

Spring 1975

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

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

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

Georgia College

GENERAL BULLETIN

at Milledgeville, Georgia 31061

Vol. LVV

June, 1975

No. 2

GENERAL BULLETIN

GEORGIA COLLEGE



Milledgeville, Georgia 31061

Phone: (912) 453-5187
1975-76

PREFACE

This catalogue is primarily for the prospective student, his parents, and his high school counselors. It is the belief of those who prepared it that all the material will prove important to some prospective students and that most of it will be important to every new student.

Necessary conventional academic and financial information is included; but, in addition, much descriptive material is here, much that is interpretive of the invigorating atmosphere and the democratic, wide-awake, purposeful student life characteristic of Georgia College.

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

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CALENDAR FOR 1975

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1975-76

Fall Quarter, 1975
(761)

September	14	Arrival of new students*
	14	Meeting of President with parents of new students,* 2:30 p.m. in Russell Auditorium
	15-17	Orientation of new students*
	17	Arrival of upperclassmen*
	18-19	Registration
	22	Classes convene
	22	Last day to pay fees without penalty
	22	Formal convocation, 10:00 a.m.
	24	Last day to add a course
	24	Last day to drop course without fee penalty
October	24	Mid-quarter reports*
	28	Last day to drop course without academic penalty
November	3-7	Advisement period for currently enrolled students planning to attend the Winter Quarter, 1976
	25	Thanksgiving holidays begin, after classes (Night classes will meet.)
December	1	Thanksgiving holidays end—classes re-convene
	1	English Departmental Themes (6:30 p.m.)
	3-4-5	Fall Quarter examinations
	5	Christmas holidays begin, after last examination

Winter Quarter, 1976
(762)

January	5-6	Registration
	7	Classes convene
	7	Last day to pay fees without penalty
	12	Last day to add a course
	12	Last day to drop course without fee penalty
February	2	Last day to file application for degree to be awarded June 9, 1976.
	11	Mid-quarter reports*
	13	Last day to drop course without academic penalty
	23-27	Advisement period for currently enrolled students planning to attend Spring Quarter, 1976
March	15	English Departmental Themes (6:30 p.m.)
	17-18-19	Winter Quarter examinations
	19	Spring holidays begin, after last examination

*Optional for graduate students

Spring Quarter, 1976
(763)

March	28	Spring holidays end
	29-30	Registration
	31	Classes convene
	31	Last day to pay fees without penalty
April	2	Last day to add a course
	5	Last day to drop a course without fee penalty
May	7	Mid-quarter reports*
	10	Last day to drop course without academic penalty
	17-21	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarter, 1976
	31	English Departmental Themes (6:30 p.m.)
June	4	Grades for all Degree Candidates due in Registrar's Office
	5, 7, 8	Spring Quarter examinations
	9	Graduation

Summer Quarter, 1976

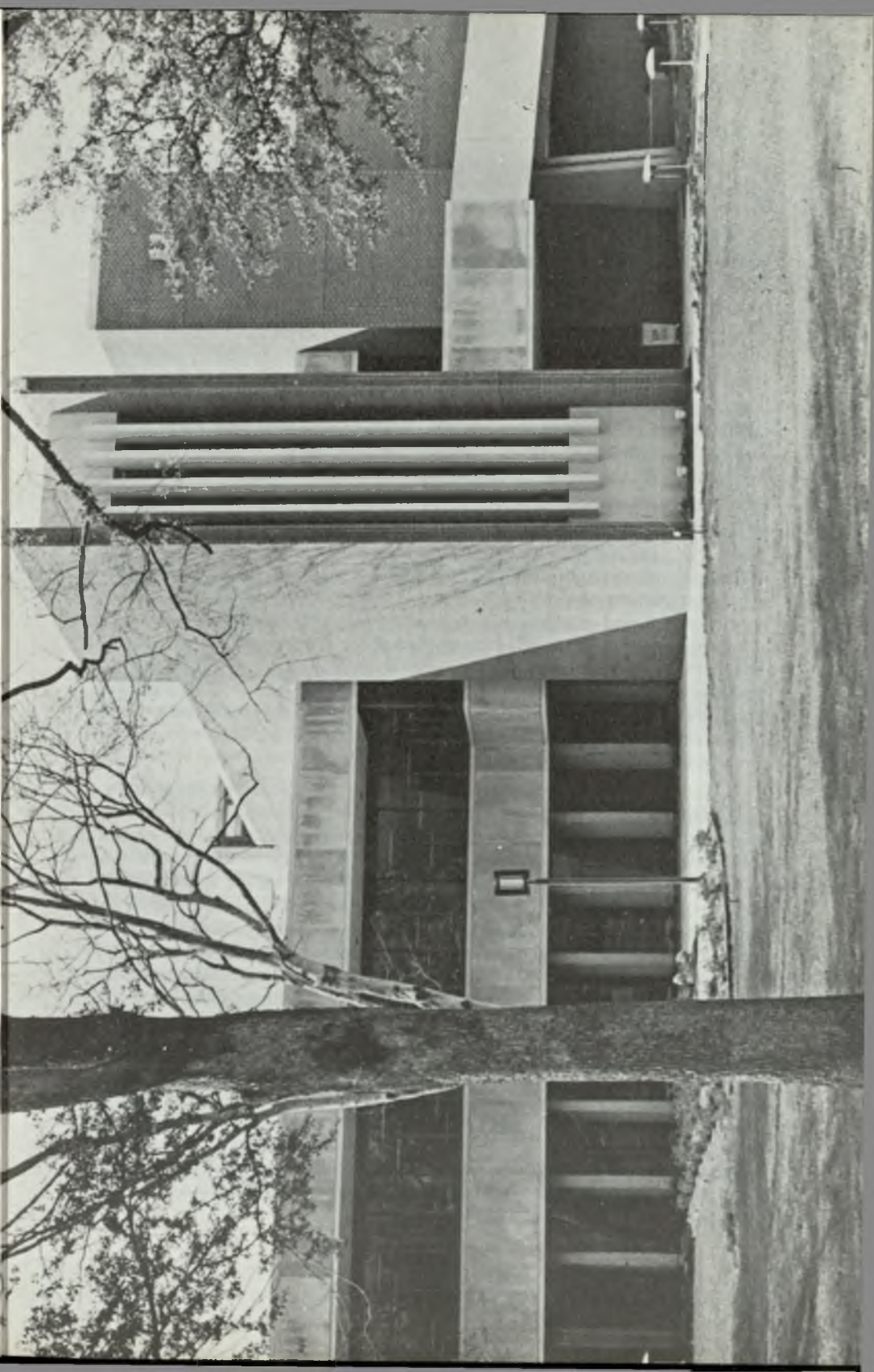
First Term—June 21-July 20
(764)

June	20	Arrival of new students
	21	Registration
	22	Classes convene
	24	Last day to make course changes
	24	Last day to drop a course without fee penalty
	25	Last day to file application for degree to be awarded August 21, 1976
July	5	Holiday
	20	First term ends after last class period

Second Term—July 22-August 21
(765)

July	21	Arrival of new students
	22	Registration
	23	Classes convene
	26	Last day to make course changes
	26	Last day to drop a course without fee penalty
August	19	Grades for all Degree Candidates due in Registrar's Office
	21	Graduation

*Optional for graduate students



GENERAL INFORMATION

HISTORY

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

Milledgeville was laid out in 1803 and in the following year was designated as the capital of Georgia, remaining the seat of government until 1868. Its physical layout and the arrangement of public buildings coincided in point of time with the organization of Washington, D.C., and the town is somewhat reminiscent of the nation's capital during the early part of the 19th century.

The community was closely identified with the life and culture of the ante-bellum South. For more than half a century it was the mecca for Georgia's political and intellectual leaders and was visited by many famous foreign travelers, among them the Marquis de LaFayette and Sir Charles Lyell. Although the town was in the heart of the "Burnt Country" in 1864 and was one of the principal objectives of Sherman's army in the march to the sea, its residences and public buildings were largely spared. Many of its landmarks remain today as attractions to tourists. The Old Governor's Mansion and grounds and two of the original Government Squares are part of the campus of the College. The Mansion, completed in 1838, is the official residence of the president of the College. Buildings and grounds of the old Capitol Square are occupied by the Georgia Military College.

As early as 1825 the Georgia House of Representatives, in session at Milledgeville, passed an act to establish "a public seat of learning in this state for the education of females." On the failure of the Senate to concur, the matter was dropped and was not considered seriously again for three-quarters of a century. In the meantime, a number of academies and colleges for men and women sprang up throughout Middle Georgia. Among them were the Georgia Female College and Oglethorpe University, established in the vicinity of Milledgeville during the 1830's. This was an era in which the South was building its educational services upon the pattern of young ladies' seminaries and of denominational and military institutions preparing young men to be gentlemen-planters. Most of these institutions succumbed to the War Between the States and were never reopened.

Reconstruction and its aftermath laid the basis for a different type of education. The New South, with its urban-industrial emphasis, slowly displaced the old agrarian ideal. The Georgia School of Technology, now the Georgia Institute of Technology, at Atlanta, chartered in 1885, and the Georgia Normal and Industrial College, at Milledgeville, chartered in 1889, were manifestations of the trend of the times. As the names indicate, these institutions were devoted chiefly to the task of preparing young men and women, on separate campuses for industrial occupations. The emphasis at that time was largely vocational.

In 1917, in keeping with the economic and cultural changes in the State, the Georgia Normal and Industrial College was given power to grant degrees, and the first degree was granted in 1921. With this change the College introduced more cultural courses, and the liberal arts degree was offered. In 1922 the name of the institution was changed to the Georgia State College for Women. In 1961 the name was again changed to The Women's College of Georgia. With these changes came a broader academic and professional program.

In January, 1967, the Board of Regents of the University System of Georgia authorized The Woman's College of Georgia to admit men students in the 1967-68 fiscal year, to expand its curriculum and physical facilities, and to provide residence halls for men. Non-dormitory men students were admitted, however, to regular undergraduate classes for the first time in the Spring Quarter, 1967. The new name, Georgia College at Milledgeville, was adopted by the Board later in March, 1967. In October, 1971, the Board of Regents changed the name to Georgia College.

These last changes make available a senior college for both men and women students in the middle Georgia area. The institution continues to draw students from the state and nation as well as throughout the world.

A graduate program was initiated in the summer of 1958, and the first Master of Education was granted in 1959. The first courses in the Master of Business Administration degree were offered in the winter quarter of 1969.

Since January, 1932, the College has operated as a unit of the University System of Georgia under one Chancellor and a Board of Regents.

Former presidents of the college were Dr. J. Harris Chappell, Dr. Marvin M. Parks, Dr. J. L. Beeson, Dr. Guy H. Wells, Dr. Henry King Stanford, and Dr. Robert E. Lee. Dr. J. Whitney Bunting assumed the presidency on January 1, 1968.

STATEMENT OF PURPOSE

Georgia College attempts to fulfill its obligations to all its students through emphasis on three major divisions of learning and activity: general culture, professional competence, and individual and group responsibility.

A well-balanced education introduces the student to the vast store of knowledge that man has accumulated through the ages. Whatever the field of interest of the student may be, he should know enough of the scientific method to respect the objective approach. He should also have sufficient contact with the best in art, music, history, and literature to insure an adequate understanding of mankind in general and of himself in particular. Only with a liberal, cross-disciplinary foundation will he achieve the comprehensive perspective that makes for enriched living. The College, therefore, has adopted a course of study designed to provide a liberal cultural background in the first two years of all its baccalaureate programs.

Upon this broad cultural base, the College seeks to achieve its objectives of academic and professional competence and individual and group responsibility. As a multipurpose institution, it offers its students opportunities to satisfy their intellec-

tual curiosity, gives them professional preparation in a variety of disciplines, provides them with programs designed to build their physical bodies, and urges them to delve deeply into their areas of major interests at both the undergraduate and graduate levels. As they pursue these fields of interest, the College, realizing that the increasingly complex society of today demands a sympathetic awareness of the problems of human relationship, endeavors to instill in its students an understanding of these problems and a sense of responsibility conducive to their solution. By encouraging its students to maintain acceptable standards of academic achievement and to become involved individuals working intelligently and responsibly for the improvement of all facets of college life, the institution hopes to develop citizens who, upon completion of their academic programs, will be capable not only of performing work that will provide for their livelihood, but also of making contributions that will result in the betterment of society and the quality of life.

BUILDINGS, GROUNDS, AND SERVICES

The main campus consists of forty-three acres in the heart of Milledgeville. This is made up of twenty-three acres which houses all the educational facilities and twenty acres two blocks away that are utilized for student housing. A new athletic complex has been partially completed on six hundred forty-two acres just outside Milledgeville, and a few miles from town a one hundred acre park, Lake Laurel, supplements the recreational facilities of the College.

The College facilities include more than thirty buildings, most of them red brick with Corinthian columns and limestone trim and the majority of them situated on the main campus. Of these, seven are residence halls.

Lake Laurel contains a fifteen-acre lake providing facilities for boating, swimming, fishing, and other outside activities. A clubhouse is available for parties, picnics, student-organization meetings and overnight student campers.

The Charles H. Herty Science Hall has many features which make for enriched experience in basic and applied science. Well-equipped air conditioned laboratories have been designed for the specialized fields. A modern greenhouse for experimental studies in plant science and a modern animal house for genetic and nutritional investigations aid in vitalizing areas of the science program.

The new addition to Herty Science Hall, opened in 1972, contains an additional eleven labs, two lecture rooms, a two hundred-seat teaching auditorium and supporting offices.

Parks Hall, containing the administrative offices, is situated at the southwest corner of the main group of buildings usually referred to as "front campus." While basically administrative in character, this building does contain a limited number of lecture rooms, and administratively related offices.

The Richard B. Russell Auditorium, named in honor of the late Chief Justice Russell, for many years chairman of the Board of Trustees of the College, has a seating capacity of over 1,000 and is equipped with an excellent stage, a public

address system, and a concert organ. Of special interest is the carillon, made possible by a gift from Bessie Lindenstruth of the class of 1899. The carillon was presented to the College in memory of her parents and in honor of former president Dr. J. Harris Chappell.

Chappell Hall, occupied in 1963 by the Home Economics Department, is a two-story concrete frame structure, brick with cast-stone trim. The building contains 32,000 square feet and is completely air-conditioned. It contains classrooms and offices, modern food, nutrition, clothing and textile laboratories, varied facilities for house furnishings, a small auditorium, and a testing laboratory for home appliances. The most modern facilities and equipment for teaching home economics and related disciplines are available to the student and instructor.

Lanier Hall, facing the main entrance to the campus, houses the Department of English, the Department of Business Administration and Economics, and the Department of Mathematics. This building is fully air-conditioned.

The Education Building, situated behind the Library and facing Montgomery Street has for years been headquarters for the Department of Education. Present plans call for the new Georgia College Education Center to house the Department of Education. Upon completion of this construction and remodeling project a decision can be reached on the future use of the Education Building.

Ennis Hall was converted from a dormitory to an instructional facility housing the Department of Psychology and the Department of Nursing. The building is named in honor of the late Honorable Howard Ennis of Milledgeville.

Peabody Hall, the former laboratory school, is now being converted to a Georgia College Education Center. The Center will house the Department of Education, the Continuing Education Center, the Nursery School and Kindergarten, the Department of Special Studies, the Multi-Media and Learning Resources Center, as well as providing a large conference auditorium.

The Georgia College Nursery School is located on N. Wilkinson Street. The modern brick building provides educational accommodations for children from infancy through four years of age. It is used primarily to provide laboratory experiences with children and parents for students in home economics and early childhood education.

The Health and Physical Education Building houses the Department of Health, Physical Education, and Recreation. The accommodations include a large gymnasium, a swimming pool, a dance studio, dressing rooms, classrooms, and staff offices.

The Anthony Porter Fine Arts Building, home of the Department of Art and the Department of Music, was built largely by funds donated by the late Mrs. Louise Minis. It contains a small auditorium, offices, classrooms, a visual aids studio, a band room, music library, piano practice rooms, an art gallery, a ceramic laboratory, and art studios. The building was erected in memory of the late Anthony Porter of Savannah.

The Language Building is an air-conditioned facility located between Lanier Hall and the Education Building. It contains a language laboratory with the most modern

audio-visual devices by means of which the student is able to gain oral proficiency in modern foreign languages. The second floor of this building contains offices for twenty-two faculty members.

Parks Memorial Infirmary was built largely by contributions of friends of the late President Marvin M. Parks and of the College and was an Alumnae-sponsored project. The second floor of this facility has been converted to provide additional faculty office spaces. The lower floor continues to serve as the College infirmary.

The Governor's Mansion, the historic and stately home of Georgia's governors from 1839-1868, is the home of the president of the College. The Mansion was re-opened for public viewing in September, 1967, following two years of restoration and renovation. A tour of the building includes the ground and first floors. The ground floor includes the kitchen, with its fireplace and hearth, original to the earliest days of the Mansion. The first floor contains the parlor, entrance hall, dining room, library, and drawing room. The drawing room is sixty feet long and is distinguished by two black Italian marble mantels original to the house. The building's most commanding feature is the central rotunda which rises fifty feet to a decorated domed ceiling. English Regency is the period furniture chosen for the Mansion. The style was in vogue from 1800-1840 and was used in the finest houses in England and America.

Maxwell College Union Building—The modern College Union, opened in 1972, houses the College food services, bookstore, mail room, student lounges, student government offices, conference rooms, publication offices, hobby workshops, game rooms, study rooms, and faculty lounge. The Union's name honors the late Mary Thomas Maxwell, GC professor of English and Dean of Women.

Atkinson Hall, erected in 1897, was named for the late Governor W. Y. Atkinson, who introduced into the Georgia Legislature the bill that chartered the College. This building consists of the original Atkinson Hall and an addition called Atkinson Annex. The College's duplicating and printing activities are located in Atkinson Annex. The original Atkinson Hall is now being studied to determine its future use.

Terrell Hall includes the building known as Terrell and Terrell Annex. Originally both of these were student dormitories. Terrell now houses the Departments of History, Mathematics, Political Science, and Philosophy and Religion. Terrell Annex houses the Department of Sociology.

The Green Street Home Management Residence is a model urban home, making possible opportunities for home economics students to apply theory to realistic situations.

William Thomas Bone Alumni House, presented to the College in November 1972 by Mr. Frank E. Bone in honor of his wife, Mrs. William Thomas Bone. This eight-room home includes the Alumni Office, and space to host visiting Alumni.

Parkhurst Hall, located on West Green Street, is a faculty apartment house consisting of twelve family-sized apartments and five efficiency apartments.

Miller Memorial Hall, located at the corner of Wayne and Montgomery Streets, houses an auxiliary gymnasium, and a number of faculty apartments. This building

also houses the College's Physical Plant Department and Warehouse. The site for Miller Hall was donated by Mrs. S. J. Stubbs, Sr. and the name of the building honors her parents, the late Captain and Mrs. Andrew Jackson Miller.

Mary Gilbert Park is an attractive recreation unit adjacent to Peabody Hall. It includes a swimming pool, playgrounds, and athletic fields and courts. The development of the recreational facilities was made possible through the interest and generosity of the late Judge S. Price Gilbert.

Athletic Complex constructed in 1972-74 consists of Soccer, Baseball and Softball fields, and eight tennis courts. The first phase of the new Health, Physical Education, and Recreation building also complement this area.

Dormitory Accommodations There are seven dormitories on the campus. Rooms are modern, convenient, and comfortable. Many of them are arranged in two-room suites with connecting baths. All residence halls contain parlors and recreation rooms for the entertainment of guests.

Bell Hall, a dormitory for women, is composed of Bell Hall and Bell Annex. All rooms have a connecting bath for each suite of two rooms. The building was named in honor of the late Miller S. Bell, long a member of the Board of Trustees of the College and until his death a member of the Board of Regents of the University System.

Beeson Hall, on Montgomery Street between the Education Building and the infirmary, provides several faculty apartments, the computer center, and accommodations for eighty students. This residence hall was named for the late President and Mrs. J. L. Beeson.

Sanford Hall, dormitory for women, fronts on Green Street and adjoins Nesbit Woods. The name honors the late Chancellor S. V. Sanford.

Wells Hall, a modern residence hall for women, was occupied in the fall of 1964. The building fronts on Green Street.

Napier Hall—This latest addition to student housing, located in the Nesbit Woods area, consists of two hundred double occupancy, air conditioned, rooms with nine lounge areas; three T.V. rooms; one recreation room; one game room; two study rooms; two laundry rooms; and an office. It is situated on the edge of Nesbit Woods. The name honors the late Alice Napier, who was chairman of the Mathematics Department and who taught at Georgia College for 42 years.

New Dormitory, a modern air-conditioned residence hall occupied in the fall of 1966, fronts Green Street between Clark and Columbia Streets. Rooms are designed for occupancy by two students and will accommodate one hundred and fifty-four students.

STUDENT VEHICLES AND PARKING

Since Georgia College is located in the heart of Milledgeville, it shares some of the physical characteristics of other urban colleges. First, the College is more compact

than widely spread out. Second, vehicular traffic is at times congested and parking spaces convenient to the campus are difficult to find. Although the College attempts to provide for student parking, the fact remains that it cannot keep up with the increasing numbers of vehicles and the result is always more vehicles than parking facilities. Georgia College, therefore, cannot assume the specific responsibility for providing parking facilities for student vehicles.

THE LIBRARY

The Ina Dillard Russell Library, named for the mother of the late Senator Richard B. Russell, is the center for research activities of the College. The resources of the Library include over 118,000 books, 1200 current magazine and newspaper subscriptions, and extensive collections in microform. Some 41,000 items are added to the collection each year to support the growing undergraduate and graduate programs. The Library is normally open 78 hours each week with a reference librarian on duty much of this time to provide service and informal instruction in the use of the Library.

As a U.S. Government depository, the Library receives approximately 4000 documents annually. Other notable collections include *The New York Times* on microfilm from its beginning date of 1851 to the present; the American Periodical Series, a series of 18th, 19th, and early 20th century periodicals on microfilm; and the Educational Research Information Center (ERIC) research reports on microfiche from 1966 to the present.

The Library's Special Collections contain material on Georgia history, books by and about Georgians, rare and valuable books, manuscripts, research maps, and the College archives. The most notable special collection is the Flannery O'Connor Collection of manuscripts and books housed in the new Flannery O'Connor Room. This valuable collection of material of the world-renowned author, who was a member of the class of 1945, was given to the Library by her mother, Regina Cline O'Connor.

A separate model collection of resource material for pre-school through high school pupils is housed in the Learning Resource Center which is administered by the Russell Library staff. This integrated collection of book and non-book media includes a sampling of new and old in instructional material and is used by all departments of the College for courses in teacher education. The Center which is in temporary quarters will be housed in the new education complex to be constructed in the near future.

PERSONNEL AND GUIDANCE SERVICES

The philosophy and objectives of the College emphasize the importance of every aspect of college life in providing a broad and meaningful educational experience. Within the overall program the personnel and guidance services function to help the student grow in self-understanding, achieve satisfactory adjustments, choose activities, and other experiences so as to derive the greatest benefit from a college career.

COUNSELING SERVICES

Professional counseling is available to afford the opportunity for students to gain understanding of self and others, to explore both personal and vocational goals, and to make more effective decisions concerning personal development and adjustment to college life.

Vocational testing, information concerning career opportunities, and individual counseling may assist the student in career decision making.

ORIENTATION

Prior to the beginning of classes in the fall, new students spend several days in orientation programs designed to introduce them to their academic program, to prepare them for campus life, and to acquaint them with fellow students and the College.

Members of the College Government Association share in planning activities that are important in the program of orientation.

ACADEMIC COUNSELING

Georgia College maintains a comprehensive academic advisement system to aid students in the selection of their courses and majors. All students are assigned to an adviser when they apply for admission. For this reason students should indicate on the application form their major area of interest. While the faculty adviser has the responsibility of helping the student plan his academic program and of approving the student's course work as it relates to the student's major, the responsibility of meeting all graduation requirements as stated in the catalogue rests mainly with the student.

Starting with the third quarter of enrollment the student is advised to begin deciding on the department of his major. Students are advised to select their major departments by the end of the sixth quarter of enrollment. The student may select his major department at any time regardless of the number of quarters enrolled. Students should not feel pressured to decide on a major at first. Undecided students will be assigned advisers at random. However, academic programs in some areas necessitate early decisions.

Once a student has selected his major department, in consultation with his assigned adviser and the chairman of the department in which he has decided to major, the student declares his major. Majors are declared by completing the form supplied by his adviser and signed by the department chairman of his major. The form is filed in the Dean's office and the faculty of the student's major department is responsible for the student's advisement until he either changes his major, graduates, or withdraws.

HEALTH SERVICES

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

The primary aim of the medical services is the maintenance of good health among the members of the College community. Preventive medicine is the foremost consideration. However, always available are remedial measures in cases of illness and follow-up treatment for students who are under the care of home physicians. Clinics are held daily to which any student may go for treatment of minor or chronic conditions or for consultation with the College physician.

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

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

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

Before final admission, all new students are required to have a thorough physical examination, preferably by his family physician. The Medical Record Form, provided by the registrar, records the family and health history of the student and also the findings of the medical examination. The completed Medical Record Form should be mailed by the physician *directly* to the *Medical Records Section, Parks Memorial Infirmary, Georgia College, Milledgeville, Georgia 31061*. This record serves as the basic medical record for the student and is used in providing medical care and health guidance, in assigning physical education courses, and in approving sports activities.

Registration will be considered completed only when the Medical Record Form has been received.

PLACEMENT OFFICE

The College operates a Placement Office to assist students and alumni seeking permanent or summer employment. The Placement Office maintains a register of positions available, a roster of students seeking employment, and a file of materials to assist those entering the labor force. Upon request, it also forwards to potential employers the credentials of any individual registered with the Office and makes arrangements for employers to interview job candidates on campus.

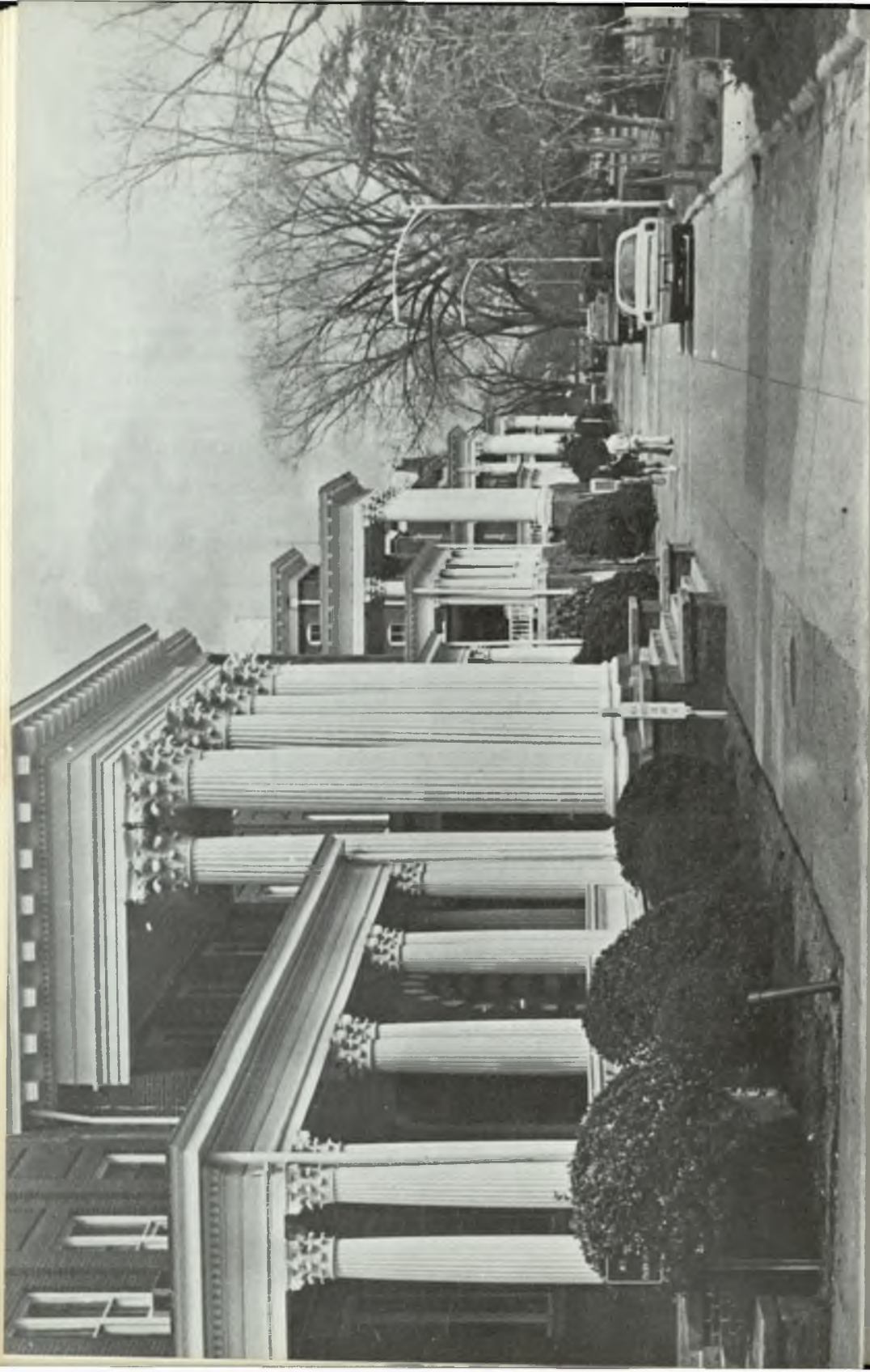
ALUMNI ASSOCIATION

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

CORRESPONDENCE STUDY PROGRAM

The Georgia Center for Continuing Education of the University of Georgia maintains a Correspondence Study Office at Georgia College.

For further information write to *Correspondence Study Secretary, Georgia College, Milledgeville, Georgia 31061.*



ADMISSIONS AND EXPENSES

ADMISSIONS

Policies related to admission to Georgia College are determined by the Admissions Council. Georgia College is open to all qualified students without regard to race, creed, or national origin. An application is reviewed as soon as the applicant has submitted enough items of information to provide a sound basis for action, and a decision letter is mailed soon thereafter.

Those who wish to enter the freshman class should apply as early as possible in the senior year of high school. Those who wish to transfer from another college should apply as soon as interest develops in the College. An application must be submitted at least twenty days before the opening of the quarter in which the applicant wishes to enter. Official transcripts and all other information required to complete the application file must be in the admissions office before a student will be permitted to register unconditionally.

The applicant initiates application by submitting an application form which may be secured from the director of admissions. After this form is returned with the required fee, all other necessary forms and instructions are forwarded to the applicant in routine fashion.

Required of all applicants are scores on the Scholastic Aptitude Test of the College Entrance Examination Board, and a statement of the condition of the applicant's health. Specific requirements for freshman and transfer applicants are discussed below. Applicants scoring below certain scores (see page 207) on the Scholastic Aptitude Test will be required to take further tests to determine their initial placement in Special Studies courses.

Early Admission of Freshmen

The College recognizes outstanding achievement in high school by admitting some applicants who have completed the eleventh grade with at least fifteen units, but who have not graduated from high school. Special interviews, Scholastic Aptitude Test scores, and recommendations from school authorities help the College decide upon admission in this category.

Advanced Placement of Freshmen

The College will grant advanced placement and credit to those who participate in the Advanced Placement Program of the College Entrance Examination Board and earn scores of at least 3 on the examination.

College Level Examination Program (CLEP)

Georgia College has established several programs for awarding credit by examination. Details may be obtained from the College Counselor of Students. The general conditions and standards for awarding credit are as follows:

1. The maximum amount of credit that can be earned by examination is limited by the requirement that 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 he has once enrolled in the course.
3. The College Level Examination Program's *General Examinations* and *Subject Examinations* may not be retaken in order to earn credit.
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. No person will be permitted to obtain credit by examination who has a SAT combined score of 650 or under.

Challenging Courses

Students enrolled in Georgia College 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 chairman of the department that offers the course sufficient information on his/her background that will enable the department chairman 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 chairman is examined on the course by the faculty of the department according to a procedure established by the department.

The results of the examination are recorded on the Credit by Examination Form provided by the Dean of the College. 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 for these courses. If the student is approved for credit by examination he/she will pay an examination and recording fee per course challenged. Receipt of payment from the Business Office will be presented to the instructor before the examination. No more than forty-five quarter hours credit can be awarded through the course-challenge procedure and it is limited by the policy that forty-five of the last sixty and sixty of the last ninety hours of credit must be earned in residence. No person will be permitted to challenge a course after he/she has once enrolled in the course. There is a limit of one challenge per course. A minimum SAT combined score of 650 is a prerequisite for the challenge of any course. The Dean of the College will notify the Registrar's Office and Business Office of all challenges. This procedure applies only to courses not covered by the College Level Examination Program (CLEP), described above.

Requirements for Freshman Applicants

A freshman applicant must be able to submit evidence of graduation from an accredited high school. A complete transcript of high school work and evaluation by

the school counselor or principal are required. The high school program should include the following units:

English	4
Mathematics (including 1 unit in Algebra)	2
Social Studies	2
Science	1
Academic Units from the above subject matter	
areas or foreign language	3
Other optional units	4

Requirements For Transfer Students

1. Transfer applicants follow the same procedures as freshman applicants, except that transfer applicants are not necessarily required to submit their high school records and evaluation of high school officials. Such records may be required by the director of admissions, but normally the applicant's college transcript and statement from his dean will take the place of high school credentials.

2. A person will be considered a transfer applicant who presents more than 17 quarter hours of acceptable credits from another college accredited by the appropriate regional accrediting agency. Those with less than 17 quarter hours credit will comply with both freshman and transfer requirements for admission.

3. A transfer applicant may not enter Georgia College unless he is eligible to return immediately to the last college attended.

4. A transfer applicant must have a satisfactory overall average on all work attempted.

5. A maximum of one hundred one academic quarter hours from a junior college, or one hundred twenty-six academic quarter hours from a senior college, may be applied toward a degree at Georgia College.

6. A maximum of forty-five hours may be taken through extension and home study courses. This forty-five quarter hours total includes any home study courses offered by the staff of Georgia College.

Admission of Special Students

With the approval of the Dean of the College and the chairman of the department concerned, certain applicants who wish to take courses for personal enrichment or advancement may be admitted as special students. Such students must be over twenty-five years of age and ordinarily may not reside on the campus. Students admitted on this basis are not admitted as degree candidates. Before any work taken as a special student may count toward a degree, all requirements for admission must be met. The College assumes no responsibility for planning programs for special students.

Readmission

Readmission is not automatic for those formerly enrolled at the College. A student wishing to return must give the director of admissions sufficient notice to allow action by the Admissions council. Application is made by submitting a form which may be obtained from the director of admissions.

Part-Time Students

Applicants who wish to take less than a normal load of work but at the same time follow a planned program toward a degree will be admitted as part-time students and will be subject to all requirements pertaining to regular students.

Graduate Students

The graduate program has requirements in addition to those stated above. (See Graduate Catalogue)

Transient Students

Transient student status means that a student is admitted to the College for a specified period of time, normally a single quarter, with the understanding that he is to return to his own college at the opening of the next quarter. An applicant for transient status submits a statement from his dean that he is in good standing and has permission to take specific courses at Georgia College for which credit will be given when satisfactorily completed. Transcripts of college work completed elsewhere are not usually required for such applicants, since they are not admitted to full standing at Georgia College.

EXPENSES

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

The basic charges are as follows:

General Fees

	Academic	Health	Activity	Total
STUDENTS TAKING 12 OR MORE QUARTER HOURS:				
Legal Residents of Georgia	\$132.00	\$10.00	\$18.00	\$160.00
Non-Residents	\$348.00	\$10.00	\$18.00	\$376.00
STUDENTS TAKING LESS THAN 12 QUARTER HOURS:				
11 QUARTER HOURS				
Legal Residents of Georgia	\$121.00	\$10.00	\$18.00	\$149.00
Non-Residents	\$319.00	\$10.00	\$18.00	\$347.00

10 QUARTER HOURS				
Legal Residents of Georgia	\$110.00	\$10.00	\$18.00	\$138.00
Non-Residents	\$290.00	\$10.00	\$18.00	\$318.00
9 QUARTER HOURS				
Legal Residents of Georgia	\$ 99.00	\$10.00	\$18.00	\$127.00
Non-Residents	\$261.00	\$10.00	\$18.00	\$289.00
8 QUARTER HOURS				
Legal Residents of Georgia	\$ 88.00	\$10.00	\$18.00	\$116.00
Non-Residents	\$232.00	\$10.00	\$18.00	\$260.00
7 QUARTER HOURS				
Legal Residents of Georgia	\$ 77.00	\$10.00	\$18.00	\$105.00
Non-Residents	\$203.00	\$10.00	\$18.00	\$231.00
6 QUARTER HOURS				
Legal Residents of Georgia	\$ 66.00	\$10.00	\$18.00	\$ 94.00
Non-Residents	\$174.00	\$10.00	\$18.00	\$202.00
LESS THAN 6 QUARTER HOURS (Calculated Per Hour)				
Legal Residents of Georgia	\$ 11.00	None	None	\$ 11.00
Non-Residents	\$ 29.00	None	None	\$ 29.00

Dormitory Charges
per quarter \$120.00 to \$140.00

Food Service

The following choices are available:

2 meals a day Monday through Friday	\$140.00
3 meals a day, 7 days a week	\$175.00
14 meals a week	\$160.00

All dormitory residents must have one of the meal plans.

Fees and Deposits Required

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

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

Room Reservation Deposit (\$35.00)—A room reservation deposit is requested of all students expecting to live in College residence halls. New students will send this deposit to the Business Office with a Request for Room Form. This request form will be sent to the applicant when all papers have been received and he has been approved for admission. Students already in College residence halls will pay this deposit at the Business Office in April prior to assignment of rooms.

Registration deposits and room reservation deposits received will be credited to the student's account. A refund of these deposits will be made only when the

application for withdrawal is made 30 days prior to the registration date for any quarter.

Dormitory Damage Deposit (\$20.00)—A refundable dormitory damage deposit is required of all dormitory students. This fee is totally refundable at the time a student graduates or otherwise leaves College housing, if the student has had no damage charged to him that would not be considered normal use.

Special Fees

Graduation Fee (\$10.00)—A graduation fee is charged at the beginning of the final quarter of the year in which a student plans to graduate.

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

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

Off-Campus Courses—The fee for off-campus courses is \$14.00 per credit hour.

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

Transcript of Record Fee (\$1.00)—One full transcript of work completed will be furnished without charge. A fee will be charged for any additional single copy.

Returned Check Charge (\$5.00)—This is charged against any check not honored and paid by student's bank.

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

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

Non-Resident Students

Non-Resident Tuition—A tuition fee of \$18.00 per quarter hour up to a maximum of \$216.00 per quarter is paid during the registration period at the beginning of

each quarter by students who do not qualify as residents of the State of Georgia. This fee is in addition to matriculation fee.

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

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

1. (a) If a person is 18 years of age or older, he or she may register as a resident student only upon a showing that he or she has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
 (b) No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this State, in the absence of a clear demonstration that he or she has in fact established legal residence in this State.
2. If a person is under 18 years of age, he or she may register as a resident student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
3. A full-time faculty member of the University System and his or her spouse and dependent children may register on the payment of resident fees even though he or she has not been a legal resident of Georgia for the preceding twelve months.
4. Non-resident graduate students who hold graduate assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
5. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in the University System institutions on the payment of resident fees, when such teachers have been legal residents of Georgia for the immediately preceding nine months, were engaged in teaching during such nine month period, and have been employed to teach full-time in the public schools of Georgia during the ensuing school year.
6. All aliens shall be classified as non-resident students; provided, however, than an alien who is living in this country under a visa permitting permanent residence shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.

7. Foreign students who attend institutions of the University System under financial sponsorship of civic or religious groups located in this State, may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.
8. If the parents or legal guardian of a minor change his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve month period the student may continue his registration only upon the payment of fees at the non-resident rate.
9. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of court appointment, and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fees.

Housing Cost and Regulations

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

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

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

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

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

Room Rent

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

Food Service

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

Payment of College expenses

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

All student fees and charges are due and payable at the time stated in the calendar. A student is not officially recognized until all fees and charges are paid. A student who does not make payment within the required period is subject to a penalty for late payment.

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

Refund Policy

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

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

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

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

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

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

Students who withdraw after a period of four weeks has elapsed from the scheduled registration date will be entitled to no refund of any part of the fee paid for that quarter.

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

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

Refund for Students Drafted for Military Service. In the case of those students who are drafted or otherwise ordered to active duty in the armed forces of the United States, refunds of fees shall be made on a pro rata basis from the beginning of the quarter to the date of induction. This waiver of the refund policy shall not apply to any student who at his own request is inducted or ordered to active duty with the armed forces of the United States. The general refund policy shall apply in the latter case.

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

ALL APPROVED REQUESTS FOR REFUND WILL BE PAID WITHIN THIRTY (30) DAYS AFTER DATE OF THE REQUEST FOR REFUND OR FORMAL WITHDRAWAL.

TEXTBOOKS AND SUPPLIES

Textbooks and school supplies, as well as other student needs, are available in the College bookstore. The cost of books and supplies will vary with the courses elected by the individual student. A fair estimate of this cost is from \$40.00 to \$50.00 for the initial quarter of attendance. Subsequent quarters will cost less, depending upon the student's schedule of class work.

Students enrolled in physical education activity classes are required to wear an official uniform. These uniforms may be purchased from the College bookstore.



GEORGIA COLLEGE



MAXWELL

HONOR DORM

MANSION

NAPIER

NEW DORM

MAYFAIR

ALUMNI

SANFORD

WELLS

PARKHURST

BUSS

FINANCIAL ASSISTANCE

Georgia College awards financial assistance in order that qualified applicants may have the opportunity to achieve a college education regardless of the financial circumstances of the family. Scholarships, grants, loans, and student employment are available to accomplish this purpose.

The College is a member of the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service designating Georgia College as a recipient. The PCS form may be obtained from a secondary school or the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540. Married or independent students must submit the Student Confidential Statement. Copies of this form may be obtained from the Georgia College Office of Financial Aid.

Academic Requirements

Academic requirements vary for each type of assistance. To qualify for a scholarship, an above average academic record is required. Barely admissible candidates may be required to attain a satisfactory academic record for one quarter before receiving financial assistance.

Application Procedure

Applications for financial assistance may be secured from the Office of Financial Aid. A single application enables the student to receive consideration for all types of assistance awarded by the College. To receive full consideration applications and PSCs must be received by March 15.

Renewal of Financial Assistance

The financial aid recipient may continue to receive assistance as long as he is enrolled at the College provided he (1) continues to be in need of assistance, (2) reapplies annually at the prescribed time, and (3) makes normal progress toward graduation.

SCHOLARSHIPS AND ENDOWMENTS

Atlanta Federal Savings Scholarship

The Atlanta Federal Savings and Loan Association provides a scholarship of \$500 for an incoming freshman and a scholarship of like amount to a senior. Recipients

must be residents of Fulton, DeKalb, Cobb, Clayton, or Gwinnett Counties. Preference shall be given to business majors.

J. L. Beeson Scholarship Fund

The J. L. Beeson Scholarship Loan Fund, established in 1939 by Dr. J. L. Beeson, third president of the College, was made available for scholarships in 1953.

Miller R. Bell Memorial Scholarship Fund

In 1961 the family and friends of Miller R. Bell established a permanent scholarship fund in his honor. Mr. Bell, a Milledgeville resident all his life, was a member of the Board of Trustees of The Foundation of Georgia College and was a member of the Board of Regents of the University System of Georgia.

Corrie Hoyt Brown Fund

The Corrie Hoyt Brown Fund was established in 1919 by George M. Brown in memory of his wife, Corrie Hoyt, and his daughter, Corrie Hoyt Brown. Preference is given to residents of Atlanta and of Baldwin and Liberty Counties.

J. Harris Chappell Memorial Scholarship Fund

The former J. Harris Chappell Memorial Loan Fund, established by faculty and students as a memorial to Dr. Chappell, first president of the College, was made available for scholarships in 1953.

Mary Ellen Hosch Cline Memorial Scholarship

A fund was established in 1973 by Mrs. Corinne Roberts Hosch '23, and her grandson James Hill Cline II in memory of Mary Ellen Hosch Cline '48, to provide assistance to worthy students who need financial aid.

Faculty Scholarship Fund

This fund, originally a loan fund, was established by the faculty in 1903-04 as a memorial to deceased members of the faculty. It has been increased by voluntary contributions from the faculty and by donations from several senior classes and now serves as a scholarship fund.

A.A. Lowe Scholarship Fund

This scholarship fund, established by Bettie Harris Lowe, is used to defray the expense of students who need financial assistance in order to attend Georgia

College. Preference is given to students of Pulaski County first and Macon County second; However students from any other Georgia county are eligible.

Thomas E. Mitchell Fund

In 1926 Dr. Thomas E. Mitchell of Columbus made a gift to a fund a portion of which is to be used for students at Georgia College. A limited number of scholarships is granted from this fund annually.

The Lowe Scholarship Fund

The fund, established as a memorial to Ellison Homer Lowe and Hattie Jones Lowe, provides scholarships for students who have had an outstanding record during their first two years at Georgia College and who need financial assistance to continue their studies.

Sylvester Mumford Memorial Fund

In the will of the late Goertner E. Mumford Parkhurst of Washington, D.C. Georgia College was one of the residuary legatees. The earnings from the fund are to be used to educate students from Brantley County, Georgia, as selected by College officials.

Max Noah Scholarship Fund

Established by Dr. Max Noah and his students, this fund is used to aid rising junior and senior music majors selected by competitive auditions.

Milledgeville Arts Association Award

Provides an annual cash award for an outstanding rising sophomore art major. Requisites are high academic and creative achievement.

Theodore Presser Foundation Award

The Department of Scholarships of the Presser Foundation provides awards annually for undergraduate students preparing to become music teachers.

Regents Scholarship Fund

The Board of Regents awards scholarships annually through the institutions of the University System of Georgia. Recipients must be residents of Georgia in need of financial assistance to attend college. High academic potential and achievement are also requisites.

Shelnutt Memorial Scholarship

This fund was established by Mr. and Mrs. Leon A. Shelnutt as a memorial to their daughter, Helen Elaine.

Martha Erwin Sibley Scholarship Fund

An award of \$800 will be given to the young lady entering the Senior Class who has the highest academic average at the conclusion of her junior year.

An award of \$400 will be given to the young lady entering the Junior Class who has the highest academic average at the conclusion of her sophomore year.

Anna Brown Small Scholarship Fund

This fund was established in 1912 by Mrs. Clem Steed Hardman of Macon, as a memorial to her mother.

Hallie Claire Smith Scholarship Fund

Established in 1953 by the faculty and by the students and friends of Hallie Claire Smith as a memorial to her, this scholarship fund is available to students needing financial aid.

Blanche Tait Scholarship Fund

Established in 1953 by the faculty and by the students and friends of Blanche Tait as a memorial to her, this scholarship is available to students needing financial aid.

ALUMNI SCHOLARSHIPS

From the Alumni Fund the Alumni Association of the College grants scholarships to assist students of high scholastic ability. Information may be obtained by writing the *Director of Alumni Affairs, Georgia College, Milledgeville, Georgia 31061.*

Ethel A. Adams Scholarship

In 1962 the Ethel A. Adams Scholarship was established by the Alumni Association to honor the first dean of women. The scholarship is awarded to a rising senior in recognition of demonstrated leadership ability and contribution to campus life.

Lutie Neese Alumni Scholarship

The Lutie Neese Scholarship was established in 1956 by alumni of the fourteen classes for whom Miss Neese served as senior hall house director. It is awarded to an

outstanding rising senior. Selection is based on academic standing and financial need, with preference given to an English major.

Washington, D.C. Alumni Club Scholarship

Established by the Georgia College Alumni Club of Washington, D. C., to assist needy students of exceptional academic standing.

GRANTS

Educational Opportunity Grants (Basic and Supplemental)

The College participates in the Federally supported Educational Opportunity Grants Programs

Application forms in connection with the Basic Educational Opportunity Grants may be obtained from a secondary school, U.S. Post Office or other locations designated by the Federal Government and must be filled out and filed by the student.

Supplement Educational Opportunity Grants are always matched equally with other types of assistance. These awards are renewable throughout four years of undergraduate study provided the student remains in good standing with the College and adequate funds are available.

LOAN FUNDS

National Direct Student Loans

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

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

The legislation provides for partial cancellation of principal and interest for teaching and for military service under conditions outlined in the Act.

Nursing Student Loan Program

Under this program nursing students (not eligible for National Direct Student Loans) who are in need of financial aid and are enrolled at least half-time may borrow

a portion of the cost of attending college. Repayment begins nine months after completion of nursing studies and no interest accrues until the re-payment date.

A borrower who becomes a full-time nurse may cancel up to half of the loan by service at the rate of 10% for each such year of service. Further cancellation is provided for in certain special circumstances.

Nursing Student Scholarships

Limited funds are available for scholarships for nursing student having exceptional financial need. Such scholarships are usually combined with loans or other forms of assistance.

Additional funds have been established to be administered by the College as educational loans as follows:

Callie Christie Belle D.A.R. Loan Fund
Philo Sherman Bennett Loan Fund
Lizzie Dennard Wimberly Bridges Loan Fund
History Club Loan Fund
Morel Fund
Sylvester Mumford Fund
Alice Walker Shinholser Memorial Funds No. 1 and 2
Joseph M. Terrell Loan Fund
Fannie Trammell D.A.R. Fund
Grace Beatty Watson Loan Fund

OTHER SOURCES OF FINANCIAL ASSISTANCE

Guaranteed Loans

Under the Guaranteed Loan Program loans are arranged through private banks and other financial institutions. Interest is paid by the Federal Government until the student completes his education. The amount of such loans depends upon financial need. In Georgia this loan program is administered by the Georgia Higher Educational Assistance Corporation, 9 LaVista Perimeter Pk., Suite 110, 2187 Northlake Parkway, Atlanta, Georgia 30084

A list of financial institutions participating in the program may be obtained by contacting GHEAC. Students who are residents of other states may inquire about this loan by contacting their state's coordinating agency or United Student Aid Funds, 845 Third Avenue, New York, N.Y. 10022.

Pickett and Hatcher Educational Fund

This fund was created by the late Claude Adkins Hatcher of Columbus, Georgia, founder of Nehi Corporation and its predecessors. In his will Mr. Hatcher set aside a

substantial sum to assist students. Immediate response will be given to requests for information. Correspondence should be addressed to: *Pickett and Hatcher Educational Fund, P. O. Box 1238, Columbus, Georgia 31902.*

State Scholarship Commission

The Georgia State Scholarship Commission awards scholarships to those pursuing paramedical studies such as medical technology, physical therapy, and medical records librarianship. These awards may be for as much as \$1000 per year depending upon the student's need.

Additional information and applications may be obtained by contacting Georgia Higher Ed. Assoc. Corp., 9 LaVista Perimeter Pk, Suite 110, 2187 Northlake Parkway, Atlanta, GA 30084.

Student Employment

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

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

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

College Work-Study Program

Students who need to earn a portion of their College expenses are eligible for employment under the Federally supported College Work-Study Program. Students in this program may work fifteen hours a week while classes are in session and forty hours a week during vacation periods.

Georgia College Work-Study Program

The Georgia College Work-Study Program provides additional opportunities for students to secure campus employment. Qualifications are similar to those for the College Work-Study Program, and a single application allows the applicant full consideration for either program.



STUDENT LIFE

Georgia College is a college community, and the program of the College is planned to provide a total experience of living within an educational environment. Students are encouraged to become self-reliant through active participation in campus organizations and dormitory life. Advisory assistance is provided for the students in developing individual interests and abilities.

STUDENT CITIZENSHIP

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

Should a student exercise his citizenship in a manner disregarding the expectations placed upon him as a good citizen, he subjects himself to disciplinary actions. Such action normally includes: 1. a hearing before the Student Honor Council which may impose or recommend a corrective measure; 2. should the recommendation involve suspension or expulsion, a second hearing before the Faculty Council on Student Relations with, 3. the right to appeal to the President of the College and the Board of Regents.

In the event a student has been accused of a criminal offense, the nature of which may present a clear and present likelihood of serious physical or mental harm to the student or to any other member of the college community, the Dean of Students may impose such temporary sanctions on the student, including suspension, as may be deemed necessary to protect the student, the college community, and/or property from such harm. Such temporary sanctions may exist and be enforced only until such time as final disposition has been made of the case by properly constituted authorities.

Further, the Dean of Students shall have power to impose such temporary sanctions, including suspension, pending a hearing, when a student or group of students engage in conduct which materially and substantially interferes with the requirements of appropriate discipline in the operation of the College.

The College Government Association

The College holds as one of its chief aims the development of students as effective citizens in a democratic society. Toward this goal and in keeping with the nature of

the College as a dynamic democratic community, the responsibility for the government of the student body is vested in the students themselves and functions through the student government organization.

The College Government Association includes both students and faculty in its personnel. Students become members of CGA upon their matriculation, hold all the offices, comprise all the committees; faculty members act as advisers of the various student groups. Students are on faculty committees, and faculty advisers, on student committees.

The College Government Association of Georgia College deals effectively with matters of student affairs, perpetuates the traditions of the College, promotes the best understandings between faculty and students, administers all matters which are delegated to the student government by the administration of Georgia College, works with the administration in all matters affecting the welfare of the student body, and helps supervise all student body activity authorized by the College Government Association Constitution in order that it may be conducted for the best interest of the student body as a whole and to the credit of Georgia College.

The powers of the College Government Association of Georgia College are divided into three distinct departments. Those powers which are legislative are confined to the Student Senate. Those powers which are executive are exercised by the President of the College Government Association. Those powers which are judicial are placed in the Student Honor Council. The executive power of the student body is vested in a president, who is chosen by the direct vote of the student body for a term of one year beginning on the first day of the Spring Quarter following the election.

STUDENT IDENTIFICATION

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

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

SOCIAL AND RELIGIOUS LIFE

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

Agape

The College seeks to provide an atmosphere and experiences that will foster the student's religious development as an essential aspect of the total growth of the individual.

Agape is a three-fold organization involving students in campus, community, and religious affairs. It is campus-wide in program and membership; its chief officers are elected by the student body.

Agape sponsors religious activities on campus, including vesper programs, workshop services in the dormitories, forums and Religious Focus Week. It also supervises study and discussion groups on social problems and current affairs, sponsors projects at Central State Hospital, and provides programs in the campus chapel and the coffee house.

MAXWELL COLLEGE UNION

The Maxwell College Union, located on Hancock and Clark Streets, was opened to Georgia College students, faculty, staff, administration, alumni, and guests of the College family in September, 1972. The building accommodates Food Services, Book Store, Mail Room, Inventory Control, and Student Activities.

The first level of the College Union offers currently enrolled students, faculty, staff, administration, alumni, and guests of the College family, areas for recreation, conference rooms, hobby rooms, photography lab, card room, study room, lounge with color T.V., music listening rooms, and offices for the College Government Association, *Spectrum* and *Colonnade*. Also, Inventory Control, Coordinator of Student Activities, and Building Manager offices are located on the first level.

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

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

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

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

GC Radio

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

GC VIDEO SYSTEM

A closed circuit video tape system is located in Maxwell College Union. The video project is sponsored by CGA and provides programs such as concerts, documentaries, comedy-satire, as well as some programming produced here at the college. Most of the programming is in color and is shown on a daily basis. The project is supervised by students who have attended network—sponsored video workshops and who will instruct interested students in the techniques of video projection.

The Greek System

Three national female fraternities, Phi Mu, Alpha Delta Pi, and Delta Zeta, and three national male fraternities, Kappa Sigma, Phi Delta Theta, and Pi Kappa Alpha, serve students interested in Greek life. A Panhellenic Council is the governing body for all sorority women. The Inter-fraternity Council governs the fraternity men. Additional fraternities will be established when an evident need for them exists.

Other Activities

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

Lake Laurel is a camping area, encompassing a lodge which has accommodations for overnights; a lake that is used for boating, swimming, and fishing. Lake Laurel is used for picnics, informal dances, and retreats for various clubs and organizations.

ACADEMIC CITATIONS

Academic Honors

Georgia College honors graduates having high academic achievement by designation in the commencement program and on the diploma. The Latin phrases "Cum Laude" (with praise), "Magna Cum Laude" (with great praise), and "Summa Cum Laude" (with greatest praise) are used to identify the levels of achievement on the basis of cumulative grade point averages, including transfer grades but not physical activities grades, 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

Dean's List

A student who makes an average of 3.20 on fifteen or more hours of work in any quarter and who has an overall average of 2.50 shall have his name placed on the Dean's List during the following quarter.

Phi Sigma

Freshmen who have made a general average of B or higher and who have qualified for the Dean's List at least once are eligible as sophomores for membership to Phi Sigma, the sophomore honor society. Sixteen quarter hours may be transferred from some other college. The invitation to join Phi Sigma must be accepted before a student can be initiated.

Phi Kappa Phi

The Honor Society of Phi Kappa Phi was Chartered at Georgia College in June 1973. Selection for membership is on the basis of scholarship. Members are elected from faculty, administration, alumni and graduate and undergraduate students. To be eligible, graduate students must be within 15 quarter hours of graduation and have only one course grade lower than an "A" (one "B" accepted); undergraduate students from the junior and senior classes must have a grade point average of 3.5 or higher on all college work and must be in the upper 5 per cent of the class.

Beta Beta Beta

Beta Beta Beta is a national honorary society in biology. Membership is open to students with outstanding records in biology.

Phi Mu Alpha Sinfonia

Phi Mu Alpha Sinfonia is a national fraternity for men representing the music profession. Specific information may be obtained from the Department of Music.

Phi Upsilon Omicron

Phi Upsilon Omicron is a national honorary fraternity open only to home economics students. Membership is by invitation and based on scholarship, leadership, character, and service.

Pi Omega Pi

Pi Omega Pi is a national honorary fraternity in business education. It is limited to majors who have made exceptionally high records in business and education courses.

Sigma Alpha Iota

Sigma Alpha Iota is a national professional fraternity for women in the field of music. Specific information may be obtained from the Department of Music.

Who's Who

Who's Who in American Colleges and Universities recognizes student leadership, contributions to campus life, and potential for future service to the community, state, and nation. The Georgia College seniors recognized are nominated by classes, organizations, faculty members or administrators and selected by classmates and faculty.

DEPARTMENTAL AND OTHER CLUBS

There are numerous departmental clubs on the campus in which majors in the department concerned are eligible to participate. There are many other clubs, not connected with any department, that attract students of varied interests and personal needs. Clubs meet usually once a month for study, discussion, and experience in leadership.

CONCERTS AND LECTURES

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

GEORGIA COLLEGE THEATRE

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

ART EXHIBITIONS

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

THE COLLEGE CHORAL GROUPS

The college groups include: "Mixed Chorus", "Women's Chorale", and the "Aeolian Singers". All groups perform both on and off campus.

The "Aeolian Singers", a select ensemble, performs standard choral literature for the small choral ensemble.

All of the choral organizations are open to the entire student body.

THE COLLEGE CONCERT BAND

The concert band is open to all interested students with auditions dependent upon needed instrumentation. Approximately sixty-five in number, this group performs the finest in standard and contemporary literature. Along with local engagements, they present quarterly concerts at the College. Each year's work is climaxed with a Spring tour.

STAGE BAND

A select group of musicians, the stage band performs many styles of literature including jazz, rock, swing, and blues. This group has participated in many statewide tours, playing for clubs, organizations, and schools. The stage band is a seventeen piece group and open by auditions only.

PUBLICATIONS

The yearbook *Spectrum* is an annual pictorial record of student life on Georgia College Campus. The Spectrum staff is composed of students and faculty advisors.

The *Colonnade* is the Georgia College Newspaper. The staff is composed of students and faculty advisors.

The *Student Handbook* is an annual publication of the College Government Association. It contains the Constitution, a detailed account of the purpose, functions and a listing of the organizations on the campus, the governmental routine of the campus, regulations for resident living, and the official personnel of the major groups.

Columns, issued by the Alumni Association, gives to graduates the latest news from the campus and interesting items concerning former college friends.

Bulletins, including a quarterly newsletter for parents, alumni and friends, are published each month except July and August. The publications are coordinated through the Department of Public and College Relations.

RECREATION AND PARK SOCIETY

The Recreation and Park Society of Georgia College was organized to bring together students interested in the recreation, park and conservation profession in a social and academic atmosphere and is designed to aid their personal and professional development and improvement.

The Society, as its service projects, plans and carries out recreation activities in college dormitories, College Union, and in the Milledgeville community.



GENERAL REGULATIONS

DORMITORY REGULATIONS

All students are expected, and freshmen and sophomore students are required, to room and board on the campus as long as space in the dormitories is available, unless they live with parents or near relatives in or near Milledgeville. Any exception to this policy must be with the permission of the Dean of Students.

RESPONSIBILITIES FOR COLLEGE AND STUDENT PROPERTIES

Resident students are held responsible for any damages to their rooms and furnishings and to this end, as well as for the purpose of maintaining order and discipline of dormitory residents, the College reserves the right to inspect dormitory rooms at reasonable times and hours. Damages to common areas of the residence hall or their furnishings shall be the responsibility of the students inflicting the damage; or, in the event the students committing the damage are unknown, such costs shall be the responsibility of the total resident population of the hall, to be shared on a pro rata basis. Damages will be assessed by the College and the student will be billed for repairs or replacements. Students should inform College officials of any damages which exist at the time they occupy their rooms.

Although every precaution is taken to maintain adequate security, the College cannot assume the responsibility for the loss or damage to student possessions.

VISITORS TO DORMITORY ROOMS

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

EXTRACURRICULAR ACTIVITY

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



ACADEMIC REGULATIONS

RESPONSIBILITY OF THE COLLEGE TO THE STUDENT

The College has the general responsibility of providing each student an institutional setting and curriculum for the orderly acquisition of knowledge. In meeting this responsibility the College has the obligation of providing competent faculty and valid degree programs.

RESPONSIBILITY OF THE STUDENT TO THE COLLEGE

The student is responsible for his own academic performance and compliance with the curriculum requirements presented in any one catalogue in effect during his enrollment. No change in academic programs inaugurated after a student has been admitted can be made compulsory for a student, unless ten years have elapsed since the student first enrolled. The College provides faculty advisers to assist the student in the preparation of his academic program; however, the student himself is responsible for selecting appropriate courses and satisfying the Academic Regulations of the College.

THE QUARTER SYSTEM

The college year is divided into three quarters of approximately ten weeks each plus a summer term of two four weeks sessions. Under the quarter system classes generally meet Monday through Friday.

CREDIT

Academic credit assigned to a subject is expressed in quarter hours. A passing grade on a subject that requires five one-hour meetings a week (or the equivalent) for one quarter earns credit for five quarter hours. A laboratory period of two to three hours is equivalent to one class hour.

A normal course load is fifteen hours each quarter. (Students are encouraged to use their own judgment in deciding the course loads they will take each quarter. The advice of the student's faculty adviser should be given serious consideration.) Freshmen and Sophomores also take Physical Education in accordance with the general education requirements.

CLASSIFICATION

The following table is used to determine class organization:

Freshman	Less than 43 quarter hours credit
Sophomore	43-90 quarter hours credit
Junior	91-135 quarter hours credit
Senior	136 and over quarter hours credit

GRADE AVERAGES

Georgia College relies on two methods for determining the student's grade average. One average includes all hours and grades on all courses attempted at Georgia College and is called the cumulative average. The cumulative average is used to determine which students shall receive college honors, to determine class rank, and shall be the official transcript.

A second average is used to determine academic standing, admission to teacher education, and graduation. This second average is called the Academic average and it is based on decisions made by a student who decides to repeat a course in which he has received a grade that is unsatisfactory to him. A student may repeat any course originally taken since Fall Quarter 1973, and only the last grade and hours earned in the repeated course will be counted.

METHODS FOR DETERMINING STUDENT ACADEMIC STANDING

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

A	= 4 points	(Excellent)
B	= 3 points	(Good)
C	= 2 points	(Satisfactory)
D	= 1 points	(Passing)
F	= 0 points	(Failing)
W	= 0 points	(Withdrew) (See page 51)
X	= 0 points	(Incomplete) (See page 52)
AU	= 0 points	(Audit) (See page 52)
IP	= 0 points	(In Progress Special Studies Courses Only)

Each point represents a quality point earned per quarter hour credit. Quality points are determined by multiplying the number of quarter hours credit listed for the course by the number of points awarded for the grade earned in the course. (A student who receives an A in a five hour course would have earned twenty quality points for his work in that course.)

A student will be classified in good academic standing if his grade point average at the end of each quarter is at least the amount shown in the following table:

Total Hours Attempted**	Required Academic Average*
0—42	1.60
43—90	1.75
91—and over	1.90
Graduation	2.00

*If a course is repeated, only the last hours and grade received are used in the computations.

**Includes transfer work.

Any student who fails to maintain the above minimum academic grade point average will be placed on Academic Probation the next quarter of enrollment. A student who fails to return to Good Standing after three consecutive quarters of Academic Probation will be dismissed from the College for academic reasons. Any student on Academic dismissal may petition the Dean of the College for temporary re-admission for one quarter. Any student temporarily re-admitted who has not returned to good standing or shown satisfactory improvement at the end of the quarter may be ineligible to return to the College.

WITHDRAWAL FROM COURSES

A student may withdraw from any course by presenting to the Registrar's office a drop card signed by his faculty adviser and his instructor. A student who does not withdraw from a course by this procedure will receive a failing grade in the course.

A student may withdraw from a course without academic penalty at any time prior to mid-term. The timing of withdrawals in order to avoid penalty is the responsibility of the student. A student who withdraws from a course prior to mid-term will receive a W for the course. The W will appear on the student's transcript; however, the hours will not be used to compute the grade average. After mid-term no withdrawals from courses will be honored by the College unless the student withdraws completely from the College as follows:

WITHDRAWAL FROM COLLEGE

A student may withdraw from the College prior to the beginning of Final Examination period and will receive a W for each course being carried at the time of the withdrawal. He may however, with the approval of his instructor, and faculty adviser, petition the Dean of the College for incomplete grades if his withdrawal is due to extenuating circumstances and he is passing all courses at the time of withdrawal. The petition will specify when the student plans to return to Georgia College and remove the incomplete grades. A student's failure to honor the terms of an approved petition will result in the final grade of F (failing) in the incompleting courses.

To withdraw from the College, a student must report first to the Dean of Students Office. Failure to withdraw officially will result in the final grade of F in all courses.

INCOMPLETE GRADES

An undergraduate student may receive an incomplete grade in any course, with the permission of the instructor, provided that the reason for the incomplete is beyond control of the student. A student receiving an incomplete grade, and who is not withdrawing from the College, has until the mid-term of the next quarter enrolled (exclusive of Summer) to remove the incomplete grade. Failure to remove an incomplete grade under these conditions will result in a failing grade in the course. An instructor removes an incomplete grade by recording the final grade on a Change of Grade card and sending it to the office of the Dean of the College.

RIGHT OF PETITION

Any student or former student at Georgia College has the right of petition to the Dean. Petitions are to be used by the student and his faculty advisor to remedy undue hardships and specific inequities that may adversely affect a student's ability to fulfill the academic requirements of the College. Petitions may be used to secure approval of special agreements between faculty and students regarding the nature and composition of academic programs. Ordinarily petitions are used to remedy emergency situations in isolated cases caused by unanticipated consequences in the application of the academic requirements of the College.

CLASS ATTENDANCE

Each student is expected to attend classes regularly. It is recognized that absence will sometimes be necessary. It is the responsibility of the student to be cognizant of his own record of absences and to consult with his instructor relative to make-up work missed. The decision to permit the student to make up work required in any class missed rests with the instructor. A student should inform his instructor in advance of any expected absences.

AUDITING COURSES FOR NON-CREDIT

Any student may audit any course with the permission of the instructor. Audited courses will NOT be counted as part of the normal course load and no grade will be awarded. Instructors may set special conditions on students who audit their courses. Audited courses will be designated by an Au 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. Student must register as an "Audit" student and pay regular matriculation.

ADDING COURSES AFTER REGISTRATION

A student may add courses to his schedule for a period of three school days after formal registration. The add card is available from the Registrar's office and must be signed by the student's faculty adviser and instructors involved before being returned to the Registrar's office by the student. No credit will be awarded in any course for which the student is not properly registered.

REQUIREMENTS FOR GRADUATION

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

1. Complete the total quarter hours in courses required for the degree selected and achieve an academic average of at least a 2.00. *Sixty of the total number of hours counted toward a degree must be in courses which are considered upper level.* A minimum of 186 hours must be successfully completed in order to be eligible for graduation.
2. Complete the general education requirements of the College.
3. Fulfill the departmental requirements for the major chosen.
4. Complete in residence at Georgia College at least sixty of the last ninety and forty-five of the last sixty hours required for the degree chosen. No student may receive credit for more than a combination of forty-five hours of extension and/or home study courses.
5. Present a written application for a degree on the form provided by the Registrar by the end of the Winter Quarter immediately preceding the June graduation or by the end of the first session of the summer quarter immediately preceding the August graduation.
6. An undergraduate student proposing to participate in June graduation exercises must have a 2.00 academic average in courses taken while enrolled at Georgia College not later than the end of the Winter Quarter immediately preceding the exercises; for August graduation, not later than the end of the Spring Quarter immediately preceding the exercises.
7. A student planning to use transfer work to qualify for his degree must have *official transcripts submitted to the Georgia College Registrar's office not later than the beginning of the Spring Quarter immediately preceding June exercises; or the beginning of summer quarter for August exercises.*
8. A student who has applied for and been approved for a degree, and does not appear at the graduation exercises he specified on his degree application form, shall not graduate at that time unless he has been approved previously by the Dean of the College for *in-absentia* status. Upon resubmission of a written request for graduation at the next graduation exercises, request for *in absentia* status if necessary, and a second payment of the graduation fee, he may receive his degree at the graduation exercises.

9. Students completing all degree requirements in **December** or March may be graduated *In Absentia* at the June Commencement provided they submit written notice to the Registrar of their desire to do so at least five days before the commencement date.
10. 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.

GENERAL DEGREE REQUIREMENTS

The requirements for degrees described in this catalogue will be applicable to students who are currently enrolled. The programs of students who began their work prior to the last approved programs of the College will approximate the new requirements. However, no student will be placed under undue penalty in meeting them. The College reserves the right to change the degree requirements at any time, but no such change will be administered to cause a loss in credit for work already taken.

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 History 111 or History 111H. The constitution requirements may be met by completing Political Science 101, or Political Science 101H.

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. Nursing students and students who enrolled at Georgia College prior to the fall quarter of 1969 may satisfy the law by passing examinations on the four areas specified by the legislature. Students covered by provisions of this paragraph should contact the Chairman of the Department of History and the Chairman of the Department of Political Science, which 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.

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 Registrar who will evaluate the courses taken and determine the appropriate amount of credit to be awarded. In those cases in which the Registrar desires consultation, an advisory committee consisting of the Dean of the College, two faculty members, and two veteran students will evaluate the courses in question and recommend to the Registrar 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 Registrar or recommended by the committee only with the concurring approval of the departmental chairman 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 which 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 chairmen 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 department chairmen and the Registrar. Local or College Level Examination Course exams may be required and a fee charged. Upon the departmental chairman'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, providing the college rule for maximum of correspondence and extension courses is not exceeded.
7. All veterans of one year or more service may be exempt from physical education requirements upon presentation of evidence (DD214) that an equivalent amount of organized physical education has been performed in the service. (Hours for exempted P.E. courses must be made up in other courses).

RIISING JUNIOR TESTING PROGRAM

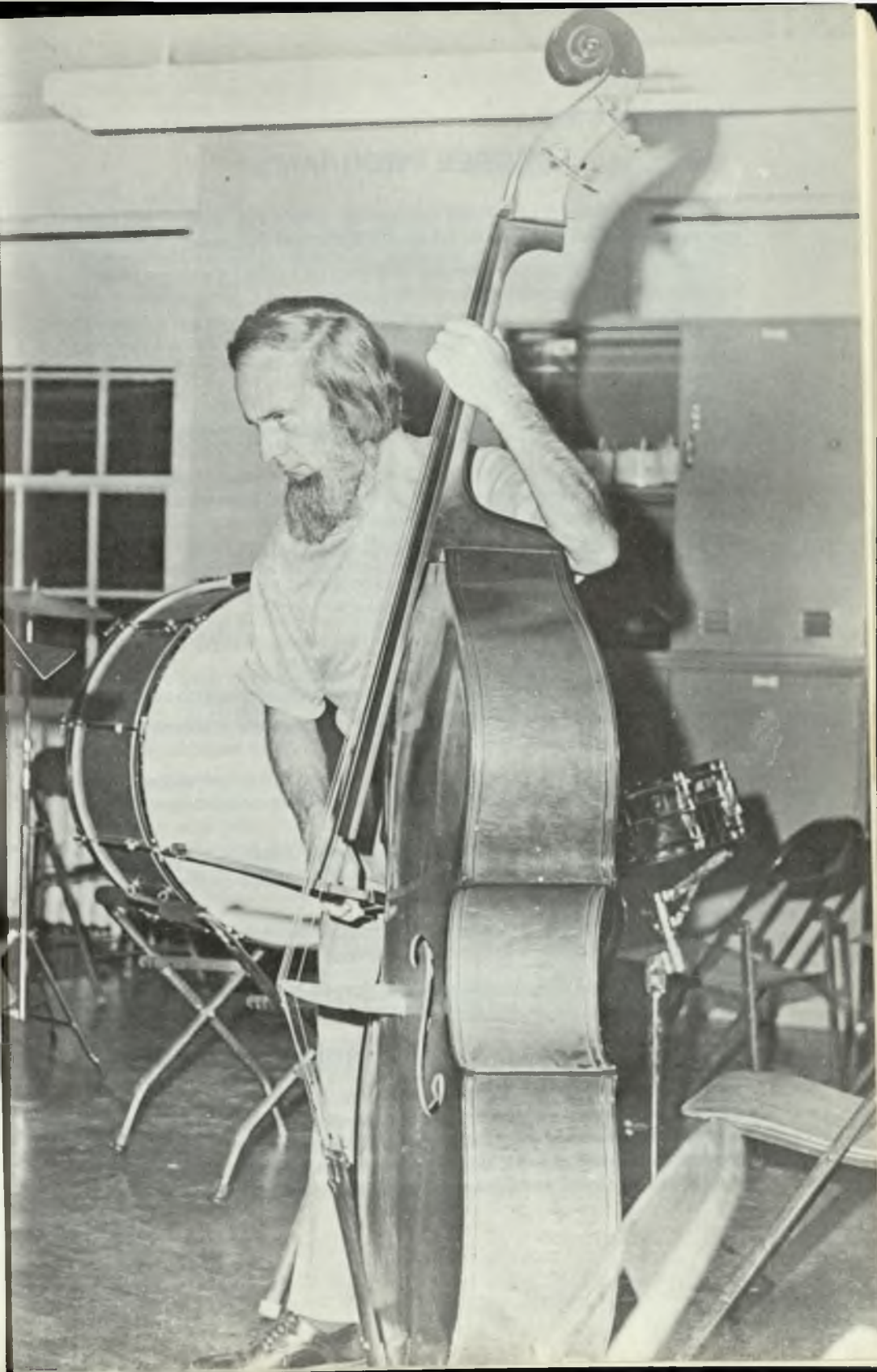
The University System of Georgia requires all of its students to pass the rising junior level English examination. This is therefore a requirement for graduation from Georgia College.

The purpose of the Junior Level Testing Program is to insure that no student will receive a degree from Georgia College who does not possess the basic competence of academic literacy. The test will be given each quarter to all students who are pursuing any undergraduate degree program and who have passed sixty quarter hours prior to that quarter. Associate degree students are advised to take the examination after completion of forty-five hours.

Georgia College will accept the test results transferred from another unit in the University System. Transfer students have the responsibility of checking with the Dean's office to see if they have satisfied the requirement.

COURSE NUMBERS

Most courses are identified by a three digit number with the first digit indicating the year level of the instruction. Special Studies courses, indicated by the prefix "G", carry institutional credit only. These courses cannot be applied for credit toward any degree and are not transferrable to another college or university. Certain courses employ the letter "R" in the third digit of the course number. These courses are "repeatable" and credits earned may be cummulated.



DEGREE PROGRAMS

The subjects offered by Georgia College are divided into general education courses and courses designed for substantial major area programs.

Freshman and sophomore courses are numbered 100 to 299. They should be taken only by students having less than two years of college credit. Courses numbered 300 to 499 are courses for major programs and should 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 College.

GENERAL EDUCATION

The College believes that ideally that work of the first two years of college should be devoted to acquiring a general cultural background. Students are given an opportunity to explore several fields of knowledge.

The General Education Program of the College therefore seeks:

1. To aid the student in the continued development of his understanding of the discipline and meaning of the principal branches of learning.
2. To foster in the student appreciation of the basic values upon which civilization and culture rest and through which they may be improved.
3. To give the student a heightened awareness of his relationship to society.
4. To provide the student with the opportunity to take work in several fields of knowledge which may be helpful in future study.
5. To assist the student in choosing and preparing for a vocation that will make optimum use of his talents and enable him to make an appropriate contribution to the needs of the society.
6. To aid the student in developing a resourceful and independent mind that can assess its own strength and weakness, that can use knowledge creatively, and that can discern the best in aesthetic experience.
7. To encourage the student to appreciate the relationship between mind and body with a view to maintaining physical and mental health.
8. To provide the student with experiences conducive to the building of character based on integrity, humility, and spiritual strength.

INDEPENDENT STUDY

Independent study courses are offered by the departments who list them in the catalogue. Independent study courses include only those areas of research, study or investigation beyond those normally offered in the department curriculum. The chairman of the department involved shall notify the Dean of the College of all students' registering for independent study courses in his department.

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, and independent study. It is hoped these students will benefit by close personal contact with experienced faculty members and the opportunity to strike out on their own in intellectual pursuits.

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 600 verbal score is required for admission to English 102-H and the Chemistry Department requires acceptance by a special committee of its own members. Entering students who are eligible will be sent a letter and a statement of intention which must be signed by the student. Freshman students who prove their academic ability by performance during the first or subsequent quarters by achieving a 3.2 average with no grade below B may petition to enter the program. Admission is limited to freshmen and sophomores and transfer students may also apply but all juniors and seniors are excluded from freshman level honors courses. The Honors Program is intended to serve all students who qualify for admission any time during their undergraduate career.

Students with sophomore or higher standing may participate in seminars in the social sciences, humanities or natural sciences.

Seniors are given an opportunity to do independent study for honors credit. This work would involve a thesis or other creative project in their major area of concentration. To be eligible for independent study, a student must have completed 20 hours in his major, with a 3.0 over-all average and a 3.2 average in the major.

Before registering for independent study for Honors credit, a student must obtain an application form from the Honors Program Director. He will work out a proposal for a project or a thesis on this form with his director, who must be an assistant professor or higher. The work should also be approved by the chairman of his major department. The application should be received and approved by the Honors Director a week before registration for the next quarter.

After the director has satisfied himself that the work done by an Honors student under his guidance is in its final form, he will request the services of a colleague as examiner who has professional familiarity with the topic. This person may be someone from the student's department or a related discipline, and he should hold the rank of assistant professor or higher. A member of the Honors Committee could serve in this position, and the committee could aid in selecting an examiner.

After the examiner has checked the work, the director will call a meeting to be attended by at least himself, the examiner, and the student. The director may also invite members of the Honors Committee. At this meeting the work will be discussed with the student, suggestions for improvement pointed out, and the student questioned on the broader scope of his work. After the meeting, the director and examiner will evaluate the student's work and assign a grade. The final responsibility

for the grade will be that of the director. However, the examiner may make known his disagreement by writing a separate report. The final report including a grade and descriptive evaluation of the student's work should be sent to the Honors Committee at least a week before the end of the quarter before graduation.

If a student's work meets honors standards, the supervising professor may recommend Honors Credit which will be awarded after approval by the Honors Committee.

Students in the Honors Program automatically become members of the Honors Student Association, which elects three members of the Honors Committee and sponsors other informative programs.

THE SPECIAL STUDIES PROGRAM

The Special Studies Program at Georgia College is designed to provide a supportive environment for beginning freshmen who need additional background in communication skills and mathematical concepts. The program directs a student's growth through a controlled curriculum made up of specially designed courses integrated with regular general education course work. Close personal contact with faculty and individualized guidance and counseling help the student to meet his immediate goal of success in college.

The program is outlined in the Special Studies Department section of this catalogue.

DUAL DEGREE PROGRAM

Georgia College and the Georgia Institute of Technology have established a plan whereby an undergraduate student will attend Georgia College for approximately three academic years and the Georgia Institute of Technology for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student shall be awarded a bachelor's degree from Georgia College and one of the several designated bachelor's degrees from Georgia Institute of Technology.

Dual Degree candidates from Georgia College are eligible to seek any of the following degrees from Georgia Institute of Technology:

Engineering College:

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Science
- Bachelor of Industrial Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Science in Textile Chemistry
- Bachelor of Textile Engineering

General College:

- Bachelor of Science in Applied Biology
- Bachelor of Science in Chemistry
- Bachelor of Science in Applied Mathematics
- Bachelor of Science in Physics
- Bachelor of Science in Applied Psychology

College of Industrial Management:

- Bachelor of Science in Behavioral Management
- Bachelor of Science in Economics
- Bachelor of Science in General Management
- Bachelor of Science in Industrial Management
- Bachelor of Science in Management Science

Southern Technical Institute:

- Bachelor of Apparel Manufacturing Engineering Technology
- Bachelor of Architectural Engineering Technology
- Bachelor of Civil Engineering Technology
- Bachelor of Electrical Engineering Technology
- Bachelor of Industrial Engineering Technology
- Bachelor of Mechanical Engineering Technology
- Bachelor of Textile Engineering Technology

Interested students should consult the Georgia College Dual Degree program coordinator in the Department of Chemistry and Physics for information concerning specific course requirements.

GEORGIA INTERN PROGRAM

Georgia College is a participant in the Georgia Intern Program. The intern program allows students to gain applied knowledge derived from experience working in an agency, office, or institution of the State of Georgia. Any student enrolled in any academic program offered by the College is eligible for the intern program subject to the academic regulations of the College.

Students approved for participation in the program may earn a maximum of fifteen quarter hours toward their degree as an intern. Courses for which academic credit is to be awarded will be approved in advance by the chairman of the department offering the courses and the College Academic Administrator of the intern program. Each intern program will be individually designed to enrich the education of the student, to consider the staffing requirements of the state, and to enhance the academic requirements and offerings of the department.

GENERAL EDUCATION PROGRAM

The following courses are designed to meet the objectives outlined on page 58. These courses or equivalent courses in the same department are required for all degrees.

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 core requirements of another institution. Listed below are the areas of distribution for the Core Curriculum with Georgia College's specific requirements for Areas I, II, and III.

	<i>Hours</i>
Area I. Humanities	20
English 101, 102, or 102 H	5-10*
English 200 or 201 .....	.5
Choice of one or two courses from the following list:	5-10*
Art 103**	
Music 102	
Modern Foreign Language	
Philosophy 200, 250	
Area II. Mathematics and the Natural Sciences	20
Four courses consisting of a two-course sequence in laboratory science, and at least one course in mathe- matics, from the following:	
Biology 123 or 123H, 124 or 124H	0-10
Chemistry 101, 102	0-10
Environmental Science 210	0-5
Mathematics 110, 111, 120, 130, 200	5-10
Physics 101, 102	0-10
Physics 201, 202 or 203	0-10
Area III. Social Sciences	20
History 110 or 110H, 111 or 111H	10
Political Science 101 or 101 H .....	.5
Choice of one of the following .....	.5
Economics 271	
Psychology 201	
Sociology 101 or 101H	
Area IV. Courses appropriate to the major field of the student	30
(See Departmental sections for details)	

*Subject to the student's optional exemption of English 101 when SAT verbal score is 500 or greater.

**ART 101, required for all Home Economics majors, is substituted for ART 103.

DEGREES

Courses are offered leading to the degree of:

A.S.	ASSOCIATE IN SCIENCE (two years)
A.B.	BACHELOR OF ARTS
B.B.A.	BACHELOR OF BUSINESS ADMINISTRATION
B.Mus.	BACHELOR OF MUSIC
B.M.Ed.	BACHELOR OF MUSIC EDUCATION
B.M.T.	BACHELOR OF MUSIC THERAPY
B.S.	BACHELOR OF SCIENCE
M.A.	MASTER OF ARTS
M.B.A.	MASTER OF BUSINESS ADMINISTRATION
M.Ed.	MASTER OF EDUCATION
M.S.	MASTER OF SCIENCE
M.S.A.	MASTER OF SCIENCE IN ADMINISTRATION IN MANAGEMENT, PUBLIC ADMINISTRATION, HOME ECONOMICS, AND SOCIAL ADMINISTRATION
Ed.S.	SPECIALIST IN EDUCATION

The requirements for the Master's degree are found in the Graduate Program section of this catalogue and in the Graduate Catalogue.

For purpose of guidance and concentration the departments of instruction are grouped in three areas of knowledge: namely, Humanities; Mathematics, and the Natural Sciences; and the Social Sciences.

MAJOR PROGRAMS

A major area of concentration is composed of eight or more five-hour courses in the major department, plus the other degree requirements including general education.

A major may be taken in any of the following areas:

Art	A.B., B.S.	Home Economics	A.B., B.S., M.Ed., M.S.A.
Biology	A.B., B.S., M.Ed., M.S.		
Business Administration and Economics	A.B., B.S., B.B.A. M.B.A., M.Ed.	Home Economics Education Institutional Management (Dietetics) School Lunchroom Management and Supervision Fashion Marketing* Food Technology	A.S.
Art Marketing**** Management	M.S.A.		
Accounting			
Office Occupations			
Fashion Marketing*			
Economics		Library Science	†
Logistics		Mathematics	A.B., B.S., M.Ed.

Chemistry	A.B., B.S., M.Ed.	Medical Technology	B.S.
Education	A.B., B.S., M.Ed., Ed.S.	Mental Health	A.S.
Elementary		Music	B.Mus., B.M.Ed.
Early Childhood		Music Therapy	B.M.T.
Secondary***		Nursing	A.S.
Special		Preprofessional	Preparations
		Engineering (‡)	
Environmental Science	B.S.	Dentistry	
English	A.B., M.Ed.	Law	
French	A.B.	Medicine	
Geography	†		
German	†	Philosophy and Religion	†
Health, Physical Education and		Physics	†
Recreation	B.S., M.Ed.	Political Science and	
History	A.B., M.A., M.Ed.	Public Administration	A.B., B.S., M.S.A., M.Ed.
		Psychology	A.B., B.S., M.Ed.
		Recreation	B.S.
		Sociology	A.B., B.S., M.S.A., M.Ed.
		Spanish	A.B., M.Ed.
		Speech	†

*A joint program of the Departments of Business Administration and Economics and Home Economics.

***Leads to certification to teach at the secondary level.

****A joint program of the Departments of Business Administration and Economics and Art.

†Available at less than major concentration.

‡Dual Degree Program with Georgia Tech.

Provisions are made for listing of two or more majors on the student's transcript. 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.

MINORS

A student has the option of selecting one or more minor areas of concentration and these will be recorded on the transcript. A minor shall consist of at least 20 credit hours of coursework, 10 of which must be in the upper division. Requirements for a minor are determined by the department in which the minor is taken.

BASIC REQUIREMENTS FOR ALL BACHELOR'S DEGREES

Core curriculum Areas I, II, and III	60
Physical Education Activities	6

Bachelor of Arts

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

	<i>Hours</i>
Basic Requirements .....	.66
Foreign Languages .....	.5-20

The foreign language requirements consist of the equivalent of four college courses.

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 Area of Concentration (minimum) .....	.40*
Elective and other non-major requirements including teacher certification55-70*

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Bachelor of Science

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

	<i>Hours</i>
Basic Requirements .....	.66
Additional Courses from the Social and Behavioral Sciences or Mathematics and the Natural Sciences .....	.10
Major Area of Concentration (minimum) .....	.40*
Elective and other non-major requirements including teacher certification .....	.70*

186

Bachelor of Music:

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

Instrumental Major—piano, organ, or wind instruments

	<i>Hours</i>
Basic Requirements .....	.66
Music courses (see page 184) .....	.126

192

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

Voice Major	
*Basic Requirements	.86
Music courses (see page 184)	.121

207

Bachelor of Music Education

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

	<i>Hours</i>
Basic Requirements	.66
Music courses (see page 184)	.111
Professional Education	.30

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SECOND BACCALAUREATE DEGREE

To qualify for a second Georgia College baccalaureate degree a candidate must earn, at Georgia College, at least 45 additional hours of credit and meet all requirements for the degree.

TEACHER EDUCATION

The standard credential for beginning teachers in the public schools of Georgia is the Teacher's Associate Professional Four-Year Certificate. To qualify for this certificate, one must have completed an approved program designed for a specific teaching field or level and be recommended by the college in which the curriculum was completed. Programs leading to certification in nineteen undergraduate areas have been approved at Georgia College as follows:

- Early Childhood Education (K-3)
- Elementary Education (1-8)
- Business Education (7-12)
- English (7-12)
- Modern Foreign Languages (French or Spanish) (7-12)
- Home Economics (7-12)
- Mathematics (7-12)
- Science (Biology or Chemistry) (7-12)
- Social Studies (7-12)
- (Behavioral Sciences, History, or Political Science)

*Voice Majors are required to take 20 quarter hours in foreign language study. A student entering the College may exempt some language courses through a placement examination administered by the Department of Modern Foreign Languages.

Art Education (1-12)
Health Education (1-12)
Health and Physical Education (1-12)
Music Education (1-12)
Special Education (MR) (1-12)
Associate Library Media Specialist
(supplementary field only)

GUIDANCE IN TEACHER EDUCATION

The teacher education guidance process is a continuous one built around three specific stages: (1) identification of teacher education students; (2) admission to the program; and (3) entry into student teaching. Students interested in pursuing one of the planned programs listed above are encouraged to identify as early as possible with the Education Department so that appropriate guidance may be provided.

ADMISSION TO TEACHER EDUCATION

Any student enrolled at Georgia College is permitted to take 200 level Education courses. To proceed further in the professional sequence requires the completion of an identification folder and assignment to an education adviser. Professional education advisers are assigned as follows:

1. Each elementary education, early childhood education, and special education major is assigned an adviser in the Department of Education who helps to plan the student's total program and offers guidance and counseling whenever necessary.
2. Each secondary student is assigned an adviser in the Department of Education who helps plan the professional sequence and provides other counseling as necessary. In addition, each student has an adviser in his subject matter area who is responsible for planning the major course of study. Assignment of these advisers is the responsibility of the student's major department.

Students who transfer to Georgia College as upperclassmen and who are interested in teacher education are required to complete the identification folder during the first quarter in which they are enrolled at the College.

When a student is in his seventh quarter he should apply for admission to teacher education. The following criteria are used as bases for admission to or rejection from the advanced professional sequence:

1. Recommendation by the chairman of major department or adviser.
2. An academic grade point average of 2.0 or better.
3. A grade of C or better in the courses comprising the teaching field.
4. A grade of C or better in each professional education course.

5. Acceptable verbal communication skills.
6. Acceptable history of mental, emotional, and physical health.
7. Acceptable record of personal behavior.
8. Successful completion of the Junior English Examination.
9. Completion of core requirements.

A student is not permanently admitted to teacher education; if a student fails to maintain the standards which satisfy the criteria for admission, the admission will be withdrawn.

STUDENT TEACHING

No later than two quarters before the student teaching quarter, the student should make application for student teaching. Failure to make application may result in a quarter's delay in receiving placement. Before an application can be cleared a student must have a 2.25 average.

Student teaching, the culminating activity of the professional education sequence, is provided in selected off-campus public school centers only. A college supervisor assists the student teacher and his supervising teacher in planning, executing, and evaluating this experience through visits to the off-campus center and seminars both off and on the campus.

The full quarter of student teaching is arranged cooperatively by the coordinator of student teaching, the public school system and the supervising teacher. A prospective student teacher must not contact a school to arrange placement prior to the college's request or while placement is under consideration. Placement is primarily determined by the availability of satisfactory supervision in schools that are in reasonable proximity to Georgia College and are designated by the Education Department as teacher education centers for a given quarter. If a student has special placement needs, they will be considered. Student preferences for placement, however, will be considered only when they do not conflict with the above priorities. The Education Department necessarily reserves final judgment in determining placement.

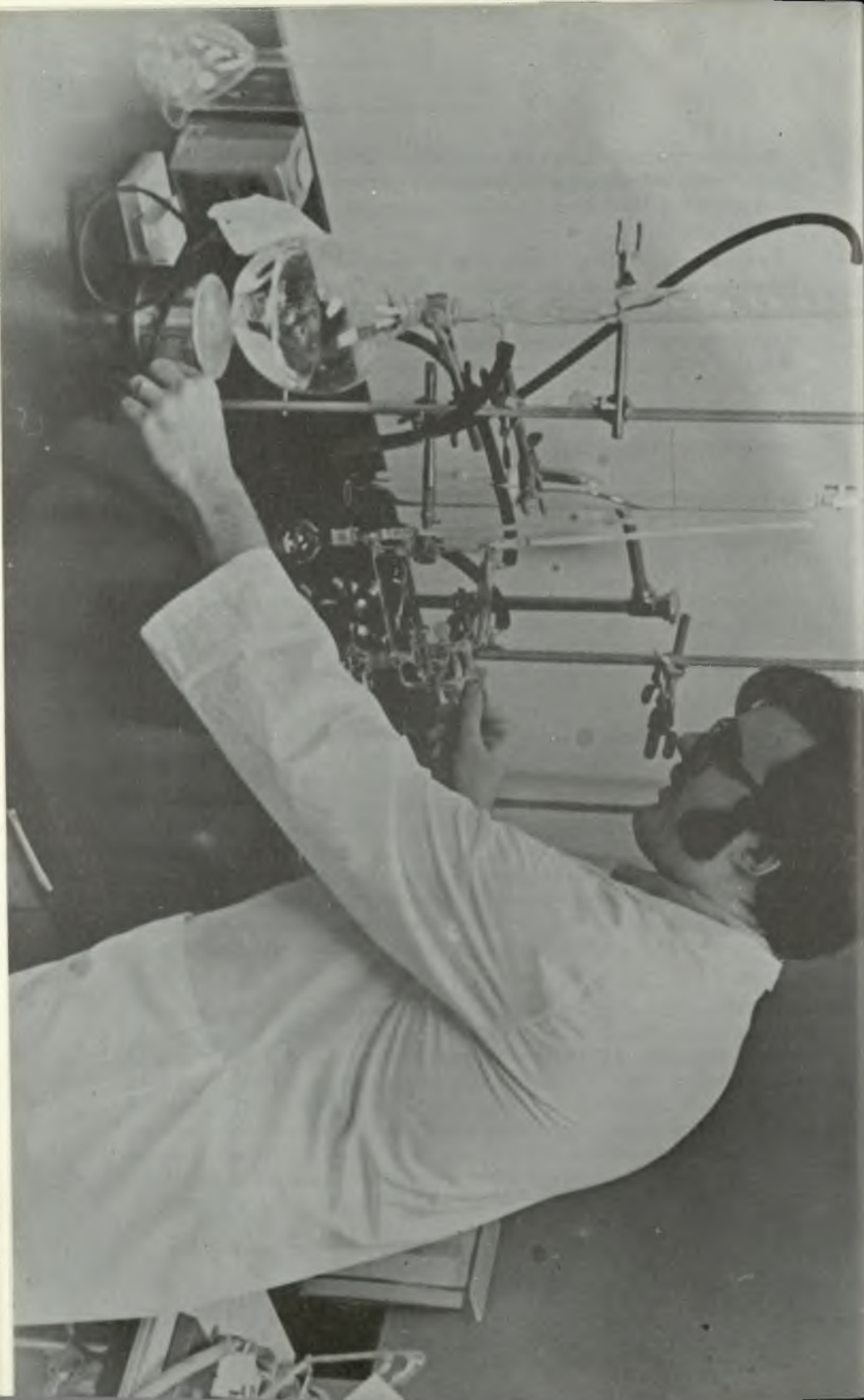
Student teachers are not allowed to hold week-day employment during the student teaching quarter. Students with financial needs will have to make plans well in advance in order to have the student teaching quarter free of outside interference. Likewise, student teachers may not enroll in additional courses during the student teaching quarter. They also may not participate in college extracurricular activities that would take them away from their assigned schools during the hours set for teachers in that school. Student teaching is a full-time responsibility and engaging in any activity which might endanger success in the development of professional competence is inadvisable.

Secondary student teachers are expected to attend weekly seminars during the quarter before they student teach. Arranging for scheduling these seminars will be done at the beginning of each quarter by the coordinator for secondary student teaching.

Additional information and copies of the full list of policies under which the student teaching program operates are available in the Education Department office.

Students seeking to graduate in any teacher education program must arrange to take the National Teacher Examinations (Common and Option in area of certification) prior to graduation. The examination is given on campus several times each year.

The application for certification cannot be processed unless an NTE score is recorded on the transcript.



THE GRADUATE PROGRAMS

The Graduate Programs provide advanced study in business administration, home economics administration, public administration, social administration, teacher education, history, and biology. The programs culminate in the Master of Business Administration, the Master of Education or the Specialist in Education, the Master of Arts in History, the Master of Science in Biology, and the Master of Science in Administration.

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

FACILITIES

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

The new library is well equipped for graduate study. An extensive and centrally located bibliography collection is a major assistance to effective research. Four individual microform reading rooms equipped with microfilm reader-printers are available. The Graduate Reading Room is located on the second floor.

A learning resources center contains ample collections of current elementary and secondary school textbooks, courses of study, curriculum bulletins, Georgia State Department of Education publications, United States Office of Education bulletins, and a variety of periodicals and pamphlets. Graduate students may avail themselves of these materials, most of which can be checked out.

SUMMER ACTIVITY PROGRAM

A varied program of educational, social, and recreational events is provided during the summer. Lectures by well-known educators, graduate seminars, art exhibits, and concerts are included. Recreational facilities are available for picnics, tennis, and bicycling. Group singing, square dancing, and other such activities are conducted periodically. Both indoor and outdoor swimming pools are open to students.

GENERAL POLICIES GOVERNING GRADUATE WORK

Courses numbered 600 are exclusively for graduate students. Courses numbered 500 are primarily for graduate students, but on occasion, are open to qualified

seniors or special students. Admission to graduate standing is a prerequisite for enrollment in graduate courses for graduate credit. Each graduate student is responsible for consulting with his faculty adviser and for the completion of individual course prerequisites.

All credit applied to the planned program must have been earned within the prescribed period of six years after the initial work in the graduate program.

At least thirty hours of graduate work must be completed in regular College session residence. Off-campus courses do not meet the residence requirement, and not more than fifteen hours of Saturday classes or field study will be accepted on the degree program.

Not more than fifteen hours of required work may be taken in or under the auspices of another graduate school. Such work must have been completed within the prescribed period of six years, must have a relationship to the student's program, and must comply with other requirements specified by the College.

No graduate credit will be allowed for correspondence work, extension work, or field workshops.

ACADEMIC REQUIREMENTS

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

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

A student who is dismissed may petition for temporary readmission with the final decision resting with the departmental coordinator of the degree program.

This policy shall take effect beginning September 1, 1975. All students who enroll in any graduate program offered by Georgia College after that date shall be governed by the above policy.

Students enrolled in a graduate program prior to September 1, 1975, will be governed by the retention policy in effect until that date, which is as follows:

"An average of B must be maintained in the total graduate program, and no grade below C will be accepted for graduate credit. Graduate courses do not carry quality points or numerical equivalents."

REGULATIONS GOVERNING GRADUATE STUDY MASTER OF BUSINESS ADMINISTRATION DEGREE

Admission

All candidates for the Master of Business Administration degree at the College must comply with the general requirements prescribed for the University System. Prospective candidates must be graduates of an accredited four-year college. In addition, the following requirements are applicable for admission:

1. The applicant must present satisfactory test results from the Admission Test for Graduate Study in Business, or, with departmental approval, the Graduate Record Examination.
2. Each applicant should show satisfactory undergraduate preparation to support the proposed graduate program.
3. Each applicant should be able to demonstrate the personal interest in graduate study in business.

Admission to Candidacy

Applicants who have met the basic requirements may make application for candidacy for the Master of Business Administration degree. Applications should be made no later than the midpoint in the student's program. Applicants are responsible for initiating this step.

The basic requirements for admission to candidacy for the Master of Business Administration degree are as follows:

1. The applicant should have completed not less than fifteen hours of graduate work at Georgia College.
2. The applicant should submit a program of study approved by the major adviser.

In determining approval for candidacy, the Graduate Council will take into consideration such other factors as undergraduate preparation, recommendation of current professional superior, test scores previously submitted, and the quality of work done in the graduate program to date.

Three copies of the planned program are submitted with the application for candidacy. When the application is approved, one copy of the program is returned to the applicant, one is sent to the major adviser, and one is retained in the office of the director of graduate studies.

Credit Requirements and Regulations

The primary emphasis in the Master of Business Administration degree program at Georgia College is on the field of management, but the fields of finance, economics,

and marketing are incorporated to give the student a clear understanding of the business enterprise as a whole.

To achieve the desired educational balance in each individual case, a highly flexible program has been organized to meet the demands of students with widely varied backgrounds.

A two-year program of 90 quarter hours has been designed for the liberal arts graduate with little academic preparation in business administration. The graduate student who has completed a balanced undergraduate business program may meet requirements of the degree with as little as 45 quarter hours. All courses in the first year of the two-year program are foundation courses on which more advanced work can be constructed.

Advisement

Upon approval of the application for admission each graduate student is assigned an adviser by the chairman of the Department of Business Administration and Economics.

MASTER OF EDUCATION DEGREE

ADMISSION

Applicants for the fifth-year program must comply with the general requirements prescribed by the University System. In addition, the following specific requirements must be met:

1. The applicant must have completed an accredited undergraduate program which shows satisfactory preparation for the proposed graduate study.
2. The applicant must hold, or be eligible for, a professional certificate in the field in which graduate work is planned.
3. The applicant must submit a satisfactory score on either the National Teacher Examinations (both Common and Teaching Field) or the Graduate Record Examination.

Applicants must submit four copies of the application for admission and two copies of the undergraduate transcript to the director of Graduate Studies. An applicant who fails to meet all admission requirements may be admitted provisionally; however, no more than fifteen hours of graduate work should be attempted before regular graduate status has been attained.

Admission to Candidacy

After admission as a regular graduate student and completion of fifteen hours of course work, a student may apply for admission to candidacy for the Master of Education degree. Students are responsible for initiating this step. Basic requirements for admission to candidacy are as follows:

1. The applicant must have completed not less than fifteen nor more than thirty hours of work, including five hours in a 600 professional education course and five hours in the teaching field.
2. The applicant must show evidence of at least one year of successful teaching.
3. The applicant must submit a program of study approved by the major adviser and the Coordinator of Graduate Programs in Education.

Four copies of the planned program are submitted with the application for candidacy. Upon approval, one copy of the program is returned to the applicant, one is sent to the major adviser and one to the Coordinator of Graduate Programs in Education, and one is retained in the office of the Director of Graduate Studies.

Credit Requirements and Regulations

The Master of Education degree requires sixty quarter hours of credit, normally twelve five-hour courses. Specific requirements are as follows:

I. Professional Education

1. Ed. 600, Social Foundations, or Ed. 620, Philosophical Issues
2. Ed. 630, Educational Research
3. Ed. 640, Advanced Studies in Learning
4. Ed. 690, Curriculum Planning
5. An education elective

II. Teaching Field Courses

Twenty-five hours of course work in the field of certification.

III. Electives

Ten hours of electives which may be in the content field, related subject areas, or education.

At least thirty hours of graduate work must be completed on campus. Under no circumstances will more than thirty hours of off-campus credit (including MGATES or comparable courses) be accepted on the degree program. Fifteen hours of these thirty hours may be taken under the auspices of another institution.

Not more than fifteen hours can be earned by anyone employed full time during the September-June period.

All credit applied to the planned program must have been earned within the prescribed period of six years after the initial work of the graduate program.

An average of B must be maintained in the total graduate program, and no grade below C will be accepted for graduate credit. Graduate courses do not carry quality points or numerical equivalents.

Adviseement

Upon approval for admission by the Director of Graduate Studies, a student's application is sent to the Coordinator of Graduate Programs in Education, who

assigns an adviser. Department chairmen usually serve as advisers for students in elementary education and special education. The adviser should be contacted whenever the student has questions concerning the program or registration for courses.

SPECIALIST IN EDUCATION DEGREE

Admission

To be eligible for admission, students must have achieved the minimum National Teacher Examination score required for sixth-year certification as established by the State Department of Education. Only persons who already hold a T-5 certificate in the proposed area of study can be considered for entrance. The approval of the Department of Education is also necessary.

Credit Requirements and Regulations

Each sixth-year professional program is individually designed in light of prior course work, needs and interests of students, and the results of examinations. The professional program is made up of a sequence of courses and a year-round plan for personal and professional development.

The sequences of courses consists of a minimum of forty-five hours of planned graduate study beyond the Master of Education degree.

One hundred five quarter hours of graduate study are required for a Sixth-Year degree. Of these, sixty quarter hours are planned as a master's degree; the remaining forty-five quarter hours are considered the sixth-year program. The total of one hundred five quarter hours must be completed within the following framework:

1. Foundation of education	15 quarter hours
2. Curriculum, methods, problems	15 quarter hours
3. Research	10 quarter hours
4. Instructional areas (subject matter)	50 quarter hours
5. Electives	15 quarter hours

Students are subject to the general graduate program regulations described elsewhere with the following additions: only courses carrying a 500 or 600 number are acceptable for a sixth-year program. These courses must have been passed with the grades of A or B.

Not more than ten quarter hours of credit may be earned under the auspices of another graduate institution and transferred into this program. All credit applied to the planned program must have been earned within the period of four years after registration for the first course at the sixth-year level. A research project must be completed as a part of either the fifth- or the sixth-year program.

MASTER OF ARTS DEGREE IN HISTORY

The Master of Arts Degree in History prepares students for further study elsewhere toward the Ph.D. degree, for employment in historical and governmental agencies, and for teaching in junior college. It also provides concentrated preparation in history for certified secondary school social studies teachers.

Admission

Applicants for admission to the program leading to the Master of Arts Degree in History must comply with the general requirements of the University System and the College. If they have not already satisfied them under general requirements, applicants must also:

1. Hold the bachelor's degree from a regionally accredited institution with a major in history, or be assured of receiving the degree before entering the program. A person with a major in another field, but with substantial work in history, may be admitted if, in the opinion of the Chairman of the Department of History and Geography, he shows promise of doing acceptable graduate work in history. Ordinarily such admission will be on a provisional basis.

2. Have an undergraduate grade average of at least 2.5 on a 4.0 scale.

3. Submit acceptable scores on both the Aptitude and the Advanced History portions of the Graduate Record Examination.

4. Arrange for submission of three letters of recommendation from undergraduate professors or others who can attest to the applicant's ability to do acceptable graduate work in history. One letter should be from the chairman of the department in which the undergraduate major was taken. Letters should be sent by the writers directly to the Director or Graduate Studies.

The completed application, including all supporting papers, must be filed with the Director of Graduate Studies not later than three weeks prior to the beginning of the quarter in which the applicant proposes to begin graduate study. Admission is granted by the Director of Graduate Studies upon recommendation of the Chairman of the Department of History and Geography. *Prospective applicants should consult with the chairman of the department prior to filing application.*

Programs of Study

The Master of Arts Degree in History is offered under two plans:

Plan A. (With thesis.) A minimum of forty-five quarter hours of graduate work in history is required, including History 650 (Advanced Study), History 600 (Historical Methods & Interpretations), at least one seminar (History 605, 608, 611, 617), and History 654 (Thesis Research).

Plan B. (Without Thesis.) A minimum of sixty quarter hours of graduate work is required. At least forty-five quarter hours must be in history, including History 650

(Advanced Study), History 600 (Historical Methods & Interpretations), and at least two seminars (History 605, 608, 611, 614, 617).

Students hoping to pursue further study elsewhere toward the Ph.D. degree should follow Plan A. All students should enroll in History 650 as early as possible. One five-hour graduate-level political science course may be substituted for one optional history course.

A maximum of fifteen hours of graduate work creditable to the program may be taken at other accredited graduate institutions. Courses taken prior to admission to this program must be directly pertinent, and *courses taken after admission must be taken in a approved transient student status*. In either case, grades may not be lower than "B". All work, whether in this institution or another, must be done within a period of six years.

Fields of concentration offered are:

1. The United States.
2. Europe.

Graduate instruction in other fields is also offered.

Each student will choose a field of concentration; those following Plan A will write the thesis in it, and those following Plan B will write a mature research paper in it while enrolled in History 650.

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

Advisement

Upon admission, and prior to admission to candidacy, each student is advised by the chairman of the Department of History and Geography. Upon admission to candidacy, the student is assigned by the Director of Graduate Studies in consultation with the chairman of the department to a Supervisory Committee composed of three or more members of the Graduate Faculty of the College, one from a discipline other than history. The designated chairman, a member of the Department of History and Geography, will serve as the student's adviser and thesis director (if applicable), and as chairman of his examining committee.

Language Requirements

A reading knowledge of one modern foreign language, ordinarily French, German, or Spanish, must be demonstrated prior to admission to candidacy for the degree. With consent of the chairman of the department another language may be substituted. A reading knowledge may be demonstrated in either of two ways:

1. By having completed, not more than four years prior to admission to graduate study, the fourth course or higher of a language with a grade of at least "B."

2. By an examination, either standardized or local at the option of the student, administered by the Department of Modern Foreign Languages of the college. The local examination consists of two parts: (a) writing a satisfactory translation, with the aid of a dictionary, of a relatively brief passage from a previously unseen work in the field of history, and (b) writing a satisfactory general summary in English (with the aid of a dictionary), of a longer passage from a previously unseen work and satisfactorily answering oral questions on the passage.

The examination may be taken a maximum of three times in any one language. The student should make arrangements for taking the examination directly with the chairman of the Department of Modern Foreign Languages.

Admission to Candidacy

Application for admission to candidacy for the degree of Master of Arts in History should be made after successful completion of fifteen hours of graduate work at Georgia College (at least ten hours in history), and must be made prior to completion of thirty hours. Exception to the thirty-hour maximum may be made for a student transferring the maximum amount of work from another institution. Candidacy will be granted to applicants who have:

1. Fully met all admission requirements.
2. Made an average grade of at least "B", with no grades below "C", on a minimum of fifteen hours of work.
3. Secured approval of the Plan of Graduate Study, including thesis topic if applicable.
4. Satisfied the language requirement.

Thesis

Students following Plan A will submit a thesis in an acceptable style of historical writing which demonstrates the ability to investigate independently a topic of historical significance. The topic will be selected in consultation with the student's advisor and be approved by the Supervisory Committee. Style and format will be in conformity with Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Phoenix Books, University of Chicago Press). Four copies of the completed thesis in unbound form must be submitted to the Supervisory Committee for critical reading not later than four weeks prior to the date of proposed graduation. After the student has passed the Master's Comprehensive Examination on thesis and course work, one copy will be returned to him and three will be deposited with the Director of Graduate Studies for binding and preservation in the college library and the Department of History and Geography. The student will pay the binding fee. The student must be registered for History 654 (Thesis Research) in the quarter in which he expects to complete and be examined on his thesis.

Final Examination

The candidate must pass an oral and/or written Master's Comprehensive Examination covering his course work, and thesis if applicable. The examination will be given no later than ten days prior to anticipated graduation, and the candidate must be enrolled in the college at the time. The candidate's Supervisory Committee will serve as his examining committee. The examination will be given publicly at a time and place announced by the Director of Graduate Studies as far in advance as possible.

A candidate who fails to pass the Master's Comprehensive Examination may, upon recommendation of the examining committee, repeat the examination, but only after a lapse of one quarter. He must be enrolled in the college in the quarter of re-examination; if all other requirements except final examination have been satisfied he should re-enroll for History 650 for two hours credit. If the candidate fails a second time, no further opportunity to take the examination is permitted.

Financial Aid

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

Inquiries concerning graduate fellowships and assistantships in the department which may be available should be sent to the chairman of the Department of History and Geography.

Further Information

Inquiries concerning admission to graduate work in the college and to the program leading to the Master of Arts Degree in History should be sent to the Director of Graduate Studies.

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

MASTER OF SCIENCE DEGREE IN BIOLOGY

Admission

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

1. A Bachelor's degree from an accredited institution.
2. A minimum of 35 hours of undergraduate work in biology.
3. Satisfactory scores on Graduate Record Exam. (Higher scores may allow students with a lower grade point average to enter the graduate program for the M.S. degree.)
4. An undergraduate average of 2.5 or better on a 4.0 scale.

A committee composed of departmental advisers will meet with each student to advise them on the specific requirements of the program and inform them of the research opportunities available.

Admission to Candidacy

Applicants who have met the minimum requirements for admission to the graduate program in biology may apply for candidacy after completing a minimum of 15 hours of graduate work. The candidate must also have a planned program of study, have outlined an acceptable thesis problem and have passed a general comprehensive examination in the field of biology. Qualifying comprehensive examinations will be administered during the fifth week of any quarter.

Other Requirements

All students entering the M.S. program must earn 45 hours of approved graduate credit and complete an independent research problem and submit three unbound copies of the thesis for approval. The student will select a major professor to direct his thesis research. In addition he will, in concert with his major professor, select a supervisory committee who will give him a final oral examination covering both the defense of his thesis and a comprehensive examination in biology emphasizing aspects of his graduate program. Other members of the biology department and other departments may participate in the final. Elective course work (statistics, computer courses, chemistry, etc.) are considered as added requirements above the 45 hours of course work unless they are approved for graduate credit.

Financial Aid

Inquiries concerning sources for financial support including Teaching and/or Research Assistantships should be directed to the Chairman of the Biology Department.

Further Information

Inquiries concerning admission to graduate work in the College and to the program leading to the Master of Science Degree in Biology should be sent to the Director of Graduate Studies.

Inquiries concerning the nature of the program and the availability of specific courses should be sent to the Chairman of the Department of Biology.

MASTER OF SCIENCE IN ADMINISTRATION

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

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

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

Admission Standards

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

The candidate's performance on the appropriate test: (ATGSB) Admission Test for Graduate Study in Business, the General Aptitude portion of the (GRE) Graduate Record Examination, or the (NTE) National Teachers Examination, and the candidate's undergraduate grade averages and the trend of his grades during his undergraduate work will be given primary consideration for admission. Consideration will be given to relevant work and leadership experience.

Admission to Candidacy

After admission as a regular student and completion of no less than fifteen hours of course work, a student must apply for admission to candidacy for the Master's degree. Students are responsible for initiating this step. Basic requirements for admission to candidacy are as follows:

1. The applicant must have completed not less than fifteen nor more than thirty hours of course work.
2. The applicant must submit a program of study approved by the major adviser and the Coordinator of Graduate programs in Business Administration.
3. Four copies of the planned program are submitted with the application for candidacy. Upon approval of student's candidacy, one copy of the program is returned to the applicant, one is sent to the major adviser and one to the Coordinator of Graduate Programs in Business Administration, and one is retained in the office of the Director of Graduate Studies.

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DEPARTMENTS OF INSTRUCTION
AND COURSE OFFERINGS

ART

George H. Gaines, Chairman

Professor: Gaines, Associate Professor: Hardy. Assistant Professor: Nix, Instructor: Brown.

The Art Department is concerned with the creative, education, and technical development of the student. The program is planned with emphasis upon the background of knowledge necessary for value judgments and the sense of order in the several areas of the visual arts. Aside from the purely aesthetic and cultural point of view, the student has the opportunity to explore, experiment, and apply his knowledge through courses in drawing, painting, design, crafts, ceramics, interior design, and independent study.

Art Education courses for elementary and secondary grades are open to students preparing to teach in the public schools.

Requirements for Major

1. Bachelor of Arts degree with a major in Art: general education plus eighteen courses in art required, including Art 204, 205, 206, 210, 211, 212, 304, 333, 450 and a ten-hour concentration selected from one of the following areas: painting, crafts, or ceramics; two of the following: 328, 347, 348; and two additional courses from the remaining area.

2. Bachelor of Science degree with a major in Art Education: general and professional education plus eighteen courses in art required, including Art 204, 205, 206, 210, 211, 212, 304, 310, 314, 316, 317, 333, 335, 450; one of the following: 328, 347, 378; and one additional art course from the remaining areas.

3. Bachelor of Arts (or Bachelor of Business Admin.) with a major in Art Marketing: general education plus eleven courses in Art required, including Art 204, 205, 206, 212 (Area IV), 304, 310-311, 329, 335-336 and one art elective, practicum and required courses in Business Administration. (See Business Administration).

NOTE—Portfolio required of Transfer Students prior to registration.

Requirements for Minor

Art Structure and a two-course sequence in a studio area.

Art History Survey and two courses from the following: 328, 347 or 348.

Area IV: Art

Area IV: Art-Education

Courses	Hours	Courses	Hours
For. Lang.	10	Ed. 204	5
Art 103	5	Art 103 or Mus. 100	5
Art 204, 205, 206	12	Art 204, 205, 206	12
Art 210, 211, 212	9	Art 210, 211, 212	9*
Mus. 102	5*	Psy. 201 or Soc. 101	5
*Electives			

Exhibition Program

The exhibition program brings to the campus contemporary works in painting, drawing, graphics, ceramics crafts, sculpture, and photography by recognized artists. Exhibitions are held in the College 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 nineteen graphic works, the Mamie Padgett Collection of twenty-one works, and the Departmental Collection of twenty-six works. The collection is added to systematically through donations, gifts, and departmental purchases. It is housed in Porter Fine Arts Building.

Color Slide Collection

The Department of Art has a collection of approximately fifty film strips and over six thousand color slides including the fifteen hundred slide set of *The Arts of the United States* compiled by the Carnegie Corporation of New York.

ART

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 course *normally* be offered during Fall, Winter, Spring, or Summer quarter respectively.

101. BASIC DESIGN AND COLOR. (3-4-5) F, W, S

Principals of design, composition, and color fundamentals. Lecture and studio problems for the non-art major. Fee for material.

103. INTRODUCTION TO ART. (5-0-5) F,W,S,Su (Area I)

A study of the qualities that make works of art fine, with direct experience and analysis of actual objects of the major visual arts. The student is led to acquire a basic vocabulary of works and ideas for intelligent and discriminating appreciations.

204.* ART STRUCTURE. (0-8-4) F

Drawing and introduction to graphic techniques. Fee for materials.

205.* ART STRUCTURE. (0-8-4) W

Drawing and introduction to painting. Fee for materials.

206.* ART STRUCTURE. (0-8-4) S

Drawing and introduction to sculpture. Fee for materials.

210. ART HISTORY SURVEY. (3-0-3) F

Ancient and Medieval periods.

211. ART HISTORY SURVEY. (3-0-3) W

Gothic, Renaissance, and Baroque periods.

212. ART HISTORY SURVEY. (3-0-3) S

Neo-classic through mid-twentieth century.

216. DRAWING. (0-10-5) W

Prerequisites: Art 101 or 204.

Drawing from still life, landscape, figure. Various media. Fee for model and materials.

290, 291, 292H. HUMANITIES SEMINAR (Var.) 2 hrs. credit each. F, W, S.

Prerequisite: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music Philosophy.

304. DRAWING AND PAINTING. (0-10-5) F

Prerequisite: Art 205.

Picture structure through design and composition. Studio and lecture.

310-311. CERAMICS. (0-10-5) each. S

Prerequisite: Art 206 or permission of instructor.

314-315.*ART EDUCATION K-6. (3-4-5) each. F, W, S, Su

This course is designed to develop an understanding and evaluation of materials and teaching methods in relation to the behavioral sciences and art teaching theories. The acquisition of sufficient knowledge and skills for classroom practice is emphasized through personal participation.

316. ART IN THE JUNIOR AND SENIOR HIGH SCHOOL. (3-4-5) F

Prerequisite: Art 315.

A sequential course for art education majors. Includes curriculum planning, sources of supplies, art room, planning and adaptations of studio experiences to various teaching levels. Lecture and studio.

*Art 204, 205, 206, 315 are for art majors.

317-318. SCULPTURE. (0-10-5) each.

Prerequisite: Art 206.

Problems in creative arrangements of three-dimensional forms. Experience in various sculpture media.

328. THE ANCIENT WORLD. (5-0-5)

A study in the development of the arts from the prehistoric to the early Christian period.

329. COMMERCIAL DESIGN. (0-10-5) S

Prerequisite: Art 101 or 206.

A technical approach to layout with problems in poster design, bookjacketing, packaging, and other exercises in the application of commercial art to present-day advertising. Lecture and studio.

333. DRAWING. (0-10-5) W

Prerequisite: Art 216 or 304.

Intensive study of the human figure through studio experience with model and through analysis of the drawings of the masters. Studio and lecture. Fee for model and materials.

335.-336. CRAFTS. (0-10-5) each. F, W

Prerequisite: Art 206.

Design related to a variety of materials and processes, including textile weaving, printing, silk screen and dyeing, jewelry and metal work, enameling, and stone-setting. Lecture and studio. Fee for materials.

347. THE MODERN WORLD. (5-0-5)

A study in the development of twentieth-century painting, sculpture, and architecture.

348. 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.

444. PAINTING. (0-10-5) S

Prerequisite: Art 333.

Various media. Technical consideration of preparation of grounds, mediums. Analyses of the techniques of the masters. Aesthetic consideration of picture structure. Studio and lecture.

445. Painting. (0-10-5) S

Prerequisite: Art 444.

Advanced painting. Studio and lecture.

450, 451, 452. SEMINAR AND EXHIBITION. *F, W, S

For Art Majors. To be taken three quarters. Credit, two (2) hours each. Total credit, six (6) hours.

*Exhibition of work completed at Georgia College.

460-560. GEORGIA ARCHITECTURE SEMINAR TOUR.

(Intensive Study Nine Days—5) Su

An opportunity to experience and evaluate architecture of National and regional importance in Georgia. Open to all who have an interest in historical southern architecture including undergraduates in good standing from any college, University or art school and graduate students and alumni of any institution who wish to further their art studies with or without credit.

48R. INDEPENDENT STUDY. F, W, S

An opportunity for qualified students to work on individual problems in advance of the offerings in the curriculum. To be taken only with the approval of the chairman of the department. Credit, five hours.

*Exhibition of work completed at Georgia College.

BIOLOGY

David J. Cotter, Chairman

Professor: Cotter, Associate Professor: Batson, Chesnut, Daniel, Whipple. Assistant Professor: Aliff, Barman, Caldwell, Staszak. Instructor: Moody.

Courses in this department are designed to serve general education; to provide a comprehensive view of the life sciences and their relations to human affairs; and to give fundamental training for graduate and professional work.

The departmental major includes Biology 225, 490, and seven additional upper division courses. One of these upper division courses. One of these upper division courses must be a botany course (Biology 360, 361, or 465) and at least three must be numbered 400 or above.

Professional Education: Students majoring in this department who desire to teach must also register with the Department of Education in one of the approved programs required for certification.

Minor in Biology

Students majoring in other disciplines may minor in biology by completing twenty quarter hours of biology at the 200 level or above.

Area IV: Biology		Area IV: Biology-Education	
Courses	Hours	Courses	Hours
		Courses Hours	
		Ed.225	5
		Ed.204	5
25 hours selected from:		Soc. 101 or Psy. 201	5
Phys. 101, 102, or 201		Mus. 102 or Art 103 or	5
202, 203		Speech 101	
Chem. 101, 102, 103, 231		15 hours selected from:	
Math 201		Bio. 210, 211, 225	15
For. Lang.	5 or 10*		

BIOLOGY

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.

*Electives.

123, 124. PRINCIPLES OF BIOLOGY. (4-2-5) each. F, W, S, Su (Area II)

Integrated courses which explore the basic principles of life in the structure, functions, and adaptations of the human organism, animals, and plants. These courses are prerequisites to the advanced courses.

123H-124H. PRINCIPLES OF BIOLOGY. (4-2-5) each. F, W (Area II)

An introduction to biology with emphasis on current developments. Open by invitation to entering freshmen with superior SAT scores and high school records upon recommendation of the chairman of the department and approval of the Dean of the College.

125. BIOLOGY OF MAN. (5-0-5)

Consideration of vital issues affecting man: reproductive physiology, sexual behavior, drugs and behavior, population crisis, pollution, environmental degradation, resource consumption.

210. HUMAN ANATOMY. (3-4-5)

A detailed study of the structures of the human body.

211. HUMAN PHYSIOLOGY. (4-2-5)

A detailed study of the functions of the human body.

225. INVERTEBRATE ZOOLOGY. (3-4-5) F, S, Su

Prerequisite: Bio 124.

A study of invertebrate animal groups from protozoa through the insects, with attention given to general anatomy, physiology, ecology, and evolutionary relationships, and to their social significance.

301. CELL PHYSIOLOGY. (1-8-5)

Prerequisite: Organic chemistry and junior standing.

The study of the life activities of cells including nutrition, response to the environment, metabolism, growth and reproduction.

302. COMPARATIVE ANIMAL PHYSIOLOGY (1-8-5)

Prerequisite: Bio 301.

The study of organ functions in various animals, vertebrate and invertebrate, emphasizing and introducing laboratory instrumentation and techniques.

305. COMPARATIVE VERTEBRATE ANATOMY. (2-6-5) W

Concerns the general anatomy, physiology, ecology, and evolutionary relationship of the chordate animals. Several types of vertebrates are dissected.

320. MICROBIOLOGY. (2-6-5) F, S, Su

Designed to give a general knowledge of micro-organisms and their relation to human welfare, particularly as they affect foods and health.

350. CONSERVATION. (4-2-5) W

A consideration of the basic biological aspects of the conservation of man's renewable and non-renewable natural resources.

351. ETHOLOGY-ANIMAL BEHAVIOR. (3-4-5) W

A study of animal behavior and the factors influencing behavior patterns.

360. NON-VASCULAR PLANTS. (2-6-5) F

Prerequisite: Bio 124.

A survey of the non-vascular plants including bacteria, fungi, algae, mosses and liverworts with emphasis on evolutionary relationships, morphology, physiology, ecology, and classification.

361. VASCULAR PLANTS. (2-6-5) W

Prerequisite: Bio 124.

A consideration of the higher plants including ferns, fern allies, gymnosperms and angiosperms with special attention given to the evolutionary trends, morphology, physiology, ecology and classification.

402. FIELD BOTANY. (2-6-5)

Prerequisite: Bio 124.

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

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

Prerequisite: Bio 225.

A course designed to study the biology of animal populations in their natural habitat.

405. POLLUTION BIOLOGY. (3-4-5) W

Specific effects of pollutants on plant and animal life.

425. LIMNOLOGY. (2-6-5) S in even years, Su in odd years

Ecology of freshwater environments including interactions of biological, chemical, and physical factors.

434. HISTOLOGY. (2-6-5) W

Prerequisite: Bio 225.

Preparation and study of animal tissues.

440. GENETICS. (5-0-5) F, Su even years

Prerequisite: Bio 124.

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

441. EVOLUTION. (5-0-5) W, Su odd years

Prerequisite: Bio 124.

A study of the processes of organic evolution

442. ECOLOGY. (2-6-5) S, Su

Prerequisite: Bio 225.

Investigations into the effects of environment on the structures, functions, and community organization of plants and animals. There will be occasional week-end trips to study outstanding natural areas.

444. VERTEBRATE EMBRYOLOGY. (2-6-5) S

Prerequisite: Bio 225.

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

445. ICHTHYOLOGY. (3-4-5) F, Su in odd years

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

446. PARASITOLOGY. (2-6-5) F

Prerequisite: Bio 225.

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

450. INDEPENDENT STUDY. (Var.) on demand

Prerequisite: Permission of instructor.

Special problems in biology. Open to seniors and graduate students with the approval of the chairman of the department. Credit: up to five hours.

450H. INDEPENDENT STUDY—HONORS CREDIT. (Var.) on demand

Prerequisite: Permission of instructor.

Special problems in biology. Open by invitation to seniors with 3.2 overall grade point average.

465. PLANT ANATOMY AND PHYSIOLOGY (2-6-5)

Prerequisite: Bio 225.

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

467. GENERAL ENTOMOLOGY. (2-6-5) F, Su, even years

Prerequisite: Bio 225.

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

469. FRESHWATER BIOLOGY. (2-6-5) S, Su

Prerequisite: Bio 225.

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

48R. INDEPENDENT STUDY. (Var.) on demand

Prerequisite: Permission of instructor.

Special problems in biology. Open to seniors and graduate students with the approval of the chairman of the department. Credit: up to five hours.

490. SEMINAR. (3-0-3) S

Prerequisite: Jr.-Sr. standing.

Studies in selected fields of biology. Required of biology majors in junior or senior year.

49R. INTERNSHIP. (Var.) on demand

GRADUATE COURSES

(For complete description see Graduate Catalogue)

501. RECENT ADVANCES IN THE
BIOLOGICAL SCIENCES

Prerequisite: Forty hours in sciences

502. FIELD BOTANY.

503. FIELD ZOOLOGY.

505. POLLUTION BIOLOGY.

525. LIMNOLOGY.

540. GENETICS.

541. EVOLUTION.

542. ECOLOGY.

545. ICHTHYOLOGY.	610. BIOLOGICAL TECHNIQUES.
550. INDEPENDENT STUDY.	615. BIOGEOGRAPHY.
565. PLANT ANATOMY AND PHYSIOLOGY	635. POPULATION ECOLOGY.
567. GENERAL ENTOMOLOGY.	655. ADVANCED PARASITOLOGY.
569. FRESHWATER BIOLOGY.	665. SELECTED TOPICS IN VERTEBRATE PHYSIOLOGY.
58R. INDEPENDENT STUDY.	675. ADVANCED ENTOMOLOGY.
59R. INTERNSHIP.	685. ADVANCED MICROBIOLOGY.
605. INTRODUCTION TO SCIENTIFIC RESEARCH.	696. THESIS RESEARCH.

ENVIRONMENTAL SCIENCE DEGREE

Students may choose to specialize in water quality, air quality, or a mixture of both areas provided the required courses are taken. Interested students should consult with Dr. John Aliff, Coordinator.

Area IV: Environmental Sciences

Courses	Hours	Courses	Hours
Bio. 225	5	Chem. 101, 102, 103, 231	
25 hours selected from:		Math 201	
Phy. 101, 102, or 210, 202, 203		For. Lang.	25

ENVIRONMENTAL SCIENCES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

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

200. ENVIRONMENTAL ENGINEERING TECHNOLOGY I. (3-4-5) S

Principles of drafting and surveying.

210. GEOLOGY. (4-2-5) F (Area II)

A survey of physical and historical geology with an introduction to basic scientific principles and methods. Designed for science majors; appropriate for the Environmental Sciences Program.

300. ENVIRONMENTAL ENGINEERING TECHNOLOGY II. (4-2-5) W

Principles of hydraulics and hydrology.

390. ATMOSPHERIC PROCESSES. (2-0-2) F

Principles of meteorology, heat exchange, pollutant concentration.

391. CURRENT TOPICS I. (1-0-1) W

A seminar featuring student reports and guest speakers.

392. CURRENT TOPICS II (1-0-1) S

A seminar featuring student reports and guest speakers.

490-491. INTERNSHIP IN ENVIRONMENTAL SCIENCE AND ADMINISTRATION. (10-0-10) each. Su

An individually designed course sequence involving off-campus study and research in industry or a governmental agency for academic credit. Required for both summer sessions during one year.

BUSINESS ADMINISTRATION AND ECONOMICS

Joseph F. Specht, Chairman

Professor: Bunting, Dooley, Hong, Specht, Thornhill. Associate Professor: Engstrand, Fuller. Assistant Professor: R. Anderson, Ewing, Franks, Gaetz, Greene, Hewett, Long, Marcin, Rouk, R. Watkins. Instructor: Bloodworth.

The Business Administration undergraduate programs are designed to satisfy the students who are interested in Management, Marketing, Accounting, Office Occupations, High School Teaching, and Economics. Liberal studies, business background, and some specific preparations are provided to equip students for the better type of business openings.

Specific majors in the Bachelor of Business Administration degree include Management, Logistics, Accounting, Marketing, Art Marketing*, Fashion Marketing**, and Food Systems Administration**. This is a professional degree intended for the student who wishes to be upgraded in business, advanced from initial contact jobs to junior executive positions in business, or prepared for management of businesses. The Bachelor of Business Administration, if properly planned, may lead to the professional degree of Master of Business Administration with a minimum of additional time.

An Associate in Science Degree in Secretarial Studies is designed as a terminal degree program. The courses required for this degree, however, will adapt to the Bachelor program should a student choose to continue in the full undergraduate curriculum.

Specific majors in Business Administration for the Bachelor of Science degree are Business Education and Office Occupations.

An Economics major may be taken under the Bachelor of Science or Bachelor of Arts degree program. Particular courses chosen in Economics and Business Administration must be approved by the Chairman of the Department.

COURSE REQUIREMENTS FOR DEPARTMENTAL PROGRAMS

NOTE: Economics 271 and Psychology 201 are listed as requirements in area IV. A student may elect to take either of these courses in area III leaving an elective approved by their advisor in area IV. Both courses are required for the Bachelor's degrees in a major within the Department of Business Administration and Economics.

*Offered in cooperation with the Art Department

**Offered in cooperation with the Home Economics Department

Area IV Accounting, Economics, Business Education, Food Systems Administration, Management, Office Occupations, Marketing, Fashion Marketing, Logistics

Business Administration 212*, 251, 252:

Economics 271, 272; Math 201; Psy. 201;

Art 101**; H.E. 215***

30 hours

Area IV Art Marketing

Business Administration 212, 251;

Economics 271; Art 204, 205, 206, 212

30 hours

All students entering the B.B.A., B.S., and B.A. degree programs are required to complete a series of foundation courses. In addition to the business and economic courses required in Area IV as outlined above, the following courses are required in all programs in Business: BA 307, 317, 340, 361. These courses are basic to the study of business regardless of the field of specialization.

*BA 212 required of Business Education and Office Occupation concentrations only.

**ART 101 required of Fashion Marketing and Food System Administration concentrations only.

***H.E. 215 required of Food systems Administration concentration only.

Additional degree requirements;

BACHELOR OF BUSINESS ADMINISTRATION

Concentration In Accounting

BA 301, 308, 352, 356, 441, 454, 457, 457	Related Electives	15 hours
ECO 377	Free Electives	10 hours

Concentration In Food Systems Administration

BA 441, 443, ECO 377	HE 333, 341, 342, 420, 421, 446	
(See Home Economics Department)	Free Electives	20 hours

Concentration In Management

BA 301, 441, 442, 443	Related Electives	15 hours
ECO 377, 476, 478	Free Electives	20 hours

Concentration In Marketing

BA 301, 362, 363, 366, 441, 461, 466	Related Electives	10 hours
470, ECO 377	Free Electives	15 hours

Concentration In Fashion Marketing

BA 301, 361, 362, 363, 366, 443,	Related Electives	10 hours
HE 214, 224, 418, 419		
(See Home Economics Department)		

Concentration in Art Marketing

BA 362, 366, 443	Internship	15 hours
ART 304, 310, 311, 329, 335, 336	Free Electives	10 hours
(See Art Department)		

Concentration in Logistics

BA 301, 363, 365, 367, 368, 369, 441, 448
ECO 377

Additional degree requirements:

BACHELOR OF SCIENCE

Concentration in Economics

BA 301, 441, 442, 443	Thirty-five hours as selected by Department Chairman**
ECO 377, 476, 478	

Concentration in Business Education

Shorthand

BA 226, 227, 228, 303, 320-321, 322, 323	ED 204, 395, 405, 445, 446, 447, 476*
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Bookkeeping/Management

BA 226, 227, 228, 303, 306, 309, & 351	ED 204, 395, 405, 445, 446, 447, 476*
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Data Processing & Accounting

BA (226 or 352), (227 or 443), 228, 303, 306, 309, 351, & Math 201	ED 204, 395, 405, 445, 446, 447, 476*
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Concentration in Office Occupations

BA 226, 227, 228, 303, 324; 320, 322, 323 or 306, 309 and 351; 429, 440	Related Electives	10 hours
	Free Electives	10 hours

*7 hours credit

**For the Bachelor of Arts degree, students must meet the Georgia College requirements for Modern Foreign Language.

ASSOCIATE IN SCIENCE DEGREE IN BUSINESS ADMINISTRATION

General Education:

English 101, 102
Economics 271, Political Science 101,
History 110
2 general education Electives
4 one hour physical Education courses

Concentration:

Business Administration 307, 226, 227,
228, 251, 303, 317; 320 or 306;
322 or 309; 323 or 440
5 hours Electives

94 hours

BUSINESS ADMINISTRATION

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 indicates the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

103. OFFICE PRACTICE (2-0-2)

An acquaintanceship in the use of electronic and printing calculators and other modern office equipment.

125. INTRODUCTION TO TYPEWRITING (3-0-3)

The development of correct typewriting techniques and the application of typewriting skill to letter writing.

212. MATHEMATICS OF FINANCE (5-0-5)

A course in business arithmetic and the more important aspects of mathematics of finance; compound interest, annuities, sinking funds, amortization, bonds, insurance, and taxes.

226.* SKILL-BUILDING AND REVIEW TYPEWRITING (5-0-5)

An introduction to and a review of basic typewriting techniques.

227.* INTERMEDIATE TYPEWRITING (5-0-5)

Prerequisite: Business Administration 226.

Increased development of skill through speed building and job production activities.

228.* TYPEWRITING OFFICE PRACTICE (5-0-5)

Prerequisite: Business Administration 227.

Production typing of letters, manuscripts, tabulations, and business forms. Office etiquette, office duties and responsibilities and visual filing.

*Credit is given only for a concentration in Business Education and Office Occupation.

251. ACCOUNTING PRINCIPLES I (5-0-5)

A study of the underlying principles of accounting, that accounting may properly serve as a language of communication concerning financial data of an enterprise. The theory of double-entry bookkeeping; accounting principles, procedures, and techniques, relating to professional, personal service, and merchandising firms; and a broad study of assets with emphasis on working capital.

252. ACCOUNTING PRINCIPLES II (5-0-5)

Prerequisite: Business Administration 251.

A continuation of Accounting Principles I emphasizing accounting concepts as an aid to management. Partnerships, corporation, and consolidation problems; cost accounting fundamentals; and analysis and interpretation of financial statements.

253. INTRODUCTION TO TAXATION

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 upon individual income tax liability will be analyzed.

301. INTRODUCTION TO ECONOMIC AND BUSINESS STATISTICS (5-0-5)

Fundamentals of theory and application of statistical methods. Data collection, usage, and analysis, including hypothesis testing and inferential aspects.

303.* OFFICE MACHINES (5-0-5)

Prerequisite: Business Administration 227.

Introduction to the use of adding, calculating, posting, dictating and duplicating machines, computing activities of the office. The problems, selection, and administration of basic office machines.

306.* OFFICE MECHANIZATION AND AUTOMATION (5-0-5)

Prerequisite: Business Administration 303.

Practical application in the use of basic office machines and computer equipment.

307. BUSINESS LAW I (5-0-5)

The general nature of law and courts; laws involved with agency and employment, negotiable instruments, personal contracts, property and bailments, and sales of goods.

308. BUSINESS LAW II (5-0-5)

Prerequisite: Business Administration 307

Law involved with business organizations, real property, insurance, bankruptcy, estates and trusts, security devices, and government regulations.

309.* ADVANCED CALCULATING AND ACCOUNTING MACHINES (5-0-5)

Prerequisite: Business Administration 306.

The development of a high degree of efficiency in the operation of a related group of office machines such as a commercial posting, bank posting, and ten-key bookkeeping; crank-driven, key-driven and electric calculators; ten-key, full-key, listing and figuring adding machines; direct process, gelatin, and stencil duplicators. Opportunity for certification as an official operator by leading business machine manufacturers.

*Credit is given only for a concentration in Business Education and Office Occupation.

317. BUSINESS COMMUNICATION AND REPORT WRITING (5-0-5)

Prerequisite: English 102.

The external and internal structure of the business letter: letter forms, building vocabulary, spelling, word division, use of the dictionary for business information, effective sentences and paragraphs, psychology of tone, and basic forms of business communication and report writing.

320.* BEGINNING SHORTHAND (5-0-5)

The theory of Gregg Shorthand is taught and sufficient practice to develop skill in taking dictation at a speed of 60 words a minute.

321.* SKILL-BUILDING AND REVIEW SHORTHAND (5-0-5)

Prerequisite: High School Shorthand.

Designed for students who have had one or more years of high school shorthand and who require further development in techniques. New-matter dictation and transcription.

322. INTERMEDIATE SHORTHAND (5-0-5)

Prerequisite: Business Administration 320 or 321.

Speed Building, new-matter dictation, and transcription. Sufficient practice is provided to develop skill in taking dictation at a speed of 100 words a minute.

323.* ADVANCED SHORTHAND AND TRANSCRIPTION (5-0-5)

Prerequisite: Business Administration 322.

Rapid dictation and transcription are the major objectives. Emphasis is placed on mailable transcripts. Skill in taking dictation at a speed of 120 words a minute is developed.

324. THE ADMINISTRATIVE SECRETARY (5-0-5)

The need for high level skills is emphasized, but primary attention is given to the development of such qualities as initiative, judgment, and the ability to organize and plan work in order to meet deadlines. Through use of "The Administrative Secretary: Resource" and "The Administrative Secretary: Practicum" every effort is made to offer a challenge to the student and prepare her to think her way through the problems that confront the Administrative Secretary.

325. MEDICAL TRANSCRIPTION, VOCABULARY, AND DUTIES (5-0-5)

Prerequisite: Business Administration 323.

Skill in medical transcription and vocabulary. A consideration of the work of a medical secretary.

326. LEGAL TRANSCRIPTION, VOCABULARY AND DUTIES (5-0-5)

Prerequisite: Business Administration 323.

Skill in legal transcription and vocabulary. A consideration of the work of a legal secretary.

340 PRINCIPLES OF MANAGEMENT (5-0-5)

A study of the theory and application of the specific principles of contemporary management problems.

*Credit is given only for a concentration in Business Education and Office Occupation.

351. INTERMEDIATE ACCOUNTING I (5-0-5)

Prerequisite: Business Administration 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 liabilities, investments, plant and equipment acquisition and use.

352. INTERMEDIATE ACCOUNTING II (5-0-5)

Prerequisite: Business Administration 351.

A continuation of Intermediate Accounting I, providing depth and breadth of theory coverage. Major emphasis on accounting for intangibles, long-term debt, corporate capital, paid-in capital, retained earnings, analytical processes, and statements of changes in financial position.

356. ADVANCED ACCOUNTING (5-0-5)

Prerequisite: Business Administration 352.

A more advanced study of accounting procedures with attention given to the more difficult and specialized phases that arise in partnerships, consignment and installment sales, large organizations, consolidation, estates and trusts and actuarial science.

361. PRINCIPLES OF MARKETING. (5-0-5)

A study of market organization designed to introduce the student to the major institutions and basic theory in the field of marketing. Different levels of marketing, organizations' operation at each level and their functions, price policies, marketing cost, and relative efficiencies of various marketing methods are the principal topics emphasized.

362. CONSUMER BEHAVIOR (5-0-5)

Prerequisite: Business Administration 361.

Relevant aspects of Sociology, Anthropology, and Psychology as content factors in Consumer Behavior, generating marketing strategy.

363. PRINCIPLES OF LOGISTICS (5-0-5)

Prerequisite: BA 361 or permission of instructor.

Basic study of logistics in business operations with special emphasis on management of inventory, buying, pricing, storing and control.

365. TRANSPORTATION (5-0-5)

Prerequisite: BA 361, 363 or permission of instructor.

Development of transportation modes, and systems. Effects of (1) major legislation, (2) competitive factors and (3) future developments of the economy are emphasized.

366. MARKETING PROMOTION AND COMMUNICATION (5-0-5)

Prerequisite: Business Administration 361, 362.

A study of the integral relationship of promotion in the market sector with efficiency of the economy and effective communication as a means of market promotion.

367 TRAFFIC MANAGEMENT (5-0-5)

Prerequisite: 365.

The course is designed to provide a comprehensive overview of traffic and material movement within a logistics system in order full utilizations of transport modes may be realized in the most efficient and effective manner.

368. INVENTORY AND PRODUCT DISTRIBUTION (5-0-5)

Prerequisite: 361, 363 or permission of instructor.

Inventory techniques, protection, and control. Distribution center systems and network analysis, location layout and operation.

369 ACQUISITION MANAGEMENT (5-0-5)

Prerequisite: 363.

The course provides the student with a basic understanding of the importance of materials acquisition to the efficient operation of a business and logistics system.

370 GOVERNMENT LOGISTICS (5-0-5)

Prerequisites: 301, 363, 365.

A study of Logistics in Government with concentration on the logistics cycle. This cycle includes logistic support planning, system acquisition, provisioning, cataloging, supply management, distribution, storage and disposal. The roles of industry, the General Services Administration and the Defense Supply Administration in government logistics are examined. A comparison is made between the application of logistics principles in civilian industry and government.

404. HISTORY AND PHILOSOPHY OF VOCATION EDUCATION (5-0-5)

A study of the history and philosophy of vocational education as a background, followed by a thorough study of the provisions and implications of the Vocational Education Act of 1963 and the 1968 Amendments.

417. TECHNICAL WRITING (5-0-5)

Beginning with methods of collecting and organizing data, the course is designed to give the student an understanding of the significance of technical report writing. It provides for the application of the principles of technical report writing, including writing style and graphic presentation.

429. PRACTICUM FOR EXECUTIVE SECRETARY (Var.)

Prerequisite: Business Administration 324.

Arrangement for practical experience as an Executive Secretary in an approved situation. Five to fifteen hours.

430. PRACTICUM FOR MEDICAL SECRETARY (Var.)

Prerequisite: Business Administration 325.

Arrangement for practical experience as a Medical Secretary in an approved situation. Five to fifteen hours.

431. PRACTICUM FOR LEGAL SECRETARY (Var.)

Prerequisite: Business Administration 326.

Arrangement for practical experience as a Legal Secretary in an approved situation. Five to fifteen hours.

440. ADMINISTRATIVE SYSTEMS MANAGEMENT (5-0-5)

The basic principles underlying the operation, organization, and control of business offices. Consideration of office practices, office buildings, equipment, office personnel, and office supervision.

441. BUSINESS FINANCE (5-0-5)

Prerequisite: Business Administration 212 or 301, 252, Eco. 271, 272.

A study of financial organization and management from the standpoint of the chief financial officer of an operating business. Major topics emphasized are choosing a form of organization, sources of financing requirements, tools of financing a business, and controlling the finances of a business organization.

442. INDUSTRIAL MANAGEMENT (5-0-5)

Prerequisite: Business Administration 340.

General organization and management of an industrial plant. Plant location, layout, manufacturing, production, control and plant operating procedures generally. A study of the problems a business encounters in maintaining adequate supplies of raw materials. Sources, purchasing, financing, transportation, storage, and inventory control.

443. PERSONNEL MANAGEMENT (5-0-5)

Prerequisite: Business Administration 340.

A study of the principles and procedures in the recruitment, selection, and placement of a labor force; treatment of grievances, problems of collective bargaining; compensation policies; merit rating; promotion; transfer and discharge; training; and personnel record.

444 SPECIAL BUSINESS TOPICS (5-0-5)

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

446 BUSINESS GAMES AND SIMULATION (5-0-5)

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

449. PRACTICUM IN MANAGEMENT (Var. 5-15)

Normally taken in the last quarter of senior year as free or related elective. Should be arranged one quarter in advance with Department Chairman.

451. COST ACCOUNTING (5-0-5)

Prerequisite: Business Administration 351.

Methods of accounting for the various elements of production, distribution, and financial cost with emphasis on the use of cost information in directing the business enterprise. Study is made of the job order and process cost systems.

454. PRINCIPLES OF TAXATION ACCOUNTING (5-0-5)

Prerequisite: Business Administration 352.

A study of the application of accounting principles to laws relating to taxation. Emphasis is placed on the determination of income and legal deductions in order to determine taxable net income.

455. TAXATION ACCOUNTING II (5-0-5)

A continuation of Business Administration 454 providing depth and breadth of theory coverage.

457. AUDITING (5-0-5)

Prerequisite: Business Administration 356.

A course in the theory and practice of professional and general auditing. The student will gain the basis for the expression of a general opinion regarding the conformity with accepted accounting procedure of statements prepared by a corporation or other forms of business. Auditing standards, internal control, government regulation, and formal report writing are other major topics emphasized.

459. PRACTICUM IN ACCOUNTING. (Var. 5-15)

Normally taken in the last quarter of senior year as free or related elective. Should be arranged one quarter in advance with Department Chairman.

461. MARKETING RESEARCH AND DECISION SYSTEMS. (5-0-5)

Prerequisite: Business Administration 362.

A study of the development of the basic methodology in research design, including requirements for collection, analysis, editing, coding, and presentation of data for marketing problem solving.

466. ADVANCED MARKETING RESEARCH AND MARKET ANALYSIS. (5-0-5)

Prerequisite: Business Administration 461.

Extensive design and development in research for market decisions. Problem-solving analysis as a factor in designing entire marketing programs for business development.

468. LOGISTICS SYSTEMS ANALYSIS. (5-0-5)

Prerequisite: Business Administration 301, 363 or permission of instructor.

A course designed to correlate logistics, inventory, transportation, general marketing and an economic context to present optimal decisions in business (activity).

469. PRACTICUM IN MARKETING, ART MARKETING, FASHION MARKETING. (Var. 5-15)

Normally taken in the last quarter of senior year as free or related elective. Should be arranged one quarter in advance with Department Chairman.

470. MARKETING-SALES MANAGEMENT. (5-0-5)

Prerequisite: Business Administration 361, plus 2 other marketing courses.

A study of the marketing environment to integrate the component parts of marketing philosophy into a workable solution to contemporary problems. Application of management techniques to marketing.

ECONOMICS**271. PRINCIPLES OF ECONOMICS I. (5-0-5) (Area III)**

An inquiry into macro-economics theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economics aggregates.

272. PRINCIPLES OF ECONOMICS II. (5-0-5)

An analysis of the principles involved in the production exchange and distribution of goods by the American Economic System, including the role of the market, money and banking, prices and price determination under conditions of competition, monopoly, and imperfect competition.

370. COMPARATIVE ECONOMIC SYSTEMS. (5-0-5)

A study of the various forms of organization of economic activity, including British Socialism, the Soviet Union Economy, economic planning in India with emphasis on modern Communism and Capitalism.

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

A study of the relations of physical and economic conditions to production, transportation, and trade in the important agricultural, forest, mineral, and industrial products of the world.

373. ECONOMICS OF RESOURCE MANAGEMENT. (5-0-5)

A study of the primary causes of selective resource allocation and usage as it applies to various environmental and ecological factors in our contemporary economic political and social world.

374. CONSUMER ECONOMICS. (5-0-5)

A course in economics for everyday living designed to develop an understanding of the institutional and social factors determining the consumer's behavior and measures taken for his protection.

377. MONEY AND BANKING. (5-0-5)

Prerequisite: Eco. 271.

A study of the nature of money and of the developemnt of banking in the United States. Consideration of the functions of money, the types of money used early banking practices, modern banking, the Federal Reserve System, and foreign exchange.

471. INTERMEDIATE ECONOMIC THEORY. (5-0-5)

A Study of the advanced tools of economic analysis for both micro- and macro-economics. A desirable prerequisite is some proficiency in calculus. Theory of the firm, general equilibrium theory, IS-LM models, fiscal and monetary theory and methods of marginal analysis.

473. CURRENT ECONOMIC PROBLEMS. (5-0-5)

A study of the major economic problems confronting the American people today. Problems considered include foreign trade, agriculture, unemployment, business functions, and the relation of government to business.

476. INDUSTRIAL RELATIONS. (5-0-5)

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.

477. COLLECTIVE BARGAINING. (5-0-5)

Prerequisite: Eco. 476 or permission of instructor.

Contract formation, negotiation and intretation. Policy and procedure of formal and informal grievance handling. Preparation for collective bargaining impact on Labor Managment relations in a regulated environment with emphasis on group analysis and solution.

478. GOVERNMENT AND BUSINESS. (5-0-5)

A study of the interaction between business organization and government. Special emphasis on the problems of regulations, control, and promotion of business enterprise.

479. PRACTICUM IN ECONOMICS. (Var. 5-15)

Normally taken in the last quarter of senior year as free or related elective. Should be arranged on quarter in advance with Department Chairman.

GRADUATE COURSES

Master of Business Administration Degree

Master of Education Degree

Master of Science in Administration

BUSINESS ADMINISTRATION

(For course descriptions see Graduate Catalogue)

503. BUSINESS STATISTICS

504. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION.

517. ADVANCED COMMUNICATION AND REPORTS.

529. PRINCIPLES OF INSTRUCTION IN BUSINESS SKILL SUBJECTS.

530. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION.

532. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL BUSINESS SUBJECTS.

533. ADVANCED OFFICE PRACTICE.

540. ADMINISTRATIVE OFFICE MANAGEMENT.

541. FINANCIAL MANAGEMENT.

542. MANAGEMENT THEORY.

544. SPECIAL BUSINESS TOPICS.

545. COMPUTER AND DECISION-MAKING PROCESS.

- 546. BUSINESS GAMES AND SIMULATIONS.
- 551. ACCOUNTING THEORY.
- 555. MANAGERIAL ACCOUNTING.
- 561. MARKETING AND DISTRIBUTION THEORY.
- 603. STATISTICAL APPLICATIONS TO ECONOMICS AND BUSINESS.
- 617. ORGANIZATION AND COMMUNICATIONS THEORY IN MANAGEMENT.
- 640. PRODUCTION MANAGEMENT.
- 642. ADVANCED PROBLEMS IN MANAGEMENT.
- 644. HUMAN RESOURCES IN ADMINISTRATION.
- 646. DECISION THEORY.
- 648. ORGANIZATION THEORY.
- 681. SYSTEMS ANALYSIS AND DESIGN.
- 685. QUANTITATIVE METHODS FOR BUSINESS RESEARCH.
- 690. RESEARCH SEMINAR.
- 699. RESEARCH PROBLEM.

ECONOMICS

- 571. ECONOMIC THEORY.
- 676. MANAGERIAL ECONOMICS.
- 678. BUSINESS RELATIONS WITH GOVERNMENT AND SOCIETY.

CHEMISTRY AND PHYSICS

Joseph F. Vincent, Chairman

Professor: Baarda, Simpson, Vincent. Associate Professor: Lamb. Assistant Professors: Hargaden, Waali.

The Department of Chemistry places major emphasis on creating a basis for an informed opinion regarding developments in chemistry. Fundamental training is provided for those who plan to enter science education, graduate work, research or the medical or paramedical areas.

Courses in Physics are designed to serve general education; to provide a comprehensive view of the study of physics and its application to human affairs in this age of science; And to give fundamental training for further work in physical sciences.

Major Program: The chemistry major consists of nine five-hour courses chosen with the advice and consent of the department chairman. Two courses must be chosen from each of the following groups: Chemistry 103, 280, 285, Chemistry 336, 337, 338, Chemistry 491, 492, 493. In addition Chemistry 301 is required. Juniors and Seniors must register for Seminar each quarter while in residence.

Minor Program: Chemistry 101, 102, 103, 280, 231, 351.

Professional Education: Students majoring in the department who desire to teach must also register with the Department of Education in one of the approved programs required for certification.

Area IV: Chemistry		Area IV: Chemistry-Education	
Courses	Hours	Courses	Hours
For. Lang. (Ger.)	10*	Ed. 204	5
Chem. 101, 102, 103, 231	10	Soc. 101 or Psy. 201	5
Math 111, 130	10	Mus. 102 or Art 103 or	
Phys. 101, 102, or 201		Speech 101	5
202, 203		15 hours selected from:	
Biol. 123, 124	10*	Chem. 103, 231, 280, 285	15
*Electives			

CHEMISTRY

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.

100. ELEMENTARY CHEMISTRY. (4-2-5) W, Su

A general survey of chemistry, including inorganic chemistry organic chemistry, and biochemistry. This course may not be used to satisfy the core requirements or for a major in chemistry.

101. GENERAL CHEMISTRY I. (4-2-5) F, W, S (Area II)

Fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Must be taken in sequence.

102. GENERAL CHEMISTRY II. (4-2-5) W, S (Area II)

Prerequisite: Chemistry 101.

Continuation of Chemistry 101.

103. GENERAL CHEMISTRY III. (4-2-5) S

Prerequisite: Chemistry 102.

A study of several types of equilibria and qualitative analysis.

231. ORGANIC CHEMISTRY. (4-2-5) F

Prerequisite: Chemistry 101.

A brief study of the principal classes of organic compounds.

280. QUANTITATIVE ANALYSIS. (3-4-5) W

Prerequisite or corequisite: Chemistry 102.

A study of techniques of chromatography, spectroscopy, oxidation-reduction reactions and radio chemistry as they provide an introduction to modern analytical chemistry.

300. ENVIRONMENTAL CHEMISTRY I. (3-4-5) S

Prerequisites: Chemistry 103, 231, 280.

A study of soil and water chemistry including analysis. Appropriate for Environmental Sciences majors.

301. INORGANIC CHEMISTRY. (4-2-5) F

An introduction to contemporary inorganic chemistry including interpretative discussion of recent advances in structural chemistry, valence theory and transition metal chemistry.

310. ENVIRONMENTAL CHEMISTRY II. (2-2-3) F

Prerequisites: Chemistry 103, 231, 280.

A study of the chemistry and analysis of air pollutants including particulates, aerosols, and gases with reference to radiation processes of air pollution. Appropriate for Environmental Science majors.

320. SPECTROSCOPIC METHODS OF CHEMICAL ANALYSIS. (3-0-3) W

Modern spectroscopic methods of structure identification. Examples drawn primarily from organic compounds. (It is advised to take this course concurrently with Chemistry 301 or 336).

336, 337, 338. ORGANIC CHEMISTRY I, II, III. (4-2-5) each.

Prerequisite: Chemistry 103.

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, alcohol, and ethers. F

337. Carbonyl compounds, carbohydrates, and proteins. W

338. Aromatic hydrocarbons, heterocyclic compounds, photochemistry, polymers, and natural products. S

351. BIOCHEMISTRY I. (4-2-5) W

Prerequisite: Chemistry 231 or 337.

The fundamental chemistry of living systems.

388, 389, 390. SEMINAR. (1-0-1) each. F, W, S

Meets weekly. Required of junior Chemistry majors. Open to others with the permission of the Department Chairman.

410. TOXICOLOGY. (2-6-5) S

An introduction to the chemical techniques used in toxicology and drug identification.

44R. SPECIAL TOPICS IN CHEMISTRY. (4-2-5) on demand.

Prerequisite: Completion of upper division courses in area of the topic or permission of the instructor.

Selected advanced topics in analytical, organic, inorganic, physical, and biochemistry which are not available in any other course offerings.

488, 489, 490. SEMINAR. (1-0-1) each. F, W, S

Meets weekly. Required of senior Chemistry majors. Open to others with the permission of the Department Chairman.

491, 492, 493. PHYSICAL CHEMISTRY I, II, III. (4-2-5) each

Prerequisites: Chemistry 103, 280; Mathematics 223, 224.

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 and group theory, determination of molecular structure. S

GRADUATE COURSES

(See Graduate Catalogue for full description.)

501. ADVANCED INORGANIC CHEMISTRY.

540. HIGH ENERGY INTERMEDIATES.

551. BIOCHEMISTRY.

552. INDEPENDENT STUDY.

Area IV: Physics

Courses	Hours
Phys. 201, 202, 203	5-15
Math. 223, 240, 241, 242	5-20
Chem. 101, 102	0-10

PHYSICS**101. ELEMENTARY PHYSICS I. (4-2-5) F, W, S, Su (Area II)**

Prerequisite: Working knowledge of basis algebra and trigonometry

A study of the elementary principles of mechanics, properties of matter, heat, and sound.

102. ELEMENTARY PHYSICS II. (4-2-5) F, S, S, Su (Area II)

Prerequisite: Physics 101.

A continuation of Physics 101 dealing with light, electricity, magnetism, and introduction to modern physics.

201. GENERAL PHYSICS I. (4-3-5) F (Area II)

Corequisite: Mathematics 223.

Introductory calculus-based course presenting the fundamental principles of mechanics and properties of matter.

202. GENERAL PHYSICS II. (4-3-5) W (Area II)

Corequisite: Mathematics 240; Prerequisite: Physics 201.

Continuation of Physics 201 dealing with heat, sound, and light.

203. GENERAL PHYSICS III. (4-3-5) S (Area II)

Corequisite: Mathematics 241; Prerequisite: Physics 202.

Continuation of Physics 202 covering the subjects of electricity, magnetism, and modern physics.

331. MATHEMATICAL PHYSICS. (5-0-5) F

Prerequisite: Mathematics 242, Physics 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 or orthonormal functions.



EDUCATION

John H. Lounsbury, Chairman

Professor: Britt, Gardner, Lounsbury, Sanders. Associate Professor: Abbott, Beard, Becham, Gloer, Harper, Leyda, Venable, Wawrzyniak. Assistant Professor: Baugh, Franson, Hobbs, Martin, Richardson, Souter, Thurston, Wells. Instructor: Donahue, McLaughlin, Wiggins.

The Department of Education provides the professional portion of the various teacher education programs. Most of the special education major, some of the elementary teaching field courses, and the early childhood courses are administered through the Department of Education.

Scores on the National Teacher Examination (N. T. E.) are required for graduation for students majoring in any professional education program.

The ELEMENTARY EDUCATION MAJOR is made up of 48 quarter hours of teaching field courses offered by various departments. The focus of the teaching field courses is on the knowledge, skills, and competencies necessary for successful elementary school teaching. Courses comprising the major are: Art 315, Music 321, Ed. 315, Math. 300, Ed. 351, Ed. 452, HPER 315, Ed. 410, Speech 380, and Eng. 314.

In addition, the elementary major selects either a depth or breadth approach in extending skills and understandings through appropriate use of 20 quarter hours of electives. A depth approach in library media carries a certification endorsement.

The professional sequence forelementary education majors consists of Ed. 204, Ed 300, Ed. 301, Ed 403, Ed. 459, and Ed. 424-426. The scheduling of teaching field and professional courses is done in such a way that elementary majors are enrolled in three sequences or blocks during the last seven quarters.

The EARLY CHILDHOOD EDUCATION major is made up of 46 quarter hours of teaching field courses as follows: Art 315, Music 321, Ed. 315, Math. 300, Ed. 351, Ed. 452, HPER 315, Ed. 410, Home Ed. 325, and Eng. 314.

The professional sequence for early childhood education majors consists of ED. 204, Ed. 300, Ed. 301, Ed. 403, Ed. 459, Ed. 428-430, Ed. 493, Ed. 494, and Ed. 490. The latter three courses comprise the pre-primary professional term. Other professional courses, except Ed. 204, are scheduled in conjunction with teaching field courses to provide the same three sequences taken by elementary education majors.

The SPECIAL EDUCATION (Mental Retardation) major is composed of the following teaching field courses: Eng. 314, Music 321, HPER 315 or Ed. 573, Ed. 452, and a choice of the following courses: Art 315, Ed. 315, Psy. 488 or Speech 380. The professional sequence consists of Ed. 204, Ed. 300, Ed. 301, Ed. 351, Ed. 459, and Ed. 487, 488, and 489. The special education major consists of Ed. 365, Ed. 467, Ed. 471, Ed. 474, Ed. 475, Ed. 477 or Ed. 479, and Ed. 480.

Professional and Special Education courses are scheduled so that the special education majors are enrolled in three sequences or blocks during the last seven quarters.

The offerings in EDUCATION LIBRARY MEDIA include the sequence of four courses requires for supplementary certification as an Associate Library Media Specialist. Library Media may be combined with any major program and qualifies students to become library media associates in public, college, and special libraries, as well as providing supplementary certification for school libraries when combined with an approved teacher education program. Courses comprising the sequence are: ELM. 354, ELM. 355, ELM. 356, and ELM. 358.

Area IV: Elementary Education

Courses	Hours	
Ed. 204	5	Chem. 231, Fren. 101, Span. 101,
Soc. 101 or Psy. 201	5	Ger. 101, Eco. 271, Math. 200,
Mus. 102 or Art 103 or		Eng. 202, Pol. Sci. 201,
Speech 101	5	Phys. 101, Psy. 210, Geo. 200,
15 hours selected from:		Phil. 200, Hlth. 201,
Art 210, Bio. 210,		Hist. 201
		15

FOUNDATIONS AND GENERAL*

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.

204. INTRODUCTION TO EDUCATION. (4-3-5) F, W, S, Su

The profession of teaching, its nature and requirements, general information about schools, their development, functions, and organization, as well as current issues in education are examined. A period of service as a teacher aide is a part of the course.

295. HUMAN GROWTH AND DEVELOPMENT. (5-0-5) W, Su

The principles of human growth and development from birth through old age. (Not a substitute for Ed. 395 and enrollment is limited to Nursing Education students only).

301. THE CHILD IN THE EDUCATIVE PROCESS. (8-6-10) F, W, S.

Prerequisites: Education 204 or equivalent and completion of core requirements.

Corequisites: Education 300 and 351.

Explores scientific facts and principles which explain human growth and development, growth characteristics of the elementary school age child, the learning process, and the major learning principles and theories. A period of service as a teacher aide is a part of the course.

395. THE ADOLESCENT IN THE SCHOOL PROGRAM. (4-3-5) F, W, S, Su

An introduction to scientific facts and principles which explain human growth and development and characteristics of adolescence. Includes participation experiences with youth.

405. EDUCATIONAL PSYCHOLOGY. (5-0-5) F, W, S, Su

Prerequisite: Admission to Teacher Education.

Analysis of the psychological principles of learning and their application to classroom instruction. Particular emphasis is given to motivation, evaluation, individual differences and adjustment.

436. SEMINAR IN DRUG EDUCATION. (5-0-5) W, Su

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

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

300. THE ELEMENTARY SCHOOL CURRICULUM. (Var.-3) F, W, S

Corequisites: Education 301, 351, and completion of core curriculum

Review of history and purpose of the elementary school. Emphasis on curriculum organization, subject areas, and current issues of the elementary school.

315. GENERAL SCIENCE FOR ELEMENTARY GRADES. (4-2-5) F, W, S

Prerequisites: Education 300, 301, and 351.

Methods and materials for teaching science in the elementary school. Some laboratory experiences are provided.

351. READING AND LANGUAGE ARTS I. (Var.-3) F, W, S

Corequisites: Education 300, 301, and completion of core curriculum.

Methods and materials for teaching listening skills, manuscript and cursive writing, spelling, and basic word attach skills.

403. PRACTICUM IN ELEMENTARY EDUCATION. (0-5-3) F, W, S

Prerequisites: Sequence I, Admission to Teacher Education and majority of teaching field courses.

Corequisites: Education 410, 452, 459.

An opportunity to translate theory into practice with directed participation in an elementary school. Emphasis is given to the elementary school program and the child in his school environment.

410. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. (4-3-5) F, W, S

Prerequisites: Sequence I, Admission to Teacher Education and majority of teaching field courses.

Corequisites: Education 403, 452, 459.

An overview of the social studies program in the elementary school including the inter-disciplinary, multi-media and process and inquiry trends.

424-25-26. STUDENT TEACHING IN THE ELEMENTARY SCHOOL. (0-40-15) F, W, S
Prerequisites: Admission to Teacher Education, Sequence II, Application for Student Teaching.

A quarter of full-time student teaching in selected off-campus centers, provided as the concluding sequence of the professional experience.

428-29-30. STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION. (0-40-15) F, W, S

(For description of course, see Education 424-25-26.)

452. READING AND LANGUAGE ARTS II. (Var. 5) F, W, S

Prerequisites: Sequence I, Admission to Teacher Education and majority of teaching field courses.

Corequisites: Education 410, 459, 403.

Provides the prospective teacher with an understanding of the principles and practices of teaching developmental reading. An analysis of pertinent research, and examination of current techniques, and a directed laboratory experience are included. Methods and materials for teaching practical and creative writing and oral communication are also included.

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

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

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

Designed to broaden conceptual understandings of the various genre of literature with emphasis upon designing the school program. An investigation and analysis of classroom practices will be included.

490. INTERPERSONAL RELATIONS IN TEACHING. (4-2-5) F

Corequisites: Education 493, 494.

Peer relations in teaching, the teacher as a person, interacting with parents, professional co-workers, volunteers and paraprofessionals, insights of group dynamics, sensitivity training and parent education are incorporated into practical experiences of mutual involvement among students and others in the teaching role. Offered as an integral part of the Nursery School-Kindergarten (Pre-Primary) Term, but may be offered as separate course as needed.

493. EARLY CHILDHOOD EDUCATION CURRICULUM. (4-2-5) F

Prerequisite: Home Economics 351.

Corequisites: Education 490, 494.

For teachers of young children with emphasis on nursery school and kindergarten, deals with processes and content of program development based on nature and needs of children, educational objectives, and methods of providing effective learning situations. May be offered as a separate course as needed.

494. PRACTICUM IN EARLY CHILDHOOD EDUCATION (Var.) F

Corequisites: Education 490, 493.

Provides for teaching experiences under supervision, for involvement in planning and evaluating the daily program. May be offered as a separate course, as needed. Credit, 5 hours, or with approval, 10 hours.

495-496. PROBLEMS IN TEACHING IN THE ELEMENTARY SCHOOL. (0-15-10) Su
Prerequisite: One year's teaching experience and basic professional education courses.

The approved substitute for student teaching, this course emphasizes a problem-centered approach and assists elementary teachers in applying research results and professional knowledge to the solution of various instructional problems.

SECONDARY EDUCATION

412. SOCIAL SCIENCE IN THE SECONDARY SCHOOL. (5-0-5)

The role of the social science teacher in promoting citizenship through critical thinking skills, inquiry, decision-making, and values clarification in all of the social sciences. Recent curriculum projects in the various social sciences and the resulting materials will be examined.

417, 418. STUDENT TEACHING IN MUSIC (Secondary). (0-40-10)

A quarter of internship in selected off-campus cooperating centers. Eligibility for student is dependent upon clearance of all pertinent requirements. Application for student teaching should be made during the first or second quarter of the junior year. Credit, five hours each course.

445-446-447. STUDENT TEACHING IN THE SECONDARY SCHOOL. (0-40-15) F, W, S

Prerequisite: Acceptance of application for student teaching.

A quarter of full-time participation and teaching in selected cooperating secondary schools culminating the professional education sequence. Eligibility is dependent upon meeting all teacher education and student teaching requirements. Apply at least two quarters in advance.

455. HIGH SCHOOL CURRICULUM AND METHODS. (4-3-5) F, W, S, Su

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, and a period of observation/participation in a local school. Must be taken no more than two quarters before student teaching.

476. METHODS OF TEACHING BUSINESS SUBJECTS. (7-2-7) F

Prerequisites: Ed. 395, 405.

Methods of teaching skill subjects as well as basic business subjects. Motivation of students, lesson planning, evaluation, and techniques for presentation of subject matter emphasized. Current business textbooks and instructional aides are examined.

497-498. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL. (0-15-10) Su

The approved substitute for student teaching, this course employs a problem-centered approach and assists secondary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching.

SPECIAL EDUCATION

365. EXCEPTIONAL INDIVIDUALS (4-1-5) F, S, Su

Prerequisite: Junior Standing

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

467. NATURE OF MENTAL RETARDATION (4-1-5) F, W, Su

Prerequisites: Education 365

Focuses on the mental, social, emotional and physical characteristic of the mentally retarded. Classification, etiology and definitions and their implications for educational and social planning. Field experiences will be provided.

471. COUNSELING PARENTS OF THE MENTALLY RETARDED. (5-0-5) W, S, Su

Prerequisites: Education 365 and 467

Discussion of the impact of the mentally retarded on the total family relationships. Basic techniques and theories of counseling parents and the various social agencies working with parents.

472. SPEECH AND LANGUAGE DEVELOPMENT FOR THE MENTALLY RETARDED (5-0-5) F, S, Su

Prerequisites: Education 365 and 467

Discussion of the speech and language problems in the mentally retarded. Review of the literature, psycholinguistic theory, verbal communication skills and language development programs.

473. PHYSICAL EDUCATION FOR THE MENTAL RETARDED (3-2-5) F, S, Su

Prerequisites: Education 365 and 467

Principle, materials, and methods involved in teaching physical education and recreation to the mentally retarded. Field experiences are provided.

474. CAREER EDUCATION FOR THE MENTALLY RETARDED (3-2-5) W, S, Su

Prerequisites: Education 365 and 467

Principles, materials, and methods for implementing career education programs for all educational levels of the mentally retarded. Field experiences are provided.

475. BEHAVIOR MODIFICATION (3-2-5) F, S, Su

Prerequisites: Education 365 and 467

Theory and practice of behavior modification techniques appropriate in classrooms for the mentally retarded. Review of relevant literature. Field experiences are provided.

477. CURRICULUM AND METHODS FOR TRAINABLE MENTALLY RETARDED (5-0-5) F, W, Su

Prerequisites: Education 365 and 467; Senior Standing

Corequisites: Education 480

Curriculum and teaching techniques to be used in educational programs for the trainable mentally retarded. Emphasizes development of self-help, social adjustment and preacademics and academics curriculum development.

479. CURRICULUM AND METHODS FOR EDUCABLE MENTALLY RETARDED (5-0-5) F, W, Su

Prerequisites: Education 365 and 467; Senior Standing.

Corequisites: Education 480

Development of curriculum experiences and teaching methods for the educable mentally retarded. Emphasizes the sequencing of instruction and analysis of various learning tasks.

480. PRACTICUM IN SPECIAL EDUCATION (Var.) F, W,

Prerequisites: Education 365 and 467; Senior Standing.

Corequisites: Education 477 and 479

Supervised practicum in classroom or other facilities providing educational programs for the educable and/or trainable mentally retarded. Three to five hours credit.

484. TOPICAL SEMINAR IN SPECIAL EDUCATION (5-0-5) F, Su

Prerequisites: Education 365 and 467, Senior Standing

Focuses topics of current interests and developments in the field of mental retardation.

487-488-489. INTERNSHIP IN SPECIAL EDUCATION (0-40-15) W, S

Prerequisites: Education 477 or 479 and 480

Full-time laboratory experiences in programs for the mentally retarded under the supervision of a certified classroom teacher and a college supervisor. Five credit hours for each course.

HOME ECONOMICS EDUCATION

466. CURRICULUM PLANNING IN HOME ECONOMICS. (5-0-5)

Prerequisite: Education 204, 405, and overall average of 2.0.

A study of the facts, trends, and needs of different ages, and ethnic groups of Georgia communities which relate to home economics curriculum for secondary and adult groups. Observation and participation in selected community agencies arranged.

472. METHODS OF TEACHING HOME ECONOMICS IN THE SECONDARY SCHOOL. (5-0-5)

Prerequisites: Education 204, 405, 466, and a general average of 2.0.

Education 466 may be taken concurrently.

Instructional methods, techniques, and procedures used in planning, executing, and evaluating experiences with high school pupils and adults.

478. METHODS OF TEACHING NUTRITION. (5-0-5)

A study is made of the methods of teaching of nutrition. Offered with Education 472 upon request.

481-482-483. STUDENT TEACHING IN HOME ECONOMICS EDUCATION. (0-40-15)
W, S

Prerequisites: Education 472 and overall average of 2.25.

Full-time student teaching is provided as the concluding experience of the professional sequence. Selected off-campus cooperating centers will be utilized for experience in teaching consumer homemaking, occupational Home Economics, and extra-curricular activities.

LIBRARY MEDIA

354. OPERATION OF THE EDUCATIONAL LIBRARY MEDIA CENTER. (5-0-5) W, alt.
Su and on demand

Media Center objectives and standards, techniques used in acquisition, circulation, and stimulation of the use of print and non-print library materials, and in designing effective media centers.

355. TECHNICAL PROCESSING OF LIBRARY MEDIA MATERIALS. (5-0-5) F, S, alt.
Su and on demand

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

356. INFORMATION SOURCES AND SERVICES IN THE MEDIA CENTER. (5-0-5) Alt.
Quarters and on demand

Survey of the standard print and non-print reference tools emphasizing the selection and implementation of reference media in school libraries, as well as public and college libraries.

358. SELECTION OF LIBRARY MEDIA. (Var. 5) F, S, alt. Su, and on demand
Acquaintance with print and non-print materials, standard selection aids, and application of criteria of selection in building media collections.

457. PRACTICUM IN OPERATING A LIBRARY MEDIA CENTER. (Var. 5 or 10) F, W, S,
Su

Prerequisites: ELM 354, and two of the following three courses: ELM355, 356, or 358.

Supervised experience in a School Library Media Center providing the student an opportunity to function as a Library Media Specialist.

458. INTERPRETATION OF PRINT AND NON-PRINT MATERIALS. (Var. -5) W, alt. Su,
and on demand

Survey of print and non-print material available for children and adolescents in the various media of communication, criteria of evaluation and analysis of books and other related materials in terms of today's needs, interests, and abilities of children and adolescents.

459. UTILIZATION OF MEDIA. (Var.) On demand

Designed for teachers and library media specialists. **Emphasis on evaluation,** selection, use and relationships of various media to the school curriculum. Laboratory experiences stress production of materials and proper care and use of media equipment.

49R. INTERNSHIP. (Var.) F, W, S, Su

Prerequisites: Approval by the instructor. Open only to students participating in the Georgia Internship Program.

An individually designed course sequence involving off-campus study and research in a government agency for academic credit.

GRADUATE COURSES*

General Professional**

- 510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.
- 512. SOCIAL SCIENCE IN THE SECONDARY SCHOOL.
- 536. SEMINAR IN DRUG EDUCATION.
- 540. ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATION PROGRAMS.
- 558. INTERPRETATION OF PRINT AND NON-PRINT MEDIA.
- 559. UTILIZATION OF MEDIA.
- 585. GUIDING PROFESSIONAL LABORATORY EXPERIENCES.
- 586. INTERNSHIP FOR TEACHER EDUCATORS.
- 587. SEMINAR IN SUPERVISION.
- 590. INTERPERSONAL RELATIONS IN TEACHING.
- 593. EARLY CHILDHOOD EDUCATION CURRICULUM.
- 594. PRACTICUM IN EARLY CHILDHOOD EDUCATION.
- 596. A, B. PROBLEMS IN TEACHING IN THE ELEMENTARY SCHOOL.
- 597. A, B. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL.
- 598. SPECIAL TOPICS IN EDUCATION.
- 59R. INTERNSHIP.
- 600. SOCIAL FOUNDATIONS OF EDUCATION
- 605. THE HOME ECONOMICS CURRICULUM.
- 610. ORGANIZATION AND ADMINISTRATION OF PUBLIC EDUCATION.
- 620. PHILOSOPHICAL ISSUES IN EDUCATION.
- 628. SEMINAR IN EDUCATION.
- 630. EDUCATIONAL RESEARCH.
- 631. RESEARCH DESIGN.

*See Graduate Catalogue for full descriptions and related information.

**Graduate courses are grouped under the following headings: General Professional, Elementary Teaching Field, and Special Education.

- 635. FIELD PROJECT IN EDUCATIONAL RESEARCH.
- 640. ADVANCED STUDIES IN LEARNING.
- 650. EDUCATIONAL PROGRAMS FOR EMERGING ADOLESCENTS.
- 680. PRINCIPLES AND PRACTICES OF GUIDANCE.
- 690. CURRICULUM PLANNING.

ELEMENTARY TEACHING FIELD

- 511. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.
- 515. ART EDUCATION
- 521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL.
- 525. EARTH AND BIOLOGICAL SCIENCES FOR ELEMENTARY TEACHERS.
- 526. PHYSICAL SCIENCE FOR ELEMENTARY TEACHERS.
- 560. COMPOSITION AND GRAMMAR IN THE SCHOOL PROGRAM.
- 561. LITERATURE IN THE SCHOOL PROGRAM.
- 660. THE TEACHING OF READING
- 661. DIAGNOSING AND CORRECTING READING DISABILITY.

SPECIAL EDUCATION

- 565. EXCEPTIONAL INDIVIDUALS.
- 567. NATURE OF MENTAL RETARDATION.
- 571. COUNSELING PARENTS OF THE EXCEPTIONAL INDIVIDUAL.
- 572. SPEECH AND LANGUAGE DEVELOPMENT FOR EXCEPTIONAL INDIVIDUALS.
- 573. PHYSICAL EDUCATION FOR THE EXCEPTIONAL INDIVIDUAL.
- 574. CAREER EDUCATION FOR THE MENTALLY RETARDED.
- 575. BEHAVIOR MODIFICATION.
- 577. CURRICULUM AND METHODS FOR TEACHING THE TRAINABLE MENTALLY RETARDED.
- 579. CURRICULUM AND METHODS FOR THE EDUCABLE MENTALLY RETARDED.
- 585. TOPICAL SEMINAR IN SPECIAL EDUCATION.
- 588. INTERNSHIP IN SPECIAL EDUCATION.
- 681. NATURE OF BEHAVIOR DISORDERS.
- 682. NATURE OF LEARNING DISABILITIES.
- 683. CURRICULUM AND METHODS FOR THE BEHAVIORALLY DISORDERED.
- 684. CURRICULUM AND METHODS FOR LEARNING DISABILITIES.
- 685. APPRAISAL AND EVALUATION OF EXCEPTIONAL INDIVIDUALS.
- 686. ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS.

ENGLISH AND SPEECH

John R. Timmerman, Chairman

Professor: Kickliter, Timmerman. Associate Professor: Ferrell. Assistant Professor: Eddleman, Gordon, Mead, Rankin, Stanford, Tate, Thornton.

The Department of English and Speech attempts to develop in the student the ability to express his thoughts well and to aid him in acquiring a broader culture and a deeper social understanding through familiarity with literary masterpieces.

Requirements for an English major and minor (English 200 and 201 are prerequisites for both):

- a. *Major*: English 251, 252, 303, 304, 321, and three English electives at the 300-400 level. Those students planning to teach on the secondary level must take English 422 and 449. Satisfactory competence through the second intermediate course in a modern foreign language is required. Courses in speech, languages, library science, history, journalism, and philosophy are recommended as desirable electives from other disciplines. Prospective teachers are advised to take either Speech 101 or Speech 380.
- b. *Minor*: The two-course survey sequence in either English 251-252 or English 303-304, and two electives on the 300-400 level.

Professional Education: Students majoring in this department who desire to teach must also register with the chairman of the Department of Education in one of the approved programs for certification.

Prerequisites: English 101 and 102 (or 103H) are prerequisites for all other English courses.

Area IV: English

Courses	Hours
For. Lang.	10-20
Choices from the following:	10-20
Art 103, Hist. 201, 202	
Mus. 102, Phil. 200,	
Speech 211	

Area IV: English-Education

Courses	Hours
Ed. 204	5
Soc. 101 or Psy. 201	5
Mus. 102 or Art 103	
or Speech 101	5
Eng. 201, 251, 252	15

ENGLISH

The courses in freshman English required of a student vary with ability as demonstrated by scores on standard tests. Students making scores of 550 and above on the verbal section of the SAT will be exempt from English 101. All students must take English 102, or English 102H.

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.

101. GENERAL COLLEGE COMPOSITION. (4-2-5) F, W, S, Su (Area I)

A course concerned with the problem of making language effective and therefore emphasizing accurate wording, well-contrived sentences, and sound organization of ideas. Concentrated attention on a few important literary selections. A grade of C will be required for a student to be eligible to take English 102. No student may take English 101 a third time without the approval of the Freshman English Committee.

102. GENERAL COLLEGE COMPOSITION. (5-0-5) F, W, S, Su (Area I)

Continuation of English 101 with stress on composition requiring more complex organization. Analysis of varied types of prose to aid the student in seeing organization as a vital rather than as a mechanical thing. Practice in writing a documented paper.

102H. COMPOSITION AND LITERATURE. (5-0-5) F, W, S, Su (Area I)

An Honors course. Admission by invitation. Replaces English 101 and 102 for entering freshmen who score 630 and above on the verbal part of the SAT and for students who are approved by the chairman of the department.

200. LITERATURE OF THE WESTERN WORLD. (5-0-5) F, W, S, Su (Area I)

A reading and lecture course designed to introduce the student to the literary and dramatic masterpieces of the classical and medieval civilizations.

201. LITERATURE OF THE WESTERN WORLD. (5-0-5) F, W, S, Su (Area I)

A continuation of English 200 with readings selected from the modern Continental literatures—French, German, Russian, etc.

209. READINGS IN CURRENT LITERATURE. (5-0-5)

Prerequisite: English 200 or English 201.

An elective for students from all disciplines. Current literature read and discussed. Independent reading and individualized projects encouraged.

210. INTRODUCTION TO SHAKESPEARE. (5-0-5)

Prerequisite: English 200 or English 201

A course designed to acquaint the students with Shakespeare's works, his theatre, and his age. Not to be considered as a part of the English major's prescribed program.

211. SURVEY OF JOURNALISM. (5-0-5)

A course designed to cover the basics of newspaper reporting, editing, and layout with some emphasis on the various communication techniques of the mass media.

251. ENGLISH LITERATURE. (5-0-5) F

A survey of English literature from its beginning into the eighteenth century.

252. ENGLISH LITERATURE. (5-0-5) W

Continuation of English literature from the eighteenth century to the present day.

290-291-292H. HUMANITIES SEMINAR. (Var.) 2 hrs. credit each. F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

303. AMERICAN LITERATURE. (5-0-5) F

A study of representative writings from the early records of colonization to Walt Whitman.

304. AMERICAN LITERATURE. (5-0-5) W

A study of representative writers from Whitman to the present.

314. CHILDREN'S LITERATURE. (5-0-5) W, S, Su

Designed for those who expect to teach in grades one to seven. Made up of poetry, plays, stories, and longer prose units for enjoyment and for background material. Not a part of an English major.

321. SHAKESPEARE. (5-0-5) W

An introductory study of Shakespeare and the growth of his dramatic art. Detailed study of at least eight of his major plays.

332. THE ENGLISH NOVEL. (5-0-5) S

A survey of the development of the novel as a type of literature. Reading of representative novels from 1740 to the present.

370. HISTORY OF THE ENGLISH DRAMA. (5-0-5)

A study of the development of the English drama from the Middle Ages to the twentieth century, exclusive of Shakespeare. Reading of representative plays from the sixteenth century to the present.

411. MILTON. (5-0-5) Su

A study of *Paradise Lost*, *Samson Agonistes*, and selected minor poems, as well as several of the shorter prose works of Milton, as these works reflect Milton's influence on the 17th and later centuries. The course is designed primarily for graduate students, but seniors may enroll upon invitation.

412. THE EIGHTEENTH CENTURY. (5-0-5)

Major figures from Dryden through Dr. Johnson.

422. ADVANCED GRAMMAR AND SYNTAX. (5-0-5) F

A comprehensive study of the transformational approach to the teaching of grammar and sentence structure, after a brief review of the traditional approach. Required of English majors who plan to teach.

424. ADVANCED COMPOSITION. (5-0-5) F

An examination of various types of composition with special emphasis on the practical application of techniques studied.

434. MODERN POETRY. (5-0-5) S

A study of twentieth-century British and American poetry with attention to the development of sound, independent critical judgment.

437. ROMANTIC POETRY. (5-0-5) S

A concentrated study of the poetry and thought of Wordsworth, Coleridge, Byron, Shelley, and Keats.

438. TENNYSON AND BROWNING. (5-0-5)

A study of Tennyson and Browning and their relation to life and thought of the nineteenth century.

439. CHAUCER AND HIS AGE. (5-0-5)

A detailed study of *The Canterbury Tales* with a glance at the minor poems.

444. FLANNERY O'CONNOR. (5-0-5) Su

An intensive study of the short stories, novels, and essays.

449. HISTORY OF THE ENGLISH LANGUAGE. (5-0-5) W

A study of the development of English as a living language from the Old English period to the present. Required of English majors who plan to teach.

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

An intensive study of the most significant writings of the Fugitive Movement of Vanderbilt University in the 1920s, including John Crowe Ransom, Allen Tate, Robert Penn Warren, and Donald Davidson. Selections from more recent Southern authors influenced by the movement will also be considered. This course is recommended as background or sequel to English 444, Flannery O'Connor.

48R. INDEPENDENT STUDY. (5-0-5)

Investigation of a topic or author of special interest. Approval by the chairman of the department is required.

GRADUATE COURSES

(For course descriptions, see Graduate Catalogue.)

511. MILTON.

512. THE EIGHTEENTH CENTURY.

522. THE LANGUAGE SKILLS.

537. ROMANTIC POETRY.

538. TENNYSON AND BROWNING.

539. CHAUCER AND HIS AGE.

550. THE SOUTHERN RENAISSANCE

SPEECH

Students will be expected to attain a reasonable degree of proficiency in speaking and oral reading. They will have the opportunity to add practical experience to their classroom theories by working on College Theatre plays, staging other campus programs, and participating in clubs and organizations.

101. FUNDAMENTALS OF SPEECH. (5-0-5)

A study of the basic principles governing all effective speaking: conversation, group discussion, public speaking, and reading. Emphasis will be placed on the individual's specific problems in achieving good oral communication with opportunity for practical application of the principles learned. Offered as a freshman elective.

208. VOICE AND DICTION. (5-0-5)

A practical study of the human voice and sound production with attention given to the rhythmic and melodic features of spoken American English. Each student is presented with pertinent and extensive drill-practice material to aid in his understanding of the characteristics of speech and voice used by educated American English speakers.

211. INTRODUCTION TO THE THEATRE. (5-0-5)

An elementary study of the major forms and styles of theatre, exploring representative plays and playwrights. Designed for the student who wishes to become more knowledgeable in his appreciation of the theatre arts.

309. PUBLIC SPEAKING. (5-0-5)

Prerequisite: Speech 208 or consent of instructor.

Practice in speaking before an audience. Consideration of speaker-subject-audience relationship. Organization of material and effectiveness of delivery stressed.

310. ORAL INTERPRETATION. (5-0-5)

Prerequisite: Speech 208.

Training in the art of reading aloud. Transmission of the author's meaning through voice and body.

323. PLAY PRODUCTION. (5-0-5)

Fundamentals of stagecraft. Practical experience in scene building and painting, lighting, make-up, costuming, and stage management. Work on College Theatre productions.

380. SPEECH FOR TEACHERS. (5-0-5) F, S, Su

Designed to help develop in pre-service teachers those personal skills of voice and diction necessary in daily classroom and related professional communication and to give knowledge and insight into the kinds of speech problems both elementary and secondary students possess or encounter. Appropriate research and performance projects are incorporated.

48R. INDEPENDENT STUDY. (5-0-5)

Opportunity for advanced study in any area of concentration in the speech field. Approval of the instructor and chairman of department required for registration.





HEALTH, PHYSICAL EDUCATION, AND RECREATION

Floyd V. Anderson, Chairman

Professor: Poindexter, Walton. Associate Professor: F. Anderson, Osborne. Assistant Professor: Aldridge, Golden, James, Martiny, Staples, L. Taylor, Thompson. Instructor: Fogarty, Peterson.

The Department of Health, Physical Education, and Recreation encompasses three areas of education and attempts to develop an understanding of the scopes of these three areas that 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 health and physical education for careers in teaching in public and private institutions, (2) to prepare students to teach and administer school health education programs, (3) to educate students for careers in the field of recreation, (4) to provide selected minor areas for the general college student, (5) to conduct a variety of activity courses to meet the six quarter requirements in general education during the freshman and sophomore years (students with physical disabilities are assigned to special classes), and (6) to direct intercollegiate and intramural sports programs.

Intercollegiate and Intramural Sports Programs

The intercollegiate sports program is for both highly skilled men and women. Competition for men consists of baseball, basketball, golf, soccer, and tennis; for women, basketball, gymnastics, tennis, and volleyball. The department is a member of the National Association of Intercollegiate Athletics, the Georgia Intercollegiate Athletic Conference, the Association of Intercollegiate Athletics for Women, and the Georgia Association of Intercollegiate Athletics for Women.

The program of intramural sports is provided for all students who wish to participate. A variety of activities, including seasonal sports, is planned for both men and women.

Activity Courses to Meet the General Education Requirement

Students enrolled in physical education activity classes are required to wear an official uniform prescribed for the activity. These uniforms may be purchased from the College Book Store.

Activities may be selected according to interest, capacity, and physical condition of the student. Two hours per week. Credit, one hour per quarter.

In addition to the six quarter physical education activity requirement, students may elect any activity other than those for which they have previously received credit. Two hours per week. Credit, one hour per quarter or audit with permission of instructor.

Number	Activity
101**	Beginning Archery
102	Beginning Badminton
103**	Bait Casting
104	Basketball (M)*
105	Basketball (W)*
108	Fencing
109	Field Hockey
110	Folk Dance
111	Intermediate Folk Dance
112**	Beginning Golf
113	Intermediate golf
115	Gymnastics (M)*
116	Gymnastics (W)*
118	Beginning Modern Dance
119	Intermediate Modern Dance
121**	Recreation Games
122**	Sailing and Boating
123	Senior Life Saving
124	Soccer (M)*
125	Speedball
126**	Social Dance
127	Softball (M)*
128	Softball (W)*
129**	Beginning Swimming
130	Intermediate Swimming
133	Beginning Tap Dance
135	Beginning Tennis
136	Intermediate Tennis
137	Advanced Tennis
138	Flag Football
139	Track & Field (M)*
140	Track & Field (W)*
141	Tumbling (M)*
142	Tumbling (W)*
143	Volleyball (M)*
144	Volleyball (W)*
145	Water Safety Instruction
146	Wrestling (M)*
147	Intermediate Tumbling
148**	Shooting

*Activities marked (M) only men enroll; (W) only women enroll.

**These activities are suggested for students having physical limitations. Consult instructor for details.

Number	Activity
149	Square Dance
154	Canoeing
253	Rhythms for Children
254	Stunts, Tumbling, Apparatus for Children
255	Movement Exploration for Children

Minor Areas

The general college student who is interested in selecting a minor in the department may do so in the areas of dance, elementary physical education, or both by completing the following requirements:

Dance: PE 110, 118, 119, 411, 416, 450; Rhythms I, II, III; Philosophy 411.

Elementary Physical Education: Health 201, 333; PE 253, 254, 255, 308, 315, 328, 423.

UNDERGRADUATE PROFESSIONAL COURSES

Health and Physical Education

The department offers courses leading to the Bachelor of Science and Bachelor of Arts Degrees.* The professional curriculum in health and physical education is designed to prepare the student in basic knowledges, skills, understandings, and competencies which will make it possible for him to demonstrate, teach, administer, and supervise activities required in a sound program. A major in health and physical education is based upon the study of natural sciences, social sciences, and humanities and is designed to develop a skillful and well-educated individual.

Health and physical education majors are required to complete the following professional courses: Health 201, 333, 445; PE 150, 151, 152, 250, 251, 252, 308, 309, 310, 312, 322, 328, 329, 331, 350, 351, 352, 401, 411, 433; Rec 423; Music 200, and the professional education courses required for teacher certification.

Area IV: Health and Physical Education

Courses	Hours
Ed. 204	5
Music 200	5
Bio. 210 & 211	10
Health 201	5
Physical Education Activities	

*The total number of hours required for a B.S. degree in HPE is 198; for a B.A. degree, 208-218 depending upon foreign language requirement.

HEALTH EDUCATION

The department offers a major in health education within the Bachelor of Science Degree. The curriculum for the major is designed to prepare the student to teach and administer school health education in kindergarten through the twelfth grade. The major is an interdisciplinary approach which requires course work in biology, home economics, sociology, education, and health education.

The following professional courses are required for the major in health education: Biology 320; Chemistry 101; Home Economics 324A; Sociology 444; Health Education 325, 333, 340, 350, 445, 460; and the professional education courses leading to certification.

Area IV: Health Education

Courses	Hours
Health 201	5
Biology 210 & 211	10
Home Economics 293	5
Health 210	5
Education 204	5

RECREATION

The department offers courses leading to the Bachelor of Science degree in Recreation. The professional curriculum in recreation is designed to prepare the student to capably function in various governmental, private and commercial recreation settings. The major in recreation is an interdisciplinary approach with emphasis upon arts, music, science, social science, physical education, and recreation. A student may choose as an area of specialization one of three areas: Public Recreation, Therapeutic Recreation, Outdoor Recreation.

The following professional courses are required for the bachelor's degree in recreation with emphasis in Public Recreation: Rec. 335, 357, 400, 402, 423, 447, 460, 497-98-99; Art 335; Soc. 312, 444; Pol Sci. 301; PE 320, 370, 123 or 145; Health 333. In addition, one summer of camp work or its equivalent is required on a non-credit basis.

The following professional courses are required for the bachelor's degree in recreation with special emphasis in Therapeutic Recreation: Rec 335, 357, 400, 402, 423, 447, 460, 497-98-99; Art 335; Soc 424, 477; Psy 448; PE 320, 370, 123 or 145. In addition, one summer of camp work or its equivalent is required on a non-credit basis.

The following professional courses are required for the bachelor's degree in recreation with special emphasis in Outdoor Recreation: Rec. 335, 357, 400, 402, 423, 447, 460, 497-98-99; Art 335; Bio. 350, 353, 402 or 403; PE 320, 370, 123 or 145; Health 333. In addition, one summer of camp work or its equivalent is required on a non-credit basis.

Area IV: Recreation

Courses	Hours
Music 102 or Art 101	5
Soc. 101 or Psy. 201	5
Music 101	5
Speech 101	5
Rec. 200	5
PE Activity Lab.	5

Students may elect additional hours as needed from any area of the College relative to the major.

HEALTH

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.

201. PERSONAL AND COMMUNITY HEALTH. (5-0-5) F, W, S

Scientific health knowledge which aims toward an understanding of the student in the preservation and promotion of personal health and in the projection offered in governmental and group activities of the community. Discussion of normal body functions presents facts which are needed in the personal care of the body and in the establishment of health habits, behavior, and attitudes.

210. MENTAL HEALTH EDUCATION (5-0-5) F

Theory and principles involved in developing positive mental health; development of a good self-concept; principles and practices needed to become a self-actualized person. Methods to be used by a classroom teacher to develop the mental health of students.

325. SCHOOL HEALTH AND HEALTH EDUCATION FOR THE ELEMENTARY TEACHER. (5-0-5) W

A study of school health problems, student health appraisal, health record keeping procedures, teaching methods and materials, and all other basic practices and procedures in health education.

333. FIRST AID. (5-0-5) W

Practice and application of standards and accepted principles. Satisfactory completion of requirements qualifies the student for the standard certificate in first aid from the American Red Cross. Lay Instructor's course certified by special arrangements with the American Red Cross.

340. PUBLIC HEALTH: PRINCIPLES AND ADMINISTRATION. (5-0-5) F

Principles of sanitary science and preventive medicine with their application to home, school, and community problems. Aspects of local, state, and federal public health legislation and programs.

350. TOBACCO, ALCOHOL, AND DRUGS. (5-0-5) S

Prerequisite: Biology 210-211.

An examination of substances that modify human behavior, emotions and health; nature of these substances and man's historical and contemporary use and abuse of them; an exploration of the biological, psychological, and sociological effects of the abuse of tobacco, alcohol, and drugs.

353. COMMUNICABLE AND NON-COMMUNICABLE DISEASES. (5-0-5) s

A study of the nature, prevention, control and treatment of human disease; communicable, chronic, degenerative and ideopathic. The principles related to causality of disease and the body's ability to resist.

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL. (5-0-5) F

Prerequisites: Health 201 and 333 or equivalent.

Materials, methods, and techniques used in organizing and teaching health education in the secondary school. Special emphasis is placed on preparation of tentative courses of study and methods of adapting them to various school programs.

460. CURRICULUM DEVELOPMENT IN HEALTH EDUCATION. (5-0-5) W

Principles and practices of curriculum development and program implementation in the schools; agencies, resources, and organizations which offer services; development and functions of school and community health councils; relationships between the school health services and health instruction which will insure the health and welfare of students.

PHYSICAL EDUCATION

150, 151, 152. FRESHMAN MAJOR LABORATORY. (0-5-2) each. F, W, S

Combinations of a variety of physical education activities designed to improve the individual's skills and serve as a foundation for the leadership course sequence (309, 310).

250, 251, 252. SOPHOMORE MAJOR LABORATORY. (0-5-2) each. F, W, S

Combinations of a variety of physical education activities designed to improve the individual's skills and serve as a foundation for the leadership course sequence (309, 310).

290-291-292H. HUMANITIES SEMINAR. (Var.) 2 hrs. credit each. F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

308. LEADERSHIP TRAINING IN PHYSICAL EDUCATION. (5-0-5) F

Materials, methods and techniques utilized in organizing and teaching physical education activities.

309. LEADERSHIP TRAINING OF TEAM SPORTS. (M) (W). (4-2-5) W

Prerequisites: 308 and Team Sports Activities.

Leadership methods for the various team sports including the principles and techniques involved in organizing and administering team sports in physical education programs.

310. LEADERSHIP TRAINING OF INDIVIDUAL SPORTS. (M) (W). (4-2-5) S

Prerequisites: 308 and Individual Sports Activities.

Leadership methods for the various individual and dual sports including strategy, conditioning, schedule making.

312. TECHNIQUES AND ORGANIZATION OF GYMNASTICS. (2-2-3) W

Prerequisites: Major laboratories in Stunts, Tumbling, and Gymnastics.

Coaching gymnastics and spotting of skills on all levels, routine construction for competitive gymnastics, officiating techniques, including rules for compulsory and optional exercises; running a gymnastic meet and gymnastic demonstrations.

315. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOLS. (4-2-5) F, W, S.

Prerequisites: Junior Classification.

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 in the elementary school.

320. CREATIVE LEISURE. (1-4-3) S

Recreational skills for lifetime enjoyment; better understanding and appreciation of the environment and man's relationship to it; concepts of mental, social and physical well-being as they relate to activities in the out-of-doors.

322. KINESIOLOGY (5-0-5) F

Prerequisites: Biology 210 and 211.

Joint and muscular action involved in the fundamental body movements and common motor activities in physical education.

328. PRINCIPLES OF PHYSICAL EDUCATION. (3-0-3)-F

Principles and objectives of physical education in its relationship to education.

329. HISTORY OF PHYSICAL EDUCATION. (5-0-5) S

Historical and philosophical implications in the development of physical education from primitive man to the present day.

331. EVALUATION IN PHYSICAL EDUCATION. (3-0-3) W

Analysis and practice of procedures for determining organic fitness, motor capacities, and abilities as they relate to participation in physical education activities. Special attention to aptitude and achievement tests of specific motor abilities. Supplemented by clinical laboratory experiences.

350-351-352. JUNIOR MAJOR LABORATORY. (0-5-2) each. F, W, S

Prerequisites: HPER 309, 310.

Combinations of a variety of physical education activities designed to improve the individual's skills and serve as a foundation for the leadership course sequence.

370. CAMP LEADERSHIP. (1-4-3) F

Introduction to the field of camping, the types, philosophies, and practices. Camp craft, outdoor recreation, and program are explored with emphasis on leadership (a course designed for anyone interested in camping).

390. CARE AND PREVENTION OF ATHLETIC INJURIES. (2-2-5) S

Prerequisite: Biology 210.

Experiences in recognizing athletic injuries, and preventative and corrective measures that could be practiced.

401. TECHNIQUES OF OFFICIATING. (M) (W) (2-2-3) F

Prerequisites: Individual and Team Sports.

Rules, mechanics, and principles of officiating individual and team sports.

411. MATERIALS AND METHODS IN TEACHING DANCE. (3-4-5) W

Prerequisites: Music 200, major laboratory in rhythms.

Materials and creative methods for the teaching of dance in a physical education program with particular emphasis upon social, folk, square, and modern dance.

433. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. (5-0-5) W

Prerequisites: HPER 308, 310, 315, and 411 (or equivalent [M]).

A critical analysis of problems involved in the organization and administration of the total physical education program. Emphasis upon the problems of facilities, equipment, program leadership, administrative devices, departmental policies, professional organizations, and departmental relationships.

450. INDEPENDENT STUDY IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. (Var.)

Prerequisites: Senior classification and department chairman's approval.

Credit: two, three, four, or five hours.

RECREATION

200. INTRODUCTION TO RECREATION. (3-4-5) F

The history, philosophy and theories of recreation and leisure; acquaint the student to the various recreation agencies and services; field trips for observation in various recreation settings.

335. SOCIAL RECREATION. (1-4-3) W

Planning social recreation activities; party planning, special games, quiet games, trips and picnics, and decorating will be emphasized. Students will be able to gain practical experience by working with different age groups on community projects in Social Recreation.

357. RECREATION FOR SPECIAL GROUPS. (3-4-5) S

Emphasis will be on concepts, objectives, methods and settings in program planning for the physically, mentally, and emotionally handicapped.

400. PROGRAM PLANNING. (4-2-5) F

Philosophy and principles which guide recreation programs; development and execution in a variety of recreation settings.

402. COMMUNITY RECREATION. (4-2-5) S

Places, scope and importance of recreation and leisure in the community; inter-relationships and relationships of a recreation agency to other community government agencies or other community service agencies; organization and philosophy of community recreation and structures.

423. RECREATION LEADERSHIP. (3-4-5) W

Principles of supervision, human dynamics, and leadership techniques. The course also emphasizes developing individual strengths and understandings through actually assuming leadership and supervisory roles.

447. PLANNING AND MAINTAINING OF AREAS AND FACILITIES FOR RECREATION. (4-2-5) W

Exploration of the different types of indoor and outdoor recreation facilities, areas and their utilization; principles in planning, planning units, general design of areas and facilities, general maintenance procedures; problems confronted in supervision of maintenance; recreation equipment design and management.

460. RECREATION MANAGEMENT. (5-0-5) F

Basic principles and concepts of Recreation Management; analysis of methods of operation, budget and finance, personnel standards and problems, legal aspects will be emphasized.

497, 498, 499. INTERNSHIP IN RECREATION. (0-30-15) F, W, S, Su

Prerequisites: Senior classification and a 2.00 cumulative grade point average.

Students will intern in an approved professional recreation agency under a licensed recreation administrator for one quarter. Fifteen Hours.

GRADUATE COURSES

(For description of courses, see Graduate Catalogue)

501. PROBLEMS SEMINAR IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

502. SCIENTIFIC FOUNDATIONS OF HEALTH EDUCATION.

550. EVALUATION IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

515. THEORY AND PRACTICE OF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION.

525. ANALYSIS OF SPORTS TECHNIQUES

533. FIRST AID AND SAFETY EDUCATION.

550. OUTDOOR EDUCATION.

- 560. PHYSIOLOGY OF EXERCISE.
- 574. ORGANIZATION OF HEALTH AND PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS.
- 575. CURRICULUM PLANNING IN HEALTH, PHYSICAL EDUCATION AND RECREATION.
- 605. SEMINAR IN CONTEMPORARY HEALTH PROBLEMS.
- 670. HISTORY AND PHILOSOPHY OF HEALTH, PHYSICAL EDUCATION AND RECREATION.
- 675. THE APPLICATION OF PSYCHOLOGY TO PHYSICAL EDUCATION AND ATHLETICS.
- 687. SEMINAR: EXPERIMENTAL STUDIES IN MOTOR LEARNING.
- 688. PERCEPTUAL MOTOR LEARNING.
- 689. PHYSICAL EDUCATION AND RECREATION FOR THE EXCEPTIONAL STUDENT.



HISTORY AND GEOGRAPHY

Orville. W. Taylor, Chairman

Professor; Hair, Taylor. Associate Professor: McKale. Assistant Professor: Armstrong, Baumgartner, Begemann, Childers, Vinson.

The Department of History and Geography offers instruction leading to the following degrees:

1. The Bachelor of Arts degree with a major in history.
2. The Master of Arts degree in history.

The department also offers (1) undergraduate courses in geography which may be used to fulfill certain teacher certification requirements and as electives, and (2) graduate courses in history which fulfill subject-area requirements for the Master of Education and Specialist in Education degrees with a concentration in social studies. In addition, the department offers minors in History and Geography.

Detailed regulations governing graduate study in the department may be found in the Graduate Catalogue, published separately.

The Major in History

The objectives of the major in history are to provide:

1. A broad understanding of the historical background of today's world.
2. Education and training for occupations which may be entered at the baccalaureate level, including secondary school teaching, work in historical and archival agencies, journalism, government service, and business.
3. Preparation for further study of history at the graduate level.
4. A background for graduate and professional study in related fields such as law, the ministry, journalism, and librarianship.

The major in history consists of forty quarter hours in history above History 110 and 111, distributed as follows:

1. Two courses in American history: 201 and 202.
2. Two courses in Modern European or English history selected from the following: 315, 316, 317, 318, 321, 411, 413, 414, 415, 419, 429.
3. One course in Non-Western or "Third World" history selected from the following: 323, 352, 451, 453.
4. Additional courses in history to complete forty quarter hours.

One 300 or 400 level course in Political Science may be substituted for one course in history under category 4 above.

For certification to teach history in secondary school, majors must also complete two related courses, one from each of two additional social science fields: (1) political science, (2) geography, (3) economics, and (4) behavioral science (sociology, anthropology, psychology). The courses must be beyond or outside of general education requirements.

Professional education courses must be planned with the Department of Education.

Entering students contemplating a major in history are urged to take History 110 and 111 as early as possible. Prospective majors are also reminded that they must fulfill general requirements for the Bachelor of Arts degree, including the foreign language.

History majors planning to go on to graduate work should take the Graduate Record Examination or the National Teacher Examination, as appropriate, in the spring of the junior year or the fall of the senior year. (See the Graduate Catalogue for specific requirements for graduate work at Georgia College; the chairman of the department can supply information concerning graduate work elsewhere.)

The Minor in History

Students majoring in other disciplines may minor in history by completing twenty quarter hours of history above History 110 and 111 (at least ten at the 300 or 400 level) as follows:

1. Either History 201 or 202.
2. Additional courses in history to complete 20 quarter hours.

Area IV, General Education Program, for History Majors

Area IV; History		Area IV; History Education	
Courses	Hours	Courses	Hours
For. Lang.	0-10*	Ed. 204	5
Hist. 201, 202	10	Soc. 101 or Psy. 201	5
Choices from the following:	10-20	Mus. 102 or Art 103, or Speech 101	
Po. Sci. 200, 201, 210		15 hours selected from:	
Geo. 200, Eco. 271, 272,		Hist. 201, 202	
So. 101, 202, Psy. 201, 210.		Pol. Sci. 200, 201, 210,	
250		Geo. 200	15
Math. 201, 220			
*Electives			

The Minor in Geography

Students majoring in other disciplines may minor in geography by completing twenty quarter hours of geography, as follows:

1. Geography 200.
2. Additional courses at the 300 or 400 level to complete 20 quarter hours.

HISTORY

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.

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 18th century. Completion of this course and History 111 is prerequisite to all other history courses.

110H.* WORLD CIVILIZATION I. (5-0-5) F (Area III)

Prerequisite: admission to the College Honors Program.

Special honors section of History 110. Open only to freshmen and sophomores with superior SAT scores and high school records who have been admitted to the college Honors Program.

111. WORLD CIVILIZATION II. (5-0-5) F, W, S, Su (Area III)

A continuation of History 110, carrying the study to the present.

111H.** WORLD CIVILIZATION II. (5-0-5) W (Area III)

Prerequisite: admission to the college Honors Program.

A continuation of History 110H, with same restrictions applying.

201. THE UNITED STATES TO 1865. (5-0-5)

Prerequisite: History 110 and 111.

A general study of American history from early exploration through the Civil War. Required of majors, who must take it before more advanced courses in American history.

202. THE UNITED STATES SINCE 1865. (5-0-5)

Prerequisite: History 110 and 111.

A continuation of History 201, with particular emphasis upon the contemporary period. Required of majors, who must take it before more advanced courses in American history.

212. PEOPLE WHO CHANGED THE WORLD. (5-0-5)

Prerequisite: History 110 and 111.

A study of the lives of selected personalities of various periods whose achievements helped shape the course of history. Such people as Alexander the Great, W.E.B. Dubois, Einstein, Elizabeth I, Gandhi, Jefferson, Lenin, Mao Tse-Tung, Mohammed, and Kwame Nkrumah will be considered. Lectures, discussion, and audio-visual presentations.

*Substitutes for History 110 in satisfying core curriculum and history prerequisite requirements.

**Substitutes for History 111 in satisfying core curriculum and history prerequisite requirements.

290-291-292. SOCIAL SCIENCE HONORS SEMINAR. (2-0-2) each.

Prerequisite: sophomore or higher standing and admission to college Honors Program.

An interdisciplinary approach to the social sciences.

315. ENGLAND TO 1660. (5-0-5)

Prerequisite: History 110 and 111.

A survey of the history of England from earliest times to the Restoration.

316. ENGLAND SINCE 1660. (5-0-5)

Prerequisite: History 110 and 111.

The history of England from the Restoration to the present.

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

Prerequisite: History 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, Krushchev, and Brezhnev.

318. THE AGE OF ABSOLUTISM, 1648-1789. (Formerly 418.) (5-0-5)

Prerequisite: History 110 and 111.

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

321. EUROPE IN THE NINETEENTH CENTURY. (Formerly 421.) (5-0-5)

Prerequisite: History 110 and 111.

The history of Europe in its world setting from the Congress of Vienna to the end of the century.

323. LATIN AMERICA. (5-0-5)

Prerequisite: History 110 and 111.

A study of the political, economic, and social development of the Latin American republics, with emphasis on inter-relationships among the races.

341. ECONOMIC HISTORY OF THE UNITED STATES. (5-0-5)

Prerequisite: History 110 and 111.

An examination of economic factors affecting the history of the United States from the colonial period to the present.

352. MODERN CHINA AND EAST ASIA. (5-0-5)

Prerequisite: History 110 and 111.

An outline of the history of modern China, with some attention to Japan and other adjacent areas. Special attention is given to the twentieth century.

360. HISTORY OF SCIENCE. (5-0-5)

Prerequisite: History 110 and 111.

A survey of developments in science from the ancient Greeks to 1900, with emphasis on the 17th century, the period of the "Scientific Revolution." A background in science is not presumed.

398. SPECIAL TOPICS IN HISTORY. (Var.)

Prerequisite: History 110 and 111.

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

400. CLASSICAL CIVILIZATION. (5-0-5)

Prerequisite: History 110 and 111.

The history of Greece and Rome, stressing the transmission of classical culture to later periods.

401. BLACKS IN AMERICAN HISTORY. (5-0-5)

Prerequisite: History 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.

406. THE MIDDLE AGES. (5-0-5)

Prerequisite: History 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: History 110 and 111.

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

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

Prerequisite: History 110 and 111.

The United States from World War I to the present.

411. EUROPE IN THE TWENTIETH CENTURY. (5-0-5)

Prerequisite: History 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: History 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: History 110 and 111.

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

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

Prerequisite: History 110 and 111.

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

419. THE FRENCH REVOLUTION AND NAPOLEON. (5-0-5)

Prerequisite: History 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: History 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: History 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: History 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: History 110 and 111.

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

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

Prerequisite: History 110 and 111.

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

438. MAN AND HIS ENVIRONMENT. (5-0-5)

Prerequisite: History 110 and 111.

A historical and political study of man's relation to the earth's resources, with emphasis on the United States and conservation. Pollution, over-population, and other environmental problems are examined in their social context.

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

Prerequisite: History 110 and 111.

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

442. AMERICAN SOCIETY AND LIFE TO 1875. (5-0-5)

Prerequisite: History 110 and 111.

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

443. AMERICAN SOCIETY AND LIFE SINCE 1850. (5-0-5)

Prerequisite: History 110 and 111.

A continuation of History 442, with emphasis on the social, cultural, intellectual, and minority responses to the twin themes of industrialization and urbanization.

451. TROPICAL AFRICA TO 1875. (5-0-5)

Prerequisite: History 110 and 111.

Tropical Africa to 1875, with special emphasis on West Africa. Major themes include the medieval empires, Islam, the slave trade, and the beginnings of European interest.

453. COLONIAL AND CONTEMPORARY AFRICA. (5-0-5)

Prerequisite: History 110 and 111.

Africa since 1875; considered are European penetration and the partition, colonial rule and the African response, and the independence movement.

455. CONTEMPORARY AMERICAN FOREIGN POLICY. (see Political Science 455.) (5-0-5)

48R. INDEPENDENT STUDY. (Var.) Each quarter

Prerequisite: Approval of chairman of department.

Investigation of a topic or period of special interest, with reports to the instructor. Open only to juniors and seniors with superior records. Two to five hours.

49R. INTERNSHIP. (Var.) Each quarter

Prerequisite: selection for participation in Georgia Intern Program, Georgia Legislative Intern Program, or other intern program.

An individually-designed course sequence involving off-campus study, research, and work in a government agency, the Georgia legislature, or other agencies or organizations. Five to fifteen hours.

GRADUATE COURSES

(For complete information see the Graduate Catalogue.)

500. CLASSICAL CIVILIZATION.

501. BLACKS IN AMERICAN HISTORY.

506. THE MIDDLE AGES.

507. COLONIAL AND REVOLUTIONARY AMERICA.

509. CONTEMPORARY AMERICA.

511. EUROPE IN THE TWENTIETH CENTURY.

513. MODERN ENGLISH SOCIAL HISTORY.

514. TUDOR-STUART ENGLAND.

515. RENAISSANCE AND REFORMATION.

519. THE FRENCH REVOLUTION AND NAPOLEON.

520. THE AMERICAN CIVIL WAR.

522. THE ANTE-BELLUM SOUTH.

525. THE TEACHING OF HISTORY AND RELATED STUDIES.

527. THE RECONSTRUCTION PERIOD.

529. HITLER AND NAZI GERMANY.

530. THE SOUTH SINCE RECONSTRUCTION.

532. GEORGIA: COLONY AND STATE

- 542. AMERICAN SOCIETY AND LIFE TO 1875.
- 543. AMERICAN SOCIETY AND LIFE SINCE 1850.
- 551. TROPICAL AFRICA TO 1875.
- 553. COLONIAL AND CONTEMPORARY AFRICA.
- 555. CONTEMPORARY AMERICAN FOREIGN POLICY.
- 59R. INTERNSHIP.
- 600. HISTORICAL METHODS AND INTERPRETATIONS.
- 605, 608, 611, 614, 617. GRADUATE SEMINARS.
- 650. ADVANCED STUDY.
- 654. THESIS RESEARCH.

GEOGRAPHY

200. PHYSICAL GEOGRAPHY. (5-0-5)

A study of the shape and form of the world land mass, the configuration of the oceans and seas, the enveloping atmosphere, and the distribution of climates and soils.

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

A world regional survey of population and cultural phenomena. Emphasis is placed upon man's organization and relationship to his environment.

39R. 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.

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

A study of the relations of physical and economic conditions to production, transportation, and trade in the important agricultural, forest, mineral, and industrial products of the world.

440. GEOGRAPHY OF THE UNITED STATES AND CANADA. (5-0-5)

A study of the physical, social, and economic regions of North America, with attention to their interdependence.

443. GEOGRAPHY OF EUROPE. (5-0-5)

A study of the physical and cultural patterns of the continent west of the Soviet Union. Each country is examined with a view to understanding its individuality within the regional complex.

446. GEOGRAPHY OF AFRICA. (5-0-5)

An examination of the regions of Africa in terms of their physical and cultural frameworks. Economic and political developments of the newly-emergent nations are stressed.

449. GEOGRAPHY OF LATIN AMERICA. (5-0-5)

An analysis of the geography of continental and Caribbean Latin America, including physical, cultural, and economic characteristics of the various regions.

49R. INTERNSHIP. (Var.) Each quarter

Prerequisite: selection for participation in Georgia Intern Program, Georgia Legislative Intern Program, or other intern program.

An individually-designed course sequence involving off-campus study, research, and work in a government agency, the Georgia legislature, or other agencies or organizations. Five to fifteen hours.

HOME ECONOMICS

Therry N. Deal, Chairman

Professor: Deal, Maynard. Associate Professor: Venable. Assistant Professor: DuPree, Gabbard, Goebel, Staples, Turner. Instructor: Harden, Judkins, Word.

The purposes of the department are to prepare students for the home economics professions and to educate young men and women in fundamentals which develop more competent individual, family, and societal members. Students have the option of obtaining a Bachelor of Arts, Bachelor of Science, or an Associate in Science degree in one of several Home Economics curricula.

Selected students concentrating in child or family development, with departmental approval and planning may attend Merrill-Palmer Institute in Detroit as part of a cooperative program between institutions.

COMMON DISCIPLINE required of all majors: HOE 110, HOE 305, HOE 324 or 325.

BACHELOR OF ARTS OR BACHELOR OF SCIENCE WITH CONCENTRATION INDIVIDUALLY DESIGNED

The general degree in home economics offers flexibility in tailoring a concentration in the subject matter areas of child and family development, clothing and textiles, housing and consumer management, or foods and nutrition. The student may combine home economics with appropriate course work in other disciplines to prepare for involvement in housing, fashion, furnishing, or residential lighting services; writing or editing in home and consumer affairs; and work as human resources specialist in child, family, nutrition, or consumer management. Concentrations developed with approval of department chairman.

BA Requirements:

Art 101

Foreign Language: 10 to 20 hrs.

Art, Business, Humanities, Science or Social Science electives to support concentration: 10 hrs.

Home Economics: 110, 120, 215, 305, 324 or 325, 326, 330, 331, 332 or 314, 351, 432.

Electives: 42-57 hours may be used to develop student's specialized concentration in Home Economics or other appropriate discipline. A minimum of 20 hours in a Home Economics concentration is required above basis courses.

BS Requirements:

Art 101

Chemistry 101

Choice of: Upper division social science 5-10 hrs.

Choice of: Upper division science 5-10 hrs.

Home Economics: 110, 120, 215, 305, 324, 326, 330, 331, 332 or 314, 351, 432.

Electives: 47-62 hours may be used to develop student's specialized concentration. A minimum of 20 hrs. must be in Home Economics.

BACHELOR OF SCIENCE IN HOME ECONOMICS EDUCATION

The requirements for this program are approved by the Vocational Division of the United States Office of Education. Students completing the requirements are qualified to teach home economics in departments approved for vocational home economics education by the State Department of Vocational Education.

They are also qualified to become home economists in extension service, public utilities, and family or children's services. In addition to meeting the following requirements for the major, students may take a concentration in Child Development, Foods, Clothing, Family Life Education, or for work with Public Utilities Electives may be used in this way. Requirements are:

Art 101

Chemistry 101

Home Economics: 110, 120, 215, 224, 305, 314, 324, 326, 330, 331, 332, 351, 432, 453.
Choice of: 311, 412 or 414; 3-5 hours from among 216, 217, 421, or 423.

Choice of one: Biology 211, 320, Chemistry 231, Physics 102

Choice of one: Economics 473, Sociology 312, 426, 444, 462

Education or Home Economics Education: 204, 405, 466, 472, 481, 482, 483

BACHELOR OF SCIENCE IN DIETETICS

The requirements for this curriculum comply with those which are prescribed by the American Dietetic Association.

Students graduating in this major are eligible for appointments as student dietitians in hospitals accredited by the American Dietetic Association and by similar accredited institutions offering advanced work in food administration.

This curriculum, open to men and women, prepares students for positions as hospital dietitians and for managerial positions in cafeterias, and other eating establishments. It is recommended that students gain practical experience in food service by employment in hospitals or other institutions in the summer which immediately precedes the junior and senior years. Students who wish to become fully

qualified dietitians must, following graduation, serve an internship for one year in hospitals or other institutions approved by the American Dietetic Association. Requirements are:

Home Economics: 110, 215, 305, 324, 326, 333, 341, 343, 421, 423, 424, 427, 446, and 10 hours of electives in HOE.

Biology: 125 or 123, 211, 320

Chemistry: 231, 351, 101

Home Economics Education: 478

Economics: 271

Sociology 101 or Anthropology 452

Business Administration 317, 443

Math 201

Psychology 201, 460 or 448

BACHELOR OF SCIENCE IN FASHION MARKETING

The Fashion Marketing Program is designed to prepare students for retailing positions in stores, shops, and specialized work with clothing, textile, and home fashion industries. The major is for men and women interested in careers as managers, buyers, consultants, coordinators, and representatives in the merchandising field.

There is an emphasis on consumer needs and protection. Entry to the program may also be through Business Administration.

Requirements For Admission To The Fashion Marketing Program

It is recommended that students have previous work experience in retail stores or in clothing and textile industries prior to their junior year. Two months or sixty days of full-time employment is suggested.

A grade of 2.0 by the beginning of the junior year is required.

Transfer students are required to arrange an interview with the program coordinator immediately upon entering the program.

Requirements for Home Economics Advisees:

Home Economics: 110, 120, 214, 224, 305, 316, 325; 417, 418, 419. 5 hours from: 311, 314, 331, 332

Business Administration: 212, 217, 251, 361, 363, 366, 443.

Economics 271

Art 101, 320

Psychology 201

Sociology 452

BACHELOR OF SCIENCE IN INSTITUTIONAL FOOD SERVICE ADMINISTRATION

Men and women who graduate with this major will be prepared for commercial food systems positions. The entry to this interdisciplinary major can be through Home Economics or Business Administration. Summer field experiences are encouraged and supervised work experiences are a part of the program during senior year. Home Economics major requires:

Home Economics 110, 215, 224, 293, 324, 331, 333, 326, 341, 342, 420, 421, 432, 446, 451

Business Administration 217, 251, 361, and 443.

Art 101

Chemistry 231

Biology 320

Math 201

Psychology 201

ASSOCIATE OF SCIENCE DEGREE IN FOOD SERVICE TECHNOLOGY

This is a two year program for those who wish to specialize at the associate level in food service.

Prepares for positions such as assistant to hospital dietitian, supervising food service in a nursing home or school food service system. Prepares as assistant manager for a commercial institution.

Home Economics 215, 216, 217, 324, 333, 341, 342, 420, 421

Art 201

Political Science 101

History 110

English 101, 102

Biology 123, 320

Chemistry 101

Area IV: Home Economics		Area IV: Home Economics-Education	
Courses	Hours	Courses	Hours
Soc. 101, Psy. 201, H.E. 293	5-10	Ed. 204	5
Phys. 101, 102, Chem. 101, 102	5-15	Soc. 101 or Psy. 201	5
H.E. 120	5	Mus. 102 or Art 103 or Speech 101	5
H.E. 215	5	15 hours selected from: H.E. 120, 214, 215, 216, 217, 224, 293	15

HOME ECONOMICS

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.

GENERAL

(If a D is earned in any major course, the course must be repeated and D grade removed).

110. HOME ECONOMICS AND ITS CAREERS. (1-0-1)

The student gains acquaintance with the philosophy, scope and purpose of home economics. A study is made of the opportunities, preparation and personal qualities important for each profession. Required of home economics majors in their first year of enrollment.

48R. INDEPENDENT STUDY. (Var.)

An opportunity is provided for advanced study in any area of concentration in the home economics field. The course is for students enrolled in the honors program, or senior students who are approved by the chairman of the department. Credit: Two to ten hours.

49R. INTERNSHIP. (Var.)

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

CHILD AND FAMILY DEVELOPMENT

293. FAMILY INTERACTION. (3-0-3)

A study of personal and social problems which arise in connection with the establishment of the family.

305. THE FAMILY AND SOCIETY. (4-2-5)

Intracultural comparison and interactional patterns in the American family across the developmental life cycle. Stress on such contemporary issues as division of labor, decision making processes, social relationships, and utilization of resources.

351. CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)

Study is made of current concepts of growth, development, and of factors which contribute to the physical, intellectual, and emotional life of human beings particularly between conception and age seven. Observation is made of children.

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

Prerequisite: Home Economics 351 or equivalent.

Opportunity is offered for the student to explore at an advanced level the principles of human development and child study in relation to infancy and the preschool period. Participation in nursery school and home settings is required.

455. PARENT-CHILD INTERACTION. (4-2-5)

Family factors significant in child's development such as interpersonal relations, values, pattern of child rearing. Influence of community and community resources available for child rearing. Sensitivites and skills needed plus experiences in working with parents.

494. THEORY IN CHILD AND FAMILY DEVELOPMENT. (5-0-5)

Prerequisite: Home Economics 293 or equivalent and permission of instructor.

Theories related to human development in the family context such as interactional, structural, role and developmental.

CLOTHING, TEXTILES, AND FASHION

120. DRESS FOR THE INDIVIDUAL. (3-4-5)

This is a beginning clothing course including individual figure analysis and selection of appropriate dress and accessories. Basic principles of clothing construction are applied in making simple garments with emphasis on fitting and creativity.

214. HISTORY OF COSTUME. (3-0-3)

A study of the history of costume as it has been influenced by the broad social, economics, and political forces of each period in history. Related art problems.

224. TEXTILES. (3-4-5)

Prerequisite: Chemistry 101

Consumer-oriented study of textiles. Emphasizes fibers, fabric construction, and finishes in relation to use, serviceability and care of apparel and household fabrics.

311. FAMILY APPAREL. (3-4-5)

Prerequisites: Art 101, Home Economics 120.

A study of the clothing needs during the various stages of the family cycle with consideration of various socio-economics groups. Opportunity is provided for planning, selecting, constructing, and buying apparel for family members.

316. FASHION INNOVATION AND MARKETING. (5-0-5)

A study of the fashion world from designing to marketing; fashion cycles; fashion as a social force.

412. TAILORING. (2-6-5)

Prerequisites: Home Economics 120 or equivalent and instructor's approval.

A critical analysis, evaluation, and application of the major principles involved in tailoring as a basis for understanding construction.

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

Prerequisites: Home Economics 120 or equivalent and instructor's approval.

Pattern styling, alteration, and development through the media of flat pattern.

418. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING SELECTION. (5-0-5)

Prerequisite: Home Economics 120.

An examination of the cultural, functional and economic aspects of clothing.

419. FIELD EXPERIENCE IN FASHION MARKETING. (Var.)

Prerequisite: Senior standing.

Students participate in an off-campus supervised merchandise experience through a cooperative program with retail establishments.

Prospective fieldtrainee must not contact business. Arrangements made through college staff governed by appropriate policies.

FOODS, HUMAN NUTRITION AND FOOD SYSTEMS ADMINISTRATION

215. PRINCIPLES OF FOOD PREPARATION. (2-2-3)

A study is made of the basic scientific concepts of food preparation in relation to quality and nutritional value. Laboratory fee, \$5.00.

216. QUANTITY FOOD CONTROLS. (3-0-3)

This course deals with selection of food by written specifications, receiving of food and supplies, storage and record keeping, and handling of left-overs.

217. FOOD SERVICE MANAGEMENT. (3-0-3)

Principles of organization and management, standards of sanitation for food service institutions, job analysis, labor policies, labor organizations, personnel problems, and financial control will be included.

324. NUTRITION. (5-0-5)

Prerequisite: Chemistry 101.

Food nutrients and basic nutrition principles are applied to the functions of food in the body. An evaluation is made of food practices and an ability is developed to plan and select adequate diets.

325. NUTRITION (3-0-3)

Principles of nutrition, food requirements for all ages, and nutritive value of foods. Factors influencing nutritional practices. Primarily for mental health, health education, early childhood, nursing majors.

333. INSTITUTIONAL EQUIPMENT AND LAYOUT. (2-2-3)

Includes the principles of equipment selection and layout for institutional food service organization. Operation and care of equipment studied. Laboratory experiences.

341. QUANTITY FOOD PRODUCTION I. (3-4-5)

Prerequisite: Home Economics 215.

Principles of organization and management are applied to the production of food in large quantities. Experience is provided in the use of institutional equipment in food preparation. Laboratory experiences include observation of quantity production.

342. QUANTITY FOOD PRODUCTION II. (1-6-5)

This course is a continuation of Home Economics 341. It emphasizes the application of principles of preparing various types of food to achieve quality for 25-50 people.

343. FOOD SERVICE ORGANIZATION AND MANAGEMENT. (3-0-3)

Principles of scientific management as related to food systems and appropriate control aspects are involved. The role and responsibilities of management in food service with emphasis on institutional organization, human behavior, and record keeping.

420. TECHNIQUES AND PROCEDURES FOR SUPERVISION OF FOOD SERVICE ADMINISTRATION. (5-0-5)

The student will apply principles of organization and management, work with personnel in actual situations in approved food establishments.

421. FOOD FOR SPECIAL OCCASIONS. (1-4-3)

Prerequisites: Home Economics 324, 326 or permission of department.

Emphasis is given to food preparation skills and management for such occasions as buffet meals, receptions, formal meals, and outdoor meals. Laboratory fee, \$5.00.

423. EXPERIMENTAL FOODS (3-4-5)

Prerequisite: Chemistry 101.

Study of chemical and physical properties affecting food preparations. Controlled experimentation will be used to test principles and techniques. Group and individual projects. Laboratory fee \$5.00.

424. ADVANCED NUTRITION. (5-0-5)

Prerequisites: Home Economics 324, Chemistry 231, 352.

This course deals with current knowledge of the metabolic functions of food in the human organism.

427. DIET THERAPY. (3-4-5)

Prerequisite: Home Economics 424.

A study of impaired digestive and metabolic conditions. Adaptations of the diet as a prevention and treatment of these diseases.

444. ADVANCED INSTITUTIONAL ORGANIZATION AND MANAGEMENT. (1-8-5)

Prerequisite: Home Economics 343 and instructor's approval.

Individual and group investigation of problems in institutional management. Training and practical experience in the food service department and residence halls. Conferences and reports at lecture.

446. QUANTITY FOOD PURCHASING AND CONTROL. (3-0-3)

Prerequisite: Instructor's approval.

The course deals with principles and methods of purchasing food in quantity, using specifications, control food cost through estimating, buying, and storing. Emphasis is placed on factors determining quality, grade, and cost.

HOME AND CONSUMER MANAGEMENT

314. FURNISHING THE HOUSE. (3-4-5)

Prerequisites: Art 101 and Home Economics 224.

An application of art, consumer buying, management and financial relationships in furnishing the family dwelling. Residential lighting concepts introduced.

326. MEAL MANAGEMENT. (3-4-5)

Prerequisite: Home Economics 215.

Students have experience in planning, marketing, preparing, and serving foods for family meals at different economic levels. Emphasis is placed on management of time, energy, materials, nutrition knowledge, and money. Laboratory fee: \$5.00.

330. PERSONAL AND FAMILY FINANCE. (3-0-3)

Principles of personal and family financial planning are studied.

331. HOME MANAGEMENT. (3-0-3)

Principles of time, energy, and physical resource management as related to individual and family living in a variety of life-styles. Parallels HOE 432.

332. EQUIPMENT FOR CONSUMERS. (1-4-3)

Principles in selection, use, care, and expected performance of household equipment.

417. MERCHANDISE INFORMATION AND CONSUMER BEHAVIOR (5-0-5)

Prerequisite: Home Economics 224.

A study of consumer behavior with emphasis on acquisition of apparel and household fashions.

432. HOME MANAGEMENT RESIDENCE. (0-6-3)

Management and family interaction principles are applied through residence in a home management setting. A variety of socio-economic settings emphasized. Parallels HOE 331.

435. THE FAMILY AS HOUSING CONSUMERS. (3-0-3)

This course is designed to help young persons or young families to become informed consumers in their choice of a place to live appropriate for income and values.

HOME ECONOMICS EDUCATION

466. CURRICULUM PLANNING IN HOME ECONOMICS. (5-0-5)

Prerequisites: Home economics 351, Education 204, 405, and overall average of 2.25.

A study of the facts, trends, and needs of different ages, and ethnic groups of Georgia communities which relate to home economics curriculum for secondary and adult groups. Observation and participation in selected community settings.

472. METHODS OF TEACHING HOME ECONOMICS IN THE SECONDARY SCHOOL. (5-0-5)

Prerequisites: Education 204, 405, 466, September experience and a general average of 2.25. Education 466 may be taken concurrently.

Instructional methods, techniques, and procedures used in planning, executing, and evaluating experiences with high school pupils and adults.

478. METHODS OF TEACHING NUTRITION. (5-0-5)

A study is made of the teaching of nutrition. May be offered simultaneously with Education 472.

481-482-483. STUDENT TEACHING IN HOME ECONOMICS EDUCATION. (0-40-15) W, S

Prerequisites: Education 472 and overall average of 2.25.

Full time student teaching is provided as the concluding experience of the professional sequence. Selected off-campus cooperating centers will be utilized for experience in teaching consumer homemaking, occupational Home Economics, and extra-curricular activities.

GRADUATE COURSES

(For complete information see the Graduate Catalogue.)

51R.* CURRENT PROBLEMS IN TEACHING HOME ECONOMICS (EDU 510)

515. ADVANCED PROBLEMS IN APPAREL SELECTION.

518. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING.

523. EXPERIMENTAL FOODS.

524. ADVANCED NUTRITION.

525. FAMILY AND COMMUNITY NUTRITION PROBLEMS.

527. DIET THERAPY.

531. FAMILY ECONOMICS.

533. MANAGEMENT OF HUMAN RESOURCES.

535. FAMILY HOUSING PROBLEMS.

*Courses cross-listed with Department of Education.

- 538. RESOURCES FOR TEACHING HOUSE FURNISHINGS.
- 540.* ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL PROGRAMS. (EDU 540)
- 550. MANAGEMENT AND HOUSEHOLD EQUIPMENT.
- 552. READINGS IN CHILD DEVELOPMENT.
- 553. ADVANCED CHILD DEVELOPMENT AND GUIDANCE.
- 555. PARENT-CHILD INTERACTION.
- 556. INFANT DEVELOPMENT.
- 558. PROGRAM ACTIVITIES IN CHILD DEVELOPMENT I.
- 559. PROGRAM ACTIVITIES IN CHILD DEVELOPMENT II.
- 58R. INDEPENDENT STUDY.
- 585.* GUIDING PROFESSIONAL LABORATORY EXPERIENCES. (EDU 585)
- 590. FAMILY LIFE EDUCATION.
- 593.* EARLY CHILDHOOD EDUCATION CURRICULUM. (EDU 593)
- 594. THEORY IN CHILD AND FAMILY DEVELOPMENT.
- 59R. INTERNSHIP.
- 605.* THE HOME ECONOMICS CURRICULUM. (EDU 605)

*Courses cross-listed with Department of Education.

MATHEMATICS

Dick L. George, Chairman

Professor: George, H. Gonzalez. Associate Professor: Farmer. Assistant Professor: Mayberry, Scott.

The Department of Mathematics attempts to develop an understanding of the history and development of mathematics and a recognition of the importance of mathematics as applied to other fields of study. Of particular importance is the use of precise language and the practice of logical thinking.

Major Programs

1. *Bachelor of Arts degree*: A major must include at least fifty-five hours in mathematics above the freshman level including 201, 223, 240, 241, 242, 350 and 351. In addition, the student must complete at least two sequences from the following: 320-321, 410-411, 460-461 or 343-480. The student must also meet the Georgia College's requirements for foreign languages. The Mathematics Department requires that the language be French or German.

2. *Bachelor of Science degree*: A major must include at least sixty-five hours in mathematics above the freshman level including 201, 223, 240, 241, 242, 350 and 351. In addition the student must complete at least three sequences from the following 320-321, 410-411, 460-461 or 343-480. The student must also take ten hours of French or German or be able to demonstrate a competency equivalent to French 102 or German 102.

Professional Education: Students in either the BA or BS degree program who desire to teach will be required to take Math 400 and it is strongly recommended that they take Math 470 in addition to the degree requirements and to register with the Education Department in one of the approved programs which lead to certification.

MATHEMATICS

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.

110. MATHEMATICS FOR THE SOCIAL SCIENCES AND BUSINESS. (5-0-5) F, W, S, Su (Area II)

Prerequisites: None

Linear equations, systems of linear equations, systems of linear inequalities, logarithms and mathematics of finance.

111. ELEMENTARY ANALYSIS. (5-0-5) W, S, (Area II)

Prerequisites: Math 110, 120 or 130.

A survey of analytic geometry and single variable calculus with applications from the social and life sciences.

120. MATHEMATICS FOR LIBERAL ARTS STUDENTS. (5-0-5) F, W, S, Su (Area II)

Prerequisites: None.

This course emphasizes the historical and philosophical aspects of mathematics and is intended as a terminal course for the liberal arts student.

130. PRECALCULUS MATHEMATICS. (5-0-5) F, Su (Area II)

Prerequisites: None.

Those topics from algebra, trigonometry and analytic geometry which are fundamental to the understanding of the calculus.

200. MATHEMATICS FOR ELEM. EDUCATION MAJORS I. (4-2-5) F, W, S, Su (Area II)

Prerequisites: Declared major in Elem. Education.

A study of the structure of the rational number system with emphasis on concepts, generalizations and skills needed for teaching elementary school mathematics. Laboratory sessions will deal with teaching strategies.

201. INTRODUCTION TO COMPUTER SCIENCE. (5-0-5) F, W, S, Su

Prerequisites: Successful completion of any freshman level math course.

A course designed to introduce the use of computers for solving problems in the physical and social sciences, business and mathematics.

220. PROBABILITY AND STATISTICS. (5-0-5) S

Prerequisites: Successful completion of any lower level math course.

Designed to acquaint the student with the theory of probability and to apply probability to statistical theory. Problems will be taken from business, the life sciences and the social sciences.

223. CALCULUS WITH ANALYTIC GEOMETRY I. (5-0-5) W

Prerequisites: Math 130 or equivalent.

Basic concepts, derivatives of algebraic, trigonometric and inverse trigonometric functions. Applications of derivatives.

240. CALCULUS WITH ANALYTIC GEOMETRY II. (5-0-5) S

Prerequisites: Math 223 with a grade of C or higher.

The definite integral with applications. Derivatives of logarithmic and exponential functions.

241. CALCULUS WITH ANALYTIC GEOMETRY III. (5-0-5) F

Prerequisites: Math 240 with a grade of C or higher.

Techniques of integration, improper integrals, indeterminate forms and infinite series.

242. CALCULUS WITH ANALYTIC GEOMETRY IV. (5-0-5) W

Prerequisites: Math 241 with a grade of C or higher.

Vectors and the calculus of real-valued functions of several real variables.



300. MATHEMATICS FOR ELEM. EDUCATION MAJORS II. (4-2-5) F, W, S, Su

Prerequisites: Math 200 or permission of the chairman of the mathematics department.

A continuation of the study of the topics from the elementary school curriculum: the real number system, logic, informal geometry and metric geometry. Laboratory sessions will deal with teaching strategies.

301. MATHEMATICS FOR ELEM. EDUCATION MAJORS III. (4-2-5) S

Prerequisites: Math 300.

Equations, inequalities, functions, graphs measurement, accuracy and precision. This course is designed as a sequel to Math 300 and is for those students who desire a concentration in mathematics.

320. MATHEMATICAL STATISTICS I. (5-0-5) F, Su

Prerequisites: Math 242.

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

321. MATHEMATICAL STATISTICS II. (5-0-5) W, Su

Prerequisites: Math 320.

A continuation of Math 320.

343. DIFFERENTIAL EQUATIONS WITH APPLICATIONS. (5-0-5) S, Su even years.

Prerequisites: Math 242.

Ordinary linear differential equations with applications. Some consideration will be given to the existence and uniqueness of solutions.

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

Prerequisites: Math 241.

Algebraic proofs are stressed and it is hoped that students will come to work easily with abstractions and generalities. Some of the topics studied are: rings, integral domains, the fields of rational and complex numbers, groups and polynomials.

351. LINEAR ALGEBRA. (5-0-5) S, Su.

Prerequisite: Math 241.

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

39R. SPECIAL TOPICS. (5-0-5) On demand.

Prerequisites: Consent of the chairman of the mathematics department.

Selected topics in mathematics which are not available in any other course offered by the department.

400. METHODS AND MATERIALS FOR SECONDARY SCHOOL MATHEMATICS TEACHERS. (5-0-5) F.

Prerequisites: Declared major in mathematics and senior standing.

Emphasis on techniques of teaching, development of materials, and application of secondary school mathematics.

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

Prerequisites: Math 242 or consent of instructor.

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

411. NUMBER THEORY II. (5-0-5) S, Su-even years.

Prerequisites: Math 410.

A continuation of Math 410.

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

Prerequisites: Math 242.

Set theory, the real number system topology of Euclidean spaces and a rigorous development of the differential calculus of real valued functions of several real variable.

461. ANALYSIS II. (5-0-5) W, Su-even years.

Prerequisites: Math 460.

Functions of bounded variation, rectifiable curves, Riemann-Stieltjes integration, sequences and series.

470. INTRODUCTION TO HIGHER GEOMETRY. (5-0-5) S-odd years.

Prerequisites: Consent of the instructor.

A review of Euclidean geometry and an introduction to Non-Euclidean geometry.

480. NUMERICAL ANALYSIS. (5-0-5) W, Su-even years.

Prerequisites: Math 201, 242 and 451.

A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adapted to computer solution.

GRADUATE COURSES

(See Graduate Catalogue for description.)

500. METHODS AND MATERIALS FOR TEACHING SECONDARY SCHOOL MATH.

501. ELEMENTARY NUMBER CONCEPTS I.

502. ELEMENTARY NUMBER CONCEPTS II.

510. NUMBER THEORY I.

511. NUMBER THEORY II.

520. MATHEMATICAL STATISTICS I.

521. MATHEMATICAL STATISTICS II.

550. ABSTRACT ALGEBRA.

551. LINEAR ALGEBRA.

560. ANALYSIS I.

561. ANALYSIS II.

580. NUMERICAL ANALYSIS.

590. SPECIAL TOPICS IN MATHEMATICS.

MEDICAL TECHNOLOGY

The Bachelor of Science Degree will be conferred on students in Medical Technology who meet the following conditions.

1. A minimum of 141 quarter hours of credit and a quality point average of 2.0 average on all work attempted, including general education requirements and other prescribed courses according to the special program as follows:

Chemistry: 101, 102, 103, 231, 280, 351, 451	35 hours
Biology: 123, 124, 210 or 305, 211 or 300, 320, 440, 446	35 hours
Physics: 101 and 102	10 hours
Mathematics: 130	5 hours
Core Curriculum, Areas I and III, Including 6 hours of Physical Education	46 hours
Choice of two from: Bio. 225, 434; Bus. Adm. 340, 443;	
Math. 210.	10 hours
	<hr/> 141 hours

2. Submission of evidence that the senior year of twelve months' duration has been completed satisfactorily at an approved School of Medical Technology, either at Georgia College or elsewhere.

45 hours

Area IV: Med. Tech.

Courses	Hours
Biology 123, 124, 210, 211, 225,	20
Chemistry 101, 102, 103, 231, 280	15
Physics 101, 102	10
Math 130	5

MEDICAL TECH. APPROVED PROGRAM*

Marcia Lee, MT (ASCP)—Program Director

The Medical Technology Program (4th year) includes a full twelve months' duration with students alternating quarters between the college and the hospital.

Students must make application separately to the Program of Medical Technology, Georgia College.

Prerequisites for admission: (as set by the ASCP Board of Schools).

*Approved by the National Accrediting Agency for Clinical Laboratory Science.

Chemistry—A minimum of 16 semester units (24 quarter units) is required. Organic chemistry or biological chemistry must be included. Quantitative analysis and physical chemistry are recommended.

Biological Sciences—A minimum of 16 semester units (24 quarter units) is required. Microbiology must be included in the curriculum. Immunology, genetics, physiology, and anatomy are recommended.

Mathematics—One course in mathematics is required. Minimum requirements are met by courses recognized as prerequisites for admission to physics courses. Courses in statistics and physics are strongly recommended.

Students must have at least a 2.0 grade point average. Not more than one D in Chemistry and one D in Biology will be acceptable. Failure on more than one of these major courses (even repeated) is not acceptable.

Coursework includes:

1st Quarter (College)

Hematology-Coagulation-Urinalysis
Bacteriology
Clinical Chemistry I

2nd Quarter (College)

Serology-Blood Banking
Mycology-Parasitology
Clinical Chemistry II

3rd and 4th Quarters spent in completing clinical experience course work.

MEDICAL TECHNOLOGY

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.

421. HEMATOLOGY. (5-5-3)

Origin, functions, and abnormalities of erythrocytes and leukocytes.

422. COAGULATION. (5-5-1)

Coagulation factors, the stages of coagulation and testing for deficiencies.

423. BLOOD BANK. (5-5-3)

Blood types, cross matching and antibodies and antigens encountered in cross matching.

424. SEROLOGY. (5-5-2)

Antigen-antibody reactions used in testing for syphilis and other diseases.

425. CLINICAL BACTERIOLOGY. (5-5-5)

Growth, isolation, and identification of disease causing microorganisms.

426. CLINICAL PARASITOLOGY. (5-5-3)

Identification of human parasites.

427. CLINICAL MYCOLOGY. (5-5-2)

Methods of identifying fungi affecting humans.

428. CLINICAL CHEMISTRY I. (5-5-5)

Chemical tests used to diagnose patients' problems and the theory behind the tests.

429. CLINICAL CHEMISTRY II. (5-5-5)

A study of special tests of endocrine function and thyroid function including a background in radioimmunoassay.

430. URINALYSIS. (5-5-1)

Study of the routine analysis and special testing of urine.

431. INSTRUMENTATION. (5-5-1)

A study of instruments used in the clinical laboratory and why they work.

CLINICAL EXPERIENCE IN HOSPITAL LAB:

	Hours
450. HEMATOLOGY-COAGULATION	4
451. URINALYSIS	1
452. BACTERIOLOGY	5
453. CHEMISTRY I	5
454. CHEMISTRY II	5
455. BLOOD BANKING	5
456. SEROLOGY	3
457. MYCOLOGY	1
458. PARASITOLOGY	1

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MODERN FOREIGN LANGUAGES

Jean M. Guitton, Chairman

Professor: J. Gonzalez, Guitton. Assistant Professor: Carnes, Walters.

Basic Courses: 101, 102, 211, 212.

These courses are designed to enable the student to gain an adequate working knowledge of the language. They constitute: (1) the language sequence required for the AB degree, and (2) the necessary prerequisite for the major program.

An incoming student who wishes to continue in college the study of foreign language begun in high school must take the language placement test given by the Department of Modern Foreign Languages during orientation. Those entering in the winter and spring quarters must make arrangements with the chairman of the department to take the test before classes begin. If the score obtained in this test indicates that the student is not sufficiently prepared to go on with the language, he may repeat the elementary courses with credit, or he may begin the study of another language for credit. If the student passes the test, he will receive the appropriate credit for the course (or courses) exempted.

Major Programs

The major programs consist of the following sequences of courses:

French: 321, 322, 421, 423, 445 and two additional courses at the senior college level. French 311 and 312 are strongly recommended for students who are planning to teach French. In any event the additional courses must be approved by the chairman of the department.

Spanish: 321, 322, 420, 433, 441, 445 and two additional courses at the senior college level. Spanish 311 and 312 are strongly recommended for students who are planning to teach Spanish. In any event the additional courses must be approved by the chairman of the department.

These course sequences are designed to give the student: (1) a knowledge of the main trends in the literature of the language and an understanding of the culture of the people through interpretative reading of literary masterpieces; (2) the ability to understand the spoken language at native speed and to express himself with a proportionate increase in oral fluency; and (3) a sound preparation for graduate work in the field.

A minor in French or Spanish can be obtained by completion of the following courses:

French (Spanish): 101, 102, 211, 212, 221, 311, 312 and 321 or 322 or 445.

Completion of the Study Abroad Sequence (495, 496, 497) can replace the last three courses listed above (311, 312 and 321 or 22 or 445).

Area IV: Modern Foreign Languages**Area IV: Modern Foreign Language-Education**

Courses	Hours	Courses	Hours
Fr. 211, 212, 221	0-20	Ed. 204	5
Span. 211, 212, 221	0-20	Soc. 101 or Psy. 201	5
Ger. 211, 212	0-10	Mus. 102 or Art 103 or	
Art 210, 211, 212	9	Speech 101	5
Phil. 200	5	15 hours selected from:	
		Fr. 211, 212, 221	
		Ger. 211, 212, 221	
		Span. 211, 212, 221	15

FRENCH

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.

101, 102. **ELEMENTARY FRENCH.** (5-0-5) each course. (Area I)

The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary French prose.

211, 212. **INTERMEDIATE FRENCH.** (5-0-5) each course. (Area I)

Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar.

221. **ADVANCED FRENCH READINGS.** (5-0-5)

Designed to increase the student's facility in reading French classics and to prepare him to participate readily in literature courses conducted exclusively in the language. Reading of representative French novels, plays, and poetry.

290, 291, 292H. **HUMANITIES SEMINAR.** (Var.) 2 hrs credit each, F, W, S

Sophomore Classification and admission to the College Honors Program.

An interdisciplinary approach to understanding man and his arts. Guest lecturers. audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

311. **ADVANCED CONVERSATION AND COMPOSITION.** (5-0-5)

An intensive drill in oral and written French with emphasis on vocabulary building. Correction of defects in pronunciation by systematic analysis and study. Writing of letters and themes in the language. Strongly recommended for prospective teachers of French.

312. ADVANCED GRAMMAR. (5-0-5)

A detailed study of grammar with ample opportunity for its practical application in composition. Strongly recommended for prospective teachers of French.

321, 322. SURVEY OF FRENCH LITERATURE. (5-0-5) each course

Prerequisite: French 221.

A study of the development of French literature from the beginning to the present day. Study of principal trends. Reading of representative authors.

421. LITERATURE OF THE CLASSICAL PERIOD. (5-0-5)

A study of French literature of the seventeenth and eighteenth centuries.

422. LITERATURE OF THE NINETEENTH CENTURY. (5-0-5)

A study of French literature of the nineteenth century with emphasis on the novel. Reading of representative authors.

423. CONTEMPORARY FRENCH LITERATURE. (5-0-5)

A study of the French literature in the twentieth century with emphasis on the last twenty-five years.

434. THE EARLY FRENCH NOVEL. (5-0-5)

A study of the novel in France from its earliest manifestations through the eighteenth century.

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.

495, 496, 497. STUDY ABROAD. (5-0-5) each course.

The study of French language and culture in a native environment. Designed especially for students in the Study Abroad Programs of the University System of Georgia.

48R. INDEPENDENT STUDY.

GERMAN

101, 102. ELEMENTARY GERMAN. (5-0-5) each course. (Area I)

The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary German prose.

211, 212. INTERMEDIATE GERMAN. (5-0-5) each course. (Area I)

Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar.

290-291-292H. HUMANITIES SEMINAR. (Var.) 2 hrs. credit each. F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

495, 496, 497. STUDY ABROAD. (5-0-5) each course.

The study of German language and culture in a native environment. Designed especially for students in the Study Abroad Programs of the University System of Georgia.

48R. INDEPENDENT STUDY.

SPANISH

101, 102. ELEMENTARY SPANISH. (5-0-5) each course. (Area I)

The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary Spanish prose.

211, 212. INTERMEDIATE SPANISH. (5-0-5) each course. (Area I)

Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar.

221. ADVANCED READINGS IN SPANISH AND SPANISH AMERICAN LITERATURE. (5-0-5)

Designed to increase the student's ability to read Spanish and Spanish American classics and to prepare him to participate readily in literature courses conducted exclusively in the language. Readings of representative Spanish and Spanish American novels, plays, poems, and short stories.

290-291-292H. HUMANITIES SEMINAR. (Var.) 2 hrs. credit each. F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

311. ADVANCED CONVERSATION AND COMPOSITION. (5-0-5)

An intensive drill in oral and written Spanish with emphasis on vocabulary building. Correction of defects in pronunciation by systematic analysis and study. Writing of letters and themes in the language. Strongly recommended for prospective teachers of Spanish.

312. ADVANCED GRAMMAR. (5-0-5)

A detailed study of grammar with ample opportunity for its practical application in composition. Strongly recommended for prospective teachers of Spanish.

321, 322. SURVEY OF SPANISH LITERATURE. (5-0-5) each course.

Prerequisite: Spanish 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, 362. SURVEY OF SPANISH AMERICAN LITERATURE. (5-0-5) each course.

Literary development from the letters of Columbus to the present, development of Spanish American pattern of civilization and history through the contemporary era. Study of selected poems, short stories, novels, and plays of the major Spanish American writers and of literary movements.

420. LITERATURE OF THE GOLDEN AGE. (5-0-5)

A study of representative authors of the Golden Age. Development of the drama, poetry and novel. Lope de Vega, Tirso de Molina, Calderon; study of *Don Quixote* and other works of Cervantes.

433. LITERATURE OF THE NINETEENTH CENTURY. (5-0-5)

Study of the Literature of the nineteenth century, as represented by Romanticism and Realism.

441. MODERN SPANISH LITERATURE. (5-0-5)

Contemporary Spanish Literature. The essay, novel, poetry, drama in Spain since 1898. Emphasis on the Generation of 1898, and the *tremendista* movement.

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 the various ethnic, economic, and social factors that have influenced the cultural development of each people and therefore of Inter-American relations. Traditional problems and their role in shaping United States Inter-American policies.

495, 496, 497. STUDY ABROAD (5-0-5) each course.

The study of Spanish language and culture in a native environment. Designed especially for students in the STUDY ABROAD Programs of the University of Georgia.

48R. INDEPENDENT STUDY.

GRADUATE COURSES

(See Graduate Catalogue for description.)

Language 500. INTRODUCTION TO LINGUISTICS.

Spanish 502. PHONETICS.

Spanish 503. THE TEACHING OF SPANISH AS A SECOND LANGUAGE.

Spanish 520. LITERATURE OF THE GOLDEN AGE.

Spanish 522. PROSE OF THE GOLDEN AGE.

Spanish 523. DRAMA OF THE GOLDEN AGE.

Spanish 532. NINETEENTH-CENTURY PROSE.

Spanish 543. TWENTIETH-CENTURY DRAMA.

Spanish 561. MODERN SPANISH AMERICAN POETRY.

MUSIC

Robert F. Wolfersteig, Chairman

Professor: Wolfersteig. Associate Professor: Benton, Underwood. Assistant Professor: Douglas, Hillman, Tarr, Tipton, Willoughby. Instructor: J.D. Watkins.

The aims of the Department of Music are (1) to educate students in sound musicianship and performance for careers in teaching in public schools and colleges; and (2) to educate students for careers in the field of professional performance, and private teaching.

The Department of Music is a full member of the National Association of Schools of Music, the official accrediting organization for schools, divisions, and departments of music in the United States.

Degrees Offered

Bachelor of Music. This degree is designed for those who wish to teach privately or perform professionally in their respective fields. Requirements for the degree include a senior recital.

All students entering the Bachelor of Music degree program will be required to pass a qualifying examination before the music faculty in the spring quarter of the freshman year before proceeding further in the degree.

Bachelor of Music
Instrumental Major (Piano, Organ, Wind Instruments)

	<i>Hours</i>
Basic Requirements and Electives	66
Music Courses	126
Applied Music (including Senior Recital Music 412)	41
Ensemble (including Accompanying/piano ensemble)	16
Music 158, 159, 160, 261, 262, 263, 266	24
Music 336, 337	4
Music 340, 341, 342, 343, 365, 380	18
Music 368, 369, 400, 462, 470	19
Music 439, 440	4

Voice Major

*Basic Requirements and Electives	86
Music Courses	121
Applied Music (including Senior Recital, Music 412)	41
Ensemble	16
Music 158, 159, 160, 261, 262, 263, 266	24
Music 336, 337	4
Music 340, 341, 342, 343, 365, 380	18
Music 368, 400, 470	11
Music 439, 440, 465	7

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Bachelor of Music Education. This program is designed to prepare students to teach or supervise music in the public schools. The curriculum is as follows:

Basic Requirements and Electives	66
Music Courses (Vocal Concentration)**	111
Applied and Ensemble	45
Music 158, 159, 160, 261, 262, 263	20
Music 217	4
Music 340, 341, 342, 343	12
Music 316, 317, 318	6
Music 330, 331, 332	9
Music 365	3
Music 380, 381	6
Music 461, 465	6
Professional Education	30

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Basic Requirements and Electives	66
Music Courses (Instrumental Concentration)***	109
Applied and Ensemble	45
Music 158, 159, 160, 261, 262, 263	20
Music 213, 214, 215, 216	8
Music 330, 331, 332	9
Music 333, 365	6
Music 340, 341, 342, 343	12
Music 380, 381	6
Music 462	3
Music 316	2
Professional Education	30

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*Voice Majors will take 20 quarter hours in foreign language study. A student entering this college may exempt language courses through a placement examination administered by the Modern Foreign Languages Department.

**This degree is for those students planning to teach general music in the elementary school and direct choral ensembles in the secondary schools.

***This degree is for those students planning to teach instrumental music in the elementary and secondary school.

Bachelor of Music Therapy

This degree is designed to educate students in the principles and techniques of music therapy. The curriculum is designed to qualify a student who completes requirements to become certified as a Registered Music Therapist by the National Association for Music Therapy, Inc. A six-month supervised clinical internship follows the completion of all course work and precedes the granting of the degree.

	Hours
Basic Requirements and Electives*	66
Music Courses	85
Applied Music	32
Ensemble	12
Music 158, 159, 160, 261, 262	15
Music 213, 214, 215, 216	8
Music 380, 381	6
Music 341, 342, 343	9
Music 462 or 465	3
Music Therapy Courses	27
101, 112	4
312, 313, 314, 315	12
419, 420, 421, 422	11
Professional Courses	25
Psychology (Required: Psychology 201, 448)	15
Sociology and Anthropology	10
Six-Month Internship (Music 423, 424)	0
	<hr/> 203

Attendance Requirement

All music majors are required (1) to participate in an ensemble during each year in College, and (2) to attend designated recital and master classes, faculty and student recitals, and special concerts at the College during the year.

Ensemble Participation

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. Those enrolled in the Bachelor of Music degree program preparing a senior recital may take the three hour recital credit in lieu of ensemble credit during the senior year.

*Recommended: HPER 110, 111, 118, 119, 149, 253.

3. Music majors in the Bachelor of Music Education program will participate in an ensemble during each year in college except during the quarter when they are student teaching off-campus. At least 50% of the total experience should be on the major instrument.

4. A student may not receive credit for more than two ensembles per quarter. Once a student has selected an ensemble, it is expected that he will remain in that ensemble for the year. A change will be made only with the permission of the department head.

The quarter's credit (1 hour) which is given for membership in Georgia College ensembles is based upon attendance, participation and general attitude. Students are not to request permission to be absent from rehearsals or performances to take private lessons, do outside work, or engage in other extra-curricular activities.

Area IV: Music		Area IV: Music-Education	
Courses	Hours	Courses	Hours
Applied Music-Ensemble	12	Ed. 204	5
Mus. 102	5*	Mus. 102 or Art 103 or Speech 101	5
Mus. 158, 159, 160 261, 262, 263	18	15 hours selected from:	
Mus. 266	4*	Applied Music-Ensemble Mus. 158, 159, 160, 261, 262, 263	15

*Electives

MUSIC

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.

001. PREPARATORY MUSIC THEORY. (5-0-0)

A course designed for the student who elects to major in music, but who has not had high school classes that prepare him for the freshman courses in music theory.

101. INTRODUCTION TO MUSIC THERAPY. (2-0-2)

Orientation to the field of Music Therapy through lectures, reading, and field trips to community mental health centers and state hospital facilities. Open to all students. Required of all potential Music Therapy majors. Fall quarter.

102. INTRODUCTION TO MUSIC. (5-0-5) (Area I)

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.

112. PRECLINICAL EXPERIENCE. (2-0-2)

Field experience through supervised music theory therapy projects at Central State Hospital and other community-service facilities.

115. CLASS VOICE. (Non-Music Majors) (1-0-1)

Group instruction in voice production with emphasis on the fundamentals of breathing vowel and consonant production, diction, phrasing and interpretation of simple vocal literature. Open to non-music majors with the consent of the instructor. Does not carry major credit in the vocal music curriculum.

121, 122, 123, 221, 222, 223. CLASS PIANO INSTRUCTION. (0-2-1) each

Emphasis on skills required for Piano Proficiency Examination for Bachelor of Music Education and Music Therapy degrees (vocal and instrumental concentrations).

120. FRESHMAN CLASS VOICE INSTRUCTION. (1-0-1) S

The study of fundamentals of breathing and phrasing, development of good tone, correct posture, proper diction and interpretation of simple song classics. All freshman music majors whose primary performing area is voice will be required to take the course before enrolling in private voice instruction.

158, 159, 160. ELEMENTARY THEORY. (5-0-3) each

A study of the fundamentals of music structure, terminology, and pitch relationships. Integrated courses in theory, harmony, sight singing, melodic and harmonic dictation, and written and keyboard harmony. Designed to coordinate the visual, aural, and mental factors, involved in well-rounded musicianship.

200. MUSIC FOR THE PHYSICAL EDUCATION MAJOR. (5-0-5)

Prerequisite: Sophomore standing.

An introductory course in music structured to meet the needs of students majoring in physical education and recreation. Special emphasis on movement as it relates to music, with introduction to the Dalcroze and Orff systems, the notation of rhythm and melody, with introduction to the Kodaly system, the use of simple percussion instruments, and the study of form in music. Offered spring quarter.

201. INTRODUCTION TO MUSIC, PART II. (3-0-3)

Prerequisite: Music 102.

As a sequel to Music 102 this course provides a general introduction to music literature. A wide range of musical styles and genres will be examined. Designed for the general college student as well as for music majors.

213, 214, 215, 216. CLASS INSTRUCTION IN BRASS, WOODWINDS, PERCUSSION, AND STRINGS. (2-0-2) each

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 for instrumental study.

217. INSTRUMENTAL SURVEY. (4-0-4)

A survey course in brasses, woodwinds, strings, and percussion instruments for non-instrumental majors. Designed to familiarize student with basic principles of time production, pedagogy, teaching materials.

261, 262. INTERMEDIATE THEORY. (5-0-3) each

Prerequisite: Music 158, 159, 160.

Continuation of Elementary Theory with emphasis on aural, keyboard, analytical, and compositional procedures. Includes the study of non-harmonic tones, modulations, and chromatic harmony.

263. FORM AND ANALYSIS. (5-0-5)

Prerequisites: Music 261, 262.

A study of forms of the 18th and 19th centuries.

266. TONAL COUNTERPOINT. (4-0-4)

Prerequisite: Music 262.

A study of traditional contrapuntal procedures, particularly those of the 18th century, with emphasis on score analysis and written projects.

290, 291, 292H. HUMANITIES SEMINAR. (Var.) 2 hrs. credit each, F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

293. ELECTRONIC MUSIC. (5-0-5)

The study of the historical background, the basic literature and new notation techniques will lead to the creation of electronic compositions by the students. The main instrument will be the synthesizer used with a quadraphonic tape recorder. The results will then be heard and criticized by the class and the faculty member. This is an elective course for the general college student and faculty.

312. MUSIC AND RECREATION. (3-1-3) W

To furnish a background of knowledge of music activities used in various areas of therapy and recreation. Opportunity to learn basic guitar, ukelele, auto harp, rhythm instruments, and folk dance techniques for use in specialized programs. Lectures, demonstrations, laboratory, and field work experience in introducing music in the recreation setting.

313. PSYCHOLOGY OF MUSIC—SURVEY. (3-0-3) F

Basic study of acoustics, the ear and hearing, musical systems, and the psychosocio-physiological processes involved in musical behavior.

314. PSYCHOLOGY OF MUSIC—BASIC PRINCIPLES OF RESEARCH. (1-2-3) W

Consideration of basic research techniques applied in psychology of music problems through examination of selected research studies. Introduction of special laboratory equipment used in psycho-acoustical research.

315. PSYCHOLOGY OF MUSIC—PROJECTS AND LABORATORY. (1-2-3) S

Elementary laboratory and field studies of influences of music on behavior, incorporating the basic principles of research.

316, 317, 318. CLASS INSTRUCTION IN VOICE. (2-0-2) each course.

The study of fundamentals of breathing, vowel and consonant production, phrasing, development of good tone, correct posture, proper diction, and interpretation of simple song classics.

321. MUSIC IN THE ELEMENTARY SCHOOL. (5-0-5)

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 the acquisition of sufficient knowledge and skills in classroom music. Required for a major in Elementary Education.

330, 331. GENERAL MUSIC, KINDERGARTEN THROUGH SIXTH. (3-0-3) each course.

Prerequisite: Music 263.

Sequential methodology courses for music majors who are preparing to teach. Analysis and evaluation of materials and procedures designed to shape the musical skill, knowledge, and taste of the learner. First course centers around musical experiences for pre-school and primary; second course is designed for the upper grades. Scheduled observation in selected off-campus cooperating centers is considered a part of the requirements for 330 and 331. Currently offered fall and winter quarters.

332. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL. (3-0-3)

Prerequisite: Music 330, 331.

For music majors only. A study of the organization, development, and maintenance of a balanced 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)

Music education course for instrumental majors dealing with problems specifically related to organization, maintenance and development of public school instrumental groups.

336, 337. LITERATURE OF MAJOR INSTRUMENT. (2-0-2) each

Analytical study principally of the solo literature for piano, voice, organ, or an orchestral instrument. Special emphasis is given to musical structure and style.

340. HISTORY OF MUSIC I. (3-0-3)

Prerequisite: Music 102.

A general survey of Western music from ancient times to the late 16th century.

341. HISTORY OF MUSIC II. (3-0-3)

Prerequisite: Music 102.

A survey of musical developments during the period 1600-1760.

342. HISTORY OF MUSIC III. (3-0-3)

Prerequisite: Music 102.

A survey of musical developments during the Classic-Romantic period (1760-1900).

343. HISTORY OF MUSIC IV. (3-0-3)

Prerequisite: Music 102.

A survey of twentieth century music.

365. TWENTIETH CENTURY COMPOSITIONAL TECHNIQUES. (3-0-3)

Prerequisites: Music 158, 159, 160, 261 and 262

An analytical study of the compositional techniques of the twentieth century with some experience in original exercises using these procedures.

368, 369. SURVEY OF MUSIC LITERATURE I AND II. (5-0-5) each course.

A survey of the stylistic traits of vocal and instrumental forms of music through a study of representative compositions. The course is conducted by means of lectures, class and individual projects, and style analysis. Two quarters. Offered alternate years.

380. CONDUCTING. (3-0-3) F

Prerequisite: Music 262.

Content of this course includes basic baton technique, choral score reading, and rehearsal technique.

381. CONDUCTING. (3-0-3) W

Prerequisite: Music 380.

Content of this course includes advanced baton technique, instrumental transpositions, and advanced choral score reading.

382. SURVEY OF CHORAL LITERATURE. (3-0-3) S

A survey of choral literature including music for junior and senior high school choirs and ensembles. Study of major choral works. Elective course for music majors whose interest is choral music.

400. SEMINAR IN MUSIC HISTORY AND THEORY. (3-0-3)

Prerequisite: Music 340, 341, 342, 364.

Basic concepts of music in reference to a variety of composition and styles. Lectures, class and individual projects.

412. SENIOR RECITAL. (0-0-3)

Solo recital of approximately fifty minutes. Required of students enrolled in the Bachelor of Music degree program.

413, 414. STUDENT TEACHING IN MUSIC. (Elementary) (0-5-2), 413—(0-5-3), 414.

A two-quarter sequence of student teaching, one hour a day, in selected off-campus cooperating centers, under the supervision of the Department of Music.

415, 416. STUDENT TEACHING IN MUSIC. (Instrumental concentration) (0-5-2), 415—(0-5-3), 416.

A two-quarter sequence of student teaching, one hour a day, at selected off-campus cooperating centers, under the supervision of the Department of Music.

417, 418. STUDENT TEACHING IN MUSIC (Secondary). (0-40-10)

A quarter of internship in selected off-campus cooperating centers. Eligibility for student is dependent upon clearance of all pertinent requirements. Application for student teaching should be made during the first or second quarter of the junior year. Credit, five hours each course.

419. INFLUENCE OF MUSIC ON BEHAVIOR. (3-0-3) F

Lectures, projects, and demonstrations exploring the influences of music on behavior and principles underlying applications in music therapy.

420. MUSIC THERAPY—METHODS AND PROCEDURES. (3-0-3) W

Basic approaches, and techniques of music therapy applied in mental health, mental retardation, physical disability, and corrections work.

421. MUSIC THERAPY—CLINICAL PRACTICUM AND RESEARCH. (2-0-3) S

Lecture and field projects to study influence of music and application of therapy techniques.

422. HOSPITAL ORIENTATION. (2-0-2)

Designed to give music therapy majors a basic knowledge of hospital organization and management in county and state facilities.

423, 424. CLINICAL INTERNSHIP IN MUSIC THERAPY. (0-2-0)

(Two consecutive quarters).

Six months resident internship in Music Therapy at an approved, affiliated, psychiatric hospital; senior course after all course work has been completed.

439, 440. PEDAGOGY OF MAJOR INSTRUMENT. (2-0-2) each

Techniques of teaching piano, voice, organ, strings, brass, or woodwinds with emphasis on the selection and organization of teaching materials. Two quarters. Credit, two hours each quarter.

461. CHORAL METHODS. (3-0-3)

Prerequisites: Music 330, 331, 332.

Study of tone production, diction, and voice blending as it applied to choral singing, together with a study of the organization, development, and maintenance of choral programs in the secondary schools.

462. ORCHESTRATION. (3-0-3)

Prerequisite: Music 262.

Instrumentation and scoring for small and large ensembles, including the modern orchestra and concert band. To this end, records and scores are studied and written projects are undertaken.

465. CHORAL ARRANGING. (3-0-3)

Prerequisite: Music 262.

The study of choral technique with emphasis on public school choral ensembles. Scoring of works for treble voices, male voices, junior high school chorus, mixed chorus.

470. SURVEY OF MUSIC LITERATURE III. (3-0-3)

Continuation of Music 369. A survey of the stylistic traits of vocal and instrumental forms of music through a study of representative compositions. The course is conducted by means of lectures, class and individual projects, and style analysis. One quarter. Offered alternate years.

Music Theory Placement Examination

All freshmen and transfer music majors will take a theory placement test.

ENSEMBLES

Ensembles are designated as follows:

LQE where: L = Year Level (1=Freshman; 2=Sophomore; 3=Junior; 4=Senior)
Q = Quarter Scheduled (1=Fall; 2=Winter; 3=Spring)
E = Ensemble Identification

Example: (As will be shown in the Schedule of Classes)

Mus. 13A indicates Freshman year level (1), Spring quarter (3), Aeolian Singers (A).

1QM-4QM. MIXED CHORUS. (0-3-1) each

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 by audition.

1QW-4QW. THE WOMEN'S CHORALE. (0-2-1) each

Rehearsals are held two times weekly for the purpose of studying and performing music written for treble voices. Membership is open to the general college student.

1QA-4QA. AEOLIAN SINGERS. (0-2-1) each

Rehearsals are held twice weekly for the purpose of studying and performing music written for the small ensemble. This organization has won acclaim both on and off campus with numerous requests for performances. Membership is open only to members of one of the larger ensembles.

1QP-4QP. PIANO ENSEMBLE. (0-2-1) each

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 is considered a performing ensemble.

1QN-4QN. ACCOMPANYING. (0-4-1) each

Supervised studio and ensemble accompanying. Those majors whose performance area is piano may enroll for this course with permission of applied teacher.

1QE-4QE. STRING ENSEMBLE. (0-2-1) each

Study and performance of standard string literature. Open to all students.

1QC-4QC. CONCERT BAND. (0-3-1) each

Study and performance of the best in standard and contemporary band literature. Open to all college students.

1QB-4QB. BRASS CHOIR. (0-2-1) each

This group meets one day a week and performs the best in standard and contemporary literature. This group is open to instrumental music majors only, except with director's consent.

1QS-4QS. STAGE BAND. (0-3-1) each

Study and performance of the best in the jazz repertoire. Lab groups ranging from small combos to 17-piece orchestra. Open to all college students.

Applied Music

Each student is required to specialize in one instrument and become proficient on a secondary instrument during the course of study. A creditable performance in piano, voice, organ, or an instrument is required for graduation. Examinations are heard at the end of each quarter by the members of the applied music teaching staff for those music majors who are enrolled for lessons in applied music.

Music Education and Music Therapy Piano Requirements

A comprehensive examination in piano shall be administered by the music faculty. A student must exhibit competency in basic skills such as sight reading, harmonization, accompanying, and open score reading. A prerequisite for student teaching and Music Therapy internship.

All music majors enrolled in the Bachelor of Music Education and Music Therapy Degrees are required a *minimum* of 12 quarter hour credits in piano. Further study may be necessary to fulfill the keyboard requirements for the respective degrees.

By special request a student may be permitted to take the functional piano examination without the minimum credit hours.

Applied Music Courses

Students who are enrolled for applied music will be assigned credit hours as follows:

Music Majors*

- Major Instrument—4 hours (two one-half hour lessons per week)
2 hours (one-half hour lesson per week)
- Minor Instrument—2 hours (two one-half hour lessons per week)
1 hour (one one-half hour lesson per week)

*Freshmen music majors will be assigned applied music lessons for the following credit:

- 2 hours (two one-half hour lessons per week)
- 1 hour (one one-half hour lesson per week)

The amount of credit assigned to applied music courses is based on the amount of time allotted to practicing and to work load given to the student by the teacher.

Individual lessons in applied music may be selected for college credit by any student at the College. Such requests will be approved to the extent that the instructor's time is available beyond the needs of the music degree candidates. (See Applied Music fee section.)

Applied music courses are designated as follows:

LQI where: L = Year Level (1=Freshman; 2=Sophomore; 3=Junior; 4=Senior)
Q = Quarter Scheduled (F=Fall; W=Winter; S=Spring)
I = Instrument Identification

Example: (As will be shown in the Schedule of Classes)

Mus. 2WM indicates Sophomore year level (2), Winter Quarter (W),
Viola (M)

PIANO	1QP; 2QP; 3QP; 4QP;
VOICE	1QV; 2QV; 3QV; 4QV
ORGAN	1QO; 2QO; 3QO; 4QO;

BAND AND ORCHESTRAL INSTRUMENTS

1QA-4QA	Baritone
1QB-4QB	Bassoon
1QC-4QC	Clarinet
1QD-4QD	Cornet or Trumpet
1QE-4QE	Flute or Piccolo
1QF-4QF	French Horn
1QG-4QG	Oboe or English Horn
1QH-4QH	Percussion Instruments
1QI-4QI	Saxophone
1QJ-4QJ	Sousaphone or Tuba
1QK-4QK	Trombone
1QL-4QL	Violin
1QM-4QM	Viola
1QN-4QN	Violoncello
1QQ-4QQ	Stringed Bass

Music Activities

Recital Class

Recital Class is required of all music majors, and is held at least twice per month to afford all students studying applied music the opportunity of performing in public.

Student Organizations

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. The American Guild of Organists is affiliated with organizations in Canada and in England. Student chapters in the United States now number over 150, and the interest on the part of organ students in church music and in maintaining a high excellence of organ playing continues to grow.

MUSIC EDUCATORS NATIONAL CONFERENCE, Student Chapter #453

The Music Educators National Conference, an Affiliate of the National Education Association, is the organization that serves as leader and spokesman 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.

PHI MU ALPHA SINFONIA.

Phi Mu Alpha Sinfonia is a national fraternity for men representing the music profession. Its objectives are to advance the cause of music in America, to foster the mutual welfare and brotherhood of students of music, to develop the truest fraternal spirit among its members, and to encourage loyalty to the Alma Mater. Eta Alpha Chapter was established at Georgia College in February, 1971.

SIGMA ALPHA IOTA.

Sigma Alpha Iota is a national professional fraternity for women in the field of music. Its objectives are to uphold the higher ideals of music education, to raise the standards of productive musical work among the 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, give inspirational and material aid to its members, organize the social life of its members as a contributing factor to their educational program, cooperate wholeheartedly with the ideals and aims of the Alma Mater, and adhere to the highest standards of American citizenship and democracy. Beta Rho Chapter was established at Georgia College in the spring of 1953.

ADMISSION TO BACHELOR OF MUSIC DEGREE PROGRAM.

All freshman and incoming transfer students seeking admission to the Bachelor of Music degree program at Georgia College must petition and audition before the music faculty in order to gain admission to the program. Incoming freshman may petition in the spring quarter of the freshman year.

PHILOSOPHY AND RELIGION

John E. Sallstrom, Chairman

Professor: Sallstrom.

The aim of the Department of Philosophy and Religion is to help each student develop his own philosophy of life by giving him an opportunity to wrestle with the central issues of philosophy in dialogue with great thinkers of the past and present. Students are expected to read primary sources and discuss problems posed in these writings.

The department also offers introductory Bible courses and a course in comparative religion surveying rivals to traditional western thought.

Philosophy 200 is recommended but not required for the advanced philosophy courses. No course has any prerequisites.

PHILOSOPHY

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.

200. INTRODUCTION TO PHILOSOPHY. (5-0-5) F, W, S, Su. (Area I)

A first study of the major themes and issues of philosophy through readings drawn from masters of the philosophic tradition and modern writers.

250. INTRODUCTION TO LOGIC. (5-0-5) F (Area I)

A study of the requirements of clear thinking involved in all areas of human experience.

290-291-292H. HUMANITIES SEMINAR. (Var.) 2 hrs. credit each. F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

320. ANCIENT PHILOSOPHY. (5-0-5)

Greek thought from the pre-Socratics to the late classical period, with special emphasis on the philosophies of Plato and Aristotle.

321. MEDIEVAL PHILOSOPHY. (5-0-5)

Western thought from the beginning of Christian philosophy to the late nominalists, with special consideration of Augustine and Aquinas.

322. MODERN PHILOSOPHY. (5-0-5)

Philosophy from the Renaissance and Reformation to the beginning of the nineteenth century, especially the period from Descartes to Hume.

410. ETHICS. (5-0-5)

Major theories of morality in relation to contemporary individual and social problems.

411. AESTHETICS. (5-0-5)

Theories of aesthetic experience and art, with special consideration of the problems of evaluation.

412. PHILOSOPHY OF RELIGION. (5-0-5)

Theories of the nature of religion and its relation to philosophy.

424. AMERICAN PHILOSOPHY. (5-0-5)

American thought from early New England philosophy to the present.

433. CONTEMPORARY PHILOSOPHY. (5-0-5)

Recent thought from German idealism to the present, with special attention to twentieth-century trends in linguistic analysis and existentialism.

48R. INDEPENDENT STUDY. (Var.)

Advanced study in the thought of a particular philosopher or a particular philosophical problem. Open to students with the approval of the department chairman. Credit: two to five hours.

49R. INTERNSHIP. (Var.)

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

RELIGION

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.

311. INTRODUCTION TO THE NEW TESTAMENT. (5-0-5)

A literary, historical, and theological consideration of the New Testament books in relation to the mission of Jesus and its significance as seen by the early Church.

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.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Ralph W. Hemphill, Acting Chairman

Honorary Professor: Carl Vinson, Former Congressman

Associate Professor: Hemphill

Assistant Professors: Elowitz, Mabie, Starr

CAREER PROGRAMS

The Department of Political Science and Public Administration offers degree programs for people interested in careers in government administration and policy making, foreign service, law, and teacher education. Students obtain their preparation from a selection of two undergraduate and two graduate degree programs.

The Bachelor of Arts degree program is designed primarily for those students who want a general education at the undergraduate level as preparation for law school, graduate school in International Relations, or teacher education at the secondary school level. The Bachelor of Science degree program is designed primarily for those students who want careers in government administration and policy making, and to attend graduate school in Political Science or Public Administration.

The Master of Science in Public Administration provides a sophisticated preparation in management skills, personnel techniques, and public policy making for professional careers in the administration of government. The Master of Education and Specialist in Education degree programs provide fifth and sixth year certification to teachers who wish to have a content concentration in political science.

Persons who wish more information or counseling are invited to correspond with the chairman of the department. Official catalogs can be obtained from the college registrar for undergraduate programs and the Director of Graduate Studies for graduate degrees. Applications for admission may be obtained from the office supplying the catalog.

STUDENT PROGRAMS

Advisement

Each student majoring in political science or public administration has a faculty member in the department for an adviser. The faculty adviser assists the student in all matters related to the academic program and career counseling.

Pre-law

Students planning to enter law school are advised by the faculty in the department of political science and public administration. The department has been designated by the Law School Admission Council to receive the information and handbooks they distribute for pre-law advisement. The department offers courses considered preparatory to a legal education.

Internships

Students are encouraged to participate in one of the many internships offered through the department. Interns receive a maximum of one quarter's course credits for working on an assigned project in a state, local, or federal government agency. Other internships are available in the state legislature and in Congress. Internships allow the student to relate classroom work with their desired career settings. Internships are planned to help the student make a smooth transition from school life into a career environment.

Student Association

Students majoring in political science or public administration are encouraged to participate in the planning of departmental activities and programs. Faculty and students work together on common projects. Students have an opportunity to anonymously evaluate their courses and instructors.

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 the contemporary American and world political systems.

NASPAA Member

The department is a member of the National Association of Schools of Public Affairs and Administration (NASPAA) and its program is recognized by that organization.

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 preparations. The chair is endowed through the Georgia College Foundation. The chair was established to honor former Congressman Carl Vinson of Milledgeville who served in the United States House of Representatives for fifty years, longer than any other member. Congressman Vinson was Chairman of the House Naval Affairs and Armed Services Committees. The Carl Vinson Professorship enables students to have ready access to the best instruction and career preparation for government service.

The Department of Political Science and Public Administration offers instruction leading to the following degrees:

1. The Bachelor of Arts degree with a major in Political Science.
2. The Bachelor of Science degree with a major in Political Science or Public Administration.
3. The Master of Science degree in Public Administration.
4. The department offers courses which fulfill the Social Studies subject area certification requirements for the Master of Education and Specialist in Education degree programs of the Department of Education.

A detailed description of the graduate programs offered by the department may be found in the Graduate Bulletin, published separately.

POLITICAL SCIENCE DEGREE PROGRAMS

1. The Bachelor of Arts degree in Political Science consists of forty quarter hours of Political Science courses above Political Science 101, distributed as follows:
 - (a) Political Science 200.
 - (b) Either Political Science 201 or 301.
 - (c) Either Political Science 210 or 341.
 - (d) Five additional courses in Political Science, which may include two courses not taken in (b) and (c) above.

One 300 or 400 level course in History or Geography may be substituted for one course under category (d) above.

2. The Bachelor of Science degree in Political Science or Public Administration consists of forty quarter hours of Political Science or Public Administration courses above Political Science 101, distributed as follows:
 - (a) Political Science 200.
 - (b) Either Political Science 201 or 301.
 - (c) Political Science 210 or 341.
 - (d) Five additional courses in Political Science-Public Administration, which may include the course not taken in (b) above. Public Administration majors must take the five course sequence listed in the course description section that follows.

For certification to teach Political Science in secondary school, majors must also complete two related courses, one from each of two additional social science fields: (1) history, (2) geography, (3) economics, and (4) behavioral science (sociology, anthropology, psychology.) The courses must be beyond or outside of general education requirements.

Professional education courses must be planned with the Department of Education. Students planning to be certified to teach political science in secondary schools should satisfy the general education program listed below under Area IV, #3.

Political Science majors planning to attend graduate school should take the Graduate Record Examination or the National Teacher Examination, as appropriate, in the spring of the junior year or the fall of the senior year. Students planning to attend Law School should consult with the chairman of the Department of Political Science and Public Administration to plan their pre-law program.

The Minor in Political Science-Public Administration.

Students majoring in other disciplines may minor in Political Science or Public Administration by completing twenty quarter hours in either area above Political Science 101 (at least ten at the 300 or 400 level), as follows:

1. Political Science 200
2. Additional courses in Political Science or Public Administration to complete twenty quarter hours.

Area IV, General Education Programs, for Political Science Majors

All students regardless of major must satisfy the three areas of the general education core curriculum described in the division of the catalogue entitled Degree Programs in the section entitled General Education Program. In addition, students must also satisfy the Area IV described for their majors. The Area IV programs for political science and public administration majors are described below according to the degree the student pursues. Students planning a Bachelor of Arts degree need twenty hours in a single foreign language including the ten hours listed in Area IV, #1 below.

IV. Bachelor of Arts degree

Courses:	Hours
For. Lang.	10
Math 201, 220	0-10
Choices from the following:	10-20
Pol. Sci. 200, 201, 210, 290H	
Hist. 201, 202	
Eco. 271, 272	
Soc. 101	
Psy. 201	
Geo. 200	
Anthropology 120	

IV. Bachelor of Science degree

Courses	Hours
Math 201, 220	10
Acc. 251, 252	0-10
Choices from the following	10-20
Pol. Sci. 200, 201, 210, 290H	
Hist. 201, 202	
Geo. 200	
Ant. 120	
Soc. 101	
Psy. 201	
Eco. 271, 272	

IV. Political Science-Education

Courses	Hours
Ed. 201	5
Soc. 101 or Psy. 201	5
Mus. 100 or Art 103 or Speech 101	5
15 hours selected from:	
Pol. Sci. 200, 201, 210, 290H	15

POLITICAL SCIENCE

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.

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 structures and functions of the American federal system. Prerequisite to all other courses in political science.

101H. THE AMERICAN POLITICAL SYSTEM. (5-0-5)(Area III)

Prerequisite: admission to the College Honors Program.

Special honors section of Political Science 101. Substitutes for Political Science 101 in satisfying core curriculum and political science prerequisite requirements. Open only to freshmen and sophomores who have been admitted to College Honors Program.

200. INTRODUCTION TO POLITICAL SCIENCE. (5-0-5)

A study of the development and scope of the political science discipline and its methods of research and presentation. Required of majors, but open to others.

201. THE POLITICAL SYSTEM OF THE AMERICAN STATES. (5-0-5)

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 ORGANIZATIONS. (5-0-5)

A study of the international system of nation-states, including examination of regional alliances and the United Nations. Areas of international conflict and cooperation will also be emphasized.

290H. SOCIAL SCIENCE HONORS SEMINAR. (2-0-2, each qtr.)

Prerequisite: sophomore or higher standing and admission to College Honors Program.

An interdisciplinary approach to the social sciences.

300. POLITICAL BEHAVIOR. (5-0-5)

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. The scope and career applications of the political science discipline are examined. Laboratory work and field experiences are utilized.

301. METROPOLITAN POLITICS AND ADMINISTRATION. (5-0-5)

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.

305. THE AMERICAN PARTY SYSTEM AND THE POLITICAL PROCESS. (5-0-5)

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 is examined within the framework of the American political system.

310. COMPARATIVE EUROPEAN POLITICAL SYSTEMS. (5-0-5)

A study of the political systems of the major European countries. The structures, party systems, and performance of the governments of Great Britain, France, West Germany, Italy, and the Soviet Union are compared.

315. THE AMERICAN JUDICIAL SYSTEM. (5-0-5)

A study of the federal judicial 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)

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.

39R. SPECIAL TOPICS IN POLITICAL SCIENCE. (Var.)

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

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

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

405. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES. (5-0-5)

A study of the development and current application of political and civil rights and religious liberties in the American political system.

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

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

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

A study of political theory from Montesquieu to the present. A continuation of Political Science 410.

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

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

438. MAN AND HIS ENVIRONMENT. (5-0-5)

(Same as History 438.)

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

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

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

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

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

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

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

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

490. COMPARATIVE FOREIGN POLICY. (5-0-5)

A comparative examination of superpower and non-superpower foreign policies. Emphasis will be placed on analyzing those factors which may affect the foreign policy of any nation.

48R. INDEPENDENT STUDY. (Var.)

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

49R. INTERNSHIP. (Var.-5/15)

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

PUBLIC ADMINISTRATION

341. PRINCIPLES OF PUBLIC ADMINISTRATION. (5-0-5)

General principles of governmental administrative organization, relationships, and controls in the United States are examined. Major topics covered are contemporary problems of public personnel policies, finance, administrative law, and the growth of administrative legislation and adjudication.

400. PUBLIC POLICY MAKING.

(See Political Science 400.)

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

A systematic analysis of governmental organization, management, and administration. Emphasis is placed upon institutional, behavioral, and psychological factors of contemporary public bureaucracies.

458. PUBLIC PERSONNEL ADMINISTRATION. (5-0-5)

The human relations aspects of the procedures and problems of governmental personnel administration.

468. ADMINISTRATIVE LAW. (5-0-5)

The legal principles and practical doctrines involved in public administration.

480. PUBLIC FINANCE. (5-0-5)

A study of the public fiscal and budgetary decision-making institutions and operations. Sources of revenue, methods of expenditure, allocations of resources and their impact on the economy are given special emphasis.

48R. INDEPENDENT STUDY. (Var.)

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

49R. INTERNSHIP. (Var. 5/15)

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

GRADUATE COURSES

(For description of courses, see Graduate Catalogue.)

POLITICAL SCIENCE

505. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES.

510. POLITICAL THEORY I.

511. POLITICAL THEORY II.

520. AMERICAN POLITICAL THEORY.

555. CONTEMPORARY AMERICAN FOREIGN POLICY.

575. CONTEMPORARY INTERNATIONAL PROBLEMS.

590. COMPARATIVE FOREIGN POLICY.

599. INTERNSHIP.

PUBLIC ADMINISTRATION

541. GOVERNMENT ORGANIZATION AND ADMINISTRATION.

558. PUBLIC PERSONNEL ADMINISTRATION.

568. ADMINISTRATIVE LAW.

580. PUBLIC FINANCE.

601. PUBLIC ADMINISTRATION AND POLICY MAKING.

625. STATE AND LOCAL ADMINISTRATION.

635. COMPARATIVE ADMINISTRATION.

695. RESEARCH PROBLEM.

698. ADVANCED STUDY.

699. INTERNSHIP.

PSYCHOLOGY

William W. Nish, Chairman

Professor: Nish. Associate Professor: Wildman*. Assistant Professor: Cheek, Cousens, Miller.

Courses in the Department of Psychology are designed for students who desire to study psychology in preparation for graduate study, for students who seek a basic understanding of behavior as a supplement to some other field of concentration, and for students who want a sound background in the scientific study of man's behavior and experience.

Psychology Major: A major in psychology for either the Bachelor of Arts or the Bachelor of Science Degree consists of Psychology 201, 315, and 320, plus at least thirty additional hours in psychology selected in conference with the major adviser.

No more than a total of fifteen hours of independent study, clinical practicum, and internship may be used toward the thirty additional hours in psychology required for the major. Senior psychology majors are required to take the Psychology Field Test of the Undergraduate Program for Counseling and Evaluation. No minimum score is required for graduation.

Psychology Minor: A minor in psychology consists of Psychology 201, 315 or 456, and at least fifteen additional hours in psychology, ten of which must be upper division.

No more than a total of five hours of independent study, clinical practicum, and internship may be used toward the fifteen additional hours in psychology required for the minor.

Psychology Technician Training Program: A psychology technician training concentration may be taken along with the regular psychology major by completing a prescribed sequence of courses. The psychology technician training program is designed to prepare students with a Bachelor's Degree in Psychology for work under supervision in such settings as mental health clinics, counseling centers, state institutions, testing centers, and personnel programs. In addition to the courses required of all psychology majors, the program requires Psychology 210, 448, 456, 457, 463, 487, 488, and 492-93-94. Students who are interested in this program are advised to plan their course schedules carefully in consultation with their advisers, in that certain of the required courses have prerequisites which must be taken during a specific quarter.

Behavioral Science Teacher Program: Students who wish to work toward certification to teach behavioral sciences in secondary schools may do so by majoring in psychology, completing supporting work from sociology and other social sciences, and taking a sequence of professional education courses. Specific courses required by state certification requirements must be planned with the psychology major adviser and with an adviser assigned by the Department of Education.

*Part-time.

Area IV: Psychology

Courses	Hours
Psy. 201	5
25 hours selected from:	
Phil. 200, 250	
Fr., Gr., Span. 101, 102	
211, 212	
Math. 110, 111, 201;	
Bio. 123, 124, 125, 210, 211;	
Chem. 101, 102, 231; Phys.	
101, 102, 201, 202, 203	
Soc. 101, 120, 205	
Psy. 210, 250, 290, 291, 292H	25
Anth. 120	

Area IV: Psychology-Education

Courses	Hours
Ed. 204	5
Soc. 101 or Psy. 201	5
Mus. 102 or Art 103 or	
Speech 101	5
15 hours selected from:	
Psy. 201, 210, 250	
Soc. 101	15

Psychology

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.

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.

210. APPLIED PSYCHOLOGY. (5-0-5) W

Prerequisite: Psychology 201.

The uses of psychological principles and research in such fields as personnel work, business and industry, consumer behavior, clinical and counseling work, education, medicine, and law.

250. PERSONALITY AND ADJUSTMENT. (5-0-5) F, S

Prerequisite: None. Not available for credit for students who have completed Psychology 463.

An introduction to personality development and adjustment problems.

290, 291, 292H. SOCIAL SCIENCE HONORS SEMINAR (2-0-2) each. F, W, S

Prerequisite: Sophomore standing and admission to Honors Program

An interdisciplinary approach to the social sciences.

315. STATISTICS. (5-0-5) F, S

Prerequisite: None.

An introduction to the basic descriptive and inferential statistical methods used in the behavioral sciences.

320. EXPERIMENTAL PSYCHOLOGY. (3-4-5) F, S
Prerequisites: Psychology 201 and 315.
The principles and methods of experimental psychology, with laboratory investigations of topics such as sensation, perception, and learning.
323. CHILD PSYCHOLOGY. (5-0-5) F
Prerequisite: Psychology 201.
The physiological, intellectual, social, and emotional factors in child development.
352. GROUP DYNAMICS. (5-0-5) W
Prerequisite: None.
The theory and application of the psychology of a wide range of diverse groups, from task groups to sensitivity groups. Experience with personal functioning and becoming an effective change agent in the small group setting is given.
432. ADOLESCENT PSYCHOLOGY. (5-0-5) W
Prerequisite: Psychology 201.
A consideration of basic studies dealing with adolescence, with emphasis on developmental tasks and problems.
448. ABNORMAL PSYCHOLOGY. (5-0-5) W, Su
Prerequisite: Psychology 201.
Study of causative factors in the development of all types of psychological maladjustment, and of diagnostic and treatment techniques.
452. SOCIAL PSYCHOLOGY. (5-0-5) F, S
Prerequisite: Psychology 201.
The origin and development of psychological aspects of social behavior in man.
455. HISTORY AND SYSTEMS OF PSYCHOLOGY. (5-0-5) F
Prerequisite: Psychology 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) W, Su
Prerequisite: Psychology 201. Recommended prerequisite: Psychology 315.
The construction, use, and interpretation of psychological tests, and an evaluative survey of available tests.
457. TESTING PRACTICUM. (5-0-5) S
Prerequisite: Psychology 456.
The administration, scoring, interpretation, and reporting of psychological tests, with emphasis on individual intelligence tests.
460. PHYSIOLOGICAL PSYCHOLOGY. (5-0-5) W
Prerequisite: Psychology 201 or permission of instructor.
The structures, functions, and interrelationships of the biological bases which underlie behavior.
463. THEORIES OF PERSONALITY. (5-0-5) F
Prerequisite: Psychology 201.
The historical development of the study of personality, the methods of studying personality, and major theories of personality.

480. COGNITIVE PSYCHOLOGY. (5-0-5) W

Prerequisite: Psychology 201.

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

47R. SEMINAR. (5-0-5) W

Prerequisite: Fifteen 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 relationships of research and theory.

48R. INDEPENDENT STUDY. (Var.) F, W, S, Su

Prerequisites: Status as junior or senior psychology major and permission of department chairman.

Individually arranged advanced study in a special area of psychology. Credit, two to five hours.

487. PSYCHOLOGY OF LEARNING. (5-0-5) F

Prerequisite: Psychology 201.

An introduction to the concepts of learning as reflected in the systematic positions of the major learning theorists and to the results of research in the field of learning.

488. APPLIED LEARNING THEORY. (5-0-5) W

Prerequisite: Psychology 487.

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

489. PSYCHOLOGY OF MOTIVATION. (5-0-5) S

Prerequisite: Psychology 201.

An introduction to the concept of motivation in psychology and to results of research in motivation and emotion.

49R. INTERNSHIP. (Var.) F, W, S, Su

Prerequisite: Application for and acceptance into the Georgia Intern Program.

An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

492-93-94. CLINICAL PRACTICUM. (Var.) S

Prerequisites: All other courses required in the psychology technician training concentration.

Full-time clinical experience under the supervision of the staff of the Psychology Department at Central State Hospital during the spring quarter of the senior year. The student receives intensive experience in the psychological methods and procedures used in a clinical setting, including appraisal of capacity, evaluation of personality, case diagnosis, and therapy. Application for the clinical practicum must be made by the last day of the fall quarter of the year in which the practicum is to be taken. Enrollment will be limited to the number of students who can be properly supervised by the Central State Hospital Psychology Staff in a given spring quarter. Selection of students from among the applicants will be made on the basis of academic



performance and personality suitability for clinical work by a joint committee representing the Psychology Departments of Central State Hospital and Georgia College. Credit, fifteen hours.

GRADUATE COURSES

(For course description see Graduate Catalogue.)

548. ABNORMAL PSYCHOLOGY.

552. SOCIAL PSYCHOLOGY.

556. TESTS AND MEASUREMENTS.

563. THEORIES OF PERSONALITY.

587. PSYCHOLOGY OF LEARNING.

59R. INTERNSHIP

SOCIOLOGY

Dorothy E. Pitman, Chairman

Professor: Pitman. Assistant Professor: Economopoulos; Instructor: Byram.

Courses in this department are designed to introduce the student to human society, to provide a broad understanding of human social behavior for those entering a variety of service professions, and to prepare students for graduate study.

Core Curriculum. Area IV courses for Sociology majors.

Sociology Major. A departmental major for the Bachelor of Arts or Bachelor of Science degree includes Sociology 315, 352, 442, 450 and other courses in sociology and anthropology selected in conference with the major adviser. A minimum of forty hours above the 101 level is required for a major. Sociology 101 is prerequisite to all sociology at the 200 or higher levels.

Sociology Minor. A departmental minor includes Sociology 315, 352 and a minimum of two additional courses approved by the department chairman.

Professional Education. Students who desire to teach may plan a major in Sociology with other behavioral science courses to meet certification requirements for Social Studies: Behavioral Sciences. In addition, they must register with the chairman of the Department of Education. Information on certification requirements is available from the department chairman.

Sequence in Undergraduate Education for Social Welfare: The objectives of this sequence, which is taken over and above the courses in one's major area of study, are:

1. to contribute to the enrichment of general education by helping students know and understand welfare needs, services, and issues;
2. to prepare students for immediate employment in social welfare positions not requiring graduate social welfare education; and
3. to contribute to the preparation of students for graduate professional education.

Courses in the sequence include social welfare 200, 300, 400.

Area IV: Sociology		Area IV: Sociology-Education	
Courses	Hours	Courses	Hours
Choices from the following:	5-15	Ed. 204	5
Soc. 101, 205, Anth. 120		Soc. 101 or Psy. 201	
Choices from the following:	5-15	Mus. 102 or Art 103 or	
Math. 110, 111, 201, Phil. 250		Speech 101	5
Ger., Fr., Span. 101, 102,		15 hours from:	
211, 212		Soc. 101, 205	15
Choices from the following:	5-15	Anth. 120	
Eco. 271, 272			
Pol. Sci. 201, 210			
Psy. 201, 210, Geo. 200			

SOCIOLOGY

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.

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.

101H. INTRODUCTION TO SOCIOLOGY. (5-0-5) S (Area III)

Prerequisite: admission to the College Honors Program.

Special honors section of Sociology 101. Open only to freshmen and sophomores with superior SAT scores and high school records who have been admitted to the College Honors Program.

205. SOCIAL PROBLEMS. (5-0-5) F, W, S

Pathological societal conditions with emphasis on causes, consequences, and corrective social action.

290-291-292H. SOCIAL SCIENCE HONORS SEMINAR IN CONTEMPORARY AMERICA. (Var.) F, W, S

(See History 290H)

310. POPULATION. (5-0-5) W

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

312. SOCIAL GERONTOLOGY. (5-05) S

Interdisciplinary approach to adult development and aging. Impact of aging upon individuals and societies; reaction of individuals and society to aging.

315. GENERAL STATISTICAL ANALYSIS. (5-0-5) F, S

(See Psychology 315)

352. SOCIAL ORGANIZATION. (5-0-5) F, W, S, Su

Structure of social organization, with emphasis on large scale social organizations. Particular emphasis upon American social structure.

370. INDUSTRIAL SOCIOLOGY. (5-0-5) W

Study of the sociology of occupations and the relationships that affect production in work groups.

39R. SPECIAL TOPICS IN SOCIOLOGY. (Var.)

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

424. CRIMINOLOGY AND PENOLOGY. (5-0-5) F, Su

Causes of crime and juvenile delinquency, analysis of criminal behavior and offenses, theories of punishment, and study of penal institutions.

426. SOCIAL CHANGE. (5-0-5) S

Prerequisite: Sociology 352.

Nature, types, and causes of social change; technological and cultural factors underlying social change.

428. SOCIOLOGY OF THE FAMILY. (5-0-5) F

Cross-cultural study of the family, both as a social group and a social institution.

430. SOCIOLOGY OF RELIGION. (5-0-5) S

General principles concerning the relationship of religion to society. Religion as an aspect of group behavior; focus on the roles religion plays in furthering the survival of human groups.

432. SOCIOLOGY OF EDUCATION. (5-0-5) W

The social institution of education from a sociological perspective. Structure, function, and process of education in mass society; role of education in cultural transmission.

442. METHODS OF RESEARCH IN SOCIAL RELATIONS. (5-0-5) W

Prerequisite: Sociology 315 or Psychology 315.

Processes of research on social relations; emphasis upon application of the scientific method to social data. Current research studies are examined and analyzed.

444. RACE AND ETHNIC RELATIONS. (5-0-5) W

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.

450. CONTEMPORARY SOCIOLOGICAL THEORIES. (5-0-5) F, S

Prerequisite: Sociology 352 and 15 additional hours in Sociology.

Major theoretical orientations in sociology. Emphasis upon those theorists, American and European, whose works currently underlie various studies in sociology.

465. URBAN SOCIOLOGY. (5-0-5) W

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

468. PRINCIPLES OF BUREAUCRATIC STRUCTURES. (5-0-5)

An in-depth study of the theory and functioning of bureaucracies.

474. SOCIOLOGY OF DEVIANT BEHAVIOR. (5-0-5) F

Study of individual and group behaviors which violate institutional expectations.

48R. INDEPENDENT STUDY. (Var.) F, W, S, Su

Open to seniors majoring in sociology. Reading and research under guidance of departmental faculty. Credit: two to five hours.

49R. INTERNSHIP. (Var.) F, W, S, Su

Open only to students participating in the Georgia Intern Program. Individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit: five to fifteen hours.

ANTHROPOLOGY

120. INTRODUCTION TO ANTHROPOLOGY. (5-0-5) W

Fields of anthropology with attention to problems and methods in each field.

452. CULTURAL ANTHROPOLOGY. (5-0-5) S

Prerequisite: Sociology 120 or permission of the instructor.

Patterns of behavior growing out of group life, stressing backgrounds, diffusion, and interrelations of human cultures. Preiterate as well as national societies.

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

Prerequisite: Anthro. 452.

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

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

Prerequisite: Anthro. 452.

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

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

Prerequisite: Anthro. 452.

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

SOCIAL WELFARE

200. INTRODUCTION TO SOCIAL WELFARE. (5-0-5) S

Designed for students who look forward to social work as a possible career. Course examines social work and its relationship to the area of human services.

300. AMERICAN SOCIAL WELFARE. (5-0-5) F

Prerequisite: Soc. Welfare 200 or permission of the instructor.

Designed to develop and understanding of social welfare as an institution. Concerned with the history and philosophy of social welfare in American society and the social welfare requirements in today's society.

400. SOCIAL WORK METHODS. (5-0-5) W

Prerequisite: Soc. Welfare 300.

Course designed to consider basic methods of social work; casework, group work, community organization, and administration. The generic approach to social work is emphasized.

401. FIELD EXPERIENCE IN SOCIAL WELFARE. (15) S

Prerequisites: Soc. Welfare 400.

Students will spend one quarter in a social welfare agency, with weekly meetings with the faculty member responsible for the field experience.

GRADUATE COURSES

(For course description, see Graduate Catalogue.)

Sociology

- 542. METHODS OF RESEARCH IN SOCIAL RELATIONS.
- 544. RACE AND ETHNIC RELATIONS.
- 565. URBAN SOCIOLOGY.
- 566. SOCIAL ADMINISTRATION.
- 568. PRINCIPLES OF BUREAUCRATIC STRUCTURE.
- 574. SOCIOLOGY OF DEVIANT BEHAVIOR.
- 59R. INTERNSHIP.
- 616. SOCIAL POLICIES AND POLICY-MAKING.
- 617. SPECIAL TOPICS IN SOCIAL ADMINISTRATION.
- 680. RESEARCH PROBLEM.
- 690. INTERNSHIP.

Anthropology

- 552. CULTURAL ANTHROPOLOGY.
- 553. INDIANS OF THE AMERICAS.
- 554. CULTURES OF AFRICA.
- 555. CULTURES OF OCEANIA.

SPECIAL STUDIES

John A. Britt, Jr., Chairman

Elizabeth E. Hoke, Counselor & Coordinator of Testing

Professor: Britt; Instructor: Wansley, K. Willoughby.

The Department of Special Studies at Georgia College is designed to provide a supportive environment for beginning freshmen who need additional background in communication skills and mathematical concepts. The department directs a student's growth over a full year period through a controlled curriculum made up of specially designed courses. Close personal contact with faculty for individualized guidance and counseling help the student to meet his immediate goal of success in college.

Freshmen who have scored less than 351 on either the Verbal or Math sections of the Scholastic Aptitude Test will be required to take preliminary course work in the area(s) of deficiency identified by the Comparative Guidance and Placement Test which is administered to all incoming freshmen. This policy also applies to transfer students having less than 17 hours credit. Areas in which deficiencies may be identified by the placement test are mathematics, reading, and English. Students who have combined scores above 700 and who feel the need for special work in one of the skill areas may register for a course in that area.

Some students need work only in one area. Some require work in several areas. The program provides for flexibility according to student need. It may guide the student up to four quarters. While in the program, a student is not placed on academic probation. If, at the end of a quarter's work in a given area, a student does not make the necessary progress, he receives an "in progress" grade and continues without penalty to work on the deficiency during the next quarter that he is enrolled. At the end of the quarter in which the student completes his special work and demonstrates competency at a predetermined level he may leave the program and undertake regular college degree credit work. Special Studies courses do not carry credit for graduation. They do carry Institutional Credit and do provide foundational support for future college work.

SPECIAL STUDIES

Special Studies courses (designated by the prefix G in the course number) 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 either IP or one of the final grades listed on page 50. No quality points are awarded.

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.

SPECIAL STUDIES MATHEMATICS G50, G51, and G52 are designed to prepare students for further work in mathematics.

G50. SPECIAL STUDIES MATHEMATICS I. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination or approval of the Dean's office. A course to review basic skills of arithmetic, i.e. common and decimal fractions, computational skills and ratio and proportion.

G51. SPECIAL STUDIES MATHEMATICS II. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination, G50. Recommendation of major department.

A continuation of G50 and its emphasis on basic arithmetic skills with applications for Business, Home Economics, Nursing, etc.

G52. SPECIAL STUDIES MATHEMATICS III. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination, G51, or approval of Dean's office.

Emphasis is on discovering number patterns and relationships, the use of set language, and a study of the real number system.

SPECIAL STUDIES ENGLISH G60, G61, and G62 are designed to prepare students for English 101 and 102.

G60. SPECIAL STUDIES ENGLISH I. (4-2-5) F, W, S, SU

Prerequisite: Placement by examination or approval of the Dean's office.

This course is designed to prepare students for further courses in English. Emphasis is upon written competency. A writing laboratory is scheduled as part of the requirements of this course.

G61. SPECIAL STUDIES ENGLISH II. (4-2-5) F, W, S, Su

Prerequisite: Placement by examination, G60 or approval of the Dean's office.

A continuation of G60 for those students who need additional work on developing writing competencies.

G62. SPECIAL STUDIES ENGLISH III. (4-2-5) F, W, S, Su

Prerequisite: Placement by examination, G61 or approval of the Dean's office.

A continuation of G61 for students who need continued work on writing skills.

SPECIAL STUDIES READING G70, G71, and G72 are designed to help students improve reading skills that are vital to success in many of their regular college courses.

G70. SPECIAL STUDIES READING I. (0-5-5) F, W, S, Su

Prerequisite: Placement by examination or approval of the Dean's office.

Focuses on the reading skills of students whose Comparative Guidance and Placement test scores indicate such a need. Considerable attention is given to study skills, comprehension, rates of reading, note taking, note making, and vocabulary extensions.

G71. SPECIAL STUDIES READING II. (0-5-5) W, S, Su

Prerequisite: Placement by examination, G70, or approval of the Dean's office.

A continuation of G70. Emphasis on more individualized skill needs.

G72. SPECIAL STUDIES READING III. (0-5-5) S, Su

Prerequisite: Placement by examination, G71, or approval of the Dean's office.

A continuation of G71. Continued emphasis on individualized instruction.

ASSOCIATE DEGREES

NURSING EDUCATION

M. Catherine Summerlin, Director

Assistant Professor: Cook, Summerlin. Instructor: Ashfield, Collins, C. Ewing, Glawson, Hopkins, Ingwalson, Peavy, Waldrip.

The faculty of the Nursing Education Department believes that the education of nurses is best accomplished in a college setting, combining courses from the humanities, biological sciences and behavioral sciences with nursing courses. It is further felt that students learn best when moving from that which is most familiar to that which is least familiar. To this end, the nursing courses are planned to move from the normal functions of the body and mind to the abnormal, with emphasis placed on nursing intervention which encourages a return to normal or discourages further pathology.

It is the objective of this faculty to prepare students who, upon completion of the prescribed courses, will be able to:

1. provide care for patients with common recurring nursing problems;
2. assess nursing needs and apply standard methodology in planning and giving patient care;
3. use types of nursing intervention which have predictable results;
4. plan nursing care for groups of patients;
5. assume responsibility for directing lesser prepared personnel in giving nursing care;
6. utilize appropriate resources in planning and implementing patient care;
7. assume the responsibility for their own continuing education and professional development.

The nursing curriculum is designed to prepare its graduates to give direct patient care under supervision. In addition to the nursing courses given at the College, various hospitals and patient care facilities in the Middle Georgia area are used for clinical teaching. Courses in the natural sciences, social sciences, and the humanities round out the curriculum.

The educational program may be completed in six quarters, with the graduate being awarded an Associate in Science in Nursing degree. Graduates of this program are eligible to take the State Board Examination for licensure to become registered nurses. This program is fully approved by the Board of Examiners of Nurses for Georgia. It is also fully accredited by the National League for Nursing.

All general college fees apply. The nursing student should be prepared to meet the additional costs of the following items:

Uniforms (1st year);
 Liability Insurance;
 Nursing Pin (at graduation);
 Transportation to Macon and/or Dublin for clinical experience during the program.

Courses in Nursing Curriculum

Nursing	56 hours
Biology	15 hours
English	10 hours
Psychology	5 hours
Sociology	5 hours
Home Economics	3 hours
Physical Education	3 hours
Education	5 hours
	<hr/>
	102 hours

In addition to the above, students are required to meet the legislative requirements for American History and Political Science page 54, and to pass the Regent's Junior English Examination (see page 56).

NURSING

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.

101.* FUNDAMENTALS OF NURSING (5-9-8) F

Basic "fundamentals" plus normal pre-natal care, growth and development; developmental tasks for all ages and beginning communication.

130. PHYSICAL AND MENTAL ILLNESS I. (5-9-8) W

Continuation of Nursing 101 including beginning physical and mental illness for all ages.

140. PHYSICAL AND MENTAL ILLNESS II. (5-9-8) S

Continuation of Nursing 130 including labor and delivery and post-partum care with emphasis on practice in problem-solving.

202. PHYSICAL AND MENTAL ILLNESS III. (5-9-8) F

Continuing physical and mental illness for all ages including complications of pregnancy, with emphasis on decision-making.

*Selected students with previous nursing education may validate Nursing 101 by written and practical examinations.

230. PHYSICAL AND MENTAL ILLNESS IV. (6-12-10) W

Continuation of Nursing 202.

240. ORGANIZATION AND INTEGRATION OF HEALTH CARE. (6-24-14)S

Transition from classroom to job, history of nursing, trends in nursing, legal aspects, community health and an overview of specialty nursing areas such as coronary care and leadership skills.

Policies for Associate Degree Nursing Students

1. Admission to the college does not necessarily mean that the student will be admitted into the nursing program.
2. Applicant must have a predicted grade point average (P.G.A.) of 2.0 or above to be accepted.
3. Applicant must have taken the SAT and acquired a minimum total of 750, with a minimum of 360 verbal score.
4. If applicant scores below 350 on the SAT in Math he/she must take one course in Mathematics *before* entering the program.
5. An applicant without a high school average, who has a total SAT of less than 750 with a verbal score of less than 360 are required to complete one full academic year and achieve a GPA of 2.0 before entering the nursing program.
6. Applicant must have taken high school or basic college chemistry in order to enter the nursing curriculum.
7. Health records must be received before the applicant is allowed to register for a nursing course.
8. An official birth certificate or other valid proof of birth date and legal name must be received before the student is allowed to register for a nursing course.
9. A grade of C is the minimum requirement for the successful completion of each nursing course. The student may repeat one nursing course failed, but may repeat it only once and may not repeat another nursing course failed.
10. An over-all grade point average of 2.0 is necessary for promotion to the second year of the nursing program.
11. Transfer students and any student wishing to re-enter the nursing program must have a GPA of 2.0.

Nursing students are responsible for providing their own transportation to the various clinical facilities.

In addition to the two-year program which may be completed on this campus, Georgia College cooperates with the four-year nursing program at the Medical College of Georgia School of Nursing, Augusta, by offering the first year of their baccalaureate program on this campus.

MENTAL HEALTH

Kenneth F. Jasnau, Director

Yvonne E. Brooks, Mental Health Specialist

The Mental Health Program is designed to assist the student to acquire and develop helping skills and training for Human Service Workers as generalists. This will be accomplished by didactic classroom presentations, the use of interpersonal laboratories, both in and outside the classroom, coupled with field experience which will include observation and episodes of learning throughout the sequence. The program includes basic knowledge of human behavior, understanding of social problems, skills in communication and problem solving processes, and a thorough knowledge of human resources and service delivery systems.

A major aspect of the curriculum is to provide opportunities for further education in order to utilize the career ladders of the Human Resources Department. The functional roles for which students will be trained include: administration, advocate, assistant to specialist, behavior changer, care giver, community planner, consultant, data manager, evaluator, outreach worker, referral agent, and teacher-educator.

Admission Requirements

Prospective *majors* must have a personal interview and satisfactorily complete the screening process which helps determine the individual's potential in providing human services, in addition to the regular college requirements.

Required curriculum courses—43 Hours

English 101	History 111
English 102	Biology 123
Sociology 101	Health 201
Political Science 101	Psychology 201
HPER at least 3 hours of activities	

Required Mental Health Curriculum—45 Hours

Mental Health 101, 102, 103, 104, 201, 202 and 203.

Mental Health 101 and 102 may be chosen as electives by Psychology, Sociology, Home Economics, Nursing and HPER majors. The remaining five courses are for *Majors Only* and must be taken in sequence.

Elective Options—25 Hours

- A. Those students planning to terminate their educational process with the Associate Degree may choose elective courses in consultation with the Advisor.
- B. Those students planning to obtain a Bachelor's Degree in the future, may select courses to complete the required core curriculum of the college.

MENTAL HEALTH

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.

101. ORIENTATION TO MENTAL HEALTH FIELD. (5-0-5) F

Orientation to the field of mental health, history, trends; concepts of human behavior; scope of mental illness and mental health; observational skills.

102. INTERPERSONAL RELATIONSHIPS AND COMMUNICATION TECHNIQUES. (4-VAR-5) W

Techniques of interviewing; establishing interpersonal relationships with clients, and other mental health workers; techniques of organizing groups and skills in leading and conducting groups; a systems approach to an understanding of the family in relation to larger systems such as service delivery systems or whole communities.

103. INTERPERSONAL RELATIONS LAB AND INTRODUCTION TO AGENCIES. (3-Var.-5) S (Majors Only)

Basic teaching and consultation skills; skill in information gathering, evaluating, diagnosing and planning treatment, intervention or action, and an introduction to community resources and services rendered.

104. PRACTICUM. (0-40-15) Su (MAJORS ONLY)

One quarter field experience - placement in community agencies with participation in all the activities of the general staff, including base conferences, individual and group supervision, and general staffing of clients. Supervision will be under the direction of staff member appointed by agency and a responsible faculty member who will make frequent agency visits, confer with students and agency personnel and observe students in clinical setting.

201(F), 202(W), 203(S). (Var-5) each (MAJORS ONLY) FIELD EXPERIENCE WITH SOME DIDACTIC MATERIALS AT APPROPRIATE INTERVALS. (A DIFFERENT SETTING EACH QUARTER.)

201. The recording and reporting of clinical information; community organization skills and techniques; and major emphasis on communication skills and interpersonal relationships and on the problem-solving process utilizing case materials prepared by the student in field placement. F

202. Advanced interpersonal relationships lab; the role of advocacy in the helping professions; methods of treatment utilized by various professional disciplines; similarities and differences; administrative, management, and supervisory methods and techniques. W

203. Professional ethics and values basic to the helping professions; the role of the mental health worker now and in the future; job opportunities; professional problems seminar—organized and conducted by students utilizing faculty as consultants; advanced interpersonal relationships lab continued. S

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GEORGIA COLLEGE

The Administration

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

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

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

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

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

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

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

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

EVERETTE N. HONG, A.B., Ph.D.
Director of Graduate Studies

T. LLOYD CHESNUT, B.S., M.S., Ph.D.
Director of Research Services

ROBERT L. WATKINS, B.B.A., M.B.A.
Director of Services and Administrator, Robins Resident Center

DIRECTORY OF CORRESPONDENCE

Requests for specific information should be directed as follows:

College policy	<i>President</i>
Academic programs and courses of study	<i>Dean of the College</i>
Graduate programs	<i>Director of Graduate Studies</i>
Student problems and permissions	<i>Dean of Students</i>
Records, transcripts, and catalogues	<i>Registrar</i>
Application for admission	<i>Director of Admissions</i>
Financial and business matters	<i>Comptroller</i>
Public relations	<i>Director of Public Relations</i>
Scholarships and loans	<i>Director of Financial Aid</i>
Student employment	<i>Director of Financial Aid</i>
Alumni affairs	<i>Director of Alumni Affairs</i>
Home study program	<i>Secretary</i>
Placement Service	<i>Director of Placement</i>

The official address of the college is:

Georgia College
Milledgeville, Georgia 31061

Telephone calls are received between 8:00 AM—7:30 PM Mon.—Fri. and 8:30 AM—Noon, Sat. by the college switchboard. (912) 453-5187. GIST: 324-5187

FACULTY

(Year in parentheses is year of first appointment at Georgia College.)

J. WHITNEY BUNTING, *President and Professor of Economics* (1968)

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

WILLIAM C. SIMPSON, *Dean of the College and Professor of Physics* (1972)

A.B. (Mercer University), M.S. (University of Kentucky), Ph.D. (University of Virginia)

EDITHGENE SPARKS ABBOTT, *Associate Professor of Education* (1970)

B.S.Ed. (Oglethorpe University), M.Ed. (Emory University), Ed.D. (University of Georgia)

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

B.S. (Berry College), M.S. (University of Tennessee), Ed.S. (University of Georgia)

JOHN VINCENT ALIFF, *Assistant Professor of Biology* (1968)

B.S., M.S. (Marshall University), Ph.D. (University of Kentucky)

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

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

ROBERT LLOYD ANDERSON, *Assistant Professor of Business Administration and Economics* (1973)

B.A. (Roanoke College), M.B.A., Ph.D. (University of Texas)

THOMAS F. ARMSTRONG, *Assistant Professor of History* (1974)

B.A., M.A. (University of Colorado), Ph.D. (University of Virginia)

JANET BOWDEN ASHFIELD, *Instructor in Nursing Education* (1974)

B.S. (Medical College of Georgia)

DAVID GENE BAARDA, *Professor of Chemistry* (1964)

A.B. (Central College), M.S., Ph.D. (University of Florida)

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

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

JACK DAVID BATSON, *Associate Professor of Biology* (1968)

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

MARY ROSE BAUGH, *Assistant Professor of Education* (1969)

B.S. (University of Georgia), M.Ed. (University of Maryland)

FREDERIC J. BAUMGARTNER, *Assistant Professor of History* (1972)

B.A. (Mount St. Paul College), M.A., Ph.D. (University of Wisconsin)

CHARLES E. BEARD, *Director of the Library and Associate Professor of Library Science* (1971)

A.B. (University of Alabama), M.S.L.S. (Florida State University)

GERALD CHARLES BECHAM, *Assistant Director of the Library and Associate Professor of Library Science* (1970)

A.B. (LaGrange College), M.Ln. (Emory University)

ROSEMARY EDITH BEGEMANN, *Assistant Professor of History* (1974)

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

MARIBEL BENTON, *Associate Professor of Music* (1954)

B.M., M.M. (Cincinnati Conservatory of Music)

KAYE G. BLOODWORTH, *Instructor in Business Administration* (1974)

B.S., M.Ed. (Georgia College)

JOHN A. BRITT, JR., *Professor of Education* (1963)

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

YVONNE E. BROOKS, *Mental Health Specialist* (1973)

A.B. (Paine College), M.S.W. (Atlanta University)

DOROTHY D. BROWN, *Instructor in Art* (1974)

B.S. Ed., M.S.T. (Georgia Southern College)

O.WAYNE BYRAM, *Instructor in Sociology* (1971)

B.S., M.A. (Mississippi State University)

SLOAN D. CALDWELL, *Assistant Professor of Biology* (1969)

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

MARCIA HAYES CARNES, *Assistant Professor of Modern Foreign Languages* (1966)

A.B. (Smith College), M.Ed. (University of Georgia)

HUGH W. CHEEK, *Assistant Professor of Psychology* (1954)

A.B. (Mercer University), M.A. (University of Kentucky)

THOMAS LLOYD CHESNUT, *Associate Professor of Biology* (1972)

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

WILLIAM W. CHILDERS, *Assistant Professor of History and Political Science* (1969)

B.S. (Southwest Texas State College), M.S. (Utah State University)

MARY B. COLLINS, *Instructor in Nursing Education* (1973)

R.N. (St. Vincent's Hospital N.Y.C.), B.S. (Medical College of Georgia)

MARY M. COOK, *Assistant Professor of Nursing Education* (1969)

B.S.N. (The Winston-Salem Teachers College), M.S. (University of Maryland)

- DAVID J. COTTER, *Professor of Biology* (1966)
B.S., A.B., M.S., (University of Alabama), Ph.D. (Emory University)
- WAYNE R. COUSSENS, *Assistant Professor of Psychology* (1974)
B.A. (Wake Forest University), M.A., Ph.D. (University of Mississippi)
- R. LINTON COX, JR., *Registrar and Director of Admissions*
A.B., M.A. (Emory University)
- CHARLES PACK DANIEL, *Associate Professor of Biology* (1967)
B.S. (Furman University), M.A. (University of North Carolina), M.S. (Emory University)
- TERRY NASH DEAL, *Professor of Home Economics* (1972)
B.S.H.E. (Women's College, University of North Carolina), M.S., Ph.D. (University of North Carolina at Greensboro)
- HARRIETTE L. DONAHOO, *Associate Professor of Health, Physical Education, and Recreation and Assistant Dean of Students* (1964)
B.S. (University of Montevallo), M.A. (Columbia University)
- JANICE E. DONAHUE, *Instructor in Library Science and Senior Cataloguer* (1973)
B.A., M.S. (Florida State University)
- BOBBY JOE DOOLEY, *Professor of Business Administration and Economics* (1968)
B.S.A. (Auburn University), M.B.A., Ed. D. (University of Georgia)
- CONRAD EDWARD DOUGLAS, *Assistant Professor of Music* (1970)
B.Mus. (National University of Ireland), M.Mus. (University of Illinois)
- CATHERINE M. DUPREE, *Assistant Professor of Home Economics* (1972)
B.S., M.Ed. (Georgia College), Ed.S. (University of Georgia)
- VASSILIS C. ECONOMOPOULOS, *Assistant Professor of Sociology* (1973)
B.A. (Pantios-Greece), M.S. (Florida State University)
- WILLIAM L. EDDINS, *Comptroller*
B.S. (Concord College), M.A. (West Virginia University)
- J. DALTON EDDLEMAN, *Assistant Professor of Speech and Drama*. (1968)
A.B. (Harding College), M.A. (Memphis State University)
- LARRY ELOWITZ, *Assistant Professor of Political Science and Public Administration* (1972)
B.Ed., M.A. (University of Miami), Ph.D. (University of Florida)
- DORIS A. D. ENGERRAND, *Associate Professor of Business Administration* (1971)
B.S. (North Georgia College), M.B.E., Ph.D. (Georgia State University)

- CYNDA L. EWING, *Instructor in Nursing Education* (1974)
B.S.N. (Baylor University)
- DENNY RAY EWING, *Assistant Professor of Business Administration and Economics* (1973)
B.A., M.B.A. (Baylor University)
- LEWIS T. FARMER, JR., *Associate Professor of Mathematics* (1964)
B.S. (Naval Postgraduate School), M.A.T. (Duke University)
- MARY KEY FERRELL, *Associate Professor of English* (1955)
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- WILLIAM THOMAS FOGARTY, *Assistant Dean of Students and Instructor in Health, Physical Education and Recreation* (1972)
B.S. (Georgia College), M.Ed. (University of Georgia)
- LAWRENCE E. FRANKS, *Assistant Professor of Economics* (1975)
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- JEROME D. FRANSON, *Assistant Professor of Education* (1972)
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- RICHARD LLOYD FULLER, *Associate Professor of Business Administration and Economics* (1967)
B.Sc.B. (Ohio State University), M.B.A. (Harvard University)
- EDWARD F. GAETZ, *Assistant Professor of Business Administration and Economics* (1973)
B.S.N. (University of Washington), M.S. (Air Force Institute of Technology)
- GEORGE H. GAINES, *Professor of Art* (1959)
B.F.A., M.Ed. (University of Georgia)
- FLORIDE MOORE GARDNER, *Professor of Education* (1964)
B.S. (Georgia College), M.S. (University of Tennessee), Ph.D. (New York University)
- DICK L. GEORGE, *Professor of Mathematics* (1968)
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- CAROLYN CURRIE GETTYS, *Dean of Students*
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- WENDY C. GLAWSON, *Instructor in Nursing Education* (1971)
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- HERBERT C. GLOVER, *Associate Professor of Education* (1968)
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- RHETTA S. GOEBEL, *Assistant Professor of Home Economics* (1973)
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- LAURA L. GOLDEN, *Assistant Professor of Health, Physical Education, and Recreation* (1973)
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- HILDA S. GONZALEZ**, *Professor of Mathematics* (1969)
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- JAIME J. GONZALEZ**, *Professor of Modern Foreign Languages* (1969)
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- SARAH ELLEN GORDON**, *Assistant Professor of English* (1973)
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- GEORGE ROBERT GREENE**, *Assistant Professor of Business Administration and Economics* (1974)
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- JEAN M. GUITTON**, *Professor of Modern Foreign Languages* (1962)
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- WILLIAM IVY HAIR**, *Fuller E. Callaway Professor of Southern History* (1973)
B.A., M.A., Ph.D. (Louisiana State University)
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- JANICE AILENE HARDY**, *Associate Professor of Art* (1965)
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- JOHN P. HARGADEN**, *Assistant Professor of Chemistry* (1968)
B.Sc. (General), B.Sc. (Special) (University College), M.Sc. (Trinity College), Ph.D. (National University of Ireland)
- ANNE HARMAN**, *Technical Services Librarian and Assistant Professor of Library Science* (1971)
A.B. (LaGrange College), M.S. (Florida State University)
- ALDA A. HARPER**, *Associate Professor of Education* (1974)
A.B. (Wesleyan College), M.Ed., Ph.D. (University of Maryland)
- RALPH WILLIAM HEMPHILL, JR.**, *Assistant Dean of the College and Associate Professor of Political Science and Public Administration* (1968)
A.B., M.A., Ph.D. (University of Mississippi)
- HARVEY JACKSON HEWETT, JR.**, *Assistant Professor of Business Administration* (1974)
B.A. (University of Texas at Austin), M.B.A., Ph.D. (University of Houston)
- LAURA TRAPNELL HILLMAN**, *Assistant Professor of Music* (1965)
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- VICTOR H. HOBBS**, *Assistant Professor of Education* (1974)
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EVERETTE N. HONG, *Director of Graduate Studies and Professor of Business Administration and Economics* (1969)

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THERESA HOPKINS, *Instructor in Nursing Education* (1974)

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GRACE ANN INGWALSON, *Instructor in Nursing Education* (1974)

B.S. (Cornell University—New York Hospital School of Nursing)

SAM E. JAMES, *Assistant Professor of Health, Physical Education, and Recreation* (1972)

B.A. (University of Tulsa), M.A. (University of Iowa), Ed.D. (North Texas State University)

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WILLIAM H. LAMB, JR., *Associate Professor of Physics* (1968)

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MARCIA B. LEE, *Instructor in Medical Technology* (1973)

B.S. (Georgia Southern College), M.T. (A.S.C.P.)

MARY WHITE LEYDA, *Associate Professor of Education* (1958)

A.B.Ed., M.Ed. (University of Georgia)

J. GORDON LONG, *Assistant Professor of Business Administration and Economics* (1969)

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

JOHN H. LOUNSBURY, *Professor of Education* (1960)

A.B. (Stetson University), M.A., Ed.D. (George Peabody College for Teachers)

JO-ANN P. McCRARY, *Instructor in Medical Technology* (1975)

B.S. (Bennett College), M.T. (A.S.C.P.)

DONALD MARSHALL MCKALE, *Associate Professor of History* (1970)

B.S. (Iowa State University), M.A. (University of Missouri), Ph.D. (Kent State University)

MARILYNNE S. McLAUGHLIN, *Instructor in Education* (1972)

B.S. (Florida State University), M.Ed. (Georgia College)

JAN EDMUND MABIE, *Assistant Professor of Political Science and Public Administration* (1973)

A.B. (University of Rochester), M.A. (Washington University)

EDWARD RONALD MARCIN, *Assistant Professor of Business Administration and Economics* (1973)

B.A. (Aquinas Institute), M.A. (Loyola University), M.B.A. (University of Dallas)

DOROTHY H. MARTIN, *Assistant Professor of Education* (1974)

B.A. (Erskine College), M. Ed. (University of Florida), Ed. S. (University of Georgia)

GEZA MARTINY, *Assistant Professor of Health, Physical Education, and Recreation* (1973)

Diploma (College of Physical Education), T.T.D. (University of Physical Education)

JOANNE WALKER MAYBERRY, *Assistant Professor of Mathematics* (1966)

A.B. (Duke University), M.Ed. (Georgia College)

RUTH MAYNARD, *Professor of Home Economics* (1941)

B.S., M.S. (University of Georgia)

DAVID G. MEAD, *Assistant Professor of English and Speech* (1971)

A.B. (Florida State University), M.A. (University of Florida)

CLAUDE R. MILLER, JR., *Assistant Professor of Psychology* (1971)

A.B. (Augusta College), M.S., Ph.D. (University of Georgia)

DORIS P. MOODY,* *Instructor in Biology* (1969)

B.S. (University of Georgia), M.S. (Medical College of Georgia)

WILLIAM W. NISH, *Professor of Psychology* (1970)

A.B. (Maryville College), M.A. (University of California, Los Angeles), Ph.D. (Washington State University)

JO ANNE NIX, *Assistant Professor of Art* (1971)

B.A. (Agnes Scott College), M.F.A. (University of Georgia)

JEAN OSBORNE, *Associate Professor of Health, Physical Education, and Recreation* (1963)

B.S. (Appalachian State University), M.Ed. (University of North Carolina at Greensboro)

JUANITA L. PEAVY, *Instructor in Nursing Education* (1974)

R.N. (Georgia Baptist Hospital), B.S. (Medical College of Georgia)

JAMES ANDREW PETERSON, JR., *Instructor in Health, Physical Education, and Recreation* (1974)

B.S. (Erskine College), M.S.T. (Georgia Southern College)

DOROTHY E. PITMAN, *Professor of Sociology* (1964)

A.B. (Mary Hardin-Baylor College), M.A., Ph.D. (University of North Carolina)

*Part-time

- BETTY L. POINDEXTER, *Professor of Health, Physical Education, and Recreation* (1963)
B.S., M.A., Ph.D. (Texas Woman's University)
- CHARLES M. RANKIN, *Assistant Professor of English* (1969)
A.B. (Harvard University), M.A.T. (Emory University)
- ROBERT J. RICHARDSON, *Head, Public Services and Assistant Professor of Library Science* (1971)
A.B. (West Georgia College), M.L.S. (Florida State University)
- DONALD J. ROUK, *Assistant Professor of Business Administration and Economics* (1972)
B.S., M.S. (Oklahoma State University), C.P.A.
- JOHN EMERY SALLSTROM, *Professor of Philosophy and Religion* (1967)
A.B. (Elmhurst College), B.D. (Union Seminary), Ph.D. (Duke University)
- MARLIN C. SANDERS, *Professor of Education* (1961)
A.B. (University of Georgia), M.S. (University of Tennessee), Ed.D. (Florida State University)
- THOMAS JEROME SCOTT, *Assistant Professor of Mathematics* (1972)
B.A., M.S. (Mississippi State University), Ph.D. (University of Georgia)
- FLOYD VOYNE SOUTER, *Assistant Professor of Education* (1972)
B.S.E. (Henderson State), M.Ed., Ed.D. (University of Georgia)
- JOSEPH F. SPECHT, *Professor of Business Administration* (1949)
B.S., M.S. (North Texas State University), Ed.D. (New York University)
- GWENDOLYN C. STANFORD, *Assistant Professor of English* (1969)
A.B. (Winthrop College), M.A. (University of North Carolina)
- LEDYARD S. STAPLES, II, *Assistant Professor of Health, Physical Education, and Recreation* (1974)
B.A. (Wake Forest University), M.A.T. (University of North Carolina), Ed.D. (University of Georgia)
- MARTHA S. STAPLES, *Assistant Professor of Home Economics* (1972)
B.S. (Georgia Southern), M.Ed. (Georgia College), Ed.S. (University of Georgia)
- GERALD A. STARR, *Assistant Professor of Political Science and Public Administration* (1974)
B.B.A., M.A.P.A. (University of Oklahoma)
- DAVID JOHN STASZAK, *Assistant Professor of Biology* (1972)
B.S., M.S., Ph.D. (Iowa State University)

- M. CATHERINE SUMMERLIN, Assistant Professor of Nursing Education (1969)**
 B.S.N. (Medical College of Georgia), M.Ed. (University of Georgia), M.S.N. (Medical College of Georgia)
- STEPHEN R. TARR, Assistant Professor of Music (1974)**
 B.A. (University of Wales), M.A. (Washington State University)
- MARY BARBARA TATE, Assistant Professor of English (1960)**
 A.B., M.Ed. (Georgia College)
- JOYCE LEVONNE TAYLOR, Assistant Professor of Health, Physical Education, and Recreation (1968)**
 B.S. (Alabama College), M.A. (University of Alabama)
- ORVILLE W. TAYLOR, Professor of History (1969)**
 A.B. (Ouachita Baptist University), M.A. (University of Kentucky), Ph.D. (Duke University)
- JAMES C. THOMPSON, Assistant Professor of Recreation (1974)**
 B.S.F., M.S. (University of Georgia)
- JACK N. THORNHILL, Professor of Business and Economics (1972)**
 A.B. (Wittenberg University), M.Litt. (University of Pittsburgh), Ph.D. (Louisiana State University)
- FRANCES TURNER THORNTON, Assistant Professor of English (1957)**
 B.S. (Georgia College), M.S. (Emory University)
- CATHERINE EVERETT THURSTON, Assistant Professor of Education (1970)**
 B.S., M.Ed., Ed.S. (Georgia College)
- JOHN R. TIMMERMAN, Professor of English (1969)**
 A.B. (Furman University), M.A. (Duke University), Ph.D. (University of Texas)
- CLYDE B. TIPTON, Assistant Professor of Music (1974)**
 B.M., M.M. (Westminster Choir College)
- GRACE HARRIS TURNER, Assistant Professor of Home Economics (1974)**
 B.S., M.S. (Auburn University)
- LUCY UNDERWOOD, Associate Professor of Music (1961)**
 B.M.E. (University of Montevallo), M.M. (University of Michigan)
- MARY ELIZABETH VENABLE, Associate Professor of Home Economics and Education (1966)**
 A.B. (Emory University), M.A. (State University of Iowa)
- JOSEPH FRANCIS VINCENT, Professor of Chemistry (1946)**
 B.S. (Auburn University), M.A., Ph.D. (Ohio State University)
- CARL VINSON, Honorary Professor of Political Science and Public Administration (1974)**
 J.D. (Mercer University)

- FRANK B. VINSON, *Assistant Professor of History* (1969)
A.B. (Emory University), Ph.D. (University of Georgia)
- EDWARD E. WAALI, *Assistant Professor of Chemistry* (1972)
B.S. (University of Washington), Ph.D. (University of Wyoming)
- MARTHA JO WALDRIP, *Instructor in Nursing Education* (1974)
B.S.N. (Baylor University School of Nursing)
- H. WAYNE WALTERS, *Assistant Professor of Modern Foreign Languages* (1969)
A.B. (Shorter College), M.A. (University of Alabama)
- MARTHA HELEN WALTON, *Professor of Health, Physical Education, and Recreation* (1967)
B.S. (Auburn University), M.A. (Colorado State College), Ph.D. (University of Southern California)
- MARTHA GALE WANSLEY, *Instructor in Special Studies* (1974)
A.B., M.Ed. (Mercer University)
- JAMES DAVID WATKINS, *Instructor in Music* (1972)
B.Mus., M.Mus. (New England Conservatory)
- ROBERT LAMAR WATKINS, *Assistant Professor of Business Administration and Economics* (1972)
B.B.A., M.B.A. (University of Georgia)
- ALEX S. WAWRZNIAK, *Associate Professor of Education* (1974)
B.S., M.Ed. (Loyola University), D.Ed. (University of Alabama)
- AVRIL MAXINE WELLS, *Assistant Professor of Education* (1967)
B.F.A. (University of Georgia), M.Ed., Ed.S. (Georgia Southern College)
- ROBERT W. WILDMAN, *Associate Professor of Psychology*
B.S., Ph.D. (Western Reserve University)
- HARRIETT L. WHIPPLE, *Associate Professor of Biology* (1968)
B.S. (Furman University), M.S. (Clemson University), Ph.D. (University of North Carolina)
- ELAINE CURRY WIGGINS, *Instructor in Education* (1972)
B.S., M.Ed. (Georgia College)
- JAMES LEE WILLOUGHBY, *Assistant Professor of Music* (1969)
B.M., M.M.Ed. (University of Georgia), Spec. in Music Ed. (University of Illinois)
- KAY KING WILLOUGHBY, *Instructor in Special Studies* (1974)
B.S. Ed., M. Ed. (Georgia College)
- ROBERT FREDERICK WOLFERSTEIG, *Professor of Music* (1965)
B.M. (Cincinnati Conservatory of Music), M.M. (Westminster Choir College), Mus.D. (Indiana University)
- NENA G. WORD, *Instructor in Home Economics* (1969)
B.S. (University of Georgia), M.Ed. (Georgia College)

THE LIBRARY

Charles E. Beard, M.S. in L.S.
Gerald C. Becham, M.Ln.
Lutrell Brown
Becky C. Davidson, B.S.
Janice Donahue, M.S. in L.S.
Nancy G. Dyer, A.B.
Anne L. Harman, M.S. in L.S.

Betty J. Howell
Joyce A. Keller, M.Ln.
Glenda R. McCoy
Rosalie S. Moss, A.B.
Robert J. Richardson, M.S. in L.S.
Lula M. Smith

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Aurelia M. Dykes	Financial Aid and Placement
Nelly H. Gilbert	Education Department
Thelma T. Dixon	Health, Physical Education, and Recreation
Edna Garrett	Home Economics
Hoyle D. Giles	Food Services
Hilda Thompson	Procurement
Carolyn Young	Inventory Control
Mildred C. Stembridge	Physical Plant
Linda Evans	Physical Plant
Lula M. Smith	Library

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William L. Eddins, M.A.	Comptroller
Betty H. Scott	Administrative Assistant

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Wayne A. Monroe, Jr., M.A.	Assistant Comptroller
Barbara A. Cheeves	Programmer
Rebecca R. Hodges	Cashier
Connie Garrett	Bookkeeper
Patricia Jackson	Payroll
Kay Johnson	Bookkeeper

COMPUTER CENTER

Edward M. Spencer, B.S.	Director
Virgil McIntyre, M.S.	Manager

PROCUREMENT

Wilmot J. Kinns	Director
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Ronald M. Harley *Director*
 Walter B. Peeler *Assistant Director*

BOOKSTORE

Robert E. Thrower *Manager*

SERVICE AREA

John H. Tollison *Chief of Security*
 Rachel M. Hood *Duplicating*
 Betty Hodges *Mail Room*
 Billy G. Wood *Manager, College Center and Inventory Control*
 Robert Kines *Central Stores*
 Sybil Hooks *Switchboard Operator*

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2. Parkhurst Staff Apts.
3. Home Management House
4. Wells Hall - Women
5. Stanford Hall - Women
6. Napier Hall - Men's Wing
7. Napier Hall - Women's Wing
8. New Dorm - Women
9. Honors Dorm - Women
10. The Mansion - President's Home
11. Ennis Hall - Academic
12. Maxwell Hall - College Center
13. Parks Hall - Administration and Academic

14. Lanier Hall - Academic
15. Language Hall - Academic
16. Education Bldg. - Academic
17. Ina Dillard Russell Library
18. Chappell Hall - Academic
19. Russell Auditorium
20. Atkinson Annex - College Services
21. Atkinson Annex - College Services
22. Terrell Hall - College Services
23. Terrell Annex - College Services
24. Bell Dorm - Women
25. Bell Annex - Women
26. Porter Fine Arts - Academic
27. Health, P. E. - Academic

28. Parks Infirmary
29. Berson Hall - Men
30. Prebody Lab School
31. Nursery School
32. Merty Annex - Academic
33. Merty Hall - Academic
34. Annals House - Green House
35. Staff Dwelling
36. Staff Dwelling
37. Miller Hall - Academic
38. Miller Court - Physical Plant and Staff Apts.
39. Vehicle Maintenance Shed and Yard

