) S

Prerequisite: C or higher in CSC 310. An introduction to managing data as a resource by examining basic concepts in data base systems and contrasting them with standard file systems. The three main data base models are examined: hierarchical, network, and relational.

430. PROGRAMMING LANGUAGES AND COMPILER DESIGN. (5-0-5) F

Prerequisite: C or higher in CSC 310 or 340. The study of programming languages including requirements for recursion, procedures, storage allocation, string processing and passing of parameters. The theory of languages and internal design of compilers is introduced.

440. SIMULATION. (5-0-5) S

Prerequisite: C or higher in MAT 255, 360; CSC 310. An introduction to problem solving using simulation methods and tools. Topics include construction of deterministic and stochastic models, identification of system parameters, correlation of models and systems, simulation development systems requirements, and laboratory exercises using a modern simulation language.

45A-Q. STUDY ABROAD (Var.) On Demand

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College Study Abroad or Exchange Programs.

460. SOFTWARE ENGINEERING. (5-0-5) W

Prerequisite: C or higher in CSC 310. An introduction to Software Engineering methodologies addressing each phase in the life cycle of software. Programming assignments in a modern software engineering language.

490. SENIOR SEMINAR. (5-0-5) F

Prerequisite: Consent of instructor. Selected topics of current interest in computer science will be presented. In addition, under the direction of a member of the faculty, each student will complete a project suited to the student's educational and professional interests.

48B-E. INDEPENDENT STUDY.

Prerequisite: Approval of Chairperson of the department. Investigation of a topic of special interest with reports to the instructor. Two to five hours.

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.) On Demand

Prerequisite: C or higher in CSC 310 and approval of the CSC coordinator. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. A technical report documenting the experience will be presented to the CSC program coordinator.

MODERN FOREIGN LANGUAGES

Roger A. Noël, Chairperson

Professor: Gultton

Associate Professors: Noël, Walters

Assistant Professor: Olson

MISSION

The main purpose of the Department of Modern Foreign Languages is to teach foreign languages within a cultural context in order to develop an awareness of other cultures and civilizations.

Our first priority is to help students acquire practical skills. Foreign language majors are expected to bring those skills to a considerable level of expertise. We very much encourage them to visit and study in their target country where they will strengthen their personal, in depth knowledge of the language and culture. Non-majors are also encouraged to study abroad to develop marketable skills in French, German, Japanese, or Spanish regardless of their intended major.

We give special attention to the language majors who plan to teach and we share with them the benefits of our own professional experience.

DEGREES OFFERED

1. Bachelor of Arts with a major in French
2. Bachelor of Arts with a major in French with teacher certification*
3. Bachelor of Arts with a major in Spanish
4. Bachelor of Arts with a major in Spanish with teacher certification*

*Effective Fall 1996, these programs are not available to new students.

B.A. DEGREE WITH A MAJOR IN FRENCH

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
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1. FRE 102, 103, 221 (10-20 hours)
2. Selections from: (10-20 hours) ART 103; ECO 270; ENG 202, 203, 204; HIS 201, 202, 215; PSY 201; SOC 101, 205; POS 210; GEO 101, 200; MUS 102; PHI 200; THR 105; JRN 200; GER, JPN, SPA 100, 200 level courses

Major Requirements	40
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1. FRE 301, 302 (10 hours)
2. FRE 321, 322, 411, 421, 422, 445 (30 hours)

A grade of C or better must be earned in all courses that count toward the major or minor program.

Degree Requirement

The B.A. degree requires competence in one foreign language at the fourth college level. This requirement is met by all modern foreign language majors.

Electives (Students may use these hours to complete minors)	50
Total	186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.A. DEGREE WITH A MAJOR IN FRENCH WITH TEACHER CERTIFICATION

NOTE: Effective Fall 1996, this program is not available to new students.

Areas I, II, III (See Core section of the catalog)	Hours 60
-----------------------------------------------------------------	---------------------------

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness	6
Area IV	30

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; THR 105 (5 hours)
5. FRE, GER, SPA 100, 200 level courses (10 hours)

Major Requirements	45
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1. FRE 301, 302 (10 hours)
2. FRE 321, 322, 411, 412, 421, 422, 445 (35 hours)

Teacher Certification	33
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1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EEX 364, EFS 400, 460, EIT 301, 306, EFS 455, 490, 493

A grade of C or better must be earned in all courses that count toward the major or minor program.

Degree Requirement

The B.A. degree requires competence in one foreign language at the fourth college level. This requirement is met by all modern foreign language majors.

Electives	10
Total	189

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.A. DEGREE WITH A MAJOR IN SPANISH

Areas I, II, III (See Core section of the catalog)	Hours 60
-----------------------------------------------------------------	---------------------------

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
1. SPA 102, 103, 221 (10-20 hours)	
2. Selections from: (10-20 hours) ART 103; ECO 270; ENG 202, 203, 204; HIS 201, 202, 215; PSY 201; SOC 101, 205; POS 210; GEO 101, 200; MUS 102; PHI 200; THR 105; JRN 200; GER, JPN, SPA 100, 200 level courses.	
Major Requirements	40
1. SPA 301, 302 (10 hours)	
2. SPA 321, 322, 411, 421, 422, 445 (or 450) (30 hours)	
A grade of C or better must be earned in all courses that count toward the major or minor program.	
Degree Requirement	
The B.A. degree requires competence in one foreign language at the fourth college level. This requirement is met by all modern foreign language majors.	
Electives (Students may use these hours to complete minors)	50
Total	186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the Catalog.

B.A. DEGREE WITH A MAJOR IN SPANISH WITH TEACHER CERTIFICATION

NOTE: Effective Fall 1996, this program is not available to new students.

	Hours
Areas I, II, III (See Core section of the catalog)	60
NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness	6
Area IV	30
1. EFS 204 (5 hours)	
2. EFS 295 (5 hours)	
3. PSY 201; SOC 101 (5 hours)	
4. MUS 102; ART 103; SPE 101; THR 105 (5 hours)	
5. FRE, GER, SPA 100, 200 level courses (10 hours)	
Major Requirements	45
1. SPA 301, 302 (10 hours)	
2. SPA 321, 322, 411, 412, 421, 422, 445 (or 450) (35 hours).	
A grade of C or better must be earned in all courses that count toward the major or minor program.	
Teacher Certification	33
1. EFS 204 (5 hours, Area IV)	
2. EFS 295 (5 hours, Area IV)	
3. EEX 364, EFS 400, 460, EIT 301, 306, EFS 455, 490, 493	
The B.A. degree requires competence in one foreign language at the fourth college level. This requirement is met by all modern foreign language majors.	
Electives	10
Total	189

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

MINOR IN FRENCH

25 hours, distributed as follows:

FRE 102, 103, 221, 301, 302 (25 hours)

MINOR IN GERMAN

25 hours, distributed as follows:

GER 102, 103, 221, 301, 302

MINOR IN SPANISH

25 hours, distributed as follows:

SPA 102, 103, 221, 301, 302 (25 hours)

INTERDISCIPLINARY MINOR

The Department of Modern Foreign Languages offers required and optional courses for the minor in International Studies, described elsewhere in this catalog.

CAREER INFORMATION

The majority of our majors find employment with the various school systems in Georgia. Their salaries, in line with the usual starting salaries in secondary schools, are set by the school systems. A survey of our recent graduates reveals that seven out of the ten graduates are teaching foreign languages and that three of them had also been asked to teach some English and history courses (areas in which they had obtained a minor). The new high school curriculum (implemented in 1988) is opening many new positions in the field of foreign languages.

MISCELLANEOUS

Study Abroad Programs. Foreign language students have the opportunity to participate in off-campus programs offered by various units of the University System and other institutions. Credit may be granted at the undergraduate and graduate levels. Information about Study Abroad Programs and International Studies Scholarships can be obtained from the Director of International Services and Programs and the Chairperson of Modern Foreign Languages.

Honor Society. Outstanding foreign language students are invited to become members of Theta Kappa, the local chapter of Alpha Mu Gamma, which is the National Foreign Language Honor Society.

FRENCH (FRE)

101, 102, 103. ELEMENTARY FRENCH I, II, III. (5-0-5)

Prerequisite: Each course is a prerequisite for the next one. The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary French prose.

221. INTERMEDIATE FRENCH READINGS. (5-0-5)

Designed to increase students' facility in reading French classics and to prepare them to participate readily in literature courses conducted principally in the language. Reading of representative French novels, plays, poetry and short stories.

245. MODERN FRANCE. (5-0-5)

Designed to acquaint the student with significant events in and aspects of contemporary France. Readings and discussions in English. (Cross listed as INS 240.)

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291, 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each. W, S

Prerequisite: Sophomore classification and admission to the College Honors Program. A general interdisciplinary seminar.

301. INTERMEDIATE GRAMMAR. (5-0-5)

A systematic review of the basic concepts of grammar. Emphasis on translation from English to French.

302. INTERMEDIATE CONVERSATION. (5-0-5)

Designed to provide the student with more opportunity to practice and to develop oral structures beyond the elementary level, leading to genuine, spontaneous conversation.

321, 322. SURVEY OF FRENCH LITERATURE. (5-0-5)

Prerequisite: FRE 221. A study of the development of French literature from the beginning to the present day. Study of principal trends. Reading of representative authors.

360. FRANCOPHONE WOMEN WRITERS (5-0-5)

Designed to provide an introduction to representatives of a historically and geographically very diverse literature. Readings and discussions in English. (Cross listed with WMS 360)

39A-E. SPECIAL TOPICS IN FRENCH. (Var.)

Prerequisite: Instructor's permission. Consideration of topics in which courses are not otherwise offered, but for which there is a current need. Subject matter varies.

411. ADVANCED GRAMMAR AND CONVERSATION. (5-0-5)

Prerequisite: FRE 301 and 302. A detailed, analytical study of grammatical and oral structures with ample opportunity for practical application in composition and conversation.

412. LINGUISTICS (FRENCH) METHODS OF SECOND LANGUAGE ACQUISITION OF YOUNG CHILDREN (K-8). (5-0-5)

This course is designed to provide appropriate content and methodology for students entering the teaching profession in French Education.

421. TOPICS I. (5-0-5)

Prerequisite: FRE 321. An intensive study of a particular genre period or author from the beginnings through the eighteenth century.

422. TOPICS II. (5-0-5)

Prerequisite: FRE 322. An intensive study of a particular genre period or author from the nineteenth century to the present day.

445. FRENCH CIVILIZATION. (5-0-5)

A study of significant examples of French expression in art, music, philosophy, etc., set against the social, political, and especially the literary background. Readings and discussions in French.

48A-Q. INDEPENDENT STUDY. (Var.)

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.)

An individually designed and planned learning experience involving off-campus field experience and study in private or public sector. Must be approved by the department chairperson.

GERMAN (GER)

101, 102, 103. ELEMENTARY GERMAN I, II, III. (5-0-5)

Prerequisite: Each course is a prerequisite for the next one. The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary German prose.

221. INTERMEDIATE GERMAN READINGS. (5-0-5)

Designed to increase students' facility in reading German classics and to prepare them to participate readily in literature courses conducted principally in the language. Reading of representative German novels, plays, poetry and short stories.

301. INTERMEDIATE GERMAN GRAMMAR. (5-0-5)

Prerequisites: GER 221 or equivalent background or instructor's permission. A systematic review of the basic concepts of grammar. Emphasis on translation from English to German.

302. INTERMEDIATE GERMAN CONVERSATION. (5-0-5)

Prerequisites: GER 221 or equivalent background or instructor's permission. Designed to provide the student with more opportunity to practice and develop oral structures beyond the elementary level, leading to genuine, spontaneous conversation.

JAPANESE (JPN)

101, 102, 103. ELEMENTARY JAPANESE I, II, III. (5-0-5)

Prerequisite: Each course is a prerequisite for the next one. The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary Japanese prose.

SPANISH (SPA)

101, 102, 103. ELEMENTARY SPANISH I, II, III. (5-0-5)

Prerequisite: Each course is a prerequisite for the next one. The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary Spanish prose.

221. INTERMEDIATE READINGS IN SPANISH AND SPANISH-AMERICAN LITERATURE. (5-0-5)

Designed to increase students' ability to read Spanish and Spanish-American classics and to prepare them for participation in literature courses conducted principally in the language. Readings of representative Spanish and Spanish-American novels, plays, poems, and short stories.

245. MODERN SPAIN. (5-0-5)

Designed to acquaint the student with significant events in and aspects of contemporary Spain. Readings and discussions in English. (Cross listed as INS 245.)

250. MODERN LATIN AMERICA. (5-0-5)

Designed to acquaint the student with significant events in and aspects of contemporary Spanish America. Readings and discussions in English. Will focus on the latest developments important in today's international politics. (Cross listed as INS 250.)

291, 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each. W, S

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdisciplinary seminar.

301. INTERMEDIATE GRAMMAR. (5-0-5)

A systematic review of the basic concepts of grammar. Emphasis on translation from English to Spanish.

302. INTERMEDIATE CONVERSATION. (5-0-5)

Designed to provide the student with more opportunity to practice and to develop oral structures beyond the elementary level, leading to genuine, spontaneous conversation.

321, 322. SURVEY OF SPANISH LITERATURE. (5-0-5)

Prerequisite: SPA 221. A study of the development of Spanish literature from the beginning to the present day. Study of main trends. Readings of representative authors.

361. WOMEN IN HISPANIC LITERATURE. (5-0-5)

Designed to provide the student an overview of the contributions of Hispanic women writers to the literary traditions of Spain, Latin America and the United States. Readings and discussions in English. (Cross listed with WMS 361)

39A-E. SPECIAL TOPICS IN SPANISH. (Var.)

Prerequisite: Instructor's permission. Consideration of topics in which courses are not otherwise offered, but for which there is a current need. Subject matter varies.

411. ADVANCED GRAMMAR AND CONVERSATION. (5-0-5)

Prerequisite: SPA 311 and 312. A detailed, analytical study of grammatical and oral structures with ample opportunity for practical application in composition and conversation.

412. LINGUISTICS (SPANISH) METHODS FOR SECOND LANGUAGE ACQUISITION OF YOUNG CHILDREN (K-8). (5-0-5)

This course is designed to provide appropriate content and methodology for students entering the teaching profession in Spanish Education.

421. TOPICS I. (5-0-5)

Prerequisite: SPA 321. An intensive study of a particular genre, period, or author from the beginnings through the seventeenth century.

422. TOPICS II. (5-0-5)

Prerequisite: SPA 322. An intensive study of a particular genre, period, or author from the eighteenth century to the present day.

445. SPANISH CIVILIZATION. (5-0-5)

A study of significant examples of Spanish expression in art, music, philosophy, etc., set against the social, political, and especially the literary background. Readings and discussions in Spanish.

450. SEMINAR IN CONTEMPORARY LATIN-AMERICAN CULTURE AND INTER-AMERICAN RELATIONS. (5-0-5)

A study of the culture of the Latin-American peoples in the light of various ethnic, economic, and social factors that have influence on the cultural development of each people and therefore of Inter-American relations. Traditional problems and their role in shaping United States Inter-American policies.

48A-Q. INDEPENDENT STUDY. (Var.)

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.)

Prerequisite: Approval by the department chairperson. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector.

MUSIC AND THEATRE

James L. Willoughby, Chairperson
Professor: Willoughby
Associate Professors: Pepetone, Tipton, Underwood
Assistant Professors: Curtis, Hendley, Price, Shiver

MISSION

The Department of Music and Theatre offers a broad and comprehensive program of studies, activities, and services for students who are interested in preparing for careers in music education, music performance, music therapy, or theatre. The department seeks to provide sound educational and practical experiences while teaching the principles, skills and techniques necessary to be successful in the chosen career.

The Department of Music is a member of the National Association of Schools of Music (NASM), the official accrediting organization for schools, divisions and departments of music in the United States. The music therapy programs are approved by the National Association for Music Therapy (NAMT).

THEATRE

The Georgia College Theatre produces a varied season of dramas, comedies, and musicals, showcasing the talent of students, community members, and professional artists-in-residence. The Georgia College Theatre provides an opportunity for students to channel their creative energies in a challenging and rewarding way, whether they are working toward a theatrical career or a lifelong appreciation.

DEGREES OFFERED

1. Bachelor of Music with a major in Instrumental Music.
2. Bachelor of Music with a major in Voice.
3. Bachelor of Music Education with a major in Instrumental Education.
4. Bachelor of Music Education with a major in Vocal Music.
5. Bachelor of Music Therapy.
6. Bachelor of Arts with a major in Music.
7. Bachelor of Arts with a major in Theatre

BM DEGREE WITH A MAJOR IN INSTRUMENTAL MUSIC

	Hours
Areas I, II, III (See Core section of the catalog)	60

Area I: Students must take MUS 102.

NOTE: Courses taken in Area I, II, III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
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1. MUA 101 - 256 (6 hours)
2. MUS 158, 159, 261, 262, 266 (will accept additional 2 hours of transfer in theory) (18 hours)
3. MUP 101 - 283 (6 hours)

Major Requirements	84
1. MUA (31 hours including MUS 412)	
2. MUP (12 hours of ensemble)	
3. MUS 332-333 or MUS 334-335 or MUS 338-339 (6 hours)	
4. MUS 341, 342, 343, 364, 380, 439-440, 441-442 or 445-446, 462 (23 hours)	
5. Choose 12 hours from MUS 350, 394, 395, 396, 397, 398 (12 hours)	
Degree Program Requirement	0-10
<p>Students must show competence in a foreign language at the level of the second college course. The requirement may be fulfilled as follows:</p> <ol style="list-style-type: none"> 1. If no entrance credits are offered in the language chosen in college, two courses in one language are required. 2. If one unit is accepted in one foreign language, that language may be continued for one additional course. 3. If two units are offered for entrance, the requirement may be absolved by examination. 	
Electives	0-6
Total	186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

BM DEGREE WITH A MAJOR IN VOICE

	Hours
Areas I, II, III (See Core section of the catalog)	60
<p>Area I: Students must take MUS 102. NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.</p>	
Wellness	6
Area IV	30
1. MUA 101 - 256 (6 hours)	
2. MUS 158, 159, 261, 266 (will accept additional 2 hours of transfer in theory) (18 hours)	
3. MUP 101 - 283 (6 hours)	
Major Requirements	85
1. MUA (31 hours including MUS 412)	
2. MUP (12 hours of ensemble)	
3. MUS 336, 337, 341, 342, 343, 364, 380 (23 hours)	
4. Choose 12 hours from: MUS 350, 394, 395, 396, 397, 398 (12 hours)	
5. MUS 443, 444, 465 (7 hours)	
Degree Program Requirement	0-15
<p>Students must show competence in two foreign languages, one at the level of the third college course (103) and one at the level of the first introductory course (101). All entering students are tested for placement and any of these requirements may be absolved.</p>	
Electives	0-7
Total	186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

BME DEGREE WITH A MAJOR IN INSTRUMENTAL EDUCATION

	Hours
Areas I, II, III (See Core section of the catalog)	60
Area I: Students must take MUS 102.	
NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness	6
Area IV	30
1. EFS 204 (5 hours)	
2. EFS 295 (5 hours)	
3. MUS 158, 159, 213, 214, 215, 216, 261, 262 (20 hours)	
Major Requirements	70
1. Students who do not take MUS 158, 159, 213, 214, 215, 216, 261, 262 in Area IV must take these courses as part of their major program. In these instances a student's program may be extended by as much as 20 additional hours.	
2. MUA/MUP (36 hours total). The total program must have 12 hours of applied instrumental, 12 hours of ensemble, and 12 hours in applied secondary instrument. (36 hours)	
3. MUE 330, 332, 333 (9 hours)	
4. MUS 316, 341, 342, 343, 364, 380, 381, 462 (25 hours)	
Teacher Certification	28
1. EFS 204 (5 hours, counted in Area IV) EFS 295 (5 hours, Area IV)	
2. EEX 364, EFS 400, EIT 301, 306, EFS 490, EFS 493 (28 hours)	
Total	194

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

BME DEGREE WITH A MAJOR IN VOCAL MUSIC

	Hours
Areas I, II, III (See Core section of the catalog)	60
Area I: Students must take MUS 102.	
NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness	6
Area IV	30
1. EFS 204 (5 hours)	
2. EFS 295 (5 hours)	
3. MUS 121, 122, 158, 159, 217, 218, 261, 262 (20 hours)	
Major Requirements	74
1. Students who do not take MUS 158, 159, 217, 218, 261, 262 in Area IV must take these courses as part of their major program. In these instances a student's program may be extended by as much as 16 additional hours.	
2. MUA/MUP (32 hours)	
3. MUS 341, 342, 343, 364, 380, 381, 443, 465, 466 (28 hours)	
4. MUE 330, 332, 461, 495, 496 (14 hours)	

Teacher Certification	28
1. EFS 204 (5 hours, counted in Area IV); EFS 295 (5 hours, counted in Area IV).	
2. EEX 364, EFS 400, EIT 301, 306, EFS 490, EFS 493 (28 hours)	
Total	198

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

BMT DEGREE WITH A MAJOR IN MUSIC THERAPY

	Hours
Areas I, II, III (See Core section of the catalog)	60
Area I: Students must take MUS 102.	
NOTE: Courses taken in Area I, II, III can be used to satisfy other requirements.	
Wellness	6
Area IV	30
1. MUA/MUP (6-8 hours each of MUA or MUP at the 100-200 level; 14 hours total)	
2. MUS 158, 159, 261, 262 (12 hours)	
3. MUS 217, 218 (4 hours)	
Major Requirements	103

1. MUA/MUS/MUP (36 hours total, 14 of which can be counted in Area IV). The student must demonstrate proficiency in piano and guitar (20 hours).
2. MUS 316 (2 hours)
3. MUS 341, 342, 343, 364, 380, 462 or 465 (20 hours)
4. MUE 330 (3 hours)
5. MUT 101, 112, 212, 213, 313, 314, 415, 416, 417, 418, 419, 420, 423, 424 (33 hours)
6. EEX 364 or 365 (5 hours)
7. PSY 448 (5 hours)
8. ZOO 210 (5 hours)
9. Selections from PSY, SOC, EEX or MUT 201 (10 hours)

Students at Georgia College may enroll in any upper division (300-400 level) course offered by the School of Arts and Sciences for which they have completed the prerequisites and have obtained the approval of their academic adviser. Enrollment in upper division courses offered by the Schools of Business, Education, and Nursing is restricted to majors and minors in the respective schools unless the courses are open enrollment courses or are approved electives for the student's major. Approved electives in the School of Education for Music Therapy majors are: EEX 361, 362, 467, 471, 472, 474, 475, 476, 477, and 479.

Total

199

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

MUSIC THERAPY DEGREE EQUIVALENCY PROGRAM

The Music Therapy Degree Equivalency Program is offered for those who already possess a music degree from a recognized university. This non-degree program is individualized, building on previous studies and experiences to meet the NAMT requirements for registration and the Certification Board for Music Therapists (CBMT) requirements to take the national certification exam.

BA DEGREE WITH A MAJOR IN MUSIC

Areas I, II, III (See Core section of the catalog) 60

Area I: Students must take MUS 102.

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness 6

Area IV 30

- 1. MUS 121, 122 or 123 (2 hours)
- 2. MUS 158, 159, 261, 262, 266 (16 hours)
- 3. MUA/MUP (12 hours)

Major Requirements 31

- 1. MUS 364 (5 hours)
- 2. MUS 341, 342, 343, 380 (12 hours)
- 3. MUS 332-333, 334-335, 336-337 or 338-339 (4 hours)
- 4. Applied-Ensemble (10 hours)

Foreign Language 0-20

Students must show competence in a foreign language at the level of the fourth college course (i.e., 221).

The requirement may be fulfilled as follows:

- 1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
- 2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
- 3. If four units are offered for entrance, the requirement may be absolved by examination.

Major Electives 9

Choose 9 hours from the following:

- 1. MUT 101 2
- 2. MUS 350 5
- 3. MUT 313 4
- 4. MUS 334 2
- 5. MUS 336 2
- 6. MUS 338 2
- 7. MUS 394 3
- 8. MUS 395 3
- 9. MUS 396 3
- 10. MUS 397 3
- 11. MUS 398 3
- 12. MUS 462 3

Minor and General Electives 30-50

A formal minor must be completed or 30 hours must be earned at the 300-400 level in disciplines other than Music. Of these 30 hours, 20 must be taken in a single discipline, unless otherwise approved by the department chairperson.

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduate Requirements section of the catalog.

MINOR IN MUSIC

23 quarter hours, distributed as follows:

1. Applied (MUA) vocal or instrumental lessons (3 hours)
Ensemble (MUP) experience (3 hours)
2. MUS 102: Introduction to Music (5 hours)
MUS 158: Music Theory (3 hours)
MUS 159: Music Theory (3 hours)
3. Six hours selected from the following:
MUS 350: Women in the Arts (5 hours)
MUS 342: History of Music II (3 hours)
MUS 394: Music and Literature (3 hours)
MUS 395: Survey of Jazz History (3 hours)
MUS 396: American Music (3 hours)
MUS 397: Choral Masterworks (3 hours)
MUS 398: The Symphony (3 hours)

BA IN THEATRE DEGREE WITH EMPHASIS IN PERFORMANCE

Hours

Areas I, II, III (See Core section of the catalog) 60

Area I: Students must take THR 105.

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness 6

Area IV 30

1. THR 110, THR 115 (10 hours)
2. FRE 101, 102, 103, 221 or SPA 101, 102, 103, 221 or GER 101, 102, 103, 221 (10-20 hours)
3. ART 103, ENG 101, JRN 200, SPE 101, PHI 200, SOC 101, HIS 110, MUS 102, PSY 201 (0-10 hours)

Major Requirements 45

1. THR 100, THR 101, THR 200, THR 300, THR 400 (10 hours)
2. THR 220, THR 305, THR 310, THR 325, THR 326, THR 410, THR 425 (35 hours)

Foreign Language 0-20

Students must show competence in a foreign language at the level of the fourth college course (i.e., 221).

The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

Major Electives 15

Choose 15 hours from the following:

THR 105, THR 215, THR 216, THR 217, THR 330, THR 415, THR 416, THR 417, THR 420, THR 430, THR 450, THR 460, THR 455, THR 39A-E, THR 48A-E, ENG 308, ENG 310, ENG 421, ENG 428, JRN 318, SPE 309, SPE 310, HIS 403, HIS 406, HIS 415, MUS 316

Other Electives 30

(May be used to take courses necessary for a minor program.)

Students at Georgia College may enroll in any upper division (300-400 level) course offered by the School of Arts and Sciences for which they have completed the prerequisites and have obtained the approval of their academic adviser. Enrollment in upper division courses offered by the Schools of Business, Education, and Nursing is restricted to majors and minors in the respective schools unless the courses are open enrollment courses or are approved electives for the student's major. Approved electives are MKT 361 in the School of Business and HEA 420 in the School of Education.

Total 186

BA IN THEATRE DEGREE WITH EMPHASIS IN TECHNICAL THEATRE

Hours

Areas I, II, III (See Core section of the catalog) 60

Area I: Students must take THR 105.

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness 6

Area IV 30

1. THR 110, THR 115 (10 hours)
2. FRE 101, 102, 103, 221 or SPA 101, 102, 103, 221 or GER 101, 102, 103, 221 (10-20 hours)
3. ART 103, ENG 101, JRN 200, SPE 101, PHI 200, SOC 101, HIS 110, MUS 102, PSY 201 (0-10 hours)

Major Requirements 45

1. THR 100, THR 101, THR 200, THR 300, THR 400 (10 hours)
2. THR 215, THR 216, THR 217, THR 305, THR 325, THR 326, THR 415 or THR 416 or THR 417 (35 hours)

Foreign Language 0-20

Students must show competence in a foreign language at the level of the fourth college course (i.e., 221).

The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

Major Electives 15

Choose 15 hours from the following:

THR 105, THR 220, THR 310, THR 330, THR 410, THR 415, THR 416, THR 417, THR 420, THR 425, THR 430, THR 450, THR 455, THR 460, THR 39A-E, THR 48A-E, ENG 308, ENG 310, ENG 421, ENG 428, ENG 452, JRN 318, SPE 309, SPE 310, HIS 403, HIS 406, HIS 415, MUS 316, PSY 463

Other Electives 30

(May be used to take courses necessary for a minor program.)

Students at Georgia College may enroll in any upper division (300-400 level) course offered by the School of Arts and Sciences for which they have completed the prerequisites and have obtained the approval of their academic adviser. Enrollment in upper division courses offered by the Schools of Business, Education, and Nursing is restricted to majors and minors in the respective schools unless the courses are open enrollment courses or are approved electives for the student's major. Approved electives are MKT 361 in the School of Business and HEA 420 in the School of Education.

Total 186

MINOR IN THEATRE

25 quarter hours distributed as follows:

1. THR 110: Acting I (5 hours)
2. THR 115: Stagecraft (5 hours)
3. Fifteen hours selected from the following (all course prerequisites must be met):
THR 305: Playscript Interpretation (5 hours); THR 310: Acting II: Characterization (5 hours); THR 325: Theatre History I (5 hours); THR 326: Theatre History II (5 hours); THR 330: Directing I (5 hours); THR 410: Acting III: Period Styles (5 hours); THR 415: Advanced Scenic Design (5 hours); THR 416: Advanced Lighting Design (5 hours); THR 417: Advanced Costume Design (5 hours); THR 420: Stage Combat (5 hours); THR 450: Theatre Management (5 hours); THR 455: The Rehearsal Process (5 hours).

OTHER REQUIREMENTS FOR MUSIC MAJORS

There are variations within the core requirements (Areas I, II, III, and IV) for each major. Students should obtain a degree progress sheet from the department office to identify specific course requirements for the available majors in music.

All music majors are required (1) to enroll for at least one hour in an ensemble during each quarter in college and (2) to attend a designated percentage of recital and master classes, faculty and student recitals, and special concerts at the college during the year.

ENSEMBLE REQUIREMENTS (MUP)

In order to meet the required hours in ensemble in the degree programs:

1. There should be ensemble experience throughout the four years of study, which should be varied in the size and nature of the ensemble and in which at least 50% of the total experience should be on the major instrument.
2. Music majors in the Bachelor of Music Education or Bachelor of Music Therapy programs will participate in an ensemble during each quarter in college except during the quarter(s) they are student teaching or enrolled in an internship.

The one-quarter-hour credit given for membership in Georgia College ensemble is based upon attendance, participation, and general attitude. Students are not to request permission to be absent from rehearsals or performances in order to take private lessons, do outside work, or engage in other extracurricular activities.

APPLIED MUSIC (MUA)

Each student is required to specialize in one instrument and become proficient on a secondary instrument during the course of study. Music majors and minors who are enrolled for lessons in applied music must perform before the applied music teaching faculty at the end of

each quarter. Music majors are to enroll in applied music courses each quarter, except for the quarter when they are student teaching or when they are enrolled in an internship.

Students who are enrolled for applied music will be assigned credit hours as follows:

Music majors: major instrument—2 hours (one hour lesson per week)
minor instrument—1 hour (one one-half lesson per week)

The amount of credit assigned to applied music courses is based on the amount of time allotted for practice and the work load assigned to the student.

RECITAL CLASS

Recital class attendance is required of all music majors. Performances are held three to four times per quarter to afford all students studying applied music the opportunity of performing in public.

PIANO PROFICIENCY REQUIREMENTS

Successful completion of the Piano Proficiency Exam is a requirement for all music majors and is a prerequisite for student teaching or music therapy internship.

All music majors are required to take a minimum of six quarter hour credits in piano. Students are advised to enroll in Class Piano (121-123) to assist them in preparing for the Piano Proficiency Exam.

All music majors enrolled in the Bachelor of Music Education and Music Therapy degrees are required to take a minimum of six quarter hour credits in piano. Further study may be necessary to fulfill the keyboard requirements for the respective degrees. Students with sufficient keyboard background may arrange to complete the functional piano requirement without the minimum credit hours.

MUSIC THERAPY GUITAR PROFICIENCY REQUIREMENTS

Music Therapy majors must pass the guitar proficiency examination as part of the course MUT 212.

INTERDISCIPLINARY MINORS

The department participates in the Black Studies, International Studies, and Women's Studies Minors described elsewhere in this catalog.

CAREER INFORMATION

According to information from the Music Educators National Conference, career opportunities exist for the following: (a) music teachers (public and private school, college, university, conservatory, studio teaching, supervisor/consultant), (b) music therapists, (c) instrumentalists, (d) vocalists, (e) church musicians, (f) composers, (g) conductors, (h) tuner-technicians, (i) music industry professionals, and (j) music librarians. There is a wide salary range for each category on the national level. Salaries are negotiable and based on training and experience. Graduates are urged to apply early for any position.

STUDENT ORGANIZATIONS

ALPHA PSI OMEGA

The purpose of Alpha Psi Omega, the national honorary dramatic fraternity, is to promote the arts, particularly the theatre. Activities primarily involve supporting the GC Theatre program by serving as ushers for performances, sponsoring social events, etc. Membership is based on the frequency of participation in mainstage productions. For more information, contact the Director of Theatre.

AMERICAN CHORAL DIRECTORS ASSOCIATION, STUDENT CHAPTER

The American Choral Directors Association is dedicated to the advancement of choral music. Student ACDA provides opportunities for professional development for college students through participation in regional and national conventions of the organization. Membership is open to students who enjoy singing in choral groups. Activities include departmental service projects, choral reading sessions, and convention attendance.

GUILD STUDENT GROUP OF THE AMERICAN GUILD OF ORGANISTS

The American Guild of Organists is a national organization of professional church musicians. Its aim is to raise the standards of the musician and music in the churches and synagogues of the United States, to promote a better understanding of the problems and status of the professional musician by the clergy, and to continue encouragement of quality performances by students and all church musicians.

MUSIC EDUCATORS NATIONAL CONFERENCE, Student Chapter #453

The Music Educators National Conference, an affiliate of the National Education Association, is the leading organization for music education in the United States. The student MENC provides opportunities for professional development for college students through participation in state, division, and national meetings of the organization. Members enjoy all rights of full, active membership in MENC except those of voting and holding office.

MUSIC IN MOTION

The Georgia College Music in Motion is a co-curricular performing group open to all interested students. This group performs sign language to a variety of popular music. Previous knowledge of sign language is not necessary. The group meets for one hour per week at a time selected by the group's members; for meeting times and more information, contact the Director of Music Therapy.

MUSIC THERAPY SOCIETY

The Music Therapy Society is an organization for any students interested in the profession of music therapy and in service work to the community. MTS is involved in the National Association of Music Therapy Students (NAMTS), a professional association that all declared music therapy majors are eligible to join at both regional and national levels. MTS sponsors quarterly service projects, volunteer work, field trips to mental health clinics throughout the state, and other special programs for the benefit of the membership.

SIGMA ALPHA IOTA

Sigma Alpha Iota is a national professional fraternity for women in the field of music. Its objectives are to uphold ideals of music education, to raise the standards of productive musical work among women students, to further the development of music in America, and to promote stronger bonds of musical interest and understanding between foreign countries and America.

APPLIED MUSIC (MUA)

MUA 101-403 (in the course listings below) means MUA 101, 102, 103, 201, 202, 203, 301, 302, 303, 401, 402, 403 where the first digit indicates year level and the third digit indicates quarter scheduled.

First digit: 1=Freshman; 2=Sophomore; 3=Junior; 4=Senior

Third digit: 1, 4, 7=Fall; 2, 5, 8=Winter; 3, 6, 9=Spring

Example: MUA 255 – indicates viola at the sophomore level during the winter quarter. MUA 101-403 Piano; MUA 104-406 Harpsichord; MUA 107-409 Voice; MUA 111-413 Organ.

Band and Orchestral Instruments

Baritone, 114-416

Guitar, 117-419

Clarinet, 121-423

Trumpet, 124-426

Flute, 127-429

French Horn, 131-433

Saxophone, 141-443

Tuba, 144-146

Trombone, 147-149

Percussion, 151-453

Strings (Violin, Viola, Cello, Bass), 154-456

Bassoon 157-459

Oboe 161-463

MUSIC EDUCATION (MUE)

321. MUSIC IN THE ELEMENTARY SCHOOL (5-0-5) F, W, S

This course seeks to develop desirable attitudes and skills in prospective teachers by providing experiences in music that are appropriate for the classroom. Emphasis is placed upon musical growth through participation in music making, the study of materials and resources, and the refinement of the skills and understanding necessary to plan and direct a classroom music program. Required for a major in early childhood education.

322. MUSIC IN THE ELEMENTARY SCHOOL I (2-0-2) W Offered at commuter campuses in alternate years

This course, designed to prepare teachers for classroom music teaching, combines the study of fundamentals with performance activities. It develops the skills—music reading, singing, and playing classroom instruments—needed by teachers to conduct an effective music program in the primary and intermediate grades. Required for a major in early childhood education.

323. MUSIC IN THE ELEMENTARY SCHOOL II (3-0-3) Offered at commuter campuses in alternate years.

Prerequisite: MUE 322. This course seeks to develop desirable attitudes and skills in prospective teachers by providing experiences in music making, the study of materials and resources, and the refinement of the skills and understanding necessary to plan and direct a classroom music program. Required for a major in early childhood education.

330. GENERAL MUSIC—KINDERGARTEN THROUGH SIXTH GRADE. (3-0-3) F

Prerequisite: Junior standing. For music majors only. A methodology course for music majors who are preparing to teach. The course centers on the analysis and evaluation of materials and procedures designed to shape the musical skill, knowledge, and taste of the learner. Scheduled observation in selected off-campus cooperating centers is considered a part of the requirements of the course.

332. MUSIC IN THE MIDDLE AND SENIOR HIGH SCHOOL. (3-0-3) W

Prerequisite: MUE 330. For music majors only. A study of the organization, development, and maintenance of a balanced middle and secondary school music program. Stress is put on study and evaluation of the many materials available and varied methods of presentation.

333. INSTRUMENTAL METHODS. (3-0-3) S

Music education course for instrumental majors dealing with problems specifically related to organization, maintenance, and development of public school instrumental groups.

461. CHORAL METHODS. (3-0-3) S

Prerequisite: MUE 330, 332. Study of tone production, diction, and voice blending as applied to choral singing together with a study of the organization, development, and maintenance of choral programs in the secondary schools.

495. PRACTICUM IN MUSIC IN EARLY CHILDHOOD (1). (0-2-2) F, W, S

Prerequisite: Senior standing. The first quarter of a two-quarter sequence of student teaching, in off-campus centers designated by the Music Department.

496. PRACTICUM IN MUSIC IN INTERMEDIATE GRADES (2). (0-3-3) F, W, S

Prerequisite: MUE 495. The second quarter of two-quarter sequence of student teaching, in off-campus centers designated by the Music Department.

MUSIC ENSEMBLES (MUP)

Music ensembles (performing) are designated by the prefix MUP

MUP 101-403 (in the course listings below) means MUP 101, 102, 103, 201, 202, 203, 301, 302, 303, 401, 402, 403 where the first digit indicates year level and the third digit indicates quarter scheduled.

First digit: 1=Freshman; 2=Sophomore; 3=Junior; 4=Senior

Third digit: 1=Fall; 2=Winter; 3=Spring

Example: MUP 323—indicates G.C. Show Choir at the junior level during the spring quarter.

101-403. CONCERT CHOIR. (0-3-1) F, W, S

Rehearsals are held three times weekly for the purpose of reading, studying, and performing standard choral literature. Membership is open to the general college student with previous experience or by audition.

104-406. GC SHOW CHOIR. (0-11/2-1) F, W, S

Prerequisite: Entrance audition. Rehearsals are held once weekly. Choir is a group of singers and musicians who perform pop, jazz and swing. Members must also belong to the Georgia College Concert Choir.

114-416. GUITAR ENSEMBLE (0-1-1) F, W, S

Performances of the best in contemporary and standard guitar repertoire. Open to music majors and minors, or with permission of the instructor.

121-423. PERCUSSION ENSEMBLE (0-1-1) F, W, S

Performances of the best in contemporary and standard percussion repertoire. Open to music majors and minors, or with permission of the instructor.

131-433. PIANO ENSEMBLE (0-2-1) F, W, S

Study of piano ensemble repertoire in the studio. Performance at least once per quarter is expected, and enrollment is limited to two qualified students in each section. Permission to register for this class is given by the piano faculty, and the class considered a performing ensemble.

141-443. ACCOMPANYING. (0-4-1) F, W, S

Supervised studio and ensemble accompanying. Those majors whose performance area is piano may enroll for this course with permission of applied teacher.

161-463. CONCERT BAND (0-3-1) F, W, S

Study and performance of the best in standard and contemporary band literature. Open to all college students.

171-473. BRASS ENSEMBLE (0-1-1) F, W, S

Performances of the best in contemporary and standard brass repertoire. Open to music majors and minors, or with permission of the instructor.

181-483. JAZZ BAND (0-3-1) F, W, S

Study and performance of the best in jazz repertoire. Lab groups ranging from small combos to 17-piece orchestra. Open to all college students.

191-493. WOODWIND ENSEMBLE (0-1-1) F, W, S

Performances of the best in contemporary and standard woodwind repertoire. Open to music majors and minors, or with permission of the instructor.

MUSIC (MUS)

102. INTRODUCTION TO MUSIC (5-0-5) (Area I) F, W, S, Su

A study of various types and forms of music as a means of increasing the student's understanding and enjoyment. Primary emphasis placed on the development of listening skills. Designed for the general college student as well as for the freshman music major.

121, 122, 123. CLASS PIANO INSTRUCTION (2-0-2) F, W, S

For music majors/minors only. Emphasis is on developing functional piano skills through programmed instruction. Course is designed to fulfill requirements of the piano proficiency examination required by music degree programs.

158, 159. ELEMENTARY THEORY (5-0-3) W, S

A study of the fundamentals of music structure, terminology, and pitch relationships. Integrated courses in theory, harmony, sight singing, melodic and harmonic diction, and written and keyboard harmony. Designed to coordinate the visual, aural, and melodic factors involved in well-rounded musicianship.

199. RECITAL ATTENDANCE (0-2-0) F, W, S

All music majors will register for this non-credit course each quarter. All required events will be posted at the beginning of each quarter. Attendance will provide opportunities for hearing and observing instrumental, choral, keyboard and solo vocal literature and performance practices. Grades will be satisfactory (S) or unsatisfactory (U).

213, 214, 215, 216. CLASS INSTRUCTION IN WOODWINDS, BRASS, PERCUSSION, AND STRINGS. (2-0-2). F, S Even-numbered years; W, S Odd-numbered years.

One quarter devoted to each of four families of instruments. Lab courses devoted to familiarization of teaching problems through actual performance. Study of materials and methods of instrumental study.

217, 218. INSTRUMENTAL SURVEY. (2-0-2). F, W.

A survey course in brasses, woodwinds, strings, and percussion instruments for BME (vocal) and BMT majors. Designed to familiarize students with basic principles of tone production, pedagogy, and teaching materials.

225. FUNCTIONAL CLASS GUITAR (2-0-2) F

For music majors with no previous experience on guitar. Emphasis on folk and jazz guitar skills, including chords, strums, tunings, and picking styles.

261, 262. INTERMEDIATE THEORY. (5-0-3) each F, W

Prerequisite: MUS 158, 159. Continuation of elementary theory with emphasis on aural, keyboard, analytical and compositional procedures. Includes the study of nonharmonic tones, modulations and chromatic harmony.

266. TONAL COUNTERPOINT. (4-0-4) F Odd-numbered years.

Prerequisite: MUS 262. A study of traditional contrapuntal procedures, particularly those of the 18th century, with emphasis on score analysis and written projects.

316. CLASS INSTRUCTION IN VOICE. (2-0-2) F

This course for music majors only, designed to complement MUE 330 and 332 is an in-depth study of the development of the voice from childhood to maturity, including such techniques as breathing, vowel and consonant production, phrasing, good tone development, posture, diction, and the interpretation of sample literature for these voices.

332, 333. ORCHESTRAL INSTRUMENTAL LITERATURE. (2-0-2) W, S

Analytical study principally of a selected orchestral instrument. Special emphasis is given to musical structure and style.

334, 335. PIANO LITERATURE (2-0-2) W, S

Analytical study of the literature for piano. Special emphasis given to musical structure and style.

336, 337. VOCAL LITERATURE. (2-0-2) W, S.

A study of solo and sacred literature, including Italian, French, German, English and American repertoire for professional singers and church musicians.

338, 339. ORGAN LITERATURE. (2-0-2) W, S.

A study of the literature for the organ from the Renaissance through the contemporary period with emphasis on use of materials in the church service.

341. HISTORY OF MUSIC I. (3-0-3) F

Prerequisite: MUS 102. A survey of musical developments during the Middle Ages and Renaissance (to 1450), with special emphasis given to structure and style.

342. HISTORY OF MUSIC II. (3-0-3) W

Prerequisite: MUS 102. A survey of musical developments during Baroque and Classical periods (1600-1800), with special emphasis given to structure and style.

343. HISTORY OF MUSIC III. (3-0-3) S

Prerequisite: MUS 102. A survey of musical developments during the Romantic and Modern periods (1800-present), with special emphasis given to structure and style.

350. WOMEN IN THE ARTS (5-0-5) S Even-numbered years.

A survey of the ways in which traditional subjects and materials have been incorporated into the work of women musicians/artists from diverse backgrounds to transform their ideas into powerful aural and visual statements. Emphasis is placed on the social, political, and religious influences which shaped this work. (Crosslisted with ART 350).

364. FORM AND ANALYSIS. (5-0-5) S

Prerequisite: MUS 261, 262. A study of forms in the 18th and 19th centuries and a survey of established analytical techniques.

380. INTRODUCTORY CONDUCTING TECHNIQUES. (3-0-3) F

Prerequisite: MUS 262. Content of this course includes basic baton technique, instrumental transposition, score reading, and rehearsal technique.

381. CONDUCTING. (3-0-3) W

Prerequisite: MUS 380. Content of this course includes advanced baton techniques, score reading, and rehearsal techniques.

39A-E. SPECIAL TOPICS. (Var.)

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

394. MUSIC AND LITERATURE. (3-0-3) S Even-numbered years

This course will introduce students to the many discursive, structural, and affective links between music and literature. Specific topics will include the elements of music and their literary analogs, the relationship between text and notes in various genres, the issue of programmatic versus pure music, and the more important music-literary forms.

395. A SURVEY OF JAZZ HISTORY. (3-0-3) S Odd-numbered years

Development and evolution of jazz as a means of American musical expression. Early African and European heritages continuing through the various eras of stylistic changes to the present. Emphasis on how to listen to jazz, major jazz innovators and players, and stylistic changes over 80 years of jazz history. Although some musical background will be helpful, the course is offered as an elective and is open to all students.

396. AMERICAN MUSIC. (3-0-3) F Even-numbered years

This course traces the history and literature of American Music from the American Indian through the Colonial period, the nineteenth century, and the twentieth century until the present time. Music both secular and sacred, vocal and instrumental cultivated and vernacular, will be studied, with emphasis on the work of American composers from the First New England School through the current avant-garde.

397. CHORAL MASTERWORKS. (3-0-3) F Odd-numbered years

This course is designed for choir singers and non-professionals and offers them a wide variety of choral repertoire, insight into the evolution of various choral styles, and historical background of choral masterpieces. Listening, lecture, and reading will be the method of approach. Choral directors may also find this valuable.

398. THE SYMPHONY. (3-0-3) S Odd-numbered years

This course traces the development of the symphonic genre, beginning with Baroque antecedents and continuing through the twentieth century, with emphasis on its treatment by individual composers. The course assumes some background in theory and music history.

412. SENIOR RECITAL. (0-0-3)

Solo recital of approximately fifty minutes. Required of students enrolled in the Bachelor of Music degree program.

439. PEDAGOGY OF PIANO I. (2-0-2) W

Prerequisite: MUS 334-335. Techniques of teaching piano with emphasis on selection, organization and supervised teaching of appropriate materials.

440. PEDAGOGY OF PIANO II. (2-0-2) S

Prerequisite: MUS 334-335. Techniques of teaching piano with emphasis on selection, organization and supervised teaching of appropriate materials.

441. PEDAGOGY OF ORGAN I. (2-0-2) W

Prerequisite: MUS 338-339. Techniques of teaching organ with emphasis on selection, organization and supervised teaching of appropriate materials.

442. PEDAGOGY OF ORGAN II. (2-0-2) S

Prerequisite: MUS 338-339. Techniques of teaching organ with emphasis on selection, organization and supervised teaching of appropriate materials.

443. PEDAGOGY OF VOICE I. (2-0-2) W

Prerequisite: MUS 336-337. Techniques of teaching voice with emphasis on selection, organization and supervised teaching of appropriate materials.

444. PEDAGOGY OF VOICE II. (2-0-2) S

Prerequisite: MUS 336-337. Techniques of teaching voice with emphasis on selection, organization and supervised teaching of appropriate materials.

445. PEDAGOGY FOR ORCHESTRAL INSTRUMENTS I. (2-0-2)

Prerequisite: MUS 332-333. Techniques of teaching selected orchestral instruments with emphasis on selection, organization and supervised teaching of appropriate materials.

446. PEDAGOGY FOR ORCHESTRAL INSTRUMENTS II. (2-0-2)

Prerequisite: MUS 332-333. Techniques of teaching selected orchestral instruments with emphasis on selection, organization and supervised teaching of appropriate materials.

462. ORCHESTRATION. (3-0-3) W

Prerequisite: MUS 262. Instrumentation and scoring for small and large ensembles. To this end, records and scores are studied, and written projects are undertaken.

465. CHORAL ARRANGING (3-0-3) F

Prerequisite: MUS 262. This course involves study and practical experience in arranging choral music and development of skills in evaluating choral music.

466. CHORAL LITERATURE (3-0-3) S

Prerequisite: MUS 262. This course is designed to give the choral music education major a survey of choral literature with specific concentration in the study of principal choral forms from the Renaissance to the present primarily through score analysis and stylistic characteristics of each historical period of choral music.

48A-Q. INDEPENDENT STUDY IN MUSIC (Var.)

MUSIC THERAPY (MUT)

101. MUSIC THERAPY PRINCIPLES I. (2-0-2) F

An overview of the field of music therapy from its historical roots to present-day practices, ethics and standards of practice for the professional music therapist; visits to area music therapy programs

112. MUSIC AND RECREATION. (3-1-3) S

Lectures, demonstration, and field work experience in developing, planning and leading music activities for recreational purposes with diverse populations. The use of instruments (autoharp, guitar, keyboard, omnichord, and rhythm instruments), movement and dance, singing, and other creative arts are included.

201. ELEMENTARY SIGN LANGUAGE FOR THERAPISTS (5-0-5).

An introduction to American Sign Language (ASL) for therapists and others planning to work with the Deaf community. The development of basic receptive and expressive skills through the study of fingerspelling, sign vocabulary, and grammar as well as an introduction to the Deaf culture and community.

212. MUSIC THERAPY PRACTICUM I. (1-2-1) F, W, S

Prerequisites: MUT 101, 112. Observation techniques terminology, clinical skills, and documentation procedures used in music therapy practice; music therapy fieldwork in a clinical setting.

213. MUSIC THERAPY PRACTICUM II. (1-2-1) F, W, S

Prerequisites: MUT 212. Continuation of MUT 212. Music therapy fieldwork in the same clinical setting.

313. PSYCHOLOGY OF MUSIC I. (4-0-4) W

Prerequisite: Junior level standing and consent of instructor. A survey of areas of investigation into musical phenomena: physical and acoustical, perceptual, psychological, and pedagogical bases for music experimentation.

314. PSYCHOLOGY OF MUSIC II. (4-0-4) S

Prerequisite: MUT 313. Experimental research methodology in music, including individual student experimental investigations and a comprehensive survey of music-psychology literature.

415. MUSIC THERAPY PRACTICUM III. (1-2-1) F, W, S

Prerequisites: MUT 213. Must be taken concurrently with MUT 419. Music therapy field work with an adult population in a clinical setting.

416. MUSIC THERAPY PRACTICUM IV. (1-2-1) F, W, S

Prerequisite: MUT 415. Continuation of MUT 415. Music therapy fieldwork in the same clinical setting.

417. MUSIC THERAPY PRACTICUM V. (1-2-1) F, W, S

Prerequisites: MUT 416. Must be taken concurrently with MUT 420. Music therapy fieldwork in a clinical setting.

418. MUSIC THERAPY PRACTICUM VI. (1-2-1) F, W, S

Prerequisite: MUT 417. Continuation of MUT 417. Music therapy fieldwork in the same clinical setting.

419. MUSIC THERAPY PRINCIPLES II. (5-0-5) W

Prerequisites: MUT 101, 112. Theoretical bases, influence of music on behavior, and clinical applications of music therapy with adult populations: psychiatric (including addictive disease), geriatric, medical/physical impairment, terminally ill, and forensic.

420. MUSIC THERAPY PRINCIPLES III. (5-0-5) F

Prerequisite: MUT 101, 112; MUT 419 recommended. Music therapy practices with children and adolescents: the developmentally disabled, behavior disordered, physically and/or sensory impaired, medically ill, mentally retarded, and multiple handicapped.

423, 424. CLINICAL INTERNSHIP IN MUSIC THERAPY. (0-40-2) each (two consecutive quarters) F, W, S, Su
Prerequisite for 423: 1) Successful completion of Regents' Exam, 2) Successful completion of piano and guitar proficiency requirements, 3) Successful completion of all other course work. Prerequisite for 424: 423. Six months' resident internship in music therapy at an approved, affiliated clinical training center (psychiatric hospital, special education facility, etc.).

48A-E. INDEPENDENT STUDY IN MUSIC THERAPY. (Var.) F, W, S, Su

THEATRE (THR)

100, 101, 200, 300, 400. THEATRE PRACTICUM. (1-5-2) F, W, S, Su

A conference and critique course to develop skills in theatre production through direct involvement with the Georgia College Theatre with selections ranging from scenery construction, box office and house management, lighting and sound operation, assistant directing and stage management, and performance.

105. INTRODUCTION TO THEATRE. (Area I) (5-0-5) F, S

A study of the theatrical experience from playscript to performance, including a view of theatre's development through history.

110. FUNDAMENTALS OF ACTING. (5-0-5) F

Basic theory of acting with participation in theatrical exercises designed to introduce and develop acting skills.

115. STAGECRAFT. (3-3-5) F

Introduction to the craft of technical theatre, including set construction, properties, painting, lighting, make-up, and sound Assignments to Georgia College Theatre crews.

215. INTRODUCTION TO SCENIC DESIGN. (5-0-5) W Odd-numbered years

Study of basic theatrical design theory with a secondary emphasis on drafting technique, perspective, color theory, and rendering in various media.

216. INTRODUCTION TO LIGHTING DESIGN (5-0-5) W Even-numbered years

Study of basic theatrical lighting design theory with a secondary emphasis on electrical theory, plotting, color theory, and design applications.

217. INTRODUCTION TO COSTUME DESIGN (5-0-5) F Odd-numbered years

Theory and practice of stage costume design, including research, sketch and rendering, and design execution.

220. VOICE FOR THE STAGE. (4-6-5) S Odd-numbered years

Participation in daily regimen of exercises for the body and voice as well as a series of group and individual activities designed to enhance vocal and physical expression in stage performance.

305. PLAYSRIPT INTERPRETATION. (5-0-5) F Even-numbered years

Study of methods used to analyze and interpret dramatic scripts. Examination of selected modern and period plays with emphasis on how interpretation translates to production choices for actors, directors, and designers.

310. ACTING II: CHARACTERIZATION. (5-0-5) W

Prerequisite: THR 110. Scene study with emphasis on character detail, focused motivation and spontaneous response.

325. THEATRE HISTORY I. (5-0-5) F Odd-numbered years.

Comprehensive study of theatre from its origins to 1800. Emphasis is on physical theatre, dramatic theory, dramatic literature, production techniques, and theatre's relationship to society.

326. THEATRE HISTORY II. (5-0-5) W Even-numbered years.

Comprehensive study of theatre from 1800 to present. Emphasis is on physical theatre, dramatic theory, dramatic literature, production techniques, and theatre's relationship to society.

330. DIRECTING I (5-0-5) W Odd-numbered years.

Prerequisite: THR 305 or permission of the Director of Theatre. The course focuses on the fundamentals of directing, including script analysis, budgeting, casting, production organization, actor coaching, and staging techniques for proscenium, arena, and thrust.

410. ACTING III: PERIOD STYLES. (5-0-5) W Odd-numbered years

Exploration into the problems and techniques of period acting and stylization through intensive scene study and performance. Prerequisite: THR 310.

415. ADVANCED SCENIC DESIGN. (5-0-5)

Prerequisite: THR 215. Advanced theory and practice of scene design, including research, sketch and rendering, scaled model, and construction and painting techniques.

416. ADVANCED LIGHTING DESIGN. (5-0-5)

Prerequisite: THR 216. Advanced theory and practice of stage lighting design, including research, plot and rendering, and design execution.

417. ADVANCED COSTUME DESIGN. (5-0-5)

Prerequisite: THR 217. Advanced theory and practice of stage costume design, including research, sketch and rendering, and design execution.

420. STAGE COMBAT (5-0-5) S Odd-numbered years

A performance course designed to cover basic stage movement, acrobatics, falls, slapstick, and armed and unarmed combat.

425. ACTING FOR THE CAMERA. (5-0-5) S Even-numbered years.

Prerequisite: THR 310. Study of the special problems of applying acting technique to the demands of television and cinema work.

430. DIRECTING II. (5-0-5) W Even-numbered years.

Prerequisite: THR 330. Practical supervised application of directing a play.

450. THEATRE MANAGEMENT. (5-0-5) S Odd-numbered years

A critical examination of the economic and managerial aspects of the American theatre.

455. THE REHEARSAL PROCESS. (5-0-5) S Even-numbered years.

Prerequisite: THR 305 and THR 310. A performance/design course designed to dissect and analyze the rehearsal process from casting through production.

45A-Q. STUDY ABROAD (Var.) On Demand

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Director of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College Study Abroad or Exchange Programs.

460. SENIOR PROJECT. (1-5-5)

Prerequisite: Permission of the Director of Theatre. Required of all drama majors, this project will focus on the student's specialization: acting, directing, design, playwriting, theatre management or theatre history.

39A-E. SPECIAL TOPICS IN THEATRE. (Var. 1-5)

Topics of special interest that are not listed in the catalog

48A-E. INDEPENDENT STUDY (Var. 1-5)

Prerequisite: Permission of the Director of Theatre. Tutorial investigation of a topic of special interest.

PSYCHOLOGY

William F. McDaniel, Chairperson
Professors: Jarvie, Lindsay, McDaniel
Associate Professor: Compton, Gillis
Assistant Professors: Barron, Chiang

MISSION

The requirements for a B.A. or B.S. degree with a major in psychology are intended to achieve the following goals:

1. Expose all students to the multiple specialties within the discipline of psychology.
2. Instill competence in the quantitative tools and methodological approaches that characterize psychology as the science of behavior and conscious experience.
3. Improve the ability of students to articulate both verbally and in writing the issues relevant to the discipline of psychology.
4. Encourage the development of objectivity and critical thinking skills that are relevant not only to the discipline of psychology but modern life in general.

DEGREES OFFERED

1. Bachelor of Arts with a major in Psychology
2. Bachelor of Science with a major in Psychology
3. Master of Science in Psychology. For details on this degree see the graduate catalog, published separately.

B.A. DEGREE WITH A MAJOR IN PSYCHOLOGY

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness	6
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Area IV	30
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1. PSY 201 (5 hours)
2. Selections from: (25 hours) ART 103; ECO 270; THR 105; GEO 101; HIS 201, 202, 212, 215; MUS 102; MUT 101; POS 200, 201, 210; PHI 200, 250; FRE, GER or SPA 101, 102, 103, 221; MAT 101, 111, 130, 140, 145, 150, 160, 225, 250, 255, 260; BIO 123, 124, 125; BOT 200; CHE 101, 102, 121, 122, 123, 231, 280; PHY 101, 102, 201, 202, 203; SOC 101, 205; PSY 250, 291H, 292H; AST 101; CSC 201, 220; ENS 210, 211; SPE 101; ZOO 200, 210, 211

Major Requirements	45
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1. General Psychology: PSY 201 (if not taken in Area IV) (5 hours)
2. Statistics: PSY 315 (5 hours)
3. Experimental Psychology: PSY 320 (5 hours)
4. Test and measurements PSY 456 (5 hours)

5. 5 hours in experimental/physiological/comparative psychology chosen from: PSY 350, 374, 455, 460, 462, 470, or 487
6. 5 hours in social/developmental/personality area of psychology chosen from: PSY 323, 324, 351, 451, or 463
7. 5 hours in applied/counseling/clinical psychology chosen from: PSY 370, 448, or 488
8. 10 additional hours in psychology chosen from courses listed above or others not taken elsewhere in program. No more than a total of 5 hours of independent study and internship may be counted toward these 10 additional hours. NOTE: Seminars, independent studies and internships do not satisfy area requirements.

Degree Requirements **0-20**

Students must show competence in a foreign language at the level of the fourth college course (i.e., 221). The requirement may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

NOTE: PSY students may count these language courses in Area IV.

Other Requirements

Only courses in psychology in which a grade of C or higher is earned can be used to satisfy major requirements.

Electives (Students may use these hours to complete other minors or majors) **25-50**

Total **186**

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

B.S. DEGREE WITH A MAJOR IN PSYCHOLOGY

Areas I, II, III (See Core section of the catalog) **Hours 60**

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness **6**

Area IV **30**

1. PSY 201 (5 hours)
2. Selections from: (25 hours) ART 103; ECO 270; THR 105; GEO 101; HIS 201, 202, 212, 215; MUS 102; MUT 101; POS 200, 201, 210; PHI 200, 250; FRE, or SPA 101, 102, 103, 221; MAT 101, 111, 130, 140, 145, 150, 160, 225, 250, 255, 260; BIO 123, 124, 125; BOT 200; CHE 101, 102, 121, 122, 123, 231, 280; PHY 101, 102, 201, 202, 203; SOC 101, 205; PSY 250, 291H, 292H; AST 101; CSC 201, 220; ENS 210, 211; SPE 101; ZOO 200, 210, 211

Major Requirements **45**

1. General Psychology: PSY 201 (if not taken in Area IV) (5 hours)
2. Statistics: PSY 315 (5 hours)
3. Experimental Psychology: PSY 320 (5 hours)
4. Tests and measurements PSY 456 (5 hours)

5. 5 hours in experimental/physiological/comparative psychology chosen from: PSY 350, 374, 455, 460, 462, 470, or 487.
6. 5 hours in social/developmental/personality areas of psychology chosen from: PSY 323, 324, 351, 451, or 463.
7. 5 hours in applied/counseling/clinical/testing psychology chosen from: PSY 370, 448, or 488.
8. 10 additional hours in psychology chosen from courses listed above or others not taken elsewhere in program. No more than a total of 5 hours of independent study and internship may be counted toward these 10 additional hours. NOTE: Seminars, independent studies and internships do not satisfy area requirements.

Degree Requirements 10-15

1. Additional courses from natural sciences, mathematics, or computer science. (10 hours)
2. Foreign Language
The student must show proficiency through the second course (102). Courses(s) can count in Area I or in Area IV.

Other Requirements

Only courses in psychology in which a grade of C or higher is earned can be used to satisfy major requirements.

Electives (Students may use these hours to complete other minors or majors) 30-40

Total 186

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

PSYCHOLOGY MINOR

Twenty-five quarter hours, distributed as follows:

1. PSY 201 (5 hours)
2. PSY 315 (5 hours)
3. PSY 456 (5 hours)
4. Ten additional PSY hours, all of which must be the 300-400 level (10 hours)

NOTE: No more than a total of 5 hours of independent study and internship may be counted toward the 25 hours needed for the minor. Grades of C or above must be earned in all courses used to create a minor.

CAREER INFORMATION

Students with a bachelor's degree in psychology have been employed in a great diversity of jobs, such as case workers in social welfare agencies, youth or adult workers in such agencies as the YMCA and Scouts, vocational counselors, law enforcement agents, rehabilitative counselors, research and development program assistants, public relations workers, personnel workers, business/management trainees, advertising and consumer workers, research assistants, correctional agency counselors, supervisors in child care agencies, court service workers, workers in crisis centers, counselors in programs for the aged, test development assistants, fund raisers, alcohol and drug program counselors, working in centers for the retarded and developmentally disabled, assistants in mental health centers, narcotics agents, and a variety of government program jobs. Many students later pursue advanced training in psychology, neurobiology, or counseling.

The Psychology Department and the American Psychological Association have pamphlets that go into detail concerning career planning for psychology students. A copy of the APA pamphlet will be sent free to any student who requests "Careers in Psychology" from the American Psychological Association, 750 First Street, N.E., Washington, D.C. 20002-4242

MISCELLANEOUS

In addition to its classrooms and offices, the Psychology Department has a small animal colony, a small animal surgery room, 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 for individual research projects. The department has its own computers for teaching and research use, and, in addition, the College has an Academic Computer Laboratory available for college wide use. Central State Hospital is a few miles from the campus and provides opportunities for practicum and internship experiences, work experiences, and volunteer work. Several agencies of the Georgia Department of Corrections, Department of Human Resources, and Department of Youth Services are also located in the Milledgeville area.

PSYCHOLOGY (PSY)

201. GENERAL PSYCHOLOGY. (5-0-5) F, W, S, Su (Area III)

Prerequisite: None. An introduction to the basic concepts, principles, and methods of psychology as a science. Students may be requested to serve as research participants in research studies.

250. PERSONALITY AND ADJUSTMENT. (5-0-5) F, W, S, Su

Prerequisite: None. An introduction to personality development and adjustment problems.

291, 292H. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisites: Sophomore standing and admission to the Honors Program. A general interdepartmental seminar.

315. STATISTICS. (5-0-5) F, W, S, Su

Prerequisite: MAT 101. Strongly recommended prerequisite MAT 225. An introduction to the basic descriptive and inferential statistical methods used in the behavioral and life sciences.

320. EXPERIMENTAL PSYCHOLOGY. (3-4-5) F, W, S, Su

Prerequisites: PSY 201 and a C or better in PSY 315. The principles and methods of experimental psychology, with laboratory investigations of a topic chosen by the student.

323. CHILD PSYCHOLOGY. (5-0-5) F, S, Su

Prerequisite: PSY 201. The physiological, intellectual, social, and emotional factors in child development.

324. ADOLESCENT PSYCHOLOGY. (5-0-5) W, Su

Prerequisite: PSY 201. A consideration of basic studies dealing with adolescence, with emphasis on developmental tasks and problems.

351. SOCIAL PSYCHOLOGY. (5-0-5) F, W, Su

Prerequisite: PSY 201. The origin and development of the psychological aspects of social behavior in man.

370. BEHAVIORAL SCIENCE APPLIED TO WORK. (5-0-5) W, Su

Prerequisite: PSY 201 or SOC 101. The study of all variables related to behavior in the work setting, such as occupational choice; job selection, training, and evaluation; social and group influences; characteristics of man-machine systems; change and stress in the workplace; motivation and morale; communication; work environment; and supervisor-worker relations. (Cross listed as SOC 370)

374. COMPARATIVE ANIMAL BEHAVIOR. (3-4-5) S Odd years

(Cross listed as ZOO 374)

375. ELEMENTARY SOCIOBIOLOGY. (5-0-5) S Even years

(Cross listed as ZOO 350)

448. ABNORMAL PSYCHOLOGY. (5-0-5) F, W, Su

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

451. GROUP DYNAMICS. (5-0-5) S, 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.

455. HISTORY AND SYSTEMS OF PSYCHOLOGY. (5-0-5) S

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

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

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

460. BIOLOGICAL PSYCHOLOGY I. (5-0-5) F, S

Prerequisites: PSY 201 and 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 with ZOO 460.)

462. PSYCHOPHARMACOLOGY. (5-0-5) W, Su

Prerequisites: 10 hours of psychology and 10 hours biology or chemistry, or permission of instructor. PSY/ZOO 460 strongly recommended. 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 462.)

463. 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.

470. COGNITIVE PSYCHOLOGY. (5-0-5) F, S

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

47-E. SEMINAR. (5-0-5) F, W, S, Su

Prerequisite: 15 hours in psychology. Intensive study of selected topics in psychology. Student reports and discussion will be used, and an emphasis will be placed upon the relationship of research and theory.

48B-E. INDEPENDENT STUDY. (Var.) F, W, S, Su

Prerequisite: Status as junior or senior psychology major and permission of department chairperson. Individually arranged advanced study in a special area of psychology. Written arrangements must be completed with the supervising faculty member and approved by the department chairperson by the last day of classes of the quarter immediately preceding the quarter of the independent study. Credit two to five hours.

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

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

488. BEHAVIOR MODIFICATION. (5-0-5) S

Prerequisite: PSY 201. The application of learning theory and research to such areas as childhood learning and discipline, communication, attitude change, social interaction, psychological disorders, and behavioral change in institutional populations.

49E-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.) F, W, S, Su

Prerequisite: Status as junior or senior psychology major, minimum academic grade point average of 2.5, completion of at least fifteen hours of course work in the Georgia College Psychology Department (including PSY 456 and a total of at least ten upper division hours), and permission of the Department Coordinator of Off-Campus Education. An individually designed and planned learning experience involving off campus field experience in the private or public sector. Credit five to fifteen hours.

499. ADVANCED GENERAL PSYCHOLOGY (5-0-5) Su, F

Prerequisites: PSY 201, 315, 320 or permission of instructor. A comprehensive review of the concepts, principles, theories, issues, and methodology of the major areas of contemporary psychology. Recommended as preparation for the exit examination advanced psychology portion of the GRE, and preparation for the study of psychology at the graduate level. Hours earned by taking this course do not contribute to the 45 hours required for the major in Psychology or the 25 hours required for a minor in Psychology.

SCHOOL OF BUSINESS

Jo Ann Jones, Dean
Glynn Morse, Acting Assistant Dean

MISSION

The mission of the School of Business is to develop professionally competent and socially responsible individuals for careers in business, government, health care, and other organizations requiring the cross functional skills of business adaptive to a dynamic global environment. The School of Business seeks to provide not only the functional skills of management, marketing, accounting, economics, finance, information processing, quantitative analysis, and communications but to also develop these skills in an integrated context so students may meet the challenges of a changing world. This cross-functional environment integrates the business areas into a system thus providing the opportunity to develop skills in each area as well as developing the skills required to relate these functional business areas.

The activities of the School of Business include teaching, (teaching in this context includes material preparation, classroom presentation, student evaluation, class administration, and student advisement) intellectual contribution, and professional service. Each of these activities is aggressively pursued and actively promoted. Teaching is the primary activity and represents the major emphasis of the School of Business. The activities of intellectual contribution and professional service are pursued in a balanced effort to achieve the school's mission. Intellectual contribution includes basic scholarship (creating new knowledge) and instructional development (enhancing the educational process). This intellectual contribution activity is accomplished to advance the educational programs of the School and the business profession. The third activity of professional service, which includes institutional service and community service, is conducted to enrich the programs of the School and to serve the community.

The School of Business employs a management philosophy emphasizing continuous improvement through which its processes and activities directly support the missions of the School and Georgia College. This management philosophy is premised upon the full participation of all of its constituencies.

INTRODUCTION

The J. Whitney Bunting School of Business has a broad-based public service program which includes the Center for Business and Economic Research, the Small Business Institute, the Small Business Development Center, and the Center for Economic Education. An Advisory Board of leading business executives serves as a close link between the faculty and the business community.

The student who enrolls in the J. Whitney Bunting School of Business is first provided with educational opportunities in the broad areas of arts and humanities, natural sciences, and the social sciences. During the junior and senior years, there is an opportunity for in-depth understanding of the entire field of business, as well as for the selection of a major and/or minor field of study that is consistent with the individual's career objectives.

Georgia College, through its J. Whitney Bunting 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 the following 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.

ADMISSION

Admission to the departments of the School of Business requires formal acceptance. To be accepted these criteria must be met:

1. The student must have a cumulative 2.0 academic grade point average or above on all work attempted.
2. The student must have completed Areas I, II, and III of the core (60 hours).
3. The student must have passed the reading and the writing parts of the Regents' Exam.

PROGRAMS OF STUDY

BACHELOR OF BUSINESS ADMINISTRATION

The School of Business offers the Bachelor of Business Administration Degree with majors in accounting, information systems, economics, general business, management, marketing, and office administration.

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree with a major in economics is offered.

BUSINESS ELECTIVES AND MINORS

Minors for business and non-business students are offered in information systems, communications, economics, finance, international studies, management, and marketing. A minor for non-business students is offered in general business.

Non-business students are encouraged to broaden their college experience and enhance their career opportunities by taking business courses as electives or by taking business courses required for a minor. (See departmental listings for specific requirements for minors).

All 100- and 200- level business courses are open to all students. The following 300- and 400-level business courses are open to enrollment by all students, including non-business majors:

Accounting: LEB 307, ACT 45A-Q

Economics: ECO 341, 370, 375, 377, 476, 478, 45A-Q

Finance: FIN 377, 45A-Q

Information Systems: ISC 309, 335, 45A-Q

Office Administration: BOA 328, 329, 365, 415

Business Communication: COM 427, 428

Management: MGT 301, 340, 446, 462, 45A-Q

Marketing: MKT 361, 372, 45A-Q

All other 300- and 400- level courses require as a condition of enrollment one of the major following: (1) admission to the School of Business as a major or minor (2) business courses shown in the catalog as approved requirements or electives for majors or minors outside of the School of Business, or (3) permission of the Dean of the School of Business. **Students must meet the prerequisites for all courses.**

COMMON BODY OF KNOWLEDGE

The Area IV courses (30 hours), plus the Business Major Requirements (45 hours) constitute the Common Body of Knowledge required for all business majors.

GRADUATE DEGREES

The School of Business offers a Master of Business Administration and a Master of Management Information Systems (for information see the Georgia College graduate catalog).

SPECIAL BUSINESS SERVICES

SMALL BUSINESS INSTITUTE

The School of Business is active in community service programs, providing instructional and other support services to the Central Georgia business community. The School of Business operates the Georgia College Small Business Institute (SBI). The Small Business Institute works with small business owners throughout central Georgia, providing business advisory services in these areas:

- Long and short-range planning**
- Marketing strategy**
- Managerial accounting**
- Management techniques and strategies**
- Financial alternatives**

One main benefit of the Small Business Institute is the opportunity it provides for students to gain realistic experience in resolving problems. The Small Business Institute director supervises students as consultants in providing business advisory services. Academic credit is given for the experience (see MGT/MKT 496, Small Business Institute).

SMALL BUSINESS DEVELOPMENT CENTER

Georgia College's School of Business, through the cooperation of the University of Georgia's Small Business Development Center (SBDC), offers assistance to small businesses in the central Georgia area. The SBDC has a consultant who has an office in Atkinson Hall on the main campus in Milledgeville. Through this office the SBDC's consultant provides information and advice to existing and prospective small business persons and entrepreneurs.

CENTER FOR BUSINESS & ECONOMIC RESEARCH

The Center for Business and Economic Research works as a faculty research and public services outreach organization. The center promotes original business and economic research and development projects by School of Business faculty in their areas of expertise in the Georgia College service area.

CENTER FOR ECONOMIC EDUCATION

The Center for Economic Education is an affiliate of the Georgia Council on Economic Education and the Joint Council on Economic Education. The purposes of the center are:

- To aid teachers in teaching economic and personal finance by conducting in-service and pre-service programs in education.

To coordinate economic education efforts with local civic groups, chambers of commerce, and other groups interested in economic education.

To act as a source of materials and speakers on the topic of economic education. A library of curriculum guides, films, and other materials is housed in Atkinson Hall on the Georgia College campus and is available for public use.

GENERAL BUSINESS ADMINISTRATION

J. Larry Wolfenbarger, Program Coordinator

MISSION

The General Business major is a cooperative program of all the departments within the School of Business. The General Business major will appeal to students who do not want to specialize in any one field of business or who have an interest in law or other specialized areas at the Master's level. The major in General Business will find employment at the entry level where the position requires knowledge of all the fields of business but without the special emphasis of one particular discipline such as management, marketing, accounting, or economics. A General Business major will take upper level courses in all the major areas of business.

DEGREE OFFERED

Bachelor of Business Administration with a major in General Business Administration

BBA DEGREE WITH A MAJOR IN GENERAL BUSINESS ADMINISTRATION

	Hours
Areas I, II, III (See Core section of this catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements. General Business Administration majors are required to take Math 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. Speech 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.

Wellness	6
Area IV*	30

1. ACT 251, 252 (10 hours)
2. ECO 271, 272 (10 hours)
3. ISC 209; COM 237 (10 hours)

Major Requirements	85
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Business Major Requirements* (45)
 ECO 375, FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, MKT 361, and MKT 372.

General Business Administration Requirements (40)
 A total of 40 hours in the following areas: 1) Accounting (ACT) and/or Legal Environment of Business (LEB); 2) Economics (ECO) and/or Finance (FIN); 3) Information Systems (ISC) and/or Business Communications (COM); 4) Management (MGT); 5) Marketing (MKT) No more than 10 hours or less than 5 hours may be taken from any one of the 5 areas.

Electives (Outside the School of Business)	10
	Total
	191

*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors.

NOTE: To graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN GENERAL BUSINESS ADMINISTRATION—NON-BUSINESS MAJORS ONLY

30 quarter hours, distributed as follows:

1. ACT 251, ACT 252 (10 hours)
2. ECO 270 (5 hours) Note: If ECO 270 is taken in Area III of the core, ISC 335 must be substituted.
3. FIN 300 (5 hours)
4. MGT 340 (5 hours)
5. MKT 361 (5 hours)

MINOR IN INTERNATIONAL BUSINESS—BUSINESS MAJORS

25-30 quarter hours, distributed as follows:

1. COM 428 (5 hours)
2. ECO 370 (5 hours)
3. MGT 447 (5 hours)
4. Five hours of 300-400 level approved electives
5. Modern Foreign Language (ten hours required) (If language is selected in Area I, then 5 hours required).

MINOR IN INTERNATIONAL BUSINESS—NONBUSINESS MAJORS

30 quarter hours, distributed as follows:

1. COM 428 (5 hours)
2. ECO 270, ECO 375 (10 hours)
3. MGT 340, MGT 447 (10 hours)
4. 5 hours Foreign Language

CAREER INFORMATION

The major in General Business is designed for the student who desires a broad background in all areas of business rather than specializing in one discipline of business. A major in General Business would be particularly appropriate for the person who is interested in operating or managing a business which does not have the resources to hire specialists in each area of business. or for the individual wishing to operate his or her own business.

ACCOUNTING

Dixie L. Clark, Chairperson

Associate Professors: Clark, King, Moore, Yakhou

Assistant Professors: Cozort, Iyer, Stockard

MISSION

The mission of the Accounting Department is to develop the full potential of the accounting student as a competent, technically trained individual. The program is planned with emphasis on the technical knowledge necessary to enter the wide range of career opportunities. In addition, emphasis is placed on developing the student's ability to recognize and analyze problems and to choose acceptable alternatives.

DEGREE OFFERED

Bachelor of Business Administration with a major in Accounting

BBA DEGREE WITH A MAJOR IN ACCOUNTING

Areas I, II, III (See Core section of this catalog) 60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

Accounting majors are required to take Math 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.

Wellness 6

Area IV* 30

1. ACT 251, 252 (10 hours)

2. ECO 271, 272 (10 hours)

3. ISC 209; COM 237 (10 hours)

Major Requirements 85

Business Major Requirements* (45)

ECO 375, FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, MKT 361, and MKT 372.

Accounting Requirements (40)

1. ACT 351, 352, 353, 451, 453, 454, 457 (35 hours)

2. Accounting elective (one course from the following: ACT 356, 358, 49B-Q, 455 or LEB 308) (5 hours)

NOTE: A grade of C or better is required in all accounting courses counting toward a degree in accounting.

Electives (Outside the School of Business) 10

Total 191

*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors.

NOTE: To graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

INTRODUCTION

The objective of the accounting program is to prepare the student to enter the accounting profession in a wide range of careers. The curriculum emphasizes the development of technical knowledge and procedures necessary to produce and analyze financial information for both internal and external users. The accounting graduate will be able to design, implement and maintain financial information systems and use this information to provide tax, audit and management advisory services for both profit and non-profit organizations.

CAREER INFORMATION

Individuals with an accounting degree will find employment opportunities in both the private and public sectors. In the private sector, graduates may seek employment with manufacturing or service companies emphasizing internal auditing, financial, cost or managerial accounting. Additionally graduates may pursue careers with Certified Public Accounting firms. These firms hire graduates to work in the areas of tax, auditing, and/or management advisory services. Accounting graduates will also find employment opportunities in the public sector. All levels of government hire accountants for positions in auditing, financial, tax and managerial accounting. Not-for-profit institutions seek accountants to fill similar roles.

Accountants have a unique opportunity to obtain many different professional certifications. The most well-known designations are the Certified Public Accountant (CPA), the Certified Management Accountant (CMA) and the Certified Internal Auditor (CIA). Current education requirements to take the CPA in Georgia are a Baccalaureate degree and completion of a minimum of 6 upper-level accounting courses. Beginning in November 1998, one will be required to have a minimum of 225 quarter hours of college course work with at least 9 upper-level accounting courses. Appropriate undergraduate and/or graduate courses will be offered by Georgia College to meet these requirements.

ACCOUNTING (ACT)

251. ACCOUNTING PRINCIPLES I. (5-0-5)

A study of the underlying principles of accounting. The theory and application of the double-entry system, financial statements, accounting procedures and data processing, and other accounting techniques relating to service and merchandising firms. Among other topics is a broad study of current and long-term assets.

252. ACCOUNTING PRINCIPLES II. (5-0-5)

Prerequisite: ACT 251. A continuation of Accounting Principles I, including financial statement analysis; the statement of cash flows; international accounting; the managerial aspects of accounting which include traditional and JIT product costing.

253. INTRODUCTION TO TAXATION. (5-0-5)

The course is designed to acquaint the student with the basic concepts of individual income taxation and other taxes pertinent to individual wealth and its transfer (gifts and estates). The effect of different forms of business ownership on individual income tax liability is analyzed. Open only to non-accounting students.

291, 292H. HONORS SEMINAR. (2-0-2)

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

351. INTERMEDIATE ACCOUNTING I. (5-0-5)

Prerequisite: ACT 252. An advanced study of the theory, principles, and procedures of accounting. This includes the fundamental accounting process, financial statements, working capital items, valuation procedures, current assets, concepts of present and future values and inventory methods.

352. INTERMEDIATE ACCOUNTING II. (5-0-5)

Prerequisite: ACT 351. A continuation of Intermediate Accounting I, providing depth and breadth of theory coverage. Major emphasis on accounting for current liabilities, intangibles, long-term debt, corporate capital, paid-in capital, retained earnings, analytical processes and property, plant, and equipment.

353. INTERMEDIATE ACCOUNTING III. (5-0-5)

Prerequisite: ACT 351. A continuation of Intermediate Accounting I and II, providing an in-depth coverage of both theory and procedure. Major emphasis on accounting for pensions, leases, changing prices, interim and segmental financial statements, statement of cash flows and deferred income taxes.

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

Prerequisite: ACT 252. Study of information provided by the accounting system with emphasis on the special information needs of management. An analysis of the organization of accounting information into useful structure for decision making. (Open only to non-accounting students.)

356. ADVANCED ACCOUNTING. (5-0-5)

Prerequisite: ACT 352. A more advanced study of accounting procedures with attention given to the more difficult and specialized phases that arise in partnerships and consolidations.

358. NOT-FOR-PROFIT & PUBLIC ACCOUNTING (5-0-5)

Prerequisite: ACT 351. A study of theory, principles and procedures of accounting for non-for-profit entities, coverage of international. Other current topics are analyzed for their implications for public accounting entities.

44E. SPECIAL TOPICS. (5-0-5)

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

451. COST ACCOUNTING. (5-0-5)

Prerequisite: ACT 252. Methods of accounting for the elements of production with emphasis on the development of cost information for costing, budgeting, and control. JIT, job order, process, and standard cost systems are studied as they apply to service, manufacturing, and merchandising industries.

453. ACCOUNTING INFORMATION SYSTEMS. (5-0-5)

Prerequisites: ACT 352 and ISC 209 or 210. A study of the fundamentals of business data processing techniques and systems from the accountant's viewpoint. Technological advances and their effects on the accounting profession are discussed. Problems created by the use of the computer and the benefits to be derived are presented.

454. PRINCIPLES OF TAXATION I. (5-0-5)

Prerequisite: ACT 351 or permission of adviser. A study of the application of tax accounting principles to the tax law, as it relates to individual federal taxation. Throughout the course, transactional effects relating to the taxation of individuals and ethics in tax practice are emphasized.

455. PRINCIPLES OF TAXATION II. (5-0-5)

Prerequisite: ACT 454. A study of the application of tax accounting principles to the tax law, as it relates to the Federal taxation of corporations, partnerships, estates and trusts. Throughout the course, Federal taxation of property transfers and ethics in tax practice are emphasized.

457. AUDITING. (5-0-5)

Prerequisites: ACT 352 and 353 or permission of instructor. A study of the theory and practice of auditing. The course provides a foundation of concepts and methods that enables auditors to express an opinion on management assertions. Auditing standards at the national level are stressed. The evolution of international standards as a result of multicultural diversity are presented. Ethics, internal control, government regulation, and report writing are other topics emphasized.

461. CPA REVIEW. (5-0-5)

Prerequisite: Senior standing and approval of accounting adviser. An in-depth analysis of several areas of accounting, relating to the CPA Exam with emphasis on the techniques available to resolve problems in these areas.

45 A-Q. STUDY ABROAD (Var. 1-5) On Demand.

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Coordinator of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of the discipline or the guidelines of the Georgia College Study Abroad or Exchange programs.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Investigation of a topic of special interests, with reports given to the instructor. Approval of the department chairperson is required prior to registration.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Individually designed and planned learning experience involving field experience and study in the private and public sector. Approval of the department chairperson is required prior to registration.

LEGAL ENVIRONMENT OF BUSINESS (LEB)

307. LEGAL ENVIRONMENT OF BUSINESS. (5-0-5)

Prerequisite: Junior standing or permission of adviser. A study of the legal and regulatory environment of business that focuses on ethical, global, political, economic, social, environmental, technological, and diversity issues.

308. BUSINESS LAW. (5-0-5)

Prerequisite: Junior standing or permission of adviser. A study of jurisprudence and the judicial system. Topical areas include: contracts, sales, commercial paper, secured transactions, agency, partnerships, corporations, bankruptcy, and real property.

ECONOMICS AND FINANCE

J. Larry Wolfenbarger, Chairperson

Professors: Farr, J. Jones, K. Jones, Samprone, Speir, Wolfenbarger

Associate Professors: Narain, Mangel

Assistant Professor: Lord

MISSION

The mission of the Department of Economics and Finance is to provide students with a quality educational experience which includes the knowledge and analytical skills that will enable them to develop the capacity to think clearly (conceptual reasoning), to make sound decisions (problem-solving skills), and to succeed in their chosen career and participate in our dynamic society (prepare for life-long learning).

INTRODUCTION

The Economics Program at Georgia College has four main purposes:

1. To provide a service program for business majors
2. To provide a service program for disciplines other than business
3. To prepare students for positions in the various fields of business, economics, or finance
4. To prepare students for advanced study in economics, finance, or business

DEGREES OFFERED

Bachelor of Business Administration with a major in Economics

Bachelor of Science Degree with a major in Economics

BBA DEGREE WITH A MAJOR IN ECONOMICS

	Hours
Areas I, II, III (See Core section of this catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements. Economics majors are required to take MAT 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.

Wellness	6
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Area IV*	30
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1. ECO 271 (5 hours)
2. ECO 272 (5 hours)
3. ACT 251, 252 (10 hours)
4. ISC 209; COM 237 (10 hours)

Major Requirements	85
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Business Major Requirements* (45)
 ECO 375, FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, MKT 361, and MKT 372.

Economics Major Requirements	(40)
1. ECO 471, 472, 476 (15 hours)	
2. 300-400 level economics electives (15 hours) (Not to include ECO 375)	
3. 300-400 level business electives (10 hours)	
Electives (Outside the School of Business)	10
Total	191

*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors.

BS DEGREE WITH A MAJOR IN ECONOMICS

Areas I II, III (See Core Section of this catalog)	60
Wellness	6
Area IV	30
1. ECO 271 (5 hours)	
2. ECO 272 (5 hours)	
3. MAT 225 or MGT 301 (5 hours)	
4. CSC 201 or 220 (5 hours)	
5. Ten hours selected from MAT 150, 160, 250, 255 (10 hours)	
Major Requirements	35
1. ECO 471, 427, 476 (15 hours)	
2. Twenty hours of 300-400 level ECO courses (20 hours)	
Degree Requirements	15
1. Additional courses from the social, behavioral, or natural sciences and mathematics (10 hours)	
NOTE: These Courses may be counted in Area IV but must be from outside the major.	
2. Foreign language (5 hours)	
NOTE: If foreign language is used to satisfy elective in Area I, the requirement is satisfied.	
Students who exempt the basic course or courses by examination must take a course at the appropriate level to fulfill this requirement.	
Other Requirements	
Student must earn a grade of C or higher in all ECO (Economics) courses used to satisfy requirements.	
Electives	40
1. Students are encouraged to use these hours to complete a minor.	
2. Students planning to do graduate work in economics are advised to take as many of the following mathematics courses (listed in order of preference) as their schedules permit: MAT 250, 255, 260, 343	
Total	186

NOTE: In order to graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN ECONOMICS—BUSINESS MAJORS

20 quarter hours, distributed as follows:

1. ECO 471, 472 (10 hours)
2. Approved 300-400 level economics courses (10 hours) (not to include ECO 375)

MINOR IN ECONOMICS—NONBUSINESS MAJORS

30 quarter hours, distributed as follows:

1. ECO 271, 272, 471, 472 (20 hours)
2. Approved 300-400 level economics courses (10 hours)

Note: ECO 270 will not substitute for ECO 271.

MINOR IN FINANCE—BUSINESS MAJORS

20 quarter hours, distributed as follows:

1. FIN 330, 401, 477 (15 hours)
2. Select one from: FIN 338, 339, 377 (5 hours)

MINOR IN FINANCE—NONBUSINESS MAJORS

30 quarter hours, distributed as follows:

1. ACT 251, 252 (10 hours)
2. ECO 270 (NOTE: if ECO 270 is taken in Area III of the Core, FIN 377 must be substituted) (5 hours)
3. FIN 300, 330, either 401 or 477 (15 hours)

CAREER INFORMATION

The degrees offered by this department are designed primarily for students preparing for jobs in business or planning to pursue a graduate degree in the specialized fields of economics or business.

ECONOMICS (ECO)

270. INTRODUCTION TO ECONOMICS. (5-0-5) Area III

A survey of economic concepts as they apply to national problems and to business behavior. Recommended for nonbusiness majors.

271. PRINCIPLES OF MACROECONOMICS. (5-0-5)

An inquiry into macroeconomic theory analyzing the factors influencing changes in the level of economic activity and other important economic aggregates in the context of both closed and open economics.

272. PRINCIPLES OF MICROECONOMICS. (5-0-5)

Prerequisite: ECO 271. Analysis of the principles involved in the production, exchange and distribution of goods by the American economic system, including the role of the market, prices, and price determination under conditions of competition, monopoly, and imperfect competition. Includes topics in international trade and finance.

291, 292H. HONORS SEMINAR. (2-0-2)

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

341. ECONOMIC HISTORY OF THE UNITED STATES. (5-0-5)

Prerequisite: HIS 110 and 111. An examination of economic factors affecting the history of the United States from the colonial period to the present. Cross listed as HIS 341.

370. COMPARATIVE ECONOMIC SYSTEMS. (5-0-5)

Prerequisite: ECO 271, 272, or 270. A study of the various forms of organization of economic activity, including British socialism, the economy of the Soviet Union, with emphasis on modern communism and capitalism.

375. INTERNATIONAL ECONOMIC RELATIONS. (5-0-5)

Prerequisites: ECO 271 and 272 or 270. An analysis of fundamental economic principles, institutions, and governmental policies which determine the economic relations between nations under conditions of increasing global independence.

377. MONEY AND BANKING. (5-0-5)

Prerequisites: ECO 271, 272 or 270. A study of the nature of money and of the development of banking in the United States. Consideration of functions of money, the types of money used in early banking practices, modern financial institutions, the Federal Reserve System, and foreign exchange.

44E. SPECIAL TOPICS. (5-0-5)

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

45 A-Q. STUDY ABROAD (Var. 1-5) On Demand.

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Coordinator of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of the discipline or the guidelines of the Georgia College Study Abroad or Exchange programs.

471. INTERMEDIATE MICROECONOMIC THEORY. (5-0-5)

Prerequisite: ECO 271 and 272. A study of the tools of microeconomic theory. Theory of the firm, general equilibrium theory, and methods of marginal analysis are emphasized.

472. INTERMEDIATE MACROECONOMIC THEORY. (5-0-5)

Prerequisites: ECO 271 and 272. A study of macroeconomic theory, including types and causes of inflation, fiscal and monetary policy, and the impact of international trade on the economy.

473. HISTORY OF ECONOMIC THOUGHT. (5-0-5)

Prerequisites: ECO 271 and 272 or 270. The development of contemporary economic theory from early economic ideas. A study of the development of economic methods of analysis and philosophies and their relation to current theory.

476. INTRODUCTION TO ECONOMETRICS. (5-0-5)

Prerequisites: ECO 271, 272, MAT 111, and MGT 301. Statistical inference applied to economic theory. Estimation of single and multiple equation models. Topics include: Regression analysis, ordinary least squares (OLS) and other estimation methods, hypothesis testing, specification, multicollinearity, serial correlation, heteroskedasticity, and simultaneous equation models.

478. GOVERNMENT AND BUSINESS. (5-0-5)

Prerequisites: ECO 271 and 272. A study of the interaction between business organizations and government. Emphasis on industry structure and performance. Includes government policies concerning regulation, control, and promotion of business enterprise.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Investigation of a topic of special interest, with reports given to the instructor. Approval of the department chairperson is required prior to registration.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Individually designed and planned learning experience involving field experience and study in the private or public sector. Approval of the department chairperson is required prior to registration.

FINANCE (FIN)

234. PERSONAL FINANCE (5-0-5)

A survey of the principles of planning and managing personal income, insurance, and investments.

300. BUSINESS FINANCE I. (5-0-5)

Prerequisites: ACT 252, ECO 271, 272, or ECO 270 and MGT 301. 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.

330. BUSINESS FINANCE II. (5-0-5)

Prerequisite: FIN 300. A continuation of Business Finance I. A study of valuation, the cost of capital, leverage, and corporate long term financing decisions.

338. RISK MANAGEMENT AND INSURANCE. (5-0-5)

Prerequisite: FIN 300. A study of the nature of risk and the risk management process including the role of insurance. Topics include: decisions under uncertainty, financial planning issues, insurance carriers and contracts, underwriting, and regulation.

339. REAL ESTATE FINANCE. (5-0-5)

Prerequisite: FIN 300. A survey of the theories and practices of real estate markets and real estate finance. Topics include: mortgage markets and institutions, real estate investment analysis, and methods and practices of financing real estate.

377. MONEY AND BANKING. (5-0-5)

Prerequisite: ECO 271 and 272. A study of the nature of money and of the development of banking in the U.S. Considerations of the functions of money, modern financial institutions, the Federal Reserve System, and foreign exchange.

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

Prerequisite: FIN 300. An analysis of alternative investment opportunities. Analysis of types of securities, financial statements, and business factors to determine prerequisites of a sound investment program for the individual and institutional investor.

477. FINANCIAL MARKETS AND INSTITUTIONS. (5-0-5)

Prerequisite: FIN 300. A study of the principal institutions and markets of the financial system and their role in the intermediation process. Topics include: Analysis of money and capital market instruments, innovations and regulations; interest rate determination and relationships, financial policies of financial intermediaries; international aspects of financial markets.

44E. SPECIAL TOPICS. (5-0-5)

This course meets special needs of the students and/or the community. This is a regularly scheduled course with class attendance required.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Investigation of a topic of special interest, with reports given to the instructor. Approval of the department chairperson is required prior to registration.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Individually designed and planned learning experience involving field experience and study of the private or public sector. Approval of the department chairperson is required prior to registration.

INFORMATION SYSTEMS AND COMMUNICATIONS

Harry Glover, Chairperson

Professors: Blaiac, Clinton, Hardin

Associate Professors: Glover, Harrington, Morse

Assistant Professors: Kastory, McCannon

MISSION

The mission of the ISC Department is to provide educational skills and experience for students in the areas of communication, computer technology, and office administration.

We complement the mission of the School of Business by instilling the skills of applying technology in an integrated fashion to all organizational environments. We strive for competent professionals who can communicate effectively and design information solutions for business problems.

INTRODUCTION

INFORMATION SYSTEMS—The standards established by the Data Processing Management Association (DPMA) Education Foundation in degree description and requirements are followed for the BBA degree with a major in Information Systems.

The Information Systems Program is designed to develop an in-depth hands-on understanding of the use of computers in business. The ISC curriculum emphasizes technical knowledge of computer hardware and software systems, competency in applying systems analysis and design strategies and techniques and programming skills. The ISC graduate will understand how to identify and meet the information needs of business.

OFFICE ADMINISTRATION—The Office Administration program is designed to develop the technical expertise and professional skills needed for administering the functions of the modern business office.

DEGREES OFFERED

1. Bachelor of Business Administration with a major in Information Systems
2. Bachelor of Business Administration with a major in Office Administration

BBA DEGREE WITH A MAJOR IN INFORMATION SYSTEMS

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements. ISC majors are required to take Math 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. PHI 250 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.

Wellness	6
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Area IV*	30
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1. ACT 251, 252 (10 hours)
2. ECO 271 (5 hours)
3. ECO 272 (5 hours)
4. ISC 209; COM 237 (10 hours)

Major requirements	85
Business Major Requirements*	(45)
ECO 375, FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, MKT 361, and MKT 372.	
Information Systems Major Requirements	(40)
1. ISC 325, 326, 345, 406, 435, 470 (35 hours)	
2. 300-400 level business electives (5 hours)	
NOTE: A grade of C or better is required in all Information Systems courses to graduate with a degree in Information Systems.	
Electives (Outside the School of Business)	10
Total	191

*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for Business majors.

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

TRANSFER CREDIT

Information Systems courses may be accepted if they were taken at an accredited college and the student received a grade of B or better. A student must take at least 20 hours of Information Systems courses at Georgia College to receive a degree in Information Systems. At least 10 hours of these Information Systems courses will be required courses in the curriculum.

BBA DEGREE WITH A MAJOR IN OFFICE ADMINISTRATION

	Hours
Areas I, II, III (See Core section of the catalog)	60
NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements. Office Administration majors are required to take MAT 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.	
Wellness	6
Area IV*	30
1. ACT 251, 252 (10 hours)	
2. ECO 271, 272 (10 hours)	
3. COM 237 (5 hours)	
4. ISC 209 (5 hours)	

Major Requirements	85
Business Major Requirements*	(45)
ECO 375, FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, MKT 361, and MKT 372.	
Office Administration Requirements	(40)
1. BOA 226, 328, 329, 332, 365, 420 (30 hours)	
2. ISC 335 (5 hours)	
3. Select one business elective from: BOA 415, 49E, COM 427, 428, or 300-400 level business course (5 hours)	

Electives (Outside the School of Business) 10**Total 191**

*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors.

NOTE: To graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

MINOR IN BUSINESS COMMUNICATIONS—BUSINESS MAJORS

20 quarter hours, distributed as follows:

1. COM 427, 428 (10 hours)
2. JRN 400, or 405, SPE 309, 310 (5 hours)
3. SPE 101 (5 hours)

MINOR IN BUSINESS COMMUNICATIONS—NONBUSINESS MAJORS

20 quarter hours, distributed as follows:

1. COM 237, 427, 428 (15 hours)
2. SPE 101 (5 hours)

MINOR IN INFORMATION SYSTEMS—BUSINESS MAJORS

25 quarter hours, distributed as follows:

1. ISC 325, 345, 405, 435, 470 (25 hours)

NOTE: A grade of C or better is required in all Information Systems courses to graduate with a minor in Information Systems for business majors.

MINOR IN INFORMATION SYSTEMS—NONBUSINESS MAJORS

25 quarter hours, distributed as follows:

1. ISC 209, or CSC 201 (5 hours)
2. ISC 325, 345, 405, 435 (20 hours)

NOTE: A grade of C or better is required in all Information Systems courses to graduate with a minor in Information Systems for non-business majors.

CAREER INFORMATION

INFORMATION SYSTEMS—The subject matter is designed to reflect the leading edge of technology and methodology in information systems, while being tempered by the practical demands of the business/industrial world. Information systems is a high-growth, high-demand area of education with the main goal of preparing graduates for entry-level applications programmers and analyst positions within various enterprise structures.

OFFICE ADMINISTRATION—Graduates of the office administration degree program are eagerly sought by employers. The graduates of the program are qualified to become administrative assistants, office supervisors, or executive assistants. The skills graduates have are oriented toward the modern information based office, both technical and professional.

BUSINESS COMMUNICATIONS (COM)

237. BUSINESS COMMUNICATION AND REPORTS. (5-0-5)

Prerequisite: ENG 102. An analysis and application of the external and internal communication of people within the structure of the business organization. This course provides and practical experience with word and information processing systems, telecommunications, mail systems, and computer-generated graphics. Business ethical, cross-cultural, and international issues associated with communications are explored and analyzed. Students practice different forms of business communications.

427. REPORT WRITING. (5-0-5)

Prerequisite: ENG 102. Beginning with methods of collecting and organizing data, the course is designed to give the student an understanding of the significance of report writing in business. It provides for the application of the principles of report writing, including writing style and graphic presentation. The use of computers to analyze and store information and to write reports is encouraged. The use of high standard and ethical procedures in gathering and presenting data are emphasized.

428. MANAGERIAL COMMUNICATION. (5-0-5)

This course is designed to meet the needs of all students planning a career in business. Included are the communications carried out by managers in organizations, the variables and ethics which influence these communications, and the management of information systems. Emphasis is placed on the problems encountered in international communication.

OFFICE ADMINISTRATION (BOA)

125. KEYBOARDING FOR INFORMATION PROCESSING. (5-0-5)

The development of correct keyboarding techniques and the application of these techniques to writing letters and term papers.

226. DOCUMENT FORMATING. (5-0-5)

Prerequisite: BOA 125 or permission of instructor. Production of letters, manuscripts, tabulations, business forms, an other organizational documents. Emphasis is placed on improving speed and accuracy.

291, 292H. HONORS SEMINAR. (2-0-2)

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

328. OFFICE TECHNOLOGY. (5-0-5)

This course provides an overview of the current and emerging technologies needed by the office professional. In addition, administrative principles, procedures, and ethical issues will be explored.

329. TELECOMMUNICATIONS AND NETWORKING ADMINISTRATION. (5-0-5)

Prerequisite: ISC 209. The management and operations of telecommunications and networking systems in the modern office, including data and text communication, telephone and voice communication, image/video communications, and mailing systems. Included are telecommunications equipment and services, on-line databases, point-to-point communications, E-mail, Internet, retrieval systems, and ethics in communications.

332. RECORDS MANAGEMENT AND IMAGING TECHNOLOGY. (5-0-5)

Prerequisite: ISC 209 or permission of instructor. The administration and control of records systems in the modern organizations. This course includes the creation, processing, maintenance, storage, protection, retrieval, and disposition of records, including adherence to ARMA standards. Emphasis is placed upon data imaging, media, automated, and computer technologies utilized in the management of records.

365. DESKTOP PUBLISHING. (5-0-5)

This course is designed to introduce the student to basic design concepts relating to business publications. Software programs and equipment which allow the integration of text and graphics are evaluated. During the course the student will create examples of typical business publications such as newsletters, brochures, catalogs and reports.

415. MULTIMEDIA PRESENTATIONS. (5-0-5)

This course is designed to introduce the student to software programs and equipment which allow the development of effective business presentations. The role of the computer and the interaction of various media in displaying corporate information to small as well as large groups is explored. During the course the student will create a variety of representations for business data such as slides, video and audio tapes, and overheads.

420. ADMINISTRATIVE SYSTEMS MANAGEMENT. (5-0-5)

The basic principles underlying the administrative management, operation, control, and organization of business offices. Included are systems analysis, organization and time management, office design and ergonomics, communications and information systems, records management, budgetary and cost control measures, meeting and travel planning, and business ethics.

44E. SPECIAL TOPICS. (5-0-5)

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

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Investigation of a topic of special interest, with reports given to instructor. Approval of the department chairperson is required prior to registration.

49E. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (5-0-5)

Individually designed and planned learning experience involving field experience and study in the private or public sector. Included will be personal and professional career development. Approval of the department chairperson is required prior to registration.

INFORMATION SYSTEMS (ISC)

209. INTRODUCTION TO COMPUTERS IN BUSINESS. (5-0-5)

Prerequisite: MAT 101 and 25 wpm keyboarding skills. This course is an introductory survey of the role of computer information systems. Emphasis is on computer requirements in organizations, history of hardware development, hardware functions, systems development, programming, computer operations, and ethical issues. Introductory-level instructions and practice in the development of programs in a high level language are included. Students may not take both ISC 209 and 309 for credit.

210. COMPUTER FUNDAMENTALS FOR EDUCATORS. (5-0-5)

An introduction to basic computer skills: wordprocessing, charting, graphing, database management, spreadsheets, graphics and telecommunications. Required for entrance into the School of Education. Not open to students who have had ISC 209 or CSC 201 which may also be used to meet entrance requirements to the School of Education.

292H. HONORS SEMINAR. (2-0-2)

Prerequisites: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

309. COMPUTER APPLICATIONS IN BUSINESS. (5-0-5)

History, jargon, and concepts of dataprocessing. Intended for students with previous computer experience. Extensive hands-on use of wordprocessing and spreadsheets. Will substitute for ISC 209. Both courses may not be taken for credit.

310. INTRODUCTION TO DATA STRUCTURES. (5-0-5)

Prerequisite: CSC 221 or permission of instructor. Introduction to data structures and their applications. Topics include arrays, stacks, queues, lists, graphs and trees. Basic implementation and algorithms for manipulating these structures in the context of typical problems are covered.

325. APPLICATIONS PROGRAMMING I. (5-0-5)

Prerequisite: ISC 209 or 309. This course is an introductory programming course. Students learn to solve business problems using a programming language. Documentation tools such as flowcharts, file-layouts, pseudocode, structured programming, and other techniques are utilized by the student to generate correct modular programming code.

326. APPLICATIONS PROGRAMMING II. (5-0-5)

Prerequisites: ISC 325. This course builds on the principles introduced in ISC 325. At this level, students write programs for more advanced reporting, deal with interactive conditions, learn about relative, direct, and indexed files, and are introduced to interactive processing.

327. APPLICATIONS PROGRAMMING III. (5-0-5)

Prerequisite: ISC 326 or permission of the instructor. This course builds experience and competence in work with advanced systems, including those providing interactive processing and those that function in a database environment. Topics of emphasis include clear documentation for program maintenance, programming efficiency techniques, interactive program development, library creation and use, as well as continued emphasis on structured design and programming techniques.

335. INTRODUCTION TO MICROCOMPUTERS. (5-0-5)

Prerequisite: ISC 209 or 309 or permission of instructor. This course provides a survey of information needs in business that the microcomputer can help meet. Standard software packages available to support a microcomputer-based executive work station are reviewed. Hands-on work is included in the areas of word processing, financial analysis, database management, graphics, telecommunications, and other common applications.

340. ASSEMBLY LANGUAGE. (5-0-5)

Prerequisite: CSC 221 or permission of instructor. The internal organization of digital computers is introduced through the study of assembly language. Topics include binary and hexadecimal arithmetic, implicit and explicit addressing, recursion, and linkage to subroutines and higher level languages. Extensive laboratory assignments in assembly language.

345. COMPUTER HARDWARE, SYSTEM SOFTWARE, AND ARCHITECTURE. (5-0-5)

Prerequisite: ISC 209 or permission of instructor. This course presents a functional, systems-level review of computing equipment, data communications and systems software. Students learn the principles of system software and build an understanding of combinations of hardware and software within both single-user and multi-user architectural designs.

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

Prerequisite: ISC 325. This course deals with traditional analysis, design, and implementation through the data flow analysis and systems development life cycle approach. Oral presentation and written reports are required to support the approach. Data structures, data definition, and data dictionaries are covered.

406. SYSTEMS ANALYSIS AND DESIGN PROJECT. (5-0-5)

Prerequisite: ISC 435. Concepts introduced in ISC 405 are implemented. Emphasis is on the development of a computer application through use of the life cycle methodology. Students acquire additional knowledge in the specific concepts and skills of project management. The students deliver oral presentations during the course and create sample documentation for systems developed. Data communications are discussed.

425. INFORMATION SYSTEMS SEMINAR. (5-0-5)

Prerequisite: ISC 405 or permission of the instructor. A survey of current business systems and application used in industry. Subjects that may be covered include simulations, robotics, AI, expert systems and CAD/CAM/CIM. Students are expected to do extensive reading in the course. Invited speakers present recent results and summaries of articles from current literature as well as their experience in a particular area.

435. DATABASE MANAGEMENT SYSTEMS. (5-0-5)

Prerequisite: ISC 405. This course further develops the student's knowledge in programming and systems development methods. The course stresses application development through programming techniques. Content of the course stresses basic knowledge in data structures, normaliz

44X. SPECIAL TOPICS. (Var.)

This course meets special needs of the students and/or the ci
prior to registration. required

45 A-Q. STUDY ABROAD (Var. 1-5) On Demand.

Prerequisite: Acceptance into a Georgia College exchange Services and Programs. An individually designed and planne an institution abroad. Specific credits to be determined in ad ation reports of the exchange institution. The course may b specific requirements of the discipline or the guidelines of tl national study at n evalu- program ns.

450. INTELLIGENT OFFICE COMMUNICATION SYS

Prerequisites: ISC 326 and 335. This course examines the elements of decentralized computer nation on network technologies (OSI standards) and design issues are given to help students participate in projects that define, select, and implement systems in the general areas of distributed intelligent communication systems.

470. INFORMATION CENTER TECHNIQUES AND FUNCTIONS. (5-0-5)

Prerequisite: ISC 406. This course is a capstone course which helps the student integrate all concepts taught in the IS curriculum. Students perform analyses or case studies of advanced hardware and software architectures, such as telecommu- nications, distributed software and databases, and decision support systems. The management, ethical issues, and implementation of such systems are emphasized.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Investigation of a topic of special interest, with reports given to the instructor. Approval of the department chairperson is required prior to registration.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Individually designed and planned learning experience involving field experience and study in the private or public sector. Approval of the department chairperson is required prior to registration.

Bilac
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453-4075

MANAGEMENT

James B. Carpenter, Chairperson

Professors: Carpenter, Coleman, Yehle

Associate Professor: Burgar, Krilowicz, Payne, Phillips

Assistant Professors: Dent-Crews, Frankenberger, Lowery

MISSION

The Department of Management's mission is to provide the highest possible quality of instruction, research and associated services for our students, the institution, and the community, and to ensure that our graduates are qualified to assume managerial responsibilities in any business organization. The department, through its faculties, provides opportunities for students to acquire management skills, learn and practice managerial techniques, and to experience decision-making simulations which approximate the operational business environment.

INTRODUCTION

The Management program's primary objective is to train students to develop the leadership skills, management techniques, and analytical and decision-making tools required in modern organizations. Students take a series of courses designed to explore all important phases of management ranging from behavioral to quantitative to strategic planning.

DEGREE OFFERED

Bachelor of Business Administration with a major in Management

BBA DEGREE WITH A MAJOR IN MANAGEMENT

	Hours
Areas I, II, III (See Core section of this catalog)	60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements. Management majors are required to take MAT 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.

Wellness	6
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Area IV*	30
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1. ECO 271 (5 hours)
2. ECO 272 (5 hours)
3. ACT 251, 252 (10 hours)
4. ISC 209; COM 237 (10 hours)

Major Requirements	85
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Business Major Requirements*	(45)
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ECO 375, FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, MKT 361 and MKT 372.

Management Major Requirements

(40)

- 1. MGT 342, 384, 443, 444 (20 hours)
- 2. MGT elective (MGT 445 preferred) (5 hours)
- 3. 300-400 level Business Electives (15 hours)

Electives (Outside the School of Business) 10

Total 191

*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors.

NOTE: To graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN MANAGEMENT—BUSINESS MAJOR

20 quarter hours, distributed as follows:

- 1. MGT 342, 443, 444 (15 hours)
- 2. 300-400 level Management course (5 hours)

Five hours of upper division management courses approved by the chairperson of the department offering the minor.

MINOR IN MANAGEMENT—NONBUSINESS MAJORS

25 quarter hours, distributed as follows:

- 1. ECO 270/271 (5 hours)
- 2. MGT 340, 342 (10 hours)
- 3. 300-400 level management courses (10 hours)

Ten hours of upper division management courses approved by the chairperson of the department offering the minor.

INTERNATIONAL STUDIES

The Management Department participates in the International Studies minor described elsewhere in the catalog.

CAREER INFORMATION

Management majors are prepared for administrative careers at the entry level in large and small organizations. The attention to human factors in organizations opens opportunities in personnel and related areas; quantitative training prepares the student for production and related aspects of product and service oriented business.

MANAGEMENT (MGT)

291. 292H. HONORS SEMINAR (2-0-2)

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

301. INTRODUCTION TO BUSINESS STATISTICS. (5-0-5)

Prerequisite: MATH 101 and junior standing or permission of instructor. Theory and application of statistical methods in business decision making. Data collection, organization, and analysis including both descriptive and inferential aspects, emphasizing estimation and hypothesis testing, probability, distributional characteristics and measures of association.

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

Prerequisite: MGT 301. A continuation of MGT 301 emphasizing inferential applications including analysis of variance, multiple regression and correlation, business forecasting, and non-parametric approaches to decision making.

340. ORGANIZATIONAL MANAGEMENT. (5-0-5)

Prerequisite: Junior standing or permission of instructor. An introduction to the management process, emphasizing planning and strategy, organizational theory and structure, and organizational behavior, direction and control including leadership, motivation, team building, management information systems and current managerial issues such as Total Quality Management, multi-cultural impact and ethical management.

342. ORGANIZATIONAL BEHAVIOR. (5-0-5)

Prerequisite: MGT 340. A comprehensive study of human behavior and its interrelationship with the organizational environment. Emphasis on the contributions of the behavioral sciences and the constraints imposed by cultural diversity.

371. PRODUCTION OPERATIONS MANAGEMENT. (5-0-5)

Prerequisite: MGT 301 and MGT 340. FIN 300 is recommended. An introduction to the design and control of production and service operation systems. Topics include material requirements planning, layout, scheduling, work measurement, quality control, and the use of quantitative tools in planning and allocating resources. Computer-assisted problem solving applications are included.

384. QUANTITATIVE METHODS. (5-0-5)

Prerequisite: MGT 301. A study of quantitative tools useful in management decision-making. Topics include linear programming, networking, scheduling models, queuing and game theory, and forecasting including computer assisted problem solving.

443. HUMAN RESOURCE MANAGEMENT. (5-0-5)

Prerequisite: MGT 340. Examines the overall personnel function in business including acquisition, use, maintenance and development of human resources. Emergent issues including legislative requirements affecting personnel management will be examined together with the constraints imposed thereon.

444. COLLECTIVE BARGAINING/LABOR RELATIONS. (5-0-5)

Prerequisite: MGT 340. An analysis of the major problems and grievances of employers, employees, and consumers arising from our competitive economic system and a consideration of efforts to solve these problems including labor-management conflict and resolution, and the collective bargaining process.

445. COMPENSATION AND BENEFITS. (5-0-5)

Prerequisite: MGT 340 or permission of instructor. Basic compensation and benefits systems. Topics include a study of the employment environment and its impact on compensation programs, including job evaluation methods and salary determinations. Benefit programs and governmental policy implications will be considered.

446. ADVANCED ORGANIZATIONAL MANAGEMENT. (5-0-5)

Prerequisite: MGT 340. This course provides an overview of principles and practices inherent in Total Quality Management and Business Process Reengineering. Research papers will emphasize case studies of companies and organizations who claim to have implemented managerial styles or reengineering efforts which have resulted in improved productivity. The course will focus on quality and productivity gains achieved by genuine managerial improvements compared to the damage done when reengineering is not effective.

447. INTERNATIONAL BUSINESS. (5-0-5)

Prerequisite: MGT 340. This course surveys the environmental, political, and social constraints on doing business abroad and analyzes the management and operational strategies of firms engaged in international business.

44E. SPECIAL TOPICS. (5-0-5)

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

45A-Q. STUDY ABROAD. (Var.) On Demand.

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Coordinator of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College Study Abroad or Exchange Programs.

462. SERVICE SECTOR MANAGEMENT. (5-0-5)

Prerequisite: MGT 340. This course will provide an understanding of the critical differences in management requirements in the service sector of the economy when compared to management in the production of goods. The course will acquaint the student with service quality measurement, service system design process development, and the service delivery systems that are peculiar to less tangible product producing organizations. Unique hospitality management considerations will be emphasized.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Investigation of a topic of special interest, with reports given to the instructor. Approval of the department chairperson is required prior to registration.

496. 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.

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

Prerequisite: Completion of the Common Body of Knowledge for Business majors or permission of instructor. A capstone course designed to integrate knowledge gained in the various functional business areas and to exercise the student's analytical skills in problem identification, strategy formulation, integration and decision implementation, including international and ethical considerations.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Individually designed and planned learning experience involving field experience and study in the private or public sector. Approval of the department chairperson is required prior to registration.

MARKETING

Robert J. Boewadt, Chairperson
Professors: Boewadt, Long, Wenthe
Associate Professor: Blakney

MISSION

The mission of the Marketing Department is to provide students with a broad based exposure to all major aspects of contemporary marketing thought in both the domestic and global arenas. The program stresses the managerial aspects of modern marketing within an ethical and societal framework. Attention is also given to the theoretical underpinnings of marketing concepts and institutions as they have evolved over time. Students are given an understanding of the full range of tools available to the modern marketing manager including survey research techniques and computer analysis. Opportunities are also afforded to students seeking direct involvement in actual business situations.

DEGREE OFFERED

Bachelor of Business Administration with a major in General Marketing

BBA DEGREE WITH A MAJOR IN GENERAL MARKETING

Areas I, II, III (See Core section of this catalog) 60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements. General Marketing majors are required to take MAT 111 or its equivalent. Business majors cannot count ECO 270/271 in Area III. ECO 271 should be taken in Area IV. SPE 101 is the preferred choice in Area I. Business majors must take either Psychology or Sociology in Area III.

Wellness 6

Area IV* 30

1. ECO 271 (5 hours)
2. ECO 272 (5 hours)
3. ACT 251, 252 (10 hours)
4. ISC 209 and COM 237 (10 hours)

Major Requirements 85

Business Major Requirements* (45)
 ECO 375, FIN 300, LEB 307, MGT 301, MGT 340, MGT 371, MGT 499, MKT 361, and MKT 372.

General Marketing Requirements (40)

1. MKT 362, 461, 466, 498 (20 hours)
2. 10 hours of marketing electives chosen from the following: MKT 363, 365, 367, 369, 370, 382, 384, 464, 496, 44E, 49B-Q, and MGT 302
3. 300-400 level business electives (10 hours)

NOTE: An average grade of C in marketing courses attempted must be obtained prior to graduation for a designation "Major in Marketing." In addition, an internship, MKT 49E-Q, is available for General Marketing majors.

Electives (Outside the School of Business) 10

Total 191

*The Area IV courses, plus the Business Major Requirements constitute the Common Body of Knowledge for business majors.

NOTE: In order to graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN MARKETING—BUSINESS MAJOR

20 quarter hours, distributed as follows:

1. MKT 362, 461, 498 (15 hours)
2. 5 hours of marketing electives from the following: MKT 365, 367, 369, 370, 382, 464, 466, 44E

NOTE: A student must maintain an average of C in marketing courses attempted prior to graduation with a designation of Minor in Marketing.

MINOR IN MARKETING—NON-BUSINESS MAJORS

30 quarter hours, distributed as follows:

1. ECO 270*, MKT 361, 362, 461, 498 (25 hours)
 2. Approved 300-400 level marketing course (5 hours)
- *If ECO 270 is taken in Area III, then 5 hours of 300-400 level marketing courses from the list in number 2 above must be substituted.

NOTE: An average of C in marketing courses attempted prior to graduation with a designation of Minor in Marketing.

CAREER INFORMATION

GENERAL MARKETING—Preparation for marketing and sales careers at the operational and managerial level.

MARKETING (MKT)

291, 292H. HONORS SEMINAR. (2-0-2)

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

361. PRINCIPLES. (5-0-5)

Prerequisite: ECO 272 and/or junior standing. An introduction to the basic principles of marketing and the marketing environment, with a focus on development of an understanding of ethical planning, implementing, and controlling marketing activities on a local, national, and international scale.

362. CONSUMER BEHAVIOR. (5-0-5)

Prerequisite: MKT 361. A study of the consumer decision making process and the factors which influence it. Psychological, sociological, economic and cultural anthropological factors are examined. Their impact on marketing formulation, both domestic and international, is emphasized.

363. PRINCIPLES OF LOGISTICS IN BUSINESS. (5-0-5)

Prerequisite: MKT 361. A study of logistics operations in business with special emphasis on the importance of inventory, channels of distribution storage, finance, and planning. Logistics is examined from the domestic and international standpoint. Legal and ethical considerations of logistics are studied.

365. TRANSPORTATION. (5-0-5)

Prerequisite: MKT 361. A study of transportation as it affects business operations. Areas of interest include the development of modes and systems, documentation, model selection, and the effect of automation in the planning and operation of transportation. Of special interest is the study of the history of government regulation and the effect of deregulation. The increasing importance of international transportation is examined.

367. RETAILING. (5-0-5)

Prerequisite: MKT 361. A study of the retail strategy as it helps form the philosophy, objectives, activities, and control mechanisms for a retailer.

369. PURCHASING AND ACQUISITION MANAGEMENT. (5-0-5)

Prerequisite: MKT 361. A study of the importance of the purchasing of materials, products, and services to the business operation. It examines the relationship of the purchasing manager to the efficient operation of the business, and the financial effect of materials acquisition on the organization including the increasing importance of international purchasing. Ethical conduct in the management of funds, both public and private, is heavily emphasized.

370. PROFESSIONAL SELLING. (5-0-5)

Prerequisite: MKT 361. A study of the methods of selling. Topics covered include analysis of prospects, behavioral aspects of the persuasion process (including approach and presentation skills), methods of handling objections, techniques for closing sales and the salesperson's social, legal, and ethical responsibilities.

372. BUSINESS ETHICS. (5-0-5)

Prerequisite: junior standing. An introduction to ethical theory and philosophy with special emphasis on developing an analytical perspective of ethical and social responsibility problems encountered within the firm and in business/society interactions. This includes cultural and demographic diversity, environmental issues, and the impact of business on social structure and systems. Applications and case studies in accounting, economics, finance, information systems, communication, management, marketing, and global business will be included.

382. DIRECT RESPONSE MARKETING. (5-0-5)

Prerequisite: MKT 361. A study of the non-personal promotion methods that seek immediate action or response. Topics covered include planning, creating, and evaluating of direct response advertising campaigns, including use of direct mail advertising, space advertising, direct response television, and telemarketing.

384. QUANTITATIVE METHODS. (5-0-5)

Prerequisite: MGT 371. A study of quantitative tools useful in management decision-making. Topics include linear programming, networking, scheduling models, queuing and game theory, and forecasting including computer assisted problem solving.

44E. SPECIAL TOPICS. (5-0-5)

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

45A-Q. STUDY ABROAD. (Var.) On Demand.

Prerequisite: Acceptance into a Georgia College exchange program and permission of the Coordinator of International Services and Programs. An individually designed and planned learning experience in the student's major program of study at an institution abroad. Specific credits to be determined in advance of registration and study. Grading to be based on evaluation reports of the exchange institution. The course may be used to fulfill major requirements limited only by the program specific requirements of a discipline or the guidelines of the Georgia College Study Abroad or Exchange Programs.

461. MARKETING RESEARCH AND DECISION SYSTEMS. (5-0-5)

Prerequisites: MKT 361, MGT 301. A study of the development of the basic methodology in research design for primary and secondary data, including requirements for collection, analysis, editing, coding, and presentation of data to support marketing decisions.

464. SALES MANAGEMENT. (5-0-5)

Prerequisite: MKT 361. MKT 370 is recommended. Management of the sales functions of a firm. Includes consideration of: organization, forecasting, sales force planning, selection, training, compensation and supervision of a sales force, setting territories and quotas, sales and cost analysis.

466. MARKETING PROMOTION AND COMMUNICATION. (5-0-5)

Prerequisite: MKT 361. A study of the theoretical and practical aspects of effective marketing communication as a means of market promotion. The course stresses economic, social and ethical aspects of promotion and requires the student to develop a program for a specific purpose, including layouts and story boards.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Investigation of a topic of special interest, with reports given to instructor. Approval of the department chair and supervising faculty member is required prior to registration.

496. 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.

498. MARKETING MANAGEMENT. (5-0-5)

Prerequisites: MKT 361, plus 2 other advanced marketing courses, and senior standing. A study of the marketing environment. Application of the development of the marketing plan and strategy coupled with techniques to ethical marketing management is stressed by the use of cases or computer simulation.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Individually designed and planned learning experience involving field experience and study in the private or public sector. Approval of the department chairperson and supervising faculty member is required prior to registration.

SCHOOL OF EDUCATION

Edward M. Wolpert, Dean
Kathryn Powell, Assistant Dean

MISSION

The School of Education offers courses, programs, and services that are responsive to the needs and desires of Georgia College students and the larger community it serves. In addition to its major focus of preparing teachers and other school personnel, the School offers programs and courses in noncertification fields and offers service courses for programs in other Schools. The Peabody Child and Family Center offers programs for young children. These programs are offered as a service to the parents and children in the Milledgeville community, and provide laboratory practicum support for teacher education programs in the School of Education and for other programs in the College.

The faculty and administration of the School of Education are committed to the ideals of providing a high quality of instruction and adhering to high standards of achievement from students majoring in its programs. The faculty are experienced in their areas of specialty and are constantly updating their expertise. Most faculty hold the doctoral degree.

Students enrolling in major programs in the School of Education receive a liberal education through courses taught as part of the core curriculum in the School of Arts and Sciences. Courses in the major field are taken, for the most part, in the junior and senior years.

TEACHER CERTIFICATION PROGRAMS

All certification programs in the School of Education have been approved by the Georgia Professional Standards Commission and by the National Council for the Accreditation of Teacher Education (NCATE). Upon completion of an approved program and having met School of Education program criteria and Georgia College requirements for graduation, and having taken and passed the Teacher Certification Test in the appropriate content field, a student may be recommended for certification by the Dean of the School of Education to the Georgia Professional Standards Commission. The following undergraduate certification programs are offered by Georgia College:

Certification Areas

Early Childhood Education (P-5)

Middle Grades Education (4-8)

All Grades (P-12)

Health and Physical Education

Health Education

Instructional Technology

(available only in conjunction with another teacher certification program)

Music Education

Special Education (Mental Retardation)

These programs are designed to satisfy the present educational requirements to enable a person to be recommended for certification. However, the Professional Standards Commission may change these requirements prior to the completion of the course of study. While reasonable efforts will be made to enable one to satisfy additional requirements, no assurances can be made that the School will be able to offer any additional courses.

ADMISSION POLICY

Any student that meets the Georgia College Admissions Standards may be admitted to the college, however this acceptance does not assure admission into any programs within the departments of the School of Education. Application to the School of Education for a specific program is necessary. All students admitted to Georgia College who seek enrollment in programs within the School of Education will initially be classified as **pre-education majors**. Upon formal acceptance into the School of Education program of choice, the student's classification will be changed to reflect that choice. Interested students who believe they qualify for admission to the School of Education should submit an Application For Admission to the School of Education with all supporting documentation by the third Wednesday of March in a given year for admission to the School for the following Fall Quarter. A letter indicating the admission decision will be mailed by the third Wednesday of April following the March deadline. The starting point for all programs will be the Fall Quarter. Applications for admission are available at any departmental office in the School of Education.

The policy applies to all students seeking enrollment in undergraduate programs within the School of Education. Acceptance to a program will be decided by the department in which the program is housed regardless of whether the program is offered at the Milledgeville, Macon, or Dublin campus. Students will be accepted to the programs as a cohort beginning in the Fall Quarter of a given year. No other entry time for admission to the program will be permitted. Continued enrollment in the program will require maintaining admission standards of the School of Education. Students who must take a leave of absence or are dropped from the program are not guaranteed readmission at a specific point.

The student is responsible for being aware of all information contained in the Georgia College Catalog and any supplemental items distributed by the School of Education or the individual departments. This admission procedure is consistent for all programs, however, individual programs may have additional requirements of their majors, once admitted.

No student is assured admission to the School of Education. Students will be selected on a competitive basis. The final selection may include a personal interview in addition to the application materials. Students not admitted may reapply for admission in another program, assuming they meet the requirements, or reapply for the following cohort.

ADMISSION REQUIREMENTS

In addition to an Admission to the School of Education application form, the student is responsible for meeting the following requirements.

1. Evidence of a 2.50 grade point average computed on all coursework taken at Georgia College as well as transfer credit must be submitted.
2. Areas I, II, and III, of the core must be completed. The appropriate area IV of the core must be completed with a minimum grade of C in each course.
3. Both parts of the Regents Examination must have been passed.
4. Computer competency must be demonstrated by presenting a passing grade in an introductory computer course (ISC 209 or 210, or CSC 201) or by passing a School of Education proficiency test.

5. A statement on the application must be signed affirming that there is nothing in the students' personal history that would prevent them from being qualified for the projected profession.
6. Three Recommendation for Admission to the School of Education forms must be submitted.

CONTINUED ENROLLMENT

Students admitted to the School of Education are expected to maintain a high level of personal, academic and professional activity. The following guidelines apply to students who encounter difficulty after admission to the School of Education.

1. If a grade of D or F is received in a course in the major, the course must be retaken at the first available opportunity and a grade of C or better must be earned.
2. If a student's GPA falls below a 2.50, the student must raise the GPA to a 2.50 by the end of the next quarter of enrollment (summer quarter excluded). If the GPA is not raised to 2.50 after that quarter, the student may not continue as a major in the School of Education with the original cohort. The student may declare another major at Georgia College, assuming the student meets the requirements of that major, or the student may apply for another fall cohort. If the student's plan is to reapply, the student may be reclassified as a pre education major and **retake** education classes to improve the grade point average.
3. Any student engaging in inappropriate personal and/or professional behavior may be removed from the program upon the recommendation of the student's adviser, chairperson of the department, and dean.

STUDENT TEACHING

Student teaching, the culminating activity of the professional education sequence, is provided in selected public schools. College supervisors assist student teachers and their supervising teachers in planning, executing, and evaluating this experience through visits to the public schools and seminars both off and on campus.

The full quarter of student teaching is arranged cooperatively by the Coordinator of Field Experiences, the public school system, and supervising teacher. Prospective student teachers do not contact schools to arrange placements prior to the College's request or while placements are under consideration. Placements are determined by the availability of satisfactory supervision in schools that are in reasonable proximity to the campus. If a student has special placement needs, he/she should be identified to the Coordinator of Field Experiences. The School of Education necessarily reserves final judgment in determining student teaching placement.

Student teachers must not hold week-day employment during the student teaching quarter. Students with financial needs will have to make plans well in advance in order to have the student teaching quarter free of outside commitments. Student teachers may not enroll in additional courses during student teaching or participate in curricular activities that would take them away from their assigned placements during the hours set for teachers in the school. Student teaching is a full-time responsibility and engaging in any activity that might endanger success in the development of professional competence is inadvisable.

TEACHER CERTIFICATION IN GEORGIA

Students who complete approved teacher certification programs in colleges and universities of Georgia may be recommended to the Georgia Professional Standards Commission for certification. The standard certificate awarded by the Professional Standards Commission is the Professional Teaching Certificate. Students must take and pass the Teacher Certification Test (TCT) in the desired certification area prior to being recommended.

The TCT is administered through the Georgia Department of Education several times a year in regional centers. Students generally take the TCT at or near the completion of their approved program. Information about the TCT is available from the Coordinator of Field Experiences, the Coordinator of Testing, or from the chairperson of the department in which the particular certification program is located.

Effective July 1, 1997 the TCT will no longer be administered. In its place will be a test developed by the Educational Testing Service. A passing score will be required for program completion as was the case with the TCT.

The Professional Teaching Certificate is valid for five years and can be renewed by completion of ten quarter hours of acceptable college credit or its equivalent. Increases on the state salary schedule are given to recipients of master's, specialist, and doctoral degrees. Georgia College offers master's and specialist degrees in several areas. Information regarding these degrees is found in the Graduate Catalog.

For further details on teacher certification in Georgia, students should consult the Dean of the School of Education.

THE EDUCATIONAL TECHNOLOGY CENTER

The School of Education, in a unique partnership with the Georgia Department of Education and private corporations operates the Educational Technology Center at the Macon Campus. The 5000 sq. ft. facility includes computer labs, model classrooms equipped with modern educational technology, and an audio/video distance learning center.

The Educational Technology Center works with teachers, administrators, college students, and community members to address the following components of the Governor's initiative to improve schools in Central Georgia.

1. Technology Awareness
2. Technology Planning
3. Integrating Technology into the Classroom
4. Distance Learning

EARLY CHILDHOOD EDUCATION

Martha Daugherty, Chairperson

Professor: Powell

Associate Professor: M.Martin

Assistant Professors: Daugherty, Fields, Smith, Warren

Instructor: Thompson

MISSION

The primary mission of the department of Early Childhood Education at the undergraduate level is to prepare quality teachers for teaching positions in pre-kindergarten through fifth grade.

ACCREDITATION

The early childhood education program has been approved by the Georgia Professional Standards Commission. The School of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE).

DEGREE OFFERED

Bachelor of Science with a major in early childhood education

CERTIFICATION OFFERED

Students successfully completing this program may be recommended for certification in early childhood education (P-5).

B.S. DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, III can not be used to satisfy other program requirements.

Wellness	6
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Area IV	30
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1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; DRA 105 (5 hours)
5. HEA 225; HIS 201, 202; GEO 200; PHI 200; ECO 271, 272; FRE 101; SPA 101; ENG 200, 201; HIS 212; HEA 201; ISC 210, CSC 201 (10 hours) Both MUS 102 and ART 103 must be taken (one in area I and the other in area IV)

Major Requirements	93
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1. EFS 204, 295 (10 hours, Area IV)
2. EFS 301, EIT 301, 305, ART 314, MUE 321, PEM 315, EEC 315, 351, 410, 452, 460, 490, 491, 493, 494, EEX 364, EFS 490, Electives (5), (90 hours)

Total 189

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog and by the student's adviser.

ADMISSION REQUIREMENTS

Students seeking admission to the programs in this department follow the policy stated in the School of Education section of this catalog.

CAREER INFORMATION

This program is specifically designed to lead toward completion of certification requirements which enables a candidate to teach in the pre-kindergarten through fifth grades. As of the writing of this catalog, positions in early childhood education are competitive. Most of our graduates are successful in securing teaching positions within the scope of this certification area, but not always in their preferred location. Georgia is moving toward public, universal programs for three and four year olds. It is expected that teachers with early childhood education certification will be eligible for these new positions. These are new positions which will be added to the existing positions in kindergarten through fifth grades. Beyond Georgia, there are positions available for qualified certified teachers, with supply and demand varying from place to place.

It is now commonly recognized that teachers acquire and develop skills and understandings that are in short supply in the private sector. Being an articulate, educated person with the ability to manage a class or several classes of students, a complex curriculum and stringent bureaucratic procedures is not unlike the kind of person which is most in demand in government and the private sector. Thus, it is not surprising to find that persons trained as teachers often have several interesting and important careers in their lifetimes, including classroom teaching.

Some of the more obvious examples of these careers are: publishing, industrial training, governmental agencies concerned with human services, self-employment in providing day care facilities, and religious organizations concerned with various helping services.

EARLY CHILDHOOD EDUCATION (EEC)

302. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS I. (3-4-5)

Prerequisites: EFS 204, 295 plus completion of core requirements. Major emphasis will be on learning process, student-teacher interactions, and group dynamics.

303. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS II. (1-4-3)

Prerequisites: EFS 204, 295 plus completion of core requirements. Major emphasis will be on learning process, student-teacher interactions, and group dynamics.

304. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS III. (1-2-2)

Prerequisites: EFS 204, 295 completion of core requirements. Major emphasis will be on learning process, student-teacher interactions, and group dynamics.

315. GENERAL SCIENCE FOR EARLY CHILDHOOD EDUCATION. (1-8-5)

Prerequisites: EFS 204, EFS 301, EEC 351, ELM 400 The basic processes of science appropriate for teaching young children.

316. FIELD BASED GENERAL SCIENCE FOR EARLY CHILDHOOD EDUCATION I. (2-4-3)

Prerequisites: EFS 204, 295 A study of science concepts appropriate for young children.

317. FIELD BASED GENERAL SCIENCE FOR EARLY CHILDHOOD EDUCATION II. (1-2-2)

Prerequisites: EFS 204, 295 A study of science concepts appropriate for young children.

351. READING AND LANGUAGE ARTS I. (3-4-5)

Prerequisites: EFS 204; Co-requisites: EFS 301 and ELM 400. Methods and materials for teaching the language arts.

352. FIELD BASED READING AND LANGUAGE ARTS. IA. (1-2-2)

Prerequisites: EFS 204, 295. Methods for teaching the language arts.

353. FIELD BASED READING AND LANGUAGE ARTS. IB. (1-2-2)

Prerequisites: EFS 204, 295. Methods for teaching the language arts.

354. FIELD BASED READING AND LANGUAGE ARTS. IC. (1-0-1)

Prerequisites: EFS 204, 295. Methods for teaching the language arts.

40X. FIELD EXPERIENCE IN EARLY CHILDHOOD EDUCATION. (Var.)

Supervised experience in an early childhood classroom with seminars in child development as it relates to instruction.

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

Prerequisites: EFS 204, EFS 301, EEC 351, and EIT 400. An analysis of basic social studies concepts that relate to curricula for young children. A unit of instruction is prepared which is designed to demonstrate specific competencies in planning instruction for grade K through 4. An awareness of multicultural values is emphasized.

411. FIELD BASED SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION I. (1-4-3)

Prerequisites: EFS 204, 295. EEC 302-304, EEC 352-354. An Analysis of basic social studies concepts that relate to curricula for young children. An awareness of multicultural values is emphasized.

412. FIELD BASED SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION II. (1-2-2)

Prerequisites: EFS 204, 295. EEC 302-304, EEC 352-354. An Analysis of basic social studies concepts that relate to curricula for young children. An awareness of multicultural values is emphasized.

450. FIELD BASED READING AND LANGUAGE ARTS IIB. (2-4-3)

Prerequisites: EFS 204, 295. EEC 302-304, EEC 352-354. Emphasis on methods and materials for language arts instruction and examination of current research in language arts.

452. READING AND LANGUAGE ARTS II. (4-2-5)

Prerequisites: EFS 204, EFS 301, EEC 351, and EIT 400. Focuses on the language arts with emphasis on methods and materials for reading instruction. A practicum is provided for application of specific competencies in planning and teaching reading and language arts.

460. LITERATURE AND WRITING FOR YOUNG CHILDREN. (4-2-5)

Prerequisites: EFS 204, EFS 301, EEC 351, and EIT 400. A study of literature and writing as interactive processes in the early childhood curriculum.

461. FIELD BASED LITERATURE AND WRITING FOR YOUNG CHILDREN I. (2-4-3)

Prerequisites: EFS 204, 295. EEC 302-304, EEC 352-354. A study of literature and writing as an interactive processes. Emphasis will be placed on instructional strategies for integrating literature and writing in curriculum for young children.

462. FIELD BASED LITERATURE AND WRITING FOR YOUNG CHILDREN II. (1-2-2)

Prerequisites: EFS 204, 295. EEC 302-304, EEC 352-354. A study of literature and writing as an interactive processes. Emphasis will be placed on instructional strategies for integrating literature and writing in curriculum for young children.

481. FIELD BASED EARLY CHILDHOOD EDUCATION CURRICULUM I. (1-0-1)

Prerequisites: Admission to Teacher Education. Focuses on processes and content of program development appropriate for young children.

482. FIELD BASED EARLY CHILDHOOD EDUCATION CURRICULUM II. (1-4-3)

Prerequisites: Admission to Teacher Education. Focuses on processes and content of program development appropriate for young children.

488. FIELD BASED DEVELOPMENT OF LOGICAL THOUGHT IN YOUNG CHILDREN I. (1-2-2)

Prerequisites: EFS 204, 295, EEC 302-304, EEC 352-354. Focuses on the thinking process of young children and on concepts of mathematics appropriate for young children.

489. FIELD BASED DEVELOPMENT OF LOGICAL THOUGHT IN YOUNG CHILDREN II. (1-2-2)

Prerequisites: EFS 204, 295, EEC 302-304, EEC 352-354. Focuses on the thinking process of young children and on concepts of mathematics appropriate for young children.

491. STUDENT TEACHING IN EARLY CHILDHOOD. (0-40-14)

Prerequisite: EFS 490 and completion of certification requirements. A quarter of full-time teaching in grades K-4 in off-campus centers designated by the School of Education. Performance based assessment is included.

492. FIELD BASE SEMINAR FOR STUDENT TEACHERS (0-4-2)

Prerequisites: Admission to Teacher Education and an academic grade average of 2.5 through Georgia College. Issues and problems related to teaching are included.

493. EARLY CHILDHOOD EDUCATION CURRICULUM. (3-0-3)

Prerequisite: Admission to Teacher Education. Focuses on processes and content of program development based on nature and needs of children, K-4.

494. PRACTICUM AND INTERPERSONAL RELATIONS. (3-14-10)

Prerequisite: Admission to Teacher Education. Provides supervised laboratory experiences with young children. Focuses on lesson planning, implementation of plans, and organization of daily activities for young children. Interaction with parents, co-workers, and professionals are important components of the course. Computer skills are developed.

495. FIELD BASED PRACTICUM AND INTERPERSONAL RELATIONS I. (2-6-5)

Prerequisites: Admission to Teacher Education. Focuses on lesson planning, implementation of plans, and organization of daily activities for young children. Emphasis placed on interaction with parents co-workers, and professionals. Computer skills are developed.

496. FIELD BASED PRACTICUM AND INTERPERSONAL RELATIONS II. (2-6-5)

Prerequisites: Admission to Teacher Education. Focuses on lesson planning, implementation of plans, and organization of daily activities for young children. Emphasis placed on interaction with parents co-workers, and professionals. Computer skills are developed.

497. FIELD BASED STUDENT TEACHING IN EARLY CHILDHOOD I. (0-4-2)

Prerequisites: EEC 492 and completion of certification requirements. Full time teaching in grades 1-4.

498. FIELD BASED STUDENT TEACHING IN EARLY CHILDHOOD II. (0-36-12)

Prerequisites: EEC 492 and completion of certification requirements. Full time teaching in grades 1-4.

49E-K. SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION. (Var.)

Designed to supplement or enrich the regular program.

MIDDLE GRADES EDUCATION

Erin Weaver, Chairperson (acting)

Professors: Callaway, Wolpert

Assistant Professors: Grynkewich, Lovett, Weaver

MISSION

The primary mission of the department of Middle Grades Education at the undergraduate level is to prepare quality teachers for teaching positions in grades four through eight.

ACCREDITATION

The middle grades education program has been approved by the Georgia Professional Standards Commission. The School of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE).

DEGREE OFFERED

Bachelor of Science with a major in middle grades education

CERTIFICATION OFFERED

Students successfully completing this program may be recommended for certification in middle grades education (4-8).

B.S. WITH MAJOR IN MIDDLE GRADES EDUCATION

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: Courses taken in Areas I, II, III can not be used to satisfy other program requirements.

Wellness	6
Area IV	30

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; DRA 105 (5 hours)
5. HEA 225; HIS 201, 202; GEO 200; PHI 200; ECO 271, 272; MAT 101, 111; ENG 200, 201; HIS 212; HEA 201; ISC 210; CSC 201 (10 hours)

Major Requirements	90
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1. EFS 204, 295 (10 hours, Area IV)
2. Twenty (20) hours, ten (10) each from two (2) of the following areas: (a) social studies, (b) mathematics, (c) science, (d) health and physical education (20 hours). Students selecting science must take EMG 316 for 5 hours. Students selecting social studies must take HIS 201 or 202 (5 hours), either in Area IV or as a part of the concentration; GEO 101 is also strongly recommended.
3. EFS 301, 490, EMG 315, 351, 410, 440, 450, 451, 452, 492, EIT 300, 305, MAT 300, EEX 364, PEM 316 (73 hours)

Total 189

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog and by the student's adviser.

ADMISSION REQUIREMENTS

Students seeking admission to the Middle Grades Education follow the policy stated in the School of Education section of this catalog.

CAREER INFORMATION

This program is specifically designed to lead toward completion of certification requirements which enables a candidate to teach in grades four through eight. As of the writing of this catalog, there is a need for middle grade teachers in Georgia as well as in many other states.

It is now commonly recognized that teachers acquire and develop skills and understandings that are in short supply in the private sector. Being an articulate, educated person with the ability to manage a class or several classes of students, a complex curriculum and stringent bureaucratic procedures is not unlike the kind of person which is most in demand in government and the private sector. Thus, it is not surprising to find that persons trained as teachers often have several interesting and important careers in their lifetimes, including classroom teaching.

Some of the more obvious examples of these careers are: publishing, industrial training, governmental agencies concerned with human services, self-employment in providing day care facilities, and religious organizations concerned with various helping services.

MIDDLE GRADES EDUCATION (EMG)

302. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS I. (3-4-5)

Prerequisites: EFS 204, 295 plus completion of core requirements. Emphasis will be on learning process, student teacher interactions, and group dynamics.

303. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS II. (1-4-3)

Prerequisites: EFS 204, 295 plus completion of core requirements. Emphasis will be on learning process, student teacher interactions, and group dynamics.

304. FIELD BASED THE CHILD IN THE EDUCATIVE PROCESS III. (1-2-2)

Prerequisites: EFS 204, 295 plus completion of core requirements. Emphasis will be on learning process, student-teacher interactions, and group dynamics.

315. SCIENCE FOR THE MIDDLE GRADES. (1-8-5)

Prerequisite: EFS 204, EFS 301, EMG 351, and EIT 301, 306. A content course in science with emphasis on experimentation.

316. METHODS OF TEACHING SCIENCE IN THE MIDDLE SCHOOL. (1-8-5)

Prerequisites: EFS 204, EFS 301, EMG 351, and EIT 301, 306. A methods course in which generic teaching skills are developed. Topics appropriate for the middle school science teacher are utilized as the content through which teaching skills are developed.

317. FIELD BASED SCIENCE FOR MIDDLE GRADES I. (2-4-3)

Prerequisites: EFS 204, 295, EMG 302-304. A study of science concepts appropriate for middle grade students.

318. FIELD BASED SCIENCE FOR MIDDLE GRADES II. (2-4-3)

Prerequisites: EFS 204, 295, EMG 302-304. A study of science concepts appropriate for middle grade students.

351. READING AND LANGUAGE ARTS I. (3-4-5)

Prerequisite: EFS 204. Co-requisite: EFS 301 and EIT 400. Methods for teaching the language arts.

352. FIELD BASED READING AND LANGUAGE ARTS IA. (1-2-2)

Prerequisites: EFS 204, 295. Methods for teaching the language arts.

353. FIELD BASED READING AND LANGUAGE ARTS IA. (2-4-3)

Prerequisite: EFS 204, 295. Methods for teaching the language.

40X. FIELD EXPERIENCE IN MIDDLE GRADES EDUCATION. (Var.)

Supervised experience in a middle grades classroom with seminars in child development as it relates to instruction.

410. SOCIAL STUDIES IN MIDDLE GRADES. (5-0-5)

Prerequisites: EFS 204, EFS 301, EMG 351, and EIT 301, 306. A study of the social science disciplines in the middle grades. Concepts and instructional strategies appropriate for the early adolescent will be examined.

411. FIELD BASED SOCIAL STUDIES IN MIDDLE GRADES I. (1-2-2)

Prerequisites: EFS 204, 295, EMG 302-304. A study of the social science disciplines.

412. FIELD BASED SOCIAL STUDIES IN MIDDLE GRADES II. (1-4-3)

Prerequisites: EFS 204, 295, EMG 302-304. A study of the social science disciplines.

414. 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.

415. FIELD BASED EARLY ADOLESCENT LITERATURE I. (2-4-3)

A study of literature appropriate for early adolescent.

416. FIELD BASED EARLY ADOLESCENT LITERATURE II. (1-2-2)

A study of literature appropriate for early adolescent.

440. CURRICULUM AND METHODS FOR THE MIDDLE SCHOOLS. (5-0-5)

Prerequisites: EFS 204, EFS 301, EMG 351, and EIT 301, 306. Co-requisites: EMG 450 and 451. Emphasis on characteristics of early adolescents, personalized curricula for middle school students, strategies for motivating the adolescent learner and methodology for acquiring desired objectives.

441. FIELD BASED CURRICULUM AND METHODS FOR THE MIDDLE SCHOOLS I. (2-4-3)

Prerequisites: EFS 204, 295, EMG 302-304. Focuses on processes and content of program development appropriate for middle grades students.

442. FIELD BASED CURRICULUM AND METHODS FOR THE MIDDLE SCHOOLS II. (1-2-2)

Prerequisites: EFS 204, 295, EMG 302-304. Focuses on processes and content of program development appropriate for middle grades students.

447. FIELD BASED PRACTICUM FOR THE MIDDLE GRADES. (0-4-2)

Prerequisites: EFS 204, 295, EMG 302-304. Focuses on implementation of lesson plans and organization of daily activities for middle grades students. Computer skills are developed.

448. FIELD BASED LITERATURE, READING, WRITING IN THE CONTENT FIELDS I. (1-2-2)

Prerequisites: EFS 204, 295, EMG 302-304, EMG 352-353. A study of the reading and writing process. Emphasis will be placed on instructional strategies for integrating literature, reading and writing across the content fields.

449. FIELD BASED LITERATURE, READING, WRITING IN THE CONTENT FIELDS II. (2-4-3)

Prerequisites: EFS 204, 295, EMG 302-304, EMG 352-353. A study of the reading and writing process. Emphasis will be placed on instructional strategies for integrating literature, reading and writing across the content fields.

450. LITERATURE, READING, AND WRITING IN THE CONTENT FIELDS. (4-2-5)

Prerequisites: EFS 204, EFS 301, EMG 351 and EIT 301, 306. Corequisites: EMG 440 and 451. A study of the reading and writing processes for the middle and secondary schools. Instructional strategies for integrating literature, reading, and composition across subject fields will be examined. Classical and contemporary literature for the early adolescent will be studied, focusing on the use of literature across subject areas.

451. PRACTICUM IN THE MIDDLE GRADES. (2-4-4)

Prerequisites: EFS 204, EFS 301, EMG 351, and EIT 301, 306. Co-requisites: EMG 440 and EMG 450. This practicum is linked to EMG 440 with applications for other course work in the Middle Grades Program.

452. READING AND LANGUAGE ARTS II. (4-2-5)

Prerequisites: EFS 204, EFS 301, EMG 351, and EIT 301, 306. Provides the prospective teacher with an understanding of the principles and practices of teaching developmental reading. Students examine current research and teaching methodology. Methods and materials for teaching practical and creative writing and oral communication are also included. A practicum is provided for application of specific recommendation procedures.

453. FIELD BASED READING AND LANGUAGE ARTS IIA. (1-2-2)

Prerequisites: EFS 204, 295, EMG 302-304, EMG 352-353. Emphasis on methods and materials for language arts instruction and examination of current research in language arts.

454. FIELD BASED READING AND LANGUAGE ARTS IIB. (1-4-3)

Prerequisites: EFS 204, 295, EMG 302-304, EMG 352-353. Emphasis on methods and materials for language arts instruction and examination of current research in language arts.

491. FIELD BASED SEMINAR FOR STUDENT TEACHERS (0-2-1)

Prerequisites: Admission to Teacher Education and a 2.5 academic grade point average on work through Georgia College. Issues and problems related to teaching included.

492. STUDENT TEACHING IN THE MIDDLE GRADES. (0-40-14)

Prerequisites: EFS 490 and completion of certification requirements. A quarter of full-time teaching in grades 4 through 8 in off campus centers designated by the School of Education. Performance based assessment is included.

497. FIELD BASED STUDENT TEACHING IN THE MIDDLE GRADES (0-40-14)

Prerequisites: EMG 491 and completion of certification requirements. Full time teaching in middle grades.

49E-K. SPECIAL TOPICS IN MIDDLE GRADES EDUCATION. (Var.)

Designed to supplement and enrich the regular Middle Grades Education Program.

FOUNDATIONS AND SECONDARY EDUCATION

Sally Martin, Chairperson (acting)

Professors: Glover, Lowney

Assistant Professors: David, Harris

MISSION

The primary mission of the department of Foundations and Secondary Education at the undergraduate level is to provide service courses for teacher preparation programs in the School of Education and the School of Arts and Sciences. Students seeking to be certified in secondary teaching fields major in the desired content area at the undergraduate level and take courses in the School of Education at the graduate level to meet requirements for teacher certification.

ACCREDITATION

The programs preparing secondary and P-12 teachers has been approved by the Georgia Professional Standards Commission. The School of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE).

DEGREE OFFERED

The department does not offer an undergraduate degree.

CAREER INFORMATION

As of the writing of this catalog, there is a need for secondary school teachers in the content areas of mathematics, science, and foreign languages in many locations in Georgia as well as other states. Teaching positions in other content fields are competitive although students who complete programs and have flexibility in their choice of locations generally find teaching positions in their fields.

It is now commonly recognized that teachers acquire and develop skills and understandings that are in short supply in the private sector. Being an articulate, educated person with the ability to manage a class or several classes of students, a complex curriculum and stringent bureaucratic procedures is not unlike the kind of person which is most in demand in government and the private sector. Thus, it is not surprising to find that persons trained as teachers often have several interesting and important careers in their lifetimes, including classroom teaching.

Some of the more obvious examples of these careers are: publishing, industrial training, governmental agencies concerned with human services, and religious organizations concerned with various helping services.

ADMISSION REQUIREMENTS

Students seeking admission to the teacher preparation programs in secondary and P-12 education follow the policy stated in the Graduate School catalog.

FOUNDATIONS AND SECONDARY (EFS)

204. INTRODUCTION TO EDUCATION. (4-2-5)

Examines the profession of teaching, its nature and requirements; systematic information about schools, their development, function, socio-cultural impact, and organizational patterns, current and historical trends, and philosophical issues in education. A practicum in a public school classroom further helps the student to decide about the choice of teaching as a profession.

295. HUMAN GROWTH AND DEVELOPMENT. (5-0-5)

An overview of theories of human development to develop competencies in comprehension, application, and analysis of principles of growth and development through various lifespan circumstances. Emphasizes themes of growth and development; origins of child study; models, theories, and research findings in developmental psychology, and the individual across seven stages of development. (Cross listed as NUR 295).

301. THE CHILD IN THE EDUCATIVE PROCESS. (6-4-8)

Prerequisites: EFS 204 and 295 plus completion of core requirements. Corequisite: EEC or EMG 351. Explores learning theories, and teacher-student interactions in the classroom. Major emphases will be on professional behavior, group dynamics, and the learning process. A practicum is provided in a public school classroom. The student must be making a C or better to be placed in the practicum.

400. THE LEARNER AND LEARNING. (2-2-3)

Prerequisite: EFS 204, 295 and completion of core requirements. Corequisite: ELM 401. The primary objective of this course is to acquaint the student with the most recent thought psychologists have to offer relative to the question, "How do we learn and how may I use that knowledge to teach effectively?" Emphasis in both lecture and practicum is on the adolescent.

40X. FIELD EXPERIENCES IN SECONDARY. (Var.)

Supervised experience in a secondary classroom with tutorials in child development as it relates to instruction.

412. SOCIAL SCIENCE IN THE SECONDARY SCHOOL. (Var. 3-5)

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

455. HIGH SCHOOL CURRICULUM AND METHODS. (1-6-4)

Prerequisite: Admission to Teacher Education. A study of the secondary curriculum, instructional objectives, learning materials, teaching strategies, evaluation techniques, and classroom management. Includes use of media, micro-teaching. A practicum or laboratory is provided as a part of the course. The student must be passing the course with a grade of C or better to accept a placement for practicum.

456. CURRICULUM AND METHODS IN SECONDARY SCIENCE EDUCATION. (0-2-1)

Prerequisites: EFS 204, 400 and EIT 401. Co-requisite: EFS 455. A discipline-centered curriculum and methods course in which contemporary trends in secondary science instruction are examined. The major foci are the specific application of the generic skills developed in EFS 455 to secondary science teaching. Also included are specific applications to science teaching of Projects T.E.A.C.H. and P.R.I.D.E.

457. CURRICULUM AND METHODS IN SECONDARY ENGLISH EDUCATION. (0-2-1)

A discipline-centered curriculum and methods course in which contemporary trends in English instruction are examined. The major foci are the specific applications of the generic skills developed in EFS 455 to secondary English teaching. Also included are specific applications of Projects T.E.A.C.H. and P.R.I.D.E.

458. CURRICULUM AND METHODS IN SECONDARY MATHEMATICS EDUCATION. (0-2-1)

A discipline-centered curriculum and methods course in which contemporary trends in mathematics instruction are examined. The major foci are the specific application of generic skills developed in EFS 455 to secondary mathematics teaching. Also included are specific applications of Projects T.E.A.C.H. and P.R.I.D.E.

459. CURRICULUM AND METHODS IN SECONDARY SOCIAL SCIENCE EDUCATION. (0-2-1)

The role of the social science teacher in identifying and organizing content, planning for instruction, diagnosing students, providing group interaction, assessing student learning, identifying reading problems, and promoting graphic literacy skills, inquiry skills, decision-making and value skills. A laboratory setting will provide practical, pragmatic experience.

460. CURRICULUM AND METHODS IN MODERN FOREIGN LANGUAGES. (0-2-1)

Prerequisites: EFS 204, 400 and ELM 401. Co-requisite: EFS 455. A curriculum and methods course in which contemporary trends in modern foreign language instruction are examined. The major foci are the specific applications of the generic skills developed in EFS 455 to the teaching of modern foreign language. Also included are specific applications to modern foreign language instruction of Projects T.E.A.C.H. and P.R.I.D.E.

490. SEMINAR FOR STUDENT TEACHERS. (0-2-1)

Prerequisite: Admission to Teacher Education and a 2.5 academic grade point average at Georgia College. Prospective student teachers must register for the seminar the quarter before they plan to student teach. Information concerning placement, supervision, and actual student teaching will be provided. Issues and problems related to teaching will be discussed.

493. STUDENT TEACHING IN SECONDARY AREAS. (0-40-14)

Prerequisite: EFS 490 and completion of the professional sequence. A quarter of full-time teaching in grades 7-12 in off-campus centers designated by the School of Education. Performance-based assessment is included.

HEALTH, PHYSICAL EDUCATION AND RECREATION

James E. Lidstone, Chairperson

Professor: Lidstone, Wolfgang

Associate Professor: Ballard

Assistant Professors: Buckworth, Green, Funke, Martiny, Wall

MISSION

The Department of Health, Physical Education and Recreation encompasses areas of education which are closely related but have features and functions which distinguish each from the other. The aims of the department are (1) to educate students to a sound program of both physical education and health education in teaching in public and private institutions, (2) to prepare students to perform the tasks of a health educator or physical educator in community agencies or institutions other than schools, (3) to provide selected minor concentrations, (4) to provide a Wellness Program for the General Education requirement.

ACCREDITATION

The Health and Physical Education Programs with teacher certification, have been approved by the Georgia Professional Standards Commission. The School of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE).

DEGREES OFFERED

1. Bachelor of Science with a major in Physical Education: Health and Physical Education teaching certification. (This program leads to P through 12 teacher certification in health and physical education.)
2. Bachelor of Science with a major in Health Education: School Health teaching certification. (This program leads to P through 12 teacher certification in health education.)
3. Bachelor of Science with a major in Physical Education: Community Physical Education.
4. Bachelor of Science with a major in Health Education: Community Health and Human Services.
5. Bachelor of Science with a major in Health Education: Exercise Science.
6. Master of Education with a major in Health and Physical Education.
7. Specialist in Education with a major in Health and Physical Education.

Information about the Master and Specialist degrees is found in the Graduate Catalog.

B.S. DEGREE WITH A MAJOR IN PHYSICAL EDUCATION: HEALTH AND PHYSICAL EDUCATION TEACHING CERTIFICATION

	Hours
Areas I, II, III (See Core section of the catalog)	60
NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Activity (Skill Developmental Activity Courses for Majors Only)	12
PEM 101, 102, 103, 104, 105, 106	
Area IV	30
ZOO 210 or PEM 200 (5 hours)	
EFS 204, 295 (10 hours)	

PSY 201 or SOC 101 (5 hours)
 CHE 101/102 SPE 101 (10 hours)

Major Requirements	57
1. HEA 210, 251, 302, 351, 355, 421, 445 (27 hours)	
2. PEM 210, 332, 362, 366, 367, 431, 482, 49Q (35 hours)	
3. EXM 368 (3 hours)	
NOTE: First Aid/CPR Instructor Certification required.	
Teacher Certification	29
EIT 301, 306, PEM 492, 494 (21 hours)	
Degree Requirements	10
Additional courses from the social, behavioral, natural sciences and mathematics (10 hours)	
NOTE: These courses may be counted in Area IV and toward the major, but must not be in the major discipline. These courses must be selected with the approval of the major adviser.	
Total	198

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN PHYSICAL EDUCATION:
 COMMUNITY PHYSICAL EDUCATION**

	Hours
Areas I, II, III (See Core section of catalog)	60
NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Activity (Skill Developmental Activity Courses for Majors Only)	12
PEM 101, 102, 103, 104, 105, 106	
Area IV	30
ZOO 210 or PEM 200 (5 hours)	
EFS 204, 295 (10 hours)	
PSY 201 or SOC 101 (5 hours)	
CHE 101/102 SPE 101 (10 hours)	
Major Requirements	79
1. HEA 210, 251, 302, 351, 355, 421, (22 hours)	
2. PEM 210, 332, 362, 366, 367, 368, 431, 482, 492, 49Q, 49D (50 hours)	
3. EXM 296, 368 (5 hours)	
4. WEL 220, 222, 230, 250 (4 hours)	
NOTE: First Aid/CPR Instructor Certification Required.	
Degree Requirements	10
Additional courses from the social, behavioral, natural sciences and mathematics (10 hours)	
NOTE: These courses may be counted in Area IV and toward the major, but must not be in the major discipline. These course must be selected with the approval of the major adviser.	
Total	191

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN HEALTH EDUCATION:
SCHOOL HEALTH TEACHING CERTIFICATION**

	Hours
Areas I, II, III (See Core section of the catalog)	60
NOTE: Courses taken in Areas I, II, III can be used to satisfy requirements.	
Wellness	6
Area IV	30
ZOO 210 (5 hours)	
EFS 204 (5 hours)	
PSY 201 or SOC 101 (5 hours)	
HEA 201; SPE 101; ZOO 211 (15 hours)	
Major Requirements	47
BOT 320, HEA 210, 251, 340, 350, 353, 355, 420, 445 (47 hours)	
Teacher Certification	33
EEX 364; EFS 295, 400, 490; EIT 301, 306, HEA 494 (33 hours)	
Degree Requirements	10
Additional courses from the social, behavioral and natural sciences and mathematics (10 hours)	
NOTE: These courses may be counted in Area IV and toward the major, but must not be in the major discipline. These courses must be selected with the approval of the major adviser.	
Electives approved by the major adviser	3
Total	189

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

**B.S. DEGREE WITH A MAJOR IN HEALTH EDUCATION:
COMMUNITY HEALTH AND HUMAN SERVICES**

	Hours
Areas I, II, III (See Core section of the catalog)	60
NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.	
Wellness	6
Area IV	30
1. HEA 201; ZOO 210, 211; ISC 209; SPE 101 (25 hours)	
2. Selection from: PSY 201 or SOC 101 (5 hours)	
Major Requirements	69
1. HEA 210, 251, 340, 350, 353, 355, 420, 445, 490, BOT 320, PEM 332 or PSY 315, HEA 324 (54 hours)	
2. Internship: HEA 49Q (15 hours)	
Degree Requirements	10
Additional courses from the social, behavioral and natural sciences and mathematics (10 hours)	
NOTE: These courses may be counted in Area IV and toward the major but must not be in the major discipline.	
Electives approved by the major adviser	11
Total	186

NOTE: Students will be required to show proof of liability insurance their junior year.

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

B.S. DEGREE WITH A MAJOR IN HEALTH EDUCATION: EXERCISE SCIENCE

Hours

Areas I, II, III (See Core section of the catalog) 60

NOTE: Courses taken in Areas I, II, III can be used to satisfy other requirements.

B.S. DEGREE WITH A MAJOR IN HEALTH EDUCATION: EXERCISE SCIENCE

Areas I, II, and III remain the same:

Activity Methods Courses 6

1. EXM 296 (2 Hours)
2. Select two from:
EXM 230, 240 or 250 (4 Hours)

Area IV 30

1. ZOO 210 & 211 (10 Hours)
2. Select from:
CHE 102 or 122 (5 Hours)
COM 237 or 427 (5 Hours)
ISC 209, 210 or CSC 201 (5 Hours)
PSY 201 or ECO 270 (5 Hours)

Major Requirements 80

1. HEA 201, 251, 350, 420, 490 (22 Hours)
2. PEM 451 (3 Hours)
3. EXM 325, 332, 360, 368, 428, 445, 463 (35 Hours)
4. Select from: HSC 320 or HEA 324 (5 Hours)
5. Internship: HEA 49Q (15 Hours)

Degree Requirements 10

Additional courses from the social, behavioral and natural sciences and mathematics (10 hours)

NOTE: These courses may be counted in Area IV and toward the major but must not be in the major discipline.

Total 186

B.S. DEGREE WITH A MAJOR IN HEALTH EDUCATION: SPORTS MEDICINE

Hours

Areas I, II, III (See Core section of the catalog) 60

NOTE: Course taken in Areas I, II, III can be used to satisfy other requirement.

Activity Methods Courses 6

1. EXM 296 (2 Hours)
2. Select two from: EXM 230, 240 or 250 (4 Hours)

Area IV	30
1. ZOO 210 & 211 (10 Hours)	
2. Select from:	
CHE 102 or 122 (5 Hours)	
COM 237 or 427 (5 Hours)	
ISC 209, 210 or CSC 201 (5 Hours)	
PSY 201 or ECO 270 (5 Hours)	

Major Requirements	80
1. HEA 251, 351, 420, 490 (15 Hours)	
2. EXM 325, 332, 360, 368, 370, 375, 428, 463, 468 (45 Hours)	
3. Select from: HSC 320 or HEA 324 (5 Hours)	
4. Internship: HEA 49Q (15 Hours)	

Degree Requirements	10
Additional courses at the 300 and 400 level from the social, behavioral and natural sciences and mathematics (10 Hours)	
NOTE: These courses may be counted in Area IV and toward the major but must not be in the major discipline.	
NOTE: First Aid/CPR Instructor Certification Required.	

NOTE: Students who are accepted into the junior class will be required to have liability insurance. Students should have proof of insurance before registering for senior seminar or internship.

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN HEALTH EDUCATION

Twenty-two quarter hours distributed as follows:

1. HEA 210 (2 hours)
2. Selection from: HEA 225, 251, 340, 350, 353, 355, 420, 445 (20 hours)

MINOR IN ELEMENTARY PHYSICAL EDUCATION

Twenty-five quarter hours distributed as follows:

1. HEA 201, 333 (8 hours)
2. PEM 210, 366, 431, 432, 482 (17 hours)

These minor areas do not lead to teacher certification for teaching in the public schools.

MINOR IN COACHING

Twenty-six hours distributed as follows:

1. HEA 251 (5 Hours)
2. PEM 200, 340, 362 (12 Hours)
3. EXM 368 (5 Hours)
4. Select from: PEM 341, 342, 343, 344, 345, 346 (4 Hours)

ADMISSION REQUIREMENTS

Students seeking admission to the programs in this department follow the policy stated in the School of Education section of this catalog.

In order to provide appropriate learning experiences, it is necessary to use selected facilities within a 50-mile radius of Milledgeville. The student is expected to provide his or her own transportation to these facilities.

PROFESSIONAL SERVICE REQUIREMENT

The programs of Health and Physical Education require all undergraduate majors to complete 100 clock hours of professional service in health and/or physical education prior to participating in student teaching or an internship experience. Class practicum activities may not count towards this total. Additional information regarding the approved activities and categorical weighting for the Professional Service Requirement may be found in the Professional Service Guidelines available in the office of the Department of Health, Physical Education and Recreation.

CAREER INFORMATION

Graduates of the department's programs in Health and Physical Education certification are qualified to teach at the early childhood, the middle school, or the secondary school level. In many instances, coaching duties are a part of the health and physical education teaching assignments. Teaching positions are available provided the individual is willing to move within the state. Employment is more readily available if the individual has a second teaching area or is capable of coaching a popular sport.

Community physical education positions are available in agencies such as recreation departments, YMCA's, correctional facilities, and social services organizations. Opportunities also exist in hospital, corporate and community wellness programs.

Graduates from the department's program in Community Health and Human Services are qualified to work as health education specialists in numerous health care delivery sites. Positions are available provided the individual is willing to move within the state. Job placement is enhanced by a minor in a related field.

Graduates in Exercise Science are qualified for entry level and managerial positions in corporate, hospital, government, school and private health and fitness programs. Graduates will also be qualified to take several of the American College of Sports Medicine certification tests.

WELLNESS AND ACTIVITY PROGRAM

As part of Georgia College's General Education Requirement, the Department of Health and Physical Education provides a six-hour wellness program. The mission of the program is to help the student develop physical, psychological, and social well-being. To achieve this end, the student assesses personal health status, discusses the concepts of wellness, and participates in activities related to fitness and appropriate use of leisure time.

Students are required to enroll in WEL 100 during the freshman or sophomore year. In addition, students are to complete a minimum of three wellness activity courses before graduation. At least one of these courses must be at the 200 level.

All students are expected to complete the General Education Requirement. There will be no waiver of WEL 100. In the event of extreme hardship, the student may begin a petition with

the chairperson of the Department of Health, Physical Education and Recreation for waiver of a portion of the Wellness activity requirement. Criteria for granting a waiver will include:

1. Severe physical limitation
2. Specific medical excuse from a physician (a note stating "No Physical Education" will not be sufficient).

The student will complete a Wellness waiver petition form and submit it to the chairperson of HPER. The chairperson will recommend to approve or disapprove the petition and forward it to the student's adviser. The adviser is responsible for forwarding the petition to the appropriate undergraduate dean for approval or disapproval. A copy of the waiver will be maintained in the Department of Health, Physical Education and Recreation.

HEALTH (HEA)

201. PERSONAL HEALTH. (5-0-5)

An introduction to methods of promoting good health in the individual.

210. INTRODUCTION TO HEALTH EDUCATION. (2-0-2)

The history, philosophy, theory, and practice in the field of professional health education; acquaints the student with the role of the health educator as an agent of behavioral change.

225. HEALTH EDUCATION FOR EARLY CHILDHOOD AND MIDDLE GRADES. (5-0-5)

A study of school health problems, student health appraisal, health record-keeping procedures, teaching methods and materials, and other basic practices and procedures in health education.

251. SAFETY AND EMERGENCY CARE. (4-2-5)

Instruction in the fundamentals of first aid, cardio-pulmonary resuscitation and safety. Satisfactory completion of requirements qualifies the student for certification from the American Red Cross.

291. 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each.

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

302. HEALTH CONCEPTS. (5-0-5)

The knowledge of scientific facts concerning the following content areas: Community Health, Environmental Health, Weight Control, Consumer Health and Death and Dying.

324. NUTRITION. (5-0-5)

Prerequisite: CHE 101. Food nutrients and basic nutrition principles are applied to the functions of food practices, and an ability is developed to plan and select adequate diets.

326. FIELD BASED SCHOOL HEALTH I. (2-4-3)

A field based and classroom study of school health problems, student health appraisal, health record-keeping procedures, teaching methods and material, and other basic practices and procedures in health education.

327. FIELD BASED SCHOOL HEALTH II. (1-2-2)

A field based and classroom study of school health problems, student health appraisal, health record-keeping procedures, teaching methods and material, and other basic practices and procedures in health education.

340. COMMUNITY HEALTH. (4-2-5)

A survey of community health problems and methods of solving them.

350. TOBACCO, ALCOHOL, AND OTHER DRUGS. (5-0-5)

A study of the physiological results of substance abuse.

351. DRUGS AND HEALTH. (3-0-3)

353. COMMUNICABLE AND NON-COMMUNICABLE DISEASE. (5-0-5)

The epidemiology and prevention of diseases.

355. HUMAN SEXUALITY. (5-0-5)

An investigation and development of the skills, knowledge, methodology and abilities necessary to deal with human sexuality in a home, school, or community setting.

420. STRESS MANAGEMENT. (4-2-5)

Use of effective methods of promoting positive psychological and social health.

421. COPING WITH STRESS. (2-0-2)

445. HEALTH EDUCATION METHODS. (5-0-5)

Prerequisite: HEA 302. Innovative methods of affecting attitudes, knowledge and behavior regarding health practices.

47A-Q. SPECIAL TOPICS. (Var. 1-15)

This course meets special needs of the students and/or the community

48A-Q. INDEPENDENT STUDY. (Var. 1-15)

Investigation of a topic of special interest with records to the instructor. Prior approval of department chairperson required.

490. SENIOR SEMINAR. (2-0-2)

Comprehensive view of the basic issues, decision making, responsibilities, and expectations involved in internships, student teaching and professional development after graduation

494. STUDENT TEACHING. (0-40-14)

Prerequisite: EFS 490 and completion of professional program. A quarter of full-time teaching in off-campus centers designated by the School of Education.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience and study in the private or public sector. Activity must be approved by the department chairperson and health education coordinator.

PHYSICAL EDUCATION MAJORS (PEM)

101. SKILLS I. (0-4-2)

An introduction to the skills, rules, and strategies of fitness, archery, and golf. Attention is also given to swimming proficiency

102. SKILLS II. (0-4-2)

An introduction to the skills, rules, and strategies of volleyball, basketball, and softball.

103. SKILLS III. (0-4-2)

An introduction to the skill and knowledge pertaining to dance, aerobics and movement.

104. SKILLS IV. (0-4-2)

An introduction to the skills, rules, and strategies of the games of flag football, soccer, and track and field.

105. SKILLS V. (0-4-2)

An introduction to the fundamentals of stunts, tumbling and gymnastics.

106. SKILLS VI. (0-4-2)

An introduction to the skills, rules, and strategies of badminton, tennis, and racquetball.

200. HUMAN STRUCTURE AND PERFORMANCE. (5-0-5)

An investigation of the full significance of human structure and its relationship to the complex functions that normally occur during activity.

201. ROPES COURSE I. (3-0-3)

Provide historical, theoretical, practical, and experiential understanding of the use of ropes "challenge" courses in educational and therapeutics settings.

202. ROPES COURSE II. (0-2-0)

Provides students with an in depth understanding the utilizations, applications, and technical aspects associated with a challenge "ropes" course.

203. GAMES FACILITATION. (2-0-2)

Provides theoretical, practical, and experiential understanding of the use of adventure games and initiative activities in educational and therapeutic settings.

210. INTRODUCTION TO PHYSICAL EDUCATION. (3-0-3)

An overview of physical education and other professions related to physical activity, giving the historical, philosophical, and scientific foundations which guide the field.

291. 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each.

Prerequisite: Admission to the College Honors Program and sophomore classification. A general interdepartmental seminar.

315. METHODS IN ELEMENTARY PHYSICAL EDUCATION. (4-2-5)

Principles, materials, and methods involved in organizing and teaching physical education in the elementary school. Students are assigned throughout the day to a local elementary school and receive practical experience in teaching and conducting physical education. For early childhood majors.

316. METHODS IN PHYSICAL EDUCATION FOR MIDDLE GRADES. (4-0-3)

Taught in conjunction with PEM 315. No in-school placement required. For middle grades majors.

332. MEASUREMENT AND EVALUATION. (5-0-5)

Analysis of practice and procedures for developing and using tests. Specific attention to aptitude and achievement tests supplemented by clinical laboratory experiences. Use of computer to analyze statistical data.

340. PRINCIPLES OF COACHING. (5-0-5)

Basic principles of coaching philosophy, legal aspects, budgets and finance, methods of operation, psychological applications and the application of same to program planning.

341. COACHING OF BASEBALL. (2-0-2)

342. COACHING OF BASKETBALL. (2-0-2)

343. COACHING OF FOOTBALL. (2-0-2)

344. COACHING OF GYMNASTICS. (2-0-2)

345. COACHING OF SOCCER. (2-0-2)

346. TECHNIQUES OF OFFICIATING. (2-0-2)

A study of the rules, mechanics, and principles of officiating sports.

362. ANALYSIS OF PHYSICAL ACTIVITY. (4-2-5)

A study of the biomechanical and physiological aspects of physical activity. Opportunity is provided to conduct experiments and studies on related topics.

366. INSTRUCTIONAL STRATEGIES. (5-0-5)

Instructional strategies and curriculum design in physical education.

367. SECONDARY PHYSICAL EDUCATION. (4-2-5)

Prerequisite: PEM 366 Methods, materials, and techniques of organizing and teaching physical education activities including team, individual and dual sports.

431. EARLY CHILDHOOD & MIDDLE GRADES PHYSICAL EDUCATION. (4-2-5)

Prerequisite: PEM 366 Comprehensive view of the decision making and teaching strategies in physical education at the early childhood and middle grade levels.

450. OUTDOOR EDUCATION. (2-7-5)

Provides an overview of outdoor education. A study of historical, philosophical, theoretical, practical, and experiential practices of the field of outdoor education.

454. PROGRAM PLANNING ADMINISTRATION (5-0-5)

Provides an overview of administering an outdoor education program. A study of the background, skills and knowledge specific to the outdoor leader, leadership and administration, and planning involved in outdoor pursuits.

47A-Q. SPECIAL TOPICS. (Var. 1-15)

This course meets special needs of the students and/or the community.

48A-Q. INDEPENDENT STUDY. (Var. 1-15)

Investigation of a topic of special interest with reports to the instructor. Prior approval of department chairperson required.

482. ADAPTIVE PHYSICAL EDUCATION. (1-2-2)

This course prepares the student to identify and provide teaching strategies and techniques to accommodate exceptional individuals in the educational setting.

492. SENIOR SEMINAR. (2-0-2)

Comprehensive view of the basic issues, decision making, responsibilities, and expectations involved in internship, student teaching and professional development after graduation.

494. STUDENT TEACHING. (0-40-14)

Prerequisite: PEM 492 and completion of the professional program. A quarter of full time teaching in off campus centers designated by the School of Education. Performance based assessment included.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Activity must be approved by the department chairperson and physical education coordinator.

EXERCISE SCIENCE (EXM)

230. METHODS OF WEIGHT TRAINING. (1-3-2)

An introduction to the methods and strategies of instructing weight training.

240. METHODS OF AEROBIC DANCE INSTRUCTION. (1-3-2)

An introduction to the methods and strategies of instructing aerobic dance.

250. METHODS OF WEIGHT CONTROL. (1-3-2)

An introduction to the methods and strategies of instructing weight control classes.

296. METHODS OF EXERCISE INSTRUCTION. (1-2-2)

Materials, methods, and techniques utilized in organizing and instructing exercise classes.

325. BIOMECHANICS. (5-0-5)

In depth study of the human structural and neuromuscular anatomy. Special emphasis is placed on analysis of the extremities and joint structures as related to sport, injury conditions, and exercise prescriptions.

332. MEASUREMENT AND EVALUATION. (5-0-5)

Analysis of practice and procedures for developing and using tests. Specific attention to aptitude and achievement tests supplemented by clinical laboratory experiences. Use of computer to analyze statistical data.

360. PHYSIOLOGY OF EXERCISE. (4-2-5)

Prerequisites: ZOO 210 & 211. Study of the effects of acute and chronic exercise on human physiology. Opportunity is provided to conduct experiments and studies on related topics.

368. ATHLETIC TRAINING. (2-3-2)

Prerequisite: ZOO 210, 211, EXM 325. Introduction to the skills of athletic training as they relate to the problems arising in physical education and athletics. Content specifically deals with fitness, care and prevention of athletic injuries, emergency training and rehabilitation.

370. THERAPEUTIC MODALITIES. (5-0-5)

Prerequisites: EXM 368. Study of the theories and effects of therapeutic modalities related to injuries of the musculoskeletal system. Opportunity is provided to conduct experiments and studies on related topics.

375. REHABILITATION TECHNIQUES. (5-0-5)

Prerequisites: EXM 368. Study of the theories and effects of modern rehabilitation of the musculoskeletal system in relation to athletic injuries. Opportunity is provided to conduct experiments and studies on related topics.

428. EXERCISE EVALUATION AND PRESCRIPTION. (6-0-6)

Prerequisite: EXM 463. Identification and evaluation of cardiovascular and pulmonary risk factors, materials, methods and techniques of exercise prescriptions for healthy and diseased individuals.

445. METHODS OF EXERCISE PROMOTION. (5-0-5)

Innovative methods of affecting attitudes, knowledge, and behavior regarding exercise initiation and adherence.

463. EXERCISE TESTING, PROMOTION, AND LEADERSHIP. (6-0-6)

Prerequisite: EXM 360. Material, methods, and techniques of exercise testing, promotion, and leadership.

468. ADVANCED ATHLETIC TRAINING. (5-0-5)

Prerequisite EXM 368. An advanced course covering care and treatment of injuries and the muscle-skeleton structure and function of joints as applicable to athletic performance.

WELLNESS (WEL)

100. WELLNESS. (3-0-3)

Students are required to enroll in this course during the freshman or sophomore year. Students are then to complete a minimum of three wellness activity courses before graduation. At least one wellness course must be at the 200 level.

PSYCHOMOTOR DEVELOPMENTAL AND RECREATIONAL ACTIVITIES

110. FOLK DANCE (0-2-1)

111. SQUARE DANCE (0-2-1)

112. SOCIAL DANCE (0-2-1)

114. MODERN DANCE (0-2-1)

121. BEGINNING SWIMMER (0-2-1)

122. INTERMEDIATE SWIMMER (0-2-1)

123. ADVANCED LIFE SAVING (0-4-2)

124. WATER SAFETY INSTRUCTOR (0-4-2)

130. BASIC BADMINTON (0-2-1)

- 131. INTERMEDIATE BADMINTON (0-2-1)
- 132. BASIC GOLF (0-2-1)
- 133. INTERMEDIATE GOLF (0-2-1)
- 134. BASIC TENNIS (0-2-1)
- 135. INTERMEDIATE TENNIS (0-2-1)
- 136. BASIC FENCING (0-2-1)
- 137. INTERMEDIATE FENCING (0-2-1)
- 138. BOWLING I (0-2-1)
- 141. BASIC CANOEING (0-2-1)
- 142. WHITE WATER CANOEING (0-2-1)
- 143. BASIC SCUBA (0-2-1)
- 144. ADVANCED SCUBA (0-2-1)
- 150. BASKETBALL (0-2-1)
- 151. VOLLEYBALL (0-2-1)
- 161. BACKPACKING (0-2-1)
- 162. SNOW SKIING (0-2-1)
- 163. CHALLENGE I (0-2-1)
- 164. CHALLENGE II (0-2-1)
- 190. SPECIAL ACTIVITIES I (0-2-1)
- 191. SPECIAL ACTIVITIES II (0-2-1)
- 48X. INDEPENDENT STUDY (0-2-1)

FITNESS ACTIVITIES

- 211. CONDITIONING SWIMMING (0-2-1)
- 220. JOGGING (0-2-1)
- 222. FITNESS WALKING (0-2-1)
- 230. WEIGHT TRAINING I (0-2-1)
- 231. WEIGHT TRAINING II (0-2-1)
- 240. AEROBIC DANCE (0-2-1)
- 250. WEIGHT CONTROL (0-2-1)
- 260. RACQUETBALL I (0-2-1)
- 261. RACQUETBALL II (0-2-1)
- 265. HANDBALL I (0-2-1)
- 266. HANDBALL II (0-2-1)
- 290. ADAPTED ACTIVITIES I (0-2-1)
- 291. ADAPTED ACTIVITIES II (0-2-1)

SPECIAL EDUCATION AND ADMINISTRATION

Craig D. Smith, Chairperson

Professors: Crews, Hawkins, Trice

Associate Professors: Seay, Smith

Assistant Professors: Jackson, Smoot

Instructor: Rogers

MISSION

The mission of the Department of Special Education and Administration is to meet the needs of its students through teaching excellence as those needs result from social, intellectual, and technological changes in the community. Each of the program areas in the department seeks to prepare educators trained to face societal, cultural, and educational diversity within the schools and the larger community in which we work.

ACCREDITATION

The special education program has been approved by the Georgia Professional Standards Commission. The School of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE).

DEGREES OFFERED

Bachelor of Science with a major in Special Education.

CERTIFICATION OFFERED

Students successfully completing this program may be recommended for certification in Special Education: Mental Retardation.

B.S. DEGREE WITH A MAJOR IN SPECIAL EDUCATION

	Hours
Areas I, II, III (See Core section of the catalog)	60

NOTE: courses taken in Areas I, II, III can be used to satisfy other requirements.

Wellness	6
Area IV	30

1. EFS 204 (5 hours)
2. EFS 295 (5 hours)
3. PSY 201; SOC 101 (5 hours)
4. MUS 102; ART 103; SPE 101; DRA 105 (5 hours)
5. BIO 125; BOT 200; ZOO 200, 210, 211; EHE 293 or SOC 293; JRN 200; HIS 201, 202, 215; GEO 101; CRJ 220; PSY 210, 250; SOC 205; MUT 101, 112 (10 hours)

Major Requirements	71
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1. EFS 204 (5 hours, Area IV)
2. EFS 295 (5 hours, Area IV)
3. EFS 301, EEC 351, EIT 300, 305, EFS 490, EEX 365, 467, 477, 479, 480, 494 (56 hours)
4. EEX 471, 472, 474, 475, 476 (15 hours)

Degree Requirements	10
Additional courses from the social, behavioral, natural sciences, and mathematics (10 hours). EEX students must fulfill this requirement by taking two of the following courses: PSY 323, 324, 351, 370, 448, 450, 451, 455, 456, 460, 470, 487; SOC 312, 370, 410, 424, 426, 428, 452, 465, 474 (10 hours)	
Electives	11
Total	186

NOTE: In order to graduate, students must fulfill other requirements specified in the Graduation Requirements section of the catalog.

MINOR IN SPECIAL EDUCATION

Twenty quarter hours, distributed as follows:

1. EEX 364 or 365 (5 hours)
2. EEX 467 (5 hours)
3. EEX 471, EEX 472, EEX 474, EEX 475, EEX 476 (10 hours)

A minor in special education will not lead to teacher certification.

ADMISSION REQUIREMENTS

Students seeking admission to the programs in this department follow the policy stated in the School of Education section of this catalog.

CAREER INFORMATION

With the passage of federal and state legislation mandating that special education services be provided to exceptional students in the public schools, the need for special education teachers has grown. A shortage of special education teachers exists nationally and this shortage is predicted to continue through the year 2000. Students majoring in special education can find teaching positions easily in most areas of the state of Georgia.

INSTRUCTIONAL TECHNOLOGY (LIBRARY MEDIA)

No separate undergraduate degree is offered in Instructional Technology (Library Media). For the M.Ed. Degree in library media, see the description in the Graduate Catalog.

MINOR IN PHOTOGRAPHY

Twenty quarter hours, distributed as follows: EIT 478, 479, 480, 48E (20 hours)

The photography minor is designed to enhance a student's chosen major. Students completing this minor will receive competencies that will enable them to apply basic photography principles and applications to their chosen field. Students may also choose to pursue a photography career in industry, education, or commercial photography.

SPECIAL EDUCATION (EEX)

361. FIELD BASED EXCEPTIONAL INDIVIDUALS IN THE REGULAR CLASSROOM I. (1-4-3)

Focuses on identification and basic techniques of teaching exceptional individuals in the regular classroom. Meets requirements of Georgia House Bill 671.

362. FIELD BASED EXCEPTIONAL INDIVIDUALS IN THE REGULAR CLASSROOM II. (1-2-2)

Focuses on identification and basic techniques of teaching exceptional individuals in the regular classroom. Meets requirements of Georgia House Bill 671.

364. EXCEPTIONAL INDIVIDUALS IN THE REGULAR CLASSROOM (5-0-5)

Non-special education majors. Focuses on the identification and basic techniques of teaching exceptional individuals in the regular classroom. Meets requirements of Georgia House Bill 671 for regular educators.

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

Prerequisite: Declared Special Education major or minor. Overview and discussion of the educational, social, physical, and emotional characteristics of exceptional individuals and their implications on programming educational and related services.

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

Prerequisite: EEX 365 for special education majors, EEX 364 or 365 for special education minors. Focuses on the mental, social, emotional, and physical characteristics of the mentally retarded. Classification, etiology, and definitions and their implications for educational and social planning.

471. COUNSELING PARENTS OF THE MENTALLY RETARDED. (5-0-5)

Prerequisite: EEX 467. Discussion of the impact of an exceptional child on the total family relationship. Basic techniques and theories of counseling parents and the various social agencies working with parents are reviewed.

472. SPEECH AND LANGUAGE DEVELOPMENT FOR THE MENTALLY RETARDED. (5-0-5)

Prerequisite: EEX 467. Discussion of the speech and language problems in the mentally retarded. Reviews of the literature, psycholinguistic theory, verbal communication skills, and language development program are offered.

474. CAREER EDUCATION FOR THE MENTALLY RETARDED. (5-0-5)

Prerequisite: EEX 467. Principles, materials, and methods for implementing career education programs for all educational levels of mental retardation.

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

Prerequisite: EEX 364 or 365. Theory and practice of behavior management techniques appropriate in classrooms for the exceptional child.

476. EDUCATIONAL EVALUATION OF EXCEPTIONAL CHILDREN. (5-0-5)

Prerequisite: EEX 467. 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.

477. CURRICULUM AND METHODS FOR MENTALLY RETARDED I. (5-0-5)

Prerequisite: EEX 467. Current instructional planning for moderate and severely mentally retarded students will be considered. Attention will be focused on techniques for effective innovative curricula for individuals at the preschool through postschool levels.

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

Prerequisite: EEX 467. Methods of organizing and planning education programs for mild mentally retarded students. Study of special class organization, mainstream placement, individualized Educational Programs, curriculum practices, and methods and techniques useful in instruction.

480. PRACTICUM IN SPECIAL EDUCATION. (0-6-3)

Prerequisite: Sequence I, EEX 477. Intensive practicum in a special education self-contained or resource classroom is provided to improve skills in teaching the mentally retarded.

485. DIRECTED READINGS, SPECIAL EDUCATION. (5-0-5)

Prerequisite: EEX 467. Focuses on topics of current interest and developments in the field of special education.

494. STUDENT TEACHING IN SPECIAL EDUCATION. (0-40-14)

Prerequisite: EFS 490 and completion of core, teacher education, and special education major courses. A quarter of full-time teaching in programs designed for the mentally retarded in off-campus public schools. Performance based assessment is an important part of the student teaching quarter.

INSTRUCTIONAL TECHNOLOGY (EIT)

300. MICROCOMPUTER SKILLS FOR ELEMENTARY TEACHERS (1-2-2)

This course provides an introduction to microcomputer operations and the development of basic skills in word processing, database management, spreadsheets and graphics. Hands-on work will be emphasized. Educational applications of concern to prospective elementary teachers are included. Students who have taken ISC 335 are exempt from this course.

301. MICROCOMPUTER SKILLS FOR SECONDARY TEACHERS (1-2-2)

This course provides an introduction to microcomputer operations and the development of basic skills in word processing, database management, spreadsheets and graphics. Hands-on work will be emphasized. Educational applications of concern to prospective secondary teachers are included. Students who have taken ISC 335 are exempt from this course.

305. INSTRUCTIONAL TECHNOLOGY IN THE ELEMENTARY CLASSROOM (2-2-3)

Prerequisite: EIT 300, ISC 335 or permission of the instructor. This course builds experience and competence in working with various aspects of instructional technology, including instructional materials production, information access skills, and networking/telecommunication skills. Techniques for the effective utilization of these technologies in the elementary classroom are emphasized.

306. INSTRUCTIONAL TECHNOLOGY IN THE SECONDARY CLASSROOM (2-2-3)

Prerequisite: EIT 301, ISC 335 or permission of the instructor. This course builds experience and competence in working with various aspects of instructional technology, including instructional materials production, information access skills, and networking/telecommunications skills. Techniques for the effective utilization of these technologies in the secondary classroom are emphasized.

307. FIELD BASED MICROCOMPUTER SKILLS I. (0-2-1)

Emphasis on planning, selection production of media, computer skills, and equipment operation.

308. FIELD BASED MICROCOMPUTER SKILLS II. (0-2-1)

Emphasis on planning, selection production of media, computer skills, and equipment operation.

309. FIELD BASED MICROCOMPUTER SKILLS III. (0-2-1)

Emphasis on planning, selection production of media, computer skills, and equipment operation.

310. FIELD BASED MICROCOMPUTER SKILLS IV. (0-2-1)

Emphasis on planning, selection production of media, computer skills, and equipment operation.

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

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

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

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

356. 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 reference media in school libraries. The reference interview technique is included.

457. PRACTICUM IN OPERATING A LIBRARY MEDIA CENTER. (3-4-5)

Supervised experience in a school library media center providing the student an opportunity to function as a library media specialist. This satisfies the state certification requirement for internship.

458. PRODUCTION TO NON-PRINT MATERIALS. (3-4-5)

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

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

Emphasis on evaluation, selection, use and relationships of various media to the school curriculum. Laboratory experiences stress production and proper care and utilization of media equipment.

468. 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.

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

The design, implementation and use of television in the classroom and media center. Laboratory experience with portable camera equipment will be included.

477. TELEVISION PRODUCTION. (3-4-5)

An introduction to television production for broadcast and non-broadcast applications. Emphasis is placed on planning and evaluation of effective video tape productions. Electronic news gathering, electronic field production, and studio crew participation are required.

478. PHOTOGRAPHY I. (3-4-5)

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

479. PHOTOGRAPHY II. (3-4-5)

Prerequisite: EIT 478 or permission of instructor. Extensive darkroom work including toning, high contrast, multiple printing, and push processing combined with work in small and large film formats and color slide film. Research in style, history, techniques, or other areas of photography will be required. Field trips to museums, exhibits and for photographic assignments will supplement classroom lectures, slides and print presentations and discussion.

480. COLOR PHOTOGRAPHY. (3-4-5)

Prerequisite: EIT 478 or permission of instructor. History and theory of color photography. Processing of slide and negative films as well as prints from both types of film. Special techniques will be included.

48B-E. INDEPENDENT STUDY. (Var.)

Investigation of a topic of special interest with reports and project submitted to the faculty supervisor.

49B-E. INTERNSHIP. (Var.)

Supervised work and practical experience in the media field, including library, media center, television studio photography, etc.

SCHOOL OF NURSING

Pamela C. Levi, Dean

Leta M. Holder, Assistant Dean

Professors: Holder, Kish, Levi

Associate Professors: Brown, Colvin, Osborne, Siler

Assistant Professors: Andrews, Frith, Johnson, Loper, Milner, Ormond, Russell, Sweeney, Toney, Waits

MISSION

The baccalaureate program in nursing is an upper division nursing major. It is built on a two year core curriculum, which provides the student with a knowledge base for personal growth and professional development. The philosophy and objectives of the program are consistent with those of Georgia College. Professional nursing education incorporates concepts and theories from the humanities and the natural, social, and behavioral sciences throughout the curriculum. The theoretical knowledge of nursing is presented in the classroom and operationalized in practice laboratories and selected clinical facilities.

The mission of the School of Nursing is to educate professional nurses at the baccalaureate and masters level to meet the healthcare needs of the families of Georgia. Faculty and students comprise a community of scholars who are active contributors to the delivery and improvement of healthcare.

DEGREE OFFERED

Bachelor of Science in Nursing

This program is designed to satisfy the current educational requirements prescribed by the Georgia Board of Nursing. Upon successful completion of this program, the unlicensed graduate is eligible to apply for licensure as a registered professional nurse by examination. Approval for admission to the licensing examination and subsequent licensure of qualified applicants is granted by the Georgia Board of Nursing.

The baccalaureate program of nursing at Georgia College is fully accredited by the National League for Nursing.

Areas I, II, III (See Core section of the catalog) 60

Note: Courses taken in Areas I, II, III can be used to satisfy other requirements

Area II: A two course sequence in laboratory science required; MAT 101; CHE 101 (20 hours)

Area III: SOC 101 is recommended

Wellness 6

Area IV 30

ZOO 210, 211 (10 hours)

Will accept a 5-hour Microbiology transfer course (5 hours)

Will accept a 5-hour Nutrition transfer course (5 hours)

PHY 101, 201, 203(5-10 hours)

PHI 200, 250; PSY 201, 250; SOC 101, 205; CSC 201 (0-10 hours)

NUR 295 (5 hours)

In combination with Area II, 5-15 hours must be in Chemistry, Biology, or Physical Science

Major Requirements 94

1. NUR 314, *NUR 324, NUR 334, *NUR 344, *NUR 354, *NUR 364, *NUR 366, NUR 404, HSC 414, NUR 434, *NUR 444, NUR 454, *NUR 458, NUR 464, NUR 484 (94 hours)
2. Selection from: PSY 315, MAT 225, MGT 301 (5 hours)
3. Elective at the 300-400 level supportive of the major (5 hours): LEB 307, ISC 309, ISC 335, MGT 340, or a selection from the School of Arts and Sciences, or Health Science (HSC)

Total 200

*Advanced Placement of RN's

NOTE: In order to graduate, students must also fulfill other requirements specified in the Graduation Requirements Section of the catalog.

ADMISSION REQUIREMENTS

Prenursing — An applicant who meets Georgia College requirements may be admitted to the College for any academic term and be classified as a prenursing student. This enables the student to take Core Curriculum courses. Acceptance as a prenursing student does not guarantee acceptance into the upper division nursing major.

Nursing Major — Enrollment in the nursing major is limited to the most qualified students as determined by the Admission and Progression Committee of the School of Nursing.

Criteria for admission to the upper division nursing major follow:

1. Completion of all Core Curriculum requirements
2. Attainment of a cumulative GPA of at least 2.5
3. Attainment of a grade of C or better in each of the following courses: Human Anatomy and Physiology I (ZOO 210), Human Anatomy and Physiology II (ZOO 211), Microbiology (BOT 320) and (ENG 101).
4. Successful completion of the Regents' Examination
5. Students who satisfy the basic requirements for admission as described above, may be subjectively evaluated by the faculty to determine potential and commitment to meeting the nursing needs of Georgia families. A personal interview may be requested as part of this review.

Students who have met these criteria must apply to the School of Nursing Admission and Progression Committee for acceptance into the upper division nursing major. Applicants denied admission to the School of Nursing will not be reconsidered for admission. Applicants placed on waiting lists and not admitted will be required to reapply as new applicants. Applications for summer junior classes (Macon Campus) should be submitted by April 1. Applications for the fall junior class (Residential Campus) should be submitted by April 1.

TECHNICAL STANDARDS FOR ADMISSION TO AND RETENTION IN THE UNDERGRADUATE PROGRAM

A candidate for the BSN degree must have abilities and skills of four varieties: observation, communication, motor, and behavioral. Reasonable accommodations may be made for some disabilities. However, a candidate is expected to perform in a reasonably independent manner.

1. **Observation:** A candidate must be able to observe a patient/client accurately. Examples of observation include: listening to heart and breath sounds, visualizing the appearance of a surgical wound, detecting the presence of a foul odor, and palpating an abdomen.
2. **Communication:** A candidate must be able to communicate effectively with patient/clients and other members of the health care team. He/she must be able to interact with patients/clients and other members of the health care team in order to obtain information, describe patient situations, and perceive nonverbal communication.
3. **Motor:** A candidate must have adequate motor functions to effectively work with nursing problems and issues and carry out related nursing care. Examples of nursing care include: ambulating and positioning patients; cardiopulmonary resuscitation; the administration of intravenous, intramuscular, subcutaneous and oral medications; the application of pressure to stop bleeding; the opening of an obstructed airway; and the provision of patient/client daily hygiene care.
4. **Behavioral:** A candidate must possess the emotional health required for total utilization of his or her intellectual abilities. Candidates need to be able to tolerate physically taxing work loads and to function effectively during stressful situations. They must be capable of adapting to ever-changing environments, of displaying feasibility, of appropriately interacting with others, and of learning to function in the case of uncertainty that is inherent in clinical situations involving patients/clients.

6/1/93

Adapted with permission from the Medical College of Georgia School of Nursing

Students who are accepted into the junior nursing class will be required to show evidence of a **current:** physical examination, immunization record, liability insurance, health insurance, and current CPR certification. Students are required to purchase the school uniform.

It is necessary to use selected facilities within a 50-mile radius of Milledgeville to provide appropriate agency learning experiences. The student is expected to provide transportation to these facilities.

Nursing majors must make at least a C grade and demonstrate satisfactory clinical performance in each nursing course that counts toward their degree. Students may repeat one nursing course, but may repeat it only once and may not repeat another nursing course. Since nursing courses are sequential, building upon knowledge gained in a previous course, satisfactory completion (C) of one course is prerequisite to progressing to the following course. A senior exit exam must be satisfactorily passed during the senior year. Failure to pass the examination will result in a student having to complete a remediation program followed by a retake of an examination. Any student not passing the exit examination will be individually reviewed by the Admission and Progression Committee of the School of Nursing. Additional nursing studies/courses specified by the Admission and Progression Committee of the School of Nursing will be required before the student will be allowed to retake the exit examination.

REGISTERED NURSES

The program accommodates registered nurse students who have completed associate degree or diploma nursing programs and are licensed to practice nursing in Georgia. Registered nurses who meet Georgia College requirements may be admitted as transfer students to the College for any academic term and will be classified as prenursing students. Registered nurses are eligible for 45 hours of advanced placement, either on the basis of credit held in escrow or testing. Information regarding advanced placement and sequence of courses may be obtained from the School of Nursing. Registered nurse students must satisfy all School of Nursing admission criteria. The registered nurse course sequence is taught on the Macon Campus and the Dublin Campus.

CAREER INFORMATION

Registered nurses are employed in a wide variety of settings and roles. In Georgia, ample professional opportunities exist in agency and community settings for graduates of the baccalaureate nursing program. The need for registered nurses is expected to increase throughout the 2010's.

THE MACON CAMPUS

Undergraduate nursing courses for students who are not registered nurses are offered at the Macon Campus. This program option consists of two courses per quarter for nine consecutive quarters. A new class is admitted each June.

Nursing courses are generally scheduled from 8:00 a.m. to 4:00 p.m. or from 7:00 a.m. to 3:00 p.m. three days per week.

Core curriculum courses (non-nursing) may be taken at any college convenient to the student. Students should consult nursing faculty at Georgia College before selecting core curriculum courses. Requirements for the program at the Macon Campus are the same as those for the program on campus.

NURSING (NUR)

Courses marked with an asterisk are open to validation by registered nurse students.

295. HUMAN GROWTH AND DEVELOPMENT (5-0-5)

An overview of theories of human development to develop competencies in comprehension, application, and analysis of principles of growth and development through various lifespan circumstances. Emphasizes themes of growth and development; origins of child study, models, theories, and research findings in developmental psychology, and the individual across seven stages of development (Cross listed as EFS 295).

NUR 314. HEALTH ASSESSMENT OF ADULTS (4-4-6)

Prerequisite: Acceptance into nursing major or permission of instructor. The process of health assessment of the adult client is the course focus.

NUR 315. HEALTH ASSESSMENT OF ADULTS (4-4-6)

Prerequisite: NUR 350 - The process of health assessment of the adult client is studied. Open to RN students only.

NUR 316. HEALTH ASSESSMENT OF CHILDREN (4-2-5)

Prerequisite: NUR 314 or equivalent. The process of health assessment of children and related developmental theories in the course focus.

*NUR 324. FOUNDATIONAL CONCEPTS AND INTERVENTIONS (4-6-7)

Prerequisite or Corequisite: NUR 314, NUR 334 - Concepts and Interventions foundational in assisting individuals to meet their basic needs.

NUR 334. INTRODUCTION TO PROFESSIONAL PRACTICE (5-0-5)

Prerequisite: Acceptance into nursing major. Utilizing select theoretical and conceptual constructs, the discipline's approach to problem solving is introduced. Consideration is given to the individual and to the family as context. Communication, teaching, research, and legal aspects of nursing are introduced.

***NUR 344. NURSING OF ADULTS WITH PREVALENT HEALTH NEEDS (4-6-7)**

Prerequisite: NUR 224, 314, 324, 334. This course focuses on the use of critical decision making in providing holistic care for clients with prevalent health needs. The course begins with an orientation to adults, their developmental tasks, and health considerations.

NUR 350. TRANSITION TO PROFESSIONAL NURSING (6-4-8)

Prerequisite: Georgia Licensure as Registered Nurse and acceptance in RN-BSN Program. Course is designed to facilitate the transition of the RN student returning to school for baccalaureate education in nursing.

***NUR 354. MENTAL HEALTH PROMOTION (3-6-6)**

Prerequisite: NUR 314, 324, 334, 344. Mental health concepts and psychotherapeutic nursing interventions across the life span are studied.

***NUR 364. NURSING OF THE CHILDBEARING FAMILY (4-6-7)**

Prerequisite: NUR 314, 324, 334. Promoting a positive child-bearing experience for the family is emphasized.

***NUR 366. NURSING OF CHILDREN (4-6-7)**

Prerequisite: NUR 314, 324, 334, 344. Health promotion and illness care of children within the context of the family are studied.

NUR 404. LEADERSHIP AND MANAGEMENT (3-0-3)

Prerequisite: Completion of junior level courses. The role of the nurse as leader and manager within the healthcare system is explored.

NUR 405. LEADERSHIP AND MANAGEMENT (3-0-3)

Prerequisite: NUR 315, 350. The role of the nurse as leader and manager within the healthcare system is explored. Open to RN students only.

NUR 434. CRISIS PREVENTION, INTERVENTIONS AND RESOLUTION (3-6-6)

Prerequisite: Completion of junior level nursing courses. Crisis prevention, intervention and resolution for individuals, families, and health care providers are examined.

NUR 435. CRISIS PREVENTION, INTERVENTIONS AND RESOLUTION (3-6-6)

Prerequisite: NUR 315, 350. Crisis prevention, intervention and resolution for individuals, families and health care providers. Open to RN students only.

***NUR 444. NURSING OF ADULTS WITH COMPLEX HEALTH NEEDS (4-8-8)**

Prerequisite: Completion of junior level nursing courses. This course emphasizes theory and practice with adults and families experiencing complex health problems.

NUR 454. COMMUNITY HEALTH NURSING (3-6-6)

Prerequisite or corequisite: NUR 404, 434, 444. This course provides the student with opportunities to analyze and apply ideas, concepts and theories relative to the delivery of health care in the community system.

NUR 455. COMMUNITY HEALTH NURSING (3-6-6)

Prerequisite: NUR 435 - This course provides the student with opportunities to analyze and apply ideas, concepts and theories relative to the delivery of health care in the community system. Open to RN students only.

***NUR 458. NURSING OF ADULTS WITH MULTISYSTEM HEALTH NEEDS (4-8-8)**

Prerequisite: NUR 434, 444. This course emphasizes multisystem health needs of adults and the interdisciplinary nature of managing the client's total treatment regime.

NUR 464. ISSUES, TRENDS AND PROJECTIONS IN PROFESSIONAL NURSING. (2-0-2)

Prerequisite: All junior level nursing courses. Trends, issues and projections in nursing and the interdisciplinary health team are examined.

NUR 465. PRINCIPLES AND PRACTICAL APPLICATION OF ALTERNATIVE NURSING INTERVENTIONS (5-0-5).

The focus of this course is on the application of theory and research in the practice of alternative nursing interventions. Topics include muscle relaxation, guided imagery, therapeutic touch, massage therapy, music therapy, and storytelling.

NUR 484. PRACTICUM IN PROFESSIONAL NURSING (4-16-12)

Prerequisite: All nursing courses. The student synthesizes and applies the cognitive, psychomotor, and affective abilities and skills learned throughout the curriculum.

NUR 484H. PRACTICUM IN PROFESSIONAL NURSING (4-16-12)

Prerequisite: All nursing courses and admission to Georgia College Honor's Program

NUR 484-E. INDEPENDENT STUDY (VAR.)

Investigation of a topic of special interest.

NUR 485. PRACTICUM IN PROFESSIONAL NURSING (4-16-12)

Prerequisite: NUR 315, 350, 405, 414, 435, 455. The student synthesizes and applies the cognitive, psychomotor, and affective abilities and skills learned throughout the curriculum. Open to RN students only.

HEALTH SCIENCE (HSC)

HSC 312. WOMEN'S SOCIAL AND HEALTH ISSUES (4-2-5)

A study of the health and social issues affecting contemporary women.

HSC 320. CLINICAL NUTRITION (4-2-5)

Prerequisite: ZOO 210-211 or COI. The use of nutrients as interventions in the prevention and treatment of disease with emphasis on coronary artery disease, hypertension, diabetes, renal and gastrointestinal disease.

HSC 376. PHARMACOLOGY AND DRUG THERAPY (5-0-5)

Prerequisite: CHE 101 or COI. The properties, theories and physiologic processes associated with drug therapy are explored. Emphasis is on developing and understanding a holistic approach to medication administration and education of clients and families.

HSC 414. HEALTH CARE RESEARCH (4-0-4)

Prerequisite: Statistics and senior standing or COI. Foundations upon which scientific investigations in the health care system are based and research methodologies are explored.

39A-E. SPECIAL TOPICS IN HEALTH SCIENCE (VAR)

Topics of special interest not available in other course offerings

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Dr. David M. Morgan, Assistant Vice Chancellor for Academic Affairs
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WILLIAM NEIL JONES, B.B.A., M.B.A., Catalog Editor

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(Year in parentheses is year of first appointment at Georgia College)

Edwin G. Speir, President and Professor of Political Economy (1981)

B.S., Davidson College; 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

Gerald W. Adkins, Professor of Computer Science (1987)

B.S., University of Kentucky; M.S., Florida Institute of Technology; Ph.D., Texas A & M University

John Stanley Aldridge, Athletic Director and Professor of Physical Education (1975)

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

Brenda B. Allen, Assistant Professor of Learning Services (1985)

B.S., M.Ed., Georgia College

Janet L. Andrews, Assistant Professor of Nursing (1994)

A.D.N., Pennsylvania Valley Community College; B.S.N., Graceland College; M.S.N., University of Missouri

David G. Baarda, Professor of Chemistry (1965)

B.A., Central College; M.S., Ph.D., University of Florida

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Everette H. Barman, Jr., Professor of Biology (1973)

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Rosemary Edith Begemann, Professor of History (1974)

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B.S., University of Evansville; M.B.A., Inter American University

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Licence Es Lettres, University of Caen; M.A., Ph.D., Emory University

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912/275-6644

COMPUTING SERVICES

Senior Director for Computing Services David C. Hawkins, Russell Library
912/453-5065

COUNSELING SERVICES

Director Arnold Wade, Beeson 116
912/453-5331

CONTINUING EDUCATION AND PUBLIC SERVICES

Dean of Continuing Education and Public Services Mark Pelton, Chappell 208-A
912/453-5277

Assistant to the Dean, Continuing Education and Public Services Joe Bellflower,
Chappell 213
912/453-5277

DINING SERVICES

Director Sheldon Poole, MCU
912/453-5238

ENROLLMENT SERVICES

Associate Vice President for Enrollment Services Larry A. Peevy, Parks Hall
912/453-6283

Director of Admissions/Milledgeville Campus Maryllis Wolfgang, Parks Hall
912/453-6285

Director of Financial Aid Suzanne Price, Parks Hall
912-453-5149

Associate Director of Student Records Sarah Scott, Parks Hall
912/454-2772

GENERAL COLLEGE POLICY, APPEALS, GRIEVANCES, AND INSTITUTIONAL MATTERS

President Edwin G. Speir, 120 South Clark Street
912/453-4444

GRADUATE POLICIES AND PROGRAMS

Admissions Lynn Hanson, Parks Hall
912/453-6289

Graduate School	Ken Jones, Macon Campus 912/471-2063
Arts and Sciences	Bernie L. Patterson, Arts and Sciences 912/453-4441
Business	Director of Graduate Programs, Atkinson 201 912/453-5115
Education	W. Bee Crews, Kilpatrick 222-F 912/453-4546
Nursing	Cheryl P. Kish, Parks Nursing 206 912/454-2633

HEALTH SERVICES

Director of Health Services	Pamela Levi, Parks Nursing 106 912/453-4004
Director of Nursing	Marguerite Delgado, Ennis 134 912/453-5288

HUMAN RESOURCES

Director of Human Resources and Affirmative Action	Bonnie E. Sims, Parks 205 912/453-5596
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INFORMATION SERVICES

Executive Director of Information Services	William A. Richards, Russell Library 912/453-4047
Senior Director of Computing Services	David C. Hawkins, Russell Library 912-453-5065
Acting Director of Libraries	R. Neil Scott, Russell Library 912/453-4047
Director of Media Services	Rommie Johnson, Atkinson 417 912/453-4545
Director of Institutional Planning and Policy Analysis	Robin Hawkins, Chappell 210 912/453-4255

INSTITUTIONAL ADVANCEMENT

Executive Director, Institutional Advancement	Monica R. Webb Cathy Alumni Faculty Center 912/453-5400
Assistant to the Executive Director, Institutional Advancement	Bryan McCullar Cathy Alumni Faculty Center 912/453-5400

INSTITUTIONAL PLANNING AND POLICY ANALYSIS

Director of Institutional Planning and Policy Analysis	Robin Hawkins, Chappell 210 912/453-4255
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INSTITUTIONAL RELATIONS

Director	Max Allen, Bone House 453-4477
Coordinator of News Bureau	Binky Strickland, Bone House 453-1934
Publications and Creative Services	Crystal Meadows, Bone House 453-6803

INTERCOLLEGIATE ATHLETICS

Director	Stan Aldridge, Centennial Center 228 912/453-6341
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INTERNATIONAL EDUCATION

Assistant Vice President for International Education	Lanier Building 912/453-4789
------------------------------------------------------------	---------------------------------

INTRAMURALS/RECREATIONAL PROGRAMS

Coordinator of Intramurals/Recreational Programs Dana Turner, Maxwell 134
912/453-4027

LEARNING ACCOMODATIONS

Chair, Georgia College Committee on Learning Accomodations Dr. Craig Smith,
Kilpatrick 217C
912/453-4577

LIBRARIES

Acting Director of Libraries R. Neil Scott, Russell Library
912/453-4047

THE MANSION

Manager of The Mansion Sandra Mason, 120 South Clark Street
912/453-4545

MEDIA SERVICES

Director of Media Services Rommie Johnson, Atkinson 417
912/453-4545

MULTICULTURAL AFFAIRS

Director La-Retha Spain-Shuler, Maxwell 132
912/453-4027

MUSEUM AND ARCHIVES OF GEORGIA EDUCATION

Preparator Mary Hargaden
912/453-4391

NEW STUDENT ORIENTATION

Coordinator Sharon Jones, Kilpatrick 201-C
912/453-5016

PHYSICAL PLANT

Senior Director - Facilities Services David Groseclose, Miller Court
912/453-4467

PREPROFESSIONAL PROGRAMS

Coordinator of Preprofessional Programs Doris Moody, Herty 310
912/453-4025

PRINTING SERVICE

Print Shop Manager Jon Scott, English 106
912/453-4338

PURCHASES

Director of Administrative Services Martha Strawsma, Miller Gym
912/453-4458

PUBLIC SAFETY

Director of Public Safety Ken Vance, Mayfair
912/453-4054

RESEARCH SERVICES

Research Services Ken Jones, Macon Campus
912/471-2063

Director of Research/Graduate Student Services Wayne Glowka, Arts and Sciences
912/453-4222

Arts and Sciences Mae M. Carpenter, Arts and Sciences
912/453-4441
Business Glynn Morse, Atkinson 203-C
912/453-4022
Education Kathryn Powell, Kilpatrick 222-E
912/453-4546
Nursing Leta M. Holder, Parks Nursing Bldg. 206
912/454-2634

RESIDENCE LIFE

Director Paul Jahr, Beeson 111
912/453-5160
Associate Director Andy Sheston, Beeson 111
912/453-5160

SERVICE AREA

Manager of Inventory Control Carolyn Smith, Miller
912/453-4582

STUDENT AFFAIRS

Vice President/Dean of Students Bruce Harshbarger, Parks 206
912/453-5169

STUDENT ACTIVITIES

Director Garland Massey, Maxwell 116
912/453-5160

STUDENT SUPPORT SERVICES

Director Helen Hill, Maxwell 131
912/453-4233

TESTING CENTER

Director of Learning Services and Testing Sharon Jones, Kilpatrick 201C
912/453-5016
Coordinator of Testing Steve Walker, Kilpatrick 201B
912/453-5016

VETERANS SERVICES

Veterans Secretary Darcy Daniel, Parks 108
912/453-5531

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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, 2 regional universities, 13 senior colleges, 15 two-year colleges. These 34 public institutions are located throughout 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, 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 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 consortia.

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 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—approximately 52 percent—are made by the Board for Instruction.

INSTITUTIONS OF THE UNIVERSITY SYSTEM OF GEORGIA

h—On-Campus Student Housing Facilities

Degrees Awarded: A—Associate; B—Bachelor's; J—Juris Doctor; M—Master's;
S—Specialist in Education; D—Doctor's

UNIVERSITIES

Athens 30602
University of Georgia — h; B,J,M,S,D

Atlanta 30332
Georgia Institute of Technology —
h; B, M, D

Atlanta 30303
Georgia State University —
A, B, M, S, D

Augusta 30912
Medical College of Georgia —
h; A, B, M, D

REGIONAL UNIVERSITIES

Statesboro 30460
Georgia Southern University —
h; A,B,M,S,D

Valdosta 31601
Valdosta State University—h; A,B,M,S

SENIOR COLLEGES

Albany 31705
Albany State College—h; B,M

Americus 31709
Georgia Southwestern College—
h; A,B,M

Augusta 30910
Augusta College—A,B,M

Carrollton 30118
West Georgia College—h; A,B,M,S

Columbus 31993
Columbus College—A,B,M

Dahlonega 30597
North Georgia College—h; A,B,M

Fort Valley 31030
Fort Valley State College—h; A,B,M

Marietta 30061
Kennesaw College—A,B,M

Marietta 30060
Southern College of Technology—h; A,B

Milledgeville 31061
Georgia College—h;B,M,S

Morrow 30260
Clayton State College—A,B

Savannah 31406
Armstrong State College—A,B,M

Savannah 31404
Savannah State College—h; A,B,M

TWO YEAR COLLEGES

Albany 31707
Darton College—A

Atlanta 30310
Atlanta Metro College—A

Bainbridge 31717
Bainbridge College—A

Barnesville 30204
Gordon College—h; A

Brunswick 31523
Brunswick College—A

Cochran 31014
Middle Georgia College—h; A

Dalton 30720
Dalton College—A

Decatur 30034
DeKalb College—A

Douglas 31533
South Georgia College—h; A

Gainesville 30403
Gainesville College—A

Macon 31297
Macon College—A

Rome 30161
Floyd College—A

Swainsboro 30401
East Georgia College—A

Tifton 31793
Abraham Baldwin Agricultural College—
h; A

Waycross 31501
Waycross College—A





Cover: Crystal D. Meadows
 Cover Photos: J Moore

Campus Map Legend

- | | | |
|----------------------------|--------------------------------|--------------------------------|
| 1 The Depot | 16 Mayfair Hall | 28 Parks Nursing Building |
| 2 Georgia House | Public Safety | 29 Beeson Hall (Residence) |
| 3 Centennial Pool | Campus Information | 30 English Building |
| 4 Centennial Center | 17 White House | 31 Language Building |
| 5 Centennial Tennis Courts | 18 Cathy Alumni-Faculty Center | 32 Lanier Hall |
| 6 Parkhurst Apartments | 19 Old Governor's Mansion | 33 Russell Auditorium |
| 7 Ann Simpson Smith House | 20 Ennis Hall | 34 Chappell Hall |
| Outdoor Center | 21 Maxwell College Union | 35 Ina Dillard Russell Library |
| Wells Hall (Residence) | Hoke Dining Room | 36 Kilpatrick Education Center |
| Napier Hall (Residence) | Chic-fil-A | Peabody Auditorium |
| Sanford Hall (Residence) | 22 Parks Hall | 37 Herty Hall |
| Adams Hall (Residence) | 23 Atkinson Hall | 38 Herty Greenhouse |
| Bone House | 24 Terrell Hall (Residence) | 39 Miller Studio |
| Museum & Archives of | 25 Bell Hall (Residence) | 40 Miller Court |
| Georgia Education | 26 Porter Fine Arts Building | 41 Central Receiving |
| McIntosh House | Max Noah Recital Hall | 42 Harrison House |
| Blackbridge Hall | 27 Health Sciences Building | 43 Arts & Sciences Building |
| | Indoor Pool | |