No person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by North Georgia College.

NORTH GEORGIA COLLEGE IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION
For clarification of or additional information about any part of this book, please contact the Director of Graduate Studies, North Georgia College, Dahlonega, Georgia, 30533 or 404-864-3391.
GRADUATE CALENDAR, 1976–78

Fall Quarter, 1976
September 2  Last day for new students to file applications for Fall Quarter, 1976.
September 22 Registration.
September 23 Classes begin.
October 1  Final day to register for Comprehensive exam given Fall Quarter.
November 20  Comprehensive Examination.
November 24 Thanksgiving Recess (Noon).
December 6–8  Final Examinations.
December 9  Final Grade Reports Due.

Fall Quarter, 1977
September 1
September 21
September 22
October 3
November 19
November 24
December 5–6
December 8

Winter Quarter, 1977
January 3  Registration/First day of classes.
January 7  Final day to register for Comprehensive exam given Winter Quarter.
March 5  Comprehensive Examination.
March 14  Final examinations begin.
March 17  Final Grade Reports Due.

Winter Quarter, 1978
January 3
January 6
March 4
March 14
March 17

Spring Quarter, 1977
March 23  Registration/First day of classes.
April 1  Final day to register for Comprehensive exam given Spring Quarter.
May 7  Comprehensive Examination.
May 29  Commencement.
May 30  Review Day.
May 31  Final examinations begin.
June 3  Final Grade Reports Due.

Spring Quarter, 1978
March 27
April 3
May 6
June 4
June 5
June 8

Summer Quarter, 1977
June 20  Registration/First day of classes.
June 24  Final day for changing schedules.
July 1  Final day to register for Comprehensive exam given Summer Quarter.
July 4  Independence Day.
July 23  Comprehensive Examination.
August 12  Final examinations begin.
August 15  Final Grade Reports Due.

Summer Quarter, 1978
June 19
June 23
June 30
July 4
July 22
August 11
August 12
GENERAL INFORMATION

History

North Georgia College was founded in 1873 as a liberal arts college for men and women. It is a state supported senior unit of the University System of Georgia under the direction of the State Board of Regents. It is located in Dahlonega, Georgia, on the site of the original U.S. Government Gold Mint. Dahlonega, a town of about 3,000 people, is located in the foothills of the beautiful Blue Ridge Mountains—70 miles and 1½ hours north of Atlanta via U.S. 19, or I-85 and Georgia 60 through Gainesville.

North Georgia College was approved by the Board of Regents of the University System of Georgia to initiate a graduate program for teachers in June, 1974. This approval followed a four-year period of service by the College as a resident graduate center for the University of Georgia. In its approval, North Georgia College was authorized to offer the Master of Education degree in the areas of Early Childhood Education, Elementary Education, Secondary Education, and Special Education.

Statement of Purpose

The objectives of the program are directly related to the goals of North Georgia College as stated in the statutes of the college. More specifically, the program is designed to provide preparation for teachers at the fifth year level, to equip superior graduate students for study at advanced levels, and to provide teachers who do not desire a graduate degree the opportunity to enhance their skills and knowledge. Any graduate of the program should be capable of sustained study, possess a relatively broad knowledge of the literature in his area of study, and possess a reasonable ability in research.

Accreditation and Memberships

North Georgia College, as a senior member of the University System of Georgia, is a fully accredited member of the Association of American Colleges, the Association of Military Colleges and Schools,
the Southern Association of Colleges, and the Association of Georgia Colleges. Its work in the field of education is recognized and accredited by the National Council for the Accreditation of Teacher Education and the Georgia State Department of Education. The quality of the training offered in all departments has long enjoyed national recognition. A significant number of its graduates attend graduate and professional schools; and just as significantly, perhaps, is the fact that many of its military graduates, as they move into active service, go to military graduate schools.

COLLEGE EXPENSES AND FEES

All fees are payable at the time of registration for each quarter. Registration is not complete until all fees have been paid. All matriculation and other charges are subject to change without notice. Payment may be made either in cash or by check. If a check given in payment of a student's fees, books, or supplies is not paid upon presentation to the bank on which it is drawn, the student will be charged the maximum service charge for late registration, which is $15.00 and a $5.00 bad check service charge.

Application Fee

ALL APPLICANTS to North Georgia College for graduate studies must submit a ten dollar ($10.00) Application Fee with their Application Form before the applicant will be given consideration as a prospective student. The Application Fee is non-refundable and will not apply toward the student’s registration fees.

Tuition

The University System of Georgia requires no general tuition fee of students who are legal residents of the State of Georgia, and there is no charge for instruction, except for certain courses requiring instruction on an individual and small-group basis.

Matriculation Fee—Resident Students

Each student is required to pay matriculation fees. A student who is a legal resident of the State of Georgia according to the regulations of
the Board of Regents of the University System of Georgia, and who has been a legal resident of the state for at least twelve months preceding the date of his registration must pay Resident Student fees. These fees are payable in advance at the beginning of each quarter:

Matriculation Fee  $181.00 per quarter
                      12.00 per quarter hour

**Matriculation and Tuition Fees—Non Resident Students**

Each student who has not been legally domiciled in the State of Georgia under the regulations of the Board of Regents for at least twelve months preceding the date of his registration shall pay at the beginning of each quarter the following matriculation and tuition fees:

Matriculation Fee  $145.00 per quarter
                      12.00 per quarter hour

Tuition—Out-of-State $238.00 per quarter
                      20.00 per quarter hour

Total  $383.00 per quarter
       32.00 per quarter hour

**Student Activity Fee**

A student activity fee of $21.00 is charged every student taking six or more hours each quarter. The opportunity for students to enhance their total college environment and more fully appreciate the esthetics of cultural, religious, social, and athletic participation is an integral part of a sound educational process. Student activity fees are utilized to provide cultural, social, and athletic programs for the entire student body. In addition, these fees provide financial support for student facilities at the College, guest speakers and lecturers, student publications, and similar projects which are available for the exclusive use of the students of North Georgia College.

**Student Health Fee**

A student health fee of $18.00 is charged every student taking six or more hours each quarter. The Infirmary is open for student use on a 24 hour a day basis and consultation with a physician is available daily.
Room and Board

Room and board is available at the following rates:

- **Room**: $162.00 per quarter
- **Board**: $210.00 per quarter

Room reservations can be made by submission of a $25.00 deposit.

Late Registrants

A student who fails to register during the period set aside for this purpose will be required to pay a $15.00 service charge for late registration.

Transcript Fee

A student who has discharged all financial obligations to North Georgia College is entitled to receive on request and without charge one transcript of his academic record. A charge of $1.00 will be made for each additional transcript. If supplementary work is taken at the college one additional transcript of the student’s total record will be furnished without charge.

Graduation Fee

Every student receiving a degree must pay a graduation fee of $15.00 to cover all expenses, including the rental of cap, gown, hood, and the cost of the diploma. Students may procure the necessary forms and pay the graduation fee at the Registrar’s office.

Refund of Matriculation Fees

Formal withdrawal must begin with a written approval from the Coordinator of Graduate Studies. At the time this approval is granted, specific instructions will be given for the student to complete his formal withdrawal. Any deviation from this procedure will be considered as an irregular withdrawal and will result in the forfeiture of the refund.

In the case of formal withdrawal, a refund of the Matriculation Fee may be made on the following basis:

1. Withdrawal during one week following the scheduled registra-
tion date; a refund of 80% of the Matriculation Fee paid for that quarter;
(2) Between one and two weeks, 60%;
(3) Between two and three weeks, 40%;
(4) Between three and four weeks, 20%;
(5) After four weeks, no refund.
No refund can be made on Activity or Health fees.
In case of withdrawal, a refund on board and room may be made on the number of full weeks remaining in the quarter.
In the case of excused absence, a refund on board, not room, may be given on that part of the student’s absence which is in excess of two weeks.

FINANCIAL AID

Graduate Assistantships

Assistantships are available in departments offering degrees. Stipends vary, depending upon services rendered. Students interested in such grants may obtain further information by writing the Dean of the College.

Residence Hall Directors

Hall director positions are periodically available to a very limited number of graduate students. Students awarded these positions receive compensation based upon work done and responsibilities. Detailed information regarding these positions can be obtained from: Ms. Katherine Hinz, Assistant Dean of Students North Georgia College Dahlonega, Georgia 30533

Loans and Part-Time Employment

North Georgia College participates in the National Defense Education Act Loan Program. Loan ceilings are $10,000 in the aggregate for graduate students (including any undergraduate loans). If the student enters the teaching field after college and teaches physically handicapped or children in a defined poverty area, 100% of the loan (plus interest) may be cancelled. Cancellation of the loan (plus interest)
takes place at the rate of 15% per year for the 1st and 2nd year, 20% per year for the 3rd and 4th year and 30% per year for the 5th year.

Part-time positions are available to graduate students. Those interested in loans or part-time employment may obtain detailed information by writing the Director of Financial Aid.

Teachers seeking state grants-in-aid should write: Consultant, In-Service Teacher Education, State Office Building, Atlanta, Georgia 30334.

Veterans Administration Benefits

North Georgia College welcomes the opportunity to assist former servicemen and women eligible for benefits under Public Law 894 or Public Law 550 and war orphans eligible for benefits under Public Law 634. The Office of Admissions provides an advisory service for students eligible for benefits under these laws.

Students planning to attend college under these laws should make application directly to the Veterans Administration for approval before entering school. Those entering school under the provisions of any one of these laws should have sufficient funds to finance themselves for one quarter or at least until payments begin arriving from the Veterans Administration (approximately two months). To avoid delays in getting checks, veterans should apply two months ahead of their expected registration date.

FACILITIES

Library

Stewart Library, completed in 1971, currently has approximately 106,500 volumes, more than 109,000 pieces of micro print, and a capacity of 150,000 bound volumes. Specialized facilities include reference and periodical sections, space for exhibits, conference rooms, typing rooms, listening and viewing rooms, a micro print viewing room and individual study carrels. Media include filmstrips, tapes, records, and films for student use. Stewart Library has been a U.S. Government Selective Depository Library since 1939.
Computer Facilities

At present, North Georgia College has direct access capabilities through five Model 33 terminals to the following:

- University of Georgia: CDC 6400
- Georgia State University: Spectra 70
- Georgia Institute of Technology: Univac 1108, Cyber 70

North Georgia College subscribes to a search and retrieval system for ERIC and CIJE through the University of Georgia. Effective Fall Quarter, 1976, North Georgia College will be receiving a SCIDATA Computer with stand-alone capabilities, in addition to its present facilities.

Instructional Media

The Department of Education maintains an Instructional Media Laboratory and a Video-tape Laboratory. The laboratories exist not only to provide audio-visual equipment, but has trained staff on hand to provide services and consultation in providing more effective means of instruction.
ADMISSION

Requirements

A person holding a bachelor’s degree from an accredited college or university may be admitted to one of the standings of the North Georgia College Graduate Studies Program. The applicant must submit transcripts from all institutions where he/she earned 30 or more quarter hours; satisfactory scores on the NTE or GRE and a medical report (form provided by North Georgia College).

Procedure

Application forms may be obtained from the Office of Graduate Studies or the College Admissions Office. The completed form with the $10.00 application fee, transcripts, test scores, and medical report should be returned to the Admissions Office, North Georgia College. All materials should be in the admissions office at least 20 days prior to the time of enrollment.

If an applicant cannot enter the Graduate Studies Program at the quarter indicated on the application form, he should inform the admissions office of his/her plans.

Admission to the Graduate Studies Program does not imply acceptance as a candidate for a Master’s Degree.

Standings

Applicants may be admitted to the Graduate Studies Program in one of the following standings.

A. Regular Standing—A student who has graduated from an accredited institution with a cumulative undergraduate GPA of 2.5 or above; GRE Score of 800 or above on the aptitude portion or NTE Score of 550 or above on the Common portion; adequate recommendations or references, and physically qualified.

B. Provisional Admission

1. The student must hold an undergraduate degree from an accredited college or university with an undergraduate major in, or prerequisite for, the planned field of study where applicable.

2. If a student fails to meet either the minimum undergraduate grade point average or entrance test requirements for regular admission, he/she may be considered for provisional admis-
sion if the undergraduate grade point average multiplied by 100, and added to the student’s score on the Common Examinations of the National Teacher Examinations equals 750, or if the grade point average multiplied by 100 and added to the student’s score on the Aptitude Test of the Graduate Record Examinations equals 1000. In no event may the undergraduate grade point average be less than 2.2, the score on the Common Examinations of the National Teachers Examinations be less than 450 or the score earned on the Aptitude Test of the Graduate Record Examination be less than 700.

3. Students may remain admitted on a provisional basis until they have attempted 15 hours of graduate work. If they satisfactorily complete the initial 15 hours of work with no grade of less than a “B”, they may be admitted to a degree program subject to approval by appropriate college/university officials.

NON-DEGREE STUDY

C. Post-Baccalaureate Admission (Definition: The student has applied for admission for the purpose of taking courses for certification or personal enrichment.)

1. A student in this category must have a baccalaureate degree from an accredited college with a minimum grade point average of 2.0 calculated on all undergraduate work attempted.

2. No more than 15 hours of credit earned in this category may subsequently be applied toward meeting the requirements of a master’s degree at an institution in the University System, provided that provisional or regular admissions are met. No credit earned in this classification may be applied to programs of study leading to the Specialist in Education degree.

D. Post-Graduate Admission (Definition: The student, holder of an earned graduate degree, has not applied for another degree program, but wishes to take work for certification or personal enrichment.)

1. Students in this category must have a graduate degree from an accredited college.

2. No more than 15 hours of graduate credit earned in this category may subsequently be applied toward meeting the requirements of a graduate degree at an institution in the University System. No credit earned in this classification
may be applied to the Specialist in Education degree programs.

Transfer

Students wishing to transfer into the Graduate Studies Program must become a degree seeking candidate and meet all the requirements of applicants for regular standing. He may offer in transfer, a maximum of 10 hours with grades of B or better from an accredited Graduate School. All work, including transfer credit, must be completed within a 6 year period. University of Georgia Resident Credit obtained on the North Georgia College campus may be transferred as Resident Credit until September, 1977. Such credit will be evaluated by the student’s Major Advisor & the Coordinator of Graduate Studies and applied toward the North Georgia College Graduate Degree as applicable.
Degree Requirements
REQUIREMENTS FOR GRADUATE DEGREES

Admission to Candidacy

Admission to candidacy may be granted to any regular graduate student when the following requirements have been met: (1) the student has completed at least 15 quarter hours of acceptable graduate work at North Georgia College; (2) he has filed an application for candidacy in the office of the Coordinator of Graduate Studies; (3) he has been recommended by his major department; (4) he has on file in the Graduate Office a program of study approved by his advisor, the appropriate department chairman, the Coordinator of Graduate Studies and the College Dean; and if applicable, an approved plan for thesis or research project.

A student seeking fifth-year teacher certification should furnish evidence that he is eligible for the Georgia T-4 Certificate.

The student must be admitted to candidacy not later than the seventh day of the last quarter in which he is enrolled. He and his advisor will be notified by the Coordinator of Graduate Studies when he has been admitted to candidacy.

Entrance Tests for Regular Standing

For any applicant one of the following tests is acceptable:
1. The Aptitude Test of the Graduate Record Examination with a minimum score of 800.
2. The National Teacher Examination with a score on the Common Examination of 550.

The Graduate Record Examination and the National Teacher Examination are offered several times a year at numerous testing centers in the United States and abroad.

Academic Performance

A graduate student must maintain a 3.0 or better grade point average. The record of any student receiving more than two C’s will be subject to review by an Ad hoc graduate review committee appointed by the Chairman of the Graduate Council and composed of no less than three members, two of whom shall come from the Department of Education.

There shall be two classifications for students who do not maintain a B average:
1. Academic Notice—when any student falls below a B average he will be placed on academic notice until the B average is attained. No student may become a candidate for the degree or take the comprehensive examination while on academic notice.

2. A student who receives two C's will be placed on probation. No student may be a candidate, or take the comprehensive examination while on probation.
   (a) If a student earns one F he is placed on probation.
   (b) When a student has received two F's or any three grades below B, he will be suspended from the degree program.
   (c) No grade below a C will be accepted toward a degree.

Program of Study

Prior to admission to candidacy for the Master of Education degree, the student and his advisor must prepare a formal Program of Study, which is submitted for approval to the Coordinator of Graduate Studies in Education. The Program of Study must be completed and on file in the Graduate Office by the time the student has completed 15 hours of graduate work. If the student is following the program requiring a thesis, the thesis subject must also be submitted for approval.

The Program of Study shall consist of those courses for which graduate credit is granted toward a degree or teacher's certificate. No changes may be made in the Program of Study without approval in advance by the Coordinator of Graduate Studies. A memorandum of such changes must be appended to the Program of Study in the candidate's file.

North Georgia College offers the following degrees in the field of Education:
Master of Education in Early Childhood Education
Master of Education in Elementary Education
Master of Education in Special Education:
   Interrelated
   Learning Disabilities
   Mental Retardation
Master of Education in Secondary Education:
   Art
   Behavioral Science
   Mathematics
   Modern Languages
Biology
Business Education
Chemistry
English
History

*Music
Physical Education
Physics
Political Science
Science
Social Studies

*First courses to be offered in 1978

Course Requirements

The program, planned as a logically organized whole and interrelated with the student’s undergraduate years, will meet the following minimum requirements:

Program Without Thesis. The program without thesis requires a MINIMUM OF 55 QUARTER HOURS OF COURSE WORK, of which 25 hours must be in courses numbered 700 or above. The 55 quarter hours shall be organized in the following manner:

A. Education 700—Foundations of Education ............ 5 hours
B. Education 701—Educational Research ............... 5 hours
C. Education 702—Psychology of Classroom Learning . 5 hours
D. Education 733, 773, or Special Education 770 ...... 5 hours
   (Students should take the curriculum related to their area.)
E. Academic Concentration (Minimum) ............... 25 hours
F. Elective—(To be chosen from Education) .......... 5 hours
G. Elective—(Chosen from Education or Academic concentration) ........................................ 5 hours

Total 55 hours

Program With Thesis. The program with thesis requires a minimum of 45 quarter hours of course work, of which 20 quarter hours must be in courses numbered 700 or above. The program with thesis will be organized in the following manner:

A. Education 700—Foundations of Education ............ 5 hours
B. Education 701—Educational Research ............... 5 hours
C. Education 702—Psychology of Classroom Learning . 5 hours
D. Education 733, 773, or Special Education 770 ...... 5 hours
   (Students should take the curriculum course related to their area).
E. Academic Concentration ................................. 25 hours
F. Thesis
   (Students should register for Education 709) .... 5–10 hours

Total 50–55 hours
Thesis

The thesis must embody the results of a study related to the student's academic concentration. The study must demonstrate the student's ability to successfully attach a genuine education problem and draw logical and significant conclusions from the data.

Each student undertaking a thesis should register for Education 709 above the required 45 quarter hours. Grading for this course will be done by the student's major professor. Grades given should depend upon the progress of the student with his thesis.

The format of the thesis must conform to the requirements specified by the college.

The candidate must consult with all members of his committee as the thesis progresses, and suggestions must be incorporated before the final form of the thesis is typed. The final copy of the thesis must be submitted to all members of the examining group not later than one week preceding the date of the examination. Revisions or corrections by the examining committee must be made before acceptance of the thesis becomes final.

Residence

In any graduate program all work submitted for a degree (including the comprehensive examinations) must be completed within a six-year period. It is expected that the student will complete his program with reasonable continuity. Students called into military service may apply for an extension of time.

Transfer, Extension, Correspondence Credit

In any graduate program a maximum of 10 quarter hours of graduate credit may be transferred from another accredited institution subject to the following conditions: (1) work already applied toward another degree cannot be accepted; (2) work must have been completed within the six-year period allowed for the completion of degree requirements; (3) work must have been applicable toward a graduate degree at the institution where credit was earned; (4) work offered for transfer must have the approval of the Coordinator of Graduate Studies and the head of the department or advisor of the student's major; (5) acceptance of the transfer credit does not reduce the residence requirement stated above.

Under no circumstances may credit earned through correspondence work be applied toward satisfaction of degree requirements.
Course Numbers and Load

Courses numbered 700 and above are open only to graduate students. Certain courses devoted to fundamental knowledge carry a 300/400 number for an undergraduate in the senior division and a corresponding 600 number for a graduate student.

A full load for a graduate student is 10–15 hours per quarter. If a student is fully employed, he should take only five hours of graduate work during the time he is employed. A student on a graduate assistantship may take a maximum of ten hours of graduate work per quarter.

The college makes every effort to maintain the schedule of courses as announced in its bulletin. However, the right is reserved to withdraw courses, change instructors, or change the schedule of classes at any time without previous announcement.

All students should be careful not to enroll in courses which they have previously taken. The final responsibility for duplication of courses rests with the student.

Grading System

All institutions of the University System of Georgia shall be on a 4.0 grade point average system. The following grades are approved for use in institutions of the University System of Georgia and are included in the determination of the grade point average:

- A – Excellent
- B – Good
- C – Satisfactory
- F – Failure
- WF – Withdrew, failing

The following grading symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

I – This symbol indicated that a student was doing satisfactory work but, for non-academic reasons beyond his control, was unable to meet the full requirements of the course. If an “I” is not satisfactorily removed after two quarters of residence, the symbol “I” will be changed to the grade “F” by the appropriate official.

W – This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period except in
cases of hardship as determined by the appropriate official of the respective institution.

V – This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa.

Teacher Certification

Teacher certification is a complex process. If the student is already fully certified in the State of Georgia, he needs simply to follow the program as outlined under the Program of Study to obtain certification at the fifth-year level. However, if the student does not hold a teaching certificate additional work will be required. Questions should be referred to the Coordinator of Graduate Studies in Education or to the Head of the Department of Education.

Area Teacher Education Services

North Georgia College is a member of the Northwest Georgia Area Teacher Education Service (NWGATES). The area services attempt to coordinate the off-campus education courses offered by the a state-supported graduate institutions within the state. Students are allowed to take as many as twenty-five hours of their graduate work through the area services, provided their major professor approves the courses to be taken.

Off-campus work through the area services should not be confused with transfer credit. Only ten quarter hours of work done in an accredited graduate institution may be counted toward an advanced degree. No correspondence work may be counted.

Advisers

The Coordinator of Graduate Studies in Education is the general adviser for all graduate students, but, so far as particular courses are concerned a student is counseled by the head of the major department or by professors appointed as academic advisers for each student. A new student seeking an advisor should go to the Coordinator of Graduate Studies who will assign him to a particular adviser.

The adviser is expected to provide the graduate student with a list of courses required for graduation. At the time of each registration, the adviser should approve the student’s program of study.
Faculty Committees

For students admitted to candidacy in programs requiring a thesis, an advisory committee is appointed by the Coordinator of Graduate Studies in Education. The chairman shall come from the academic department concerned, with the remaining two members coming from the Department of Education. The chairman serves as the major professor for work on the thesis, but the candidate is expected to consult regularly with all members of the committee while the work is in progress. The thesis defense is conducted by the student’s committee.

Students who are candidates in the program not requiring the thesis will be advised only by their major professor until they reach the point of taking their comprehensive examinations. At this time the major professor will choose two additional faculty members and form a committee to administer the examination. The committee must be approved by the Coordinator of Graduate Studies in Education with two members coming from the Department of Education.

Change of Program

Before a graduate student may transfer from one degree program to another, he must submit his request in writing to the Graduate Coordinator. This request must then be approved by the new major department and the Coordinator of Graduate Studies. Unauthorized changes may result in additional degree requirements.

Comprehensive-Final Examinations

A comprehensive-final examination is required of all candidates for a graduate degree after the other requirements have been met. The following regulations govern the administration of the comprehensive examination:

1. The student must be registered when he takes the examination.
2. Students must apply with the Coordinator of Graduate Studies in order to be permitted to take the examination.
3. Each student is required to take an examination. Whether it is oral and/or written is determined by the student’s major department.
4. The examinations are administered by the committee comprised of the major professor and two or more additional faculty members. The committee must be approved by the Coordinator of
Graduate Studies. Two of the faculty members must come from the Department of Education.

5. The examination covers all work prescribed by the student's program of work, including transferred work, and, if applicable, the thesis or research project.

GRADUATION

A candidate must pay graduation fees no later than 7 days after the beginning of the student's final quarter. The fee will be submitted to the Registrar of the College. The student is expected to attend the graduation exercise at which his/her degree is to be conferred.

No student will be issued a diploma or a transcript of credits if he is in default of any payment due the college.
Check List
MASTER OF EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Filing Date</th>
<th>Availability of Forms</th>
<th>Submit to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Admission to regular standing. (For Provisional &amp; Post-Baccalaureate.)</td>
<td>As soon as possible.</td>
<td>Coordinator of Graduate Studies</td>
<td>Coordinator will submit to Graduate Office</td>
</tr>
<tr>
<td>2. Selection of Major Professor or Committee upon acceptance into Graduate Program.</td>
<td>As soon as possible after admission</td>
<td>Coordinator of Graduate Studies</td>
<td>Coordinator of Graduate Studies</td>
</tr>
<tr>
<td>3. Completion of Program of Studies.</td>
<td>Prior to or upon completion of 15 hours</td>
<td>Graduate Office</td>
<td>Graduate Office</td>
</tr>
<tr>
<td>4. Request for transfer of graduate credit earned in another approved graduate school. (No work will be transferred unless student makes a formal request).</td>
<td>Immediately after student's Major Professor or Committee is appointed.</td>
<td>Graduate Office</td>
<td>Student's Major Professor</td>
</tr>
<tr>
<td>5. Plan with Major Professor and Committee on Research, if thesis program is chosen</td>
<td>Immediately after student's Major Professor or Committee is appointed</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>6. Application for Admission to Candidacy for Master's Degree</td>
<td>After completion of 15 hours or more and not less than one quarter before graduation</td>
<td>Coordinator of Graduate Studies</td>
<td>Coordinator of Graduate Studies</td>
</tr>
<tr>
<td>Procedure</td>
<td>Filing Date</td>
<td>Availability of Forms</td>
<td>Submit to</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>-----------------------</td>
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</tr>
<tr>
<td>7. Application for Comprehensive Examination</td>
<td>First week of final quarter</td>
<td>Graduate Office</td>
<td>Graduate Office</td>
</tr>
<tr>
<td>8. Order Cap and Gown</td>
<td>At least eight weeks before degree is to be conferred.</td>
<td>Registrar's Office</td>
<td>Registrar</td>
</tr>
<tr>
<td>9. Pay diploma fee</td>
<td>First week of final quarter</td>
<td>Registrar's Office</td>
<td>Registrar</td>
</tr>
<tr>
<td>10. If under Thesis Program, Thesis with signed approval forms and receipt for Thesis binding</td>
<td>At least 20 days before degree is conferred</td>
<td>Coordinator of Graduate Studies in Education</td>
<td>Coordinator of Graduate Studies in Education</td>
</tr>
<tr>
<td>11. Take final oral and/or written examination.</td>
<td>At least 20 days before degree is conferred</td>
<td>Coordinator of Graduate Studies in Education</td>
<td>Coordinator of Graduate Studies in Education</td>
</tr>
<tr>
<td>12. Defense of Thesis</td>
<td>Same as above</td>
<td></td>
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</tbody>
</table>
FINE ARTS

M.Ed. in Art Education

ART—Drawing  5 hrs
610  A sequence of directed studies in drawing.

ART—Drawing  5 hrs
611  A sequence of directed studies in drawing.

ART—Drawing  5 hrs
612  A sequence of directed studies in drawing.

ART—Drawing  5 hrs
613  A sequence of directed studies in drawing.

ART—Printing  5 hrs
615  A sequence of directed studies in printing.

ART—Painting  5 hrs
616  A sequence of directed studies in painting.

ART—Painting  5 hrs
617  A sequence of directed studies in painting.

ART—Painting  5 hrs
618  A sequence of directed studies in painting.

ART—Painting  5 hrs
619  A sequence of directed studies in painting.

ART—Elementary School Art  5 hrs
631  Art concepts directed toward the preschool and elementary grade levels. Studio work will involve basic experimentation with art materials, teaching techniques, and art educational philosophy that can be applied to an elementary school and/or adult art program.

ART—Secondary School Art  5 hrs
632  Art concepts directed toward the adolescent and adult age levels. Studio

ART—Graphics  5 hrs
640  A sequence of directed studies in printmaking.

ART—Graphics  5 hrs
641  A sequence of directed studies in printmaking.

ART—Graphics  5 hrs
642  A sequence of directed studies in printmaking.

ART—Graphics  5 hrs
643  A sequence of directed studies in printmaking.

ART—Graphics  5 hrs
644  A sequence of directed studies in printmaking.

ART—Contemporary Art History  5 hrs
650  Contemporary art and its development.

ART—American Art History  5 hrs
651  The development of painting, sculpture, architecture, and crafts in the United States.

ART—Renaissance Art History  5 hrs
652  An analysis of art monuments of the Renaissance.

ART—Textile Design  5 hrs
660  A sequence of directed studies in textile design.

ART—Textile Design  5 hrs
661  A sequence of directed studies in textile design.

ART—Textile Design  5 hrs
662  A sequence of directed studies in textile design.

ART—Textile Design  5 hrs
663  A sequence of directed studies in textile design.
ART—Textile Design 5 hrs
664 A sequence of directed studies in textile design.

ART—Weaving 5 hrs
665 A sequence of directed studies in weaving and knotting.

ART—Weaving 5 hrs
666 A sequence of directed studies in weaving and knotting.

ART—Weaving 5 hrs
667 A sequence of directed studies in weaving and knotting.

ART—Weaving 5 hrs
668 A sequence of directed studies in weaving and knotting.

ART—Weaving 5 hrs
669 A sequence of directed studies in weaving and knotting.

ART—Pottery 5 hrs
670 A sequence of directed studies in pottery.

ART—Pottery 5 hrs
671 A sequence of directed studies in pottery.

ART—Pottery 5 hrs
672 A sequence of directed studies in pottery.

ART—Pottery 5 hrs
673 A sequence of directed studies in pottery.

ART—Pottery 5 hrs
674 A sequence of directed studies in pottery.

ART—Thesis I & II 10 hrs
719 Preparation and execution of an applied project.

ART—Classroom Art Curriculum 5 hrs
733 In depth researching into problems of teaching art in the classroom. Curriculum planning and involvement in art materials and classroom teaching techniques will be observed.

ART—Analysis of Art for Teachers 5 hrs
735 A non-studio course designed to assist the teacher in “art appreciation” activities. Historical and contemporary art movements will be compared and analyzed.

ART—Techniques of Teaching Art 5 hrs
734 In-depth techniques involved in effective methods of guiding and supervising sequential art learning for early childhood to adolescence.

BEHAVIORAL SCIENCE

M.Ed. in Behavioral Science

Requirements

An undergraduate major in psychology or a total of 35 hours of acceptable junior and senior level courses in psychology, sociology and anthropology. Psychology 299, “Introduction to Statistics for the Behavioral Sciences” and Psychology 300, “Experimental Psychology” are required; if the former has not been taken at the undergraduate level, candidates must take and pass it without graduate credit. Candidates who have not satisfied all of the above requirements may be admitted on a provisional basis until they have satisfied the minimum requirements.

All candidates must take three of the four 700 level courses in
psychology, provided they have not had the equivalent at the undergraduate level; if so, the candidates will make acceptable substitutions, with the permission of the Head of the Psychology Department. All North Georgia College 300 and 400 level undergraduate courses will be open to candidates for the M.Ed. in Behavioral Science with the permission of the Head of the Department of Psychology.

<table>
<thead>
<tr>
<th>PSY—Experimental Psychology</th>
<th>5 hrs</th>
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<tbody>
<tr>
<td>600</td>
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<tr>
<td>This course is designed to introduce students to experimental methods as applied to behavior. Some basic standard tools will be presented. Students will learn design of elementary experiments. Laboratory time will be spent implementing simple procedures.</td>
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<tr>
<th>PSY—Child Development</th>
<th>5 hrs</th>
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<tr>
<td>601</td>
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<tr>
<td>A study of the roles played by maturation and experience in the social, emotional, moral, and physical development of children from the prenatal period to adolescence. Observation of children in public school required for two hours weekly.</td>
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<thead>
<tr>
<th>PSY—Psychology of Adolescence</th>
<th>5 hrs</th>
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<tbody>
<tr>
<td>602</td>
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<tr>
<td>A study of the physical, social, and cognitive adolescent with emphasis on the problems of transition to adulthood.</td>
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<tr>
<th>PSY—Educational Psychology</th>
<th>5 hrs</th>
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<tr>
<td>605</td>
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<tr>
<td>Emphasis on learning, its nature, motivation, retention, appraisal, transfer, and application. Adjustment of educational practices to individual differences in abilities and interests among pupils will be considered. Some observation in teaching-learning situations will be done.</td>
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<table>
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<tr>
<th>PSY—History and Systems</th>
<th>5 hrs</th>
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<tbody>
<tr>
<td>609</td>
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<tr>
<td>An integrative course emphasizing the origins and background of the science of behavior. Important contributors and their schools of thought will be studied. Relating these schools of thought to present systematic developments in psychology will be emphasized.</td>
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<tr>
<th>PSY—Psychological Reading and Research</th>
<th>2 hrs</th>
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<tbody>
<tr>
<td>610</td>
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<tr>
<td>611</td>
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<tr>
<td>612 Prerequisite: Permission of Instructor</td>
<td>2 hrs</td>
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<tr>
<th>PSY—Social Psychology</th>
<th>5 hrs</th>
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<tbody>
<tr>
<td>615</td>
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<tr>
<td>A theoretical and empirical study of social relationships and their effects on individuals. Behavior in small group settings will be emphasized.</td>
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<tr>
<th>PSY—Mental Hygiene</th>
<th>5 hrs</th>
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<tr>
<td>617</td>
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<tr>
<td>An advanced course dealing with mental hygiene problems, especially of children and adolescents; problems of different stages of maturation adjustments in the home, school and play groups; and special needs in cases of retardation and delinquency.</td>
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<tr>
<th>PSY—Psychometrics</th>
<th>5 hrs</th>
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<tr>
<td>619</td>
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<tr>
<td>An introduction to theories and practices of psychological measurement. The characteristics and uses of specific maximum and minimum performance assessment devices will be included.</td>
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<tr>
<th>PSY—Psychology of Leadership</th>
<th>5 hrs</th>
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<tr>
<td>620</td>
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<tr>
<td>Psychology 101 is recommended but not required as a prerequisite. The characteristics of an effective leader will be studied and analyzed employing both a theoretical and an applied approach.</td>
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<tr>
<th>PSY—Applied Psychology</th>
<th>5 hrs</th>
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<tr>
<td>621</td>
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<tr>
<td>A survey of the principles of psychology as applied to social, business, industrial, governmental, educational, military and other professional fields.</td>
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<tr>
<th>PSY—Industrial Psychology</th>
<th>5 hrs</th>
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<tr>
<td>622</td>
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<tr>
<td>The application of psychological principles to human problems in industry, including areas of personnel selection and appraisal, motivation and work, leadership and human performance.</td>
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<tr>
<th>PSY—Physiological Psychology</th>
<th>5 hrs</th>
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<tr>
<td>623</td>
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<tr>
<td>Prerequisite: 10 hours Biology. Personality is viewed as the integration of the morphology, physiological and psychological aspects of the organism. The relationship between the internal envi-</td>
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environment and such behaviors as food intake control, mating behavior, neural action, emotion, etc., will be considered.

PSY—Sensation and Perception 5 hrs
625 A study of sensory systems emphasizing behavioral significance of structure and physiology.

PSY—Comparative Behavior 5 hrs
628 A treatment of evolutionary trends in behavior including neural and hormonal mechanisms, with emphasis on physiology and function.

PSY—Psychology of the
630 Disadvantaged 5 hrs
The effects of severe cultural deprivation—economic, social, education—on the psychological growth and development of an individual, in both rural and urban settings will be studied.

PSY—Psychology of Learning 5 hrs
631 An empirical and theoretical study of classical, instrumental and operant conditioning, reinforcement, discrimination learning, extinction, verbal learning, and other phenomena.

PSY—Individual Psycho Testing
633a Wechsler Scales 3 hrs
Prerequisite: Psy. 420 or consent of Instructor. Training in administration, scoring and interpretation of the Wechsler Scales. A minimum competency in the use of these scales for both children and adults is required, but the major part of the practical work may be in the age range selected by the student.

PSY—Individual Psycho Testing
633b Stanford-Binet Scales 2 hrs
Prerequisite: Psychology 420 or consent of Instructor. Training in administration, scoring and interpretation of the Stanford-Binet Scales. A minimum competency in the use of these scales for both children and adults is required, but the major part of the practical work may be in the age range selected by the student.

PSY—Fundamentals of Behavior
635 Modification 5 hrs
Prerequisite: Psy 333. Selected behavior modification techniques includ-
"disturbed" and the "normal" individual.

PSY—Advanced Educational
715  Psychology  5 hrs
Prerequisite: Psy. 101, Psy. 305 and two senior division courses in psychology. Applications of the scientific findings of psychology to the more complex problems of the educative process.

PSY—Group Dynamics  5 hrs
725  Prerequisite: Consent of Instructor. Examination of major ideas about dynamics of group behavior and their educational implications. Laboratory in T-Group methods, creative problem-solving groups, and the conduct of experiments in group interaction.

PSY—Independent Study in
780  Psychology  5–15 hrs
Independent reading and research in the area of student’s interest with consent of Instructor.

PSY—Theories of Learning  5 hrs
785  An analysis of the major theories of learning current among researchers.

BIOLOGY

M.Ed. in Biology
Requirements

Persons who pursue the graduate program in Biology should normally have an undergraduate background in the Biological Sciences equivalent to the Major in Biology-Secondary Education curriculum as listed in the most recent North Georgia College Bulletin. Other requirements are found in various sections of the Graduate Bulletin.

BIOG—Local Flora (Botany)  5 hrs
601  Prerequisites: Biology 221 and 222. A study in identification and recognition of local plants. Three hours of lecture and two, two-hour laboratory periods per week.

BIOG—Introduction to the Teaching of
615  Biology  5 hrs
Prerequisites: Biology 101 and 102. A survey of techniques, procedures, demonstrations, projects, and experiments for illustrating central concepts of biology. The student also serves as a departmental teaching assistant. This course is recommended for Biology majors but is available to those students who wish to gain teaching experience in the biological sciences. The course meets for four lectures and one two-hour laboratory per week which will involve preparation for or teaching of a laboratory class.

BIOG—Genetics  5 hrs
620  Prerequisite: Biology 102, or by permission of the Head of the Department.

A study of the principles of heredity in plants and animals, with applications to human heredity. Four lectures and one, two-hour laboratory period per week.

BIOG—Comparative Anatomy of the
621  Vertebrates  5 hrs
Prerequisite: Zoology 220. A course especially for pre-medical students and biology majors, who need preparation for more intensive study of human anatomy. Representative vertebrates will be dissected and studied in the laboratory. Three lectures and two, two-hour laboratory periods per week.

BIOG—Parasitology  5 hrs
623  Prerequisites: Biology 220 or permission of the Head of the Department. The course will include a detailed study of the nature of parasitism, the classification, morphology and life histories of animal parasites the epidemiology, pathology and treatment of parasitic diseases of man, domestic animals and other selected hosts. Three
hours of lecture and two, two-hour laboratory periods per week.

**BIOG—Introductory Microbiology** 3 hrs 624  
Prerequisites: Two courses in Chemistry; and Biology 221. An introduction to the principles of microbiology. The course is designed for biology majors. The laboratory phase consists of experiments selected to develop proficiency in the microbiological techniques. Three lectures and two, two-hour laboratory periods per week.

**BIOG—Ecology** 5 hrs 626  
A study of plants and animals in their relations to each other and to the physical and chemical factors of the environment. Three lectures and two, two-hour laboratory periods per week.

**BIOG—Physiology** 5 hrs 650  
Prerequisites: Biology 220 or 250. An advanced course which explores in detail the function of cells, tissues and organs. Students will examine and evaluate current literature in professional journals and conduct independent study which will be reported using an acceptable scientific format. Laboratory will include introduction to techniques in physiological research. The course meets for 4 lectures and one two-hour laboratory per week.

**BIOG—Animal Histology** 5 hrs 670  
Prerequisites: Biology 321. A study of the germ cells and early development stages of vertebrate groups. Laboratory work involves the microscopic study of vertebrate tissues. In addition, each student will use a number of microanatomic techniques to prepare a series of animal tissue slides. Three lectures and two, two-hour laboratory periods per week.

**BIOG—General Embryology** 5 hrs 680  
Prerequisites: Biology 321. A study of the germ cells and early development stages vertebrates. Emphasis is placed on organology of the chick, pig, and man. Three lectures and two, two-hour laboratory periods per week.

**BIOG—Man and the Environment** 5 hrs 700  
A study of the fundamentals of ecology with emphasis on populations, communities and ecosystems. The fundamentals will be used to analyze environmental problems and their implications for the human future.

**BIOG—Field Zoology** 5 hrs 705  
A study of the general biology and ecology of the local fauna with emphasis on field identification.

**BIOG—Field Botany** 5 hrs 710  
A study of the general biology and ecology of the local flora with emphasis on field identification.

**BIOG—Independent Study in** 5 hrs 780  
Biology

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**BUSINESS EDUCATION**

**M.Ed. in Business Education**

**Requirements**

Candidates for the M.Ed. degree in Business Education should have an undergraduate major in his field of concentration, qualify for the T-4 Teaching Certification in Business Education, and meet the admissions requirements as outlined in this catalog.

Candidates of the M.Ed. degree must complete a minimum of 25 quarter hours in business education courses. All course work must be approved by the student's adviser and/or by the Head of the Business Department.
Two programs of study are available for the M.Ed. candidate in Business Education—the comprehensive certification program which includes shorthand, and the bookkeeping and business management program. Comprehensive certification candidates will be expected to complete BA 701, 702, and 703. Bookkeeping and business management certification candidates must complete BA 701, 703 and at least one approved upper division accounting course.

BUS ADM—Risk and Insurance  5 hrs  
605 Prerequisite: BA 151 or permission of instructor. Studies the nature of risk and the role of insurance in risk management from individual and business viewpoints by considering insurance carriers, contracts, underwriting, and regulation.

BUS ADM—Income Tax Accounting  5 hrs  
625 Prerequisites: BA 206 and 207. A study of federal income tax laws. The various types of returns are studied and emphasis is placed on the determination of income and legal deductions in order to determine taxable net income.

BUS ADM—Cost Accounting  5 hrs  
626 Prerequisites: BA 206 and 207. A study of the theory and practice of accounting for manufacturing and selling costs. Detailed consideration is given to elements of cost—direct labor, direct materials, and factory overhead. Process, job order, and standard cost systems are also emphasized.

BUS ADM—Managerial Accounting  5 hrs  
627 Prerequisites: BA 206 and 207. A study of the use of accounting as a tool in the decision making process. Major topics covered include budgeting, gross profit, and break-even and cost profit-volume analysis, capital expenditures, and internal profit measurement.

BUS ADM—Consumer Economics  5 hrs  
630 This course is designed for teachers and those students who desire a detailed study of consumer problems. The more important elements of consumer education are reviewed, including consumer goods, consumers' services, buying problems, consumer organization, problems of personal finance, and well-balanced spending programs.

BUS ADM—Mathematics of Business  
640 and Economics  5 hrs  
Prerequisites: BA 151, BA 152, Math 101 and 102. A study of mathematical topics which have relevance for students whose major is in one of the management-economic areas. Topics included are linear systems logarithms, mathematics of finance, and differential and integral calculus.

BUS ADM—Principles of Marketing  5 hrs  
650 Prerequisites: BA 151 and 152. A functional study of market organization designed to introduce the student to the major institutions and basic theories in the field of marketing. Levels of marketing, organizations operations at each level and their functions, price policy, marketing cost and relative efficiency of various marketing methods are principle topics.

BUS ADM—Management in the  
651 Non-Profit Organization  5 hrs  
An examination of management principles applied to the non-profit organization. Topics covered would include but not be limited to planning, organizing, staffing, and controlling.

BUS ADM—Public Finance  5 hrs  
652 Prerequisites: BA 151 and 152. A study of the principles and techniques of government debt; specific tax and non-tax revenues; and expenditures at the national, state, and local levels.

BUS ADM—Principles of Advertising  5 hrs  
655 A study of planning, organizing, and controlling involved in the management of the advertising function of business. Major consideration is given to budgeting for advertising, advertising research media selection, preparation of advertisements, services of advertising agencies and the economic and social effects of advertising.
BUS ADM—Real Estate  5 hrs  657 A study of the concepts, principles, practices, and laws relating to acquiring, holding, utilizing, and disposing of real property.

BUS ADM—Money and Banking  5 hrs  660 Prerequisites: BA 151. A study of the basic principles and concepts of money and credit and their importance in the present economy. The major topics emphasized are the key role of the commercial banking system in our economy, central banking as a means of expanding and stabilizing the supply of money and credit, monetary theory, monetary and fiscal policies, international banking and finance, and other banking and credit institutions.

BUS ADM—Business Finance  5 hrs  665 Prerequisites: BA 206 and 207. 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, planning and managing assets, planning the financial structure, managing short- and intermediate-term funds, managing long-term funds, and valuing business enterprises.

BUS ADM—Intermediate Economic  Analysis  5 hrs  670 Prerequisites: BA 151 and 152. An intensive study of price theory and its uses. Specific topics covered include the theory of demand, the theory of the firm, pricing in competitive and monopolistic markets, and the pricing of economic resources.

BUS ADM—Macroanalysis  5 hrs  675 Prerequisites: BA 151 and 152. An intensive study of the measurement, analysis, and control of aggregate economic activity. The economic principles underlying national income, business cycles, and growth are examined; and particular attention is given to problems involved in formulating economic policies.

BUS ADM—Intermediate Accounting  5 hrs  680 Prerequisites: BA 206 and 207. An advanced study of the accounting theory, principles, and procedures of corporate, partnerships, and proprietorship forms of business. This includes the fundamental accounting processes, financial statements, working capital items, valuation procedures, current liabilities, investment, and plant equipment acquisition and use.

BUS ADM—Intermediate Accounting  5 hrs  682 Prerequisites: BA 680. A continuation of BA 680. Major emphasis is devoted to accounting for intangibles, long-term debt, corporate capital, paid-in capital, retained earnings, analytical processes, and statement of applications of funds.

BUS ADM—Advanced Accounting  5 hrs  684 Prerequisite: BA 682. A more advanced study of accounting procedures with attention given to the more difficult and specialized phases that arise in consignment, installment sales, larger organizations, consolidations, estates and trusts, and actuarial science.

BUS ADM—Retailing Management  5 hrs  686 A study of the organization, planning, policies, procedures problems, and controlling of the various types of retailing institutions. The major topics emphasized include the selection of retailing locations; organization of retailing services; and the selection, training, compensation and supervision of retailing personnel.

BUS ADM—Labor Economics  5 hrs  690 Prerequisites: BA 151 and 152. A study of the origin of the labor movement; population and labor force; organized labor; union organization and management; collective bargaining; and the problems of unemployment, full employment, wage theory and policies, and labor legislation.

BUS ADM—Personnel Management  5 hrs  694 A study of the principles and procedures of 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 records are emphasized.

BUS ADM—Auditing  5 hrs  695 Prerequisite: BUS ADM 206 and 207. A course in the theory and practice of pro-
Professional and general auditing. Auditing standards, internal control, government regulation, and formal report writing are other major topics emphasized.

BUS ADM—Principles and Problems in  
701 Business Education 5 hrs  
Principles of business education in relation to the contemporary problems that face business teachers in the secondary school.

BUS ADM—Problems in Teaching Basic  
702 Skill Courses 5 hrs  
The theory and psychological principles of skill building and evaluation.

BUS ADM—Problems in Teaching Basic  
703 Business Courses 5 hrs  
Teaching procedures, materials, standards and evaluation in teaching bookkeeping, management, economics and related courses in the secondary school.

BUS ADM—Advanced Office Machines  
720 and Office Practices 5 hrs  
A survey of modern developments in the teaching of these areas. Enrichment in skills and subject matter in office machines and office responsibilities.

BUS ADM—History and Philosophy of  
721 Vocational and Business  
Education 5 hrs  
This course is designed to acquaint students with the philosophy and principles of vocational education in general and vocational business education specifically; federal financial support and other encouragement; organization, administration, and supervision of vocational education.

BUS ADM—Office Management  
760 Principles 5 hrs  
A study of the principles of scientific office management and their application. Such courses to include the principles underlying operation, organization, and control of business offices, office practices, office buildings, equipment, personnel, and office supervision.

BUS ADM—Economics for Teachers 5 hrs  
770 Develops the content, teaching, and application of economics to citizen needs for teachers who desire an understanding of general economics in the public school curriculum.

BUS ADM—Independent Study in  
780 Business Education 5 hrs  
The study of a topic or problem in business education significantly related to the student’s interest. (With approval of the student’s adviser).

CHEMISTRY

M.Ed. in Chemistry

Requirements

A student accepted in a Master of Education program with a concentration in Chemistry must have a minimum of 25 hours of undergraduate credit in Chemistry with an overall GPA in Science of 2.5 and at least 10 hours credit in Mathematics.

A candidate for a M.Ed. degree with a concentration in Chemistry must complete at least 10 hours of both 600 and 700 level Chemistry courses.
CHEM—History of Chemistry and Chemical Literature 5 hrs
The historical development of modern theories in chemistry will be examined. The chemical literature as an aid in teaching will be examined. In addition, sources of teaching aids such as films and literature will be discussed.

CHEM—Chemical Processes 5 hrs
601 A discussion of important industrial processes. This course will also include discussion of such everyday operations as photography, bleaches, detergents, and dyeing. Four hours lecture and one laboratory period per week.

CHEM—Chemistry and the Environment 5 hrs
602 A comprehensive discussion of the effects of chemical technology on our environment and of the effect of this technology on our standard of living. Four hours lecture and one laboratory period per week.

CHEM—Introduction to Biochemistry 5 hrs
611 Prerequisites: chemistry 230 or 331. This course discusses intermediate metabolism and the various classes of compounds involved in those transformations. Four lectures and one laboratory period per week.

CHEM—Inorganic Chemistry 5 hrs
621 Prerequisite: Chemistry 340 or 341. An extension of the study of inorganic chemistry begun in general chemistry. The current theories of atomic structure and bonding in complexes, crystal systems, and some descriptive inorganic chemistry will be discussed. Four lectures and one laboratory period per week.

CHEM—Introduction to Organic Analysis 5 hrs
630 The course will be devoted to qualitative organic analysis and will be an extension of the identification done as part of the laboratory work of the basic year course in organic chemistry. Instrumentation such as the infrared spectrophotometer, the ultraviolet spectrophotometer, the gas chromatograph, and other tools will be used to accomplish the stated objectives. Three hours lecture and two laboratory periods per week.

CHEM—Organic Chemistry 5, 5, 5 hrs
631–632–633 Prerequisite: Chemistry 123. These courses are designed to introduce the student to functional groups and their interconversion, the mechanism of chemical reaction, conformational analysis, and stereo-chemistry. The third quarter includes an introduction to carbohydrates and amino acids, kinetic methods and an introduction to problems of organic synthesis.

CHEM—Physical Chemistry 5 hrs
640 This course is a non-calculus introduction to physical chemistry. Emphasis is placed on the application of physical chemical principles to the life sciences. Four lectures and one laboratory period per week.

CHEM—Physical Inorganic Chemistry 5 hrs
721 Prerequisite: Chemistry 340 or 341. A comprehensive application of modern theories and of thermodynamics to periodicity and to chemical reactions.

CHEM—Advanced Organic Chemistry 5 hrs
731 The use of chemical reaction in synthesis. The application of instrumental analysis to structural problems in organic chemistry. Four hours lecture and one laboratory period per week.

CHEM—Instrumental Analysis 5 hrs
751 An examination of the use of instruments such as pH meters, spectronic 20, infrared, atomic absorption methods to teaching chemical concepts. Four hours lecture and one laboratory period per week.
EDUCATION

M.Ed. in Early Childhood—Elementary—Special Education

Requirements

The Master of Education program for Early Childhood Education, Elementary Education and Special Education is designed to strengthen and upgrade the knowledge and skills of the classroom teacher. Each student's program is individually designed with the advice of a major professor in the student's chosen field.

These programs have a common core of four courses: Education 700, 701, 702, and a curriculum course in the specific area. All programs also have two elective courses.

The teaching area requirement for the individual programs vary with each student. The student and adviser will select appropriate courses to strengthen and upgrade the undergraduate preparation. Students may expect to have a complete program planned by the end of the first quarter of work (15 hours).

ED—Special Problems in Education 5–10 hrs
600

ED—Child Development 5 hrs
601 A study of the roles played by maturation and experience in the social, emotional, moral, and physical development of children from the prenatal period to adolescence. Observation of children in public school required for two hours weekly.

LA—Children's Literature 5 hrs
608 The reading and evaluation of books for children. Discussed in the course are sources of information about children's books, children's interests in reading, the work of important authors and illustrators, and problems in the guidance of reading.

ED—Problems in Teaching 5 hrs
610

ED—Early Childhood Curriculum 5 hrs
611 Principles and practices for planning learning activities for preschool and primary grades. Directed observation in selected schools is required.

ED—The Young Child in the Home and Community 5 hrs
612 A study of the role of the home, community, and state in the education of the young child. Special emphasis is placed upon working with parents of young children in order to get maximum home reinforcement of the knowledge and skills taught by schools.

ED—Creative Activities 5 hrs
615 A course designed to give students experiences in selecting and presenting art activities, stories, finger plays, music, rhythms, woodwork, science and nature experiments in the nursery school.

ED—Educational Measurements and Evaluation 5 hrs
616 Theory of and practice in construction, administration, and interpretation of tests and other measuring devices for mental ability, special aptitudes, scholastic achievement and personality.

ED—Mental Hygiene 5 hrs
617 An advanced course dealing with mental hygiene problems, especially of children and adolescents; problems of different stages of maturation adjustments in the home, school and play.
groups; and special needs in cases of retardation and delinquency.

ED—Principles of Guidance 5 hrs
618 A survey of vocational and educational guidance services designed to give a fundamental understanding of the role of guidance in school programs.

LA—The Teaching of Reading 5 hrs
620 An intensive study of reading skills. The role of readiness, vocabulary development, phonics, and word recognition as each is related to comprehension will be studied. Students will be required to participate in the teaching of reading in the public school.

LA—Diagnosis of Reading Disabilities 5 hrs
621 Prerequisites: LA 620. This is an advanced course dealing with the causes of reading disability and methods for diagnosis both in the classroom and in the special reading program. Emphasis will be placed on preparing the classroom teacher for the role of a “diagnostician” of student with reading disabilities. In depth studies of formal and informal testing procedures as well as field experiences will be required.

ED—Teaching of Social Studies 5 hrs
623 An integrated social studies course designed for teachers. Topics considered include responsibilities of family membership, occupations, labor unions, taxation, local government functions, ways of communications, and world cultures other than our own.

ED—Classroom Management and Organization 5 hrs
640 This course is designed to provide classroom teachers with the knowledge and skills for managing the total instructional setting, including the individualization of instruction. Emphasis will be placed on grouping, teacher-student relationships, establishing the classroom environment and coping with class conflict.

ED—Teaching Elementary School 5 hrs
660 Science
A course dealing with the everyday aspects of physics, chemistry, and astronomy as they might need to be explained by the elementary teacher with little specific training in the physical sciences. The work will include demonstrations and suitable experiments that can be performed with materials available in the average elementary and home situation.

ED—Teaching of Modern Science 5 hrs
661 Curricula—(K–8) Five hours of “hands on” class activity per week designed to familiarize the student with modern Elementary Science Programs and how to teach them. The course will involve curriculums such as ESS, SCIS, SAPA, and COPES.

ED—Teaching of Modern Science 5 hrs
662 Curricula—(7–12) Five hours of “hands on” class activity per week designed to familiarize the student with modern Junior High and Secondary Science Programs and how to teach them. The course will involve curriculums such as ESS, SCIS, SAPA, and COPES.

ED—Career Education 5 hrs
667 This course provides the student with an orientation toward specialized skills and approaches in implementing world of work concepts through numerous classroom and field based activities. The student will examine existing materials for the purpose of adaptation to this classroom setting.

LA—Remediation of Reading Disabilities 5 hrs
622 Prerequisites: LA 620, 621. This is an advanced course dealing with the correction and remediation of reading disabilities. Emphasis will be placed on the study of a variety of remedial strategies, materials needed for a program of remediation and management of the remedial program. Field Experiences will be required.

ED—Administration and Supervision of Early Childhood Programs 5 hrs
690 A study of administrative and supervisory procedures, organization, policies, standards, funding, staffing,
housing, and educational program planning for various kinds of programs for young children. Parent involvement and education will be given special attention.

ED—Foundations of Education 5 hrs
700 The sociological, historical, and philosophical foundations for education in America.

GEO—Concepts and Materials in Geography for Teachers 5 hrs
700 This course considers the evolution of the discipline, its current conceptional core; area “element-complexes,” systematic vs. regional analytical procedures. Considers standard bibliographic statistical and cartographic sources. Procedures in adapting information from several sources to the classroom.

ED—Educational Research 5 hrs
701 Research procedures, experimental designs and the application of findings, and a research project conducted by the student.

ED—Psychology of Classroom Learning 5 hrs
702 Analytical study of learning activities in the classroom, with reference to the learning of school subjects. The focus is on the learning process. Theories and principles of learning are related to classroom situations.

ED—Statistics for Teachers 3 hrs
703 A basic introduction to probability and statistics for classroom teachers. Emphasis is placed on the normal distribution, sampling, and measures of central tendency.

ED—Humanistic Psychology 5 hrs
707 Humanistic psychology includes the study of self-theory, being-psychology, and contributions of the humanities to psychology.

ED—Research Problems—Thesis 5–15 hrs
709

ED—Seminar in Early Childhood 5 hrs
710 Provides opportunities to analyze trends, issues, theories, and practices in Early Childhood Education.

ED—Curriculum Planning 5 hrs
711 Study of curricula in the public school. Areas of concentrated study will be determined jointly by the school districts involved and the college.

ED—Language and the Young Child 5 hrs
712 Language and its acquisition; studied in relation to mental development and school achievement.

LA—Trends and Practices in Reading Education 5 hrs
720 Survey and critical study of recent research, changes, and innovative approaches in the field of reading. Current methods and practices in the teaching of reading will be examined, with emphasis on classroom organization or developmental reading.

ED—Early Childhood Workshop 5 hrs
725 Developing teacher mode, books, materials and equipment for educational use. Provides opportunities for study of philosophy and organization of open education.

ED—Trends in Early Childhood 5 hrs
727 An overview of the history of Early Childhood Education. Current trends and issues with emphasis placed on various approaches to Early Childhood Education.

ED—Books and Materials for Young Children 5 hrs
729 Designed to familiarize students with appropriate books, materials, and equipment for program planning in day care centers, nursery schools, kindergartens, and primary schools. Language development will receive special emphasis.

LA—Teaching Reading in the Middle, Junior High, and Secondary School 5 hrs
730 Study of objectives and methods for teaching comprehension, vocabulary, study skills, and critical reading in the content areas. Attention to remedial and enrichment techniques for secondary students.

ED—Practicum in Early Childhood: Social Behavior 5 hrs
731 Field work based upon the background and individual needs of each student.
LA—Practicum in Developmental and Remedial Reading 5 hrs
732 Supervised practice of diagnosis and remediation of disabled readers within public school setting. Regular classroom teaching of reading using a variety of approaches. Experience in working with a reading specialist under faculty supervision.

ED—Elementary School Curriculum 5 hrs
733 Deals with theories and philosophies of curriculum and the development of learning experiences. Students will analyze and evaluate current curriculum practices and trends.

LA—Diagnostic Teaching 5 hrs
735 Deals with the learners' needs. This course is designed to help the practitioner learn to diagnose learning problems and learning needs. Students will develop diagnostic models to be implemented in the classroom.

LA—Teaching Reading in Elementary and Middle Schools 5 hrs
736 In depth analysis of current methods and practices in the teaching of reading. Examination and evaluation of various commercial materials will be studied as to effectiveness and adaptability. Laboratory time for teacher-made materials.

LA—Organization and Supervision of the Reading Program 5 hrs
737 Study of methods of organizing the reading program as part of the total curriculum. Role and responsibilities of the reading specialist. Steps to follow in coordinating a school-wide reading program.

LA—Materials and Reading 5 hrs
738 Examination of leading basal readers with manuals and skill texts. Phonics materials, audio visuals, games, and various commercial materials will be studied as to effectiveness and adaptability. Laboratory time for teacher-made materials.

LA—Psychology of Reading 5 hrs
739 Study of neurological and psychomotor development, the processing of information, learning principles, motivation, the effects of culture and the use of operant conditioning as related to reading.

ED—Seminar in Elementary Education 5 hrs
740 This seminar is based on current trends in elementary education.

ED—Teaching Math (K–8) 5 hrs
742

ED—Problems in School Organization and Curriculum 5 hrs
743

ED—Advanced Techniques of Teaching Art 5 hrs
744 Advanced techniques involved in effective methods of guiding and supervising art programs in the public school from kindergarten through high school.

ED—Advanced Techniques of Teaching Music 5 hrs
745 Advanced techniques and materials involved in the effective guidance of learners in kindergarten through high school are studied. Field experience and observation is required.

ED—Guidance in the Elementary School 5 hrs
748 Studies the nature and development of guidance services in the elementary school. Emphasis is given to the particular characteristics of the elementary school as an unique climate for learning.

ED—Secondary School Curriculum 5 hrs
773 Deals with theories and philosophies of curriculum and the development of learning experiences in the secondary schools. Students will analyze and evaluate current curriculum practices.

ED—Internship in Supervision in Early Childhood Education 5 hrs
791 Field work under the supervision of an administrator or supervisor and the college staff.
SPECIAL EDUCATION

Mental Retardation, Interrelated, Learning Disabilities

SP ED—Assessment of Exceptional
650 Children 5 hrs
Prerequisites: SP ED 690 or 670. A course covering tests unique to assessing the developmental levels and potential achievement or exceptional children. Emphasis is on the use of the tests in planning and selecting curricular programs and activities.

SP ED—Behavior Management of
658 Exceptional Children 5 hrs
A course emphasizing clinical management of life events; permitting, tolerating, interfering, environmental manipulation, life-space interviewing. Focuses on disturbed children in specific settings.

SP ED—Introduction to Exceptional
660 Children 5 hrs
A study of physical, social, intellectual and emotional differences in children. The characteristics, both physical and behavioral, as well as methods of diagnosis and remediation for the academically talented, the mentally retarded, blind, partially sighted, deaf, hard of hearing, specific learning disabled, culturally disadvantaged and behaviorally disordered are reviewed.

SP ED—Working with Parents of
664 Exceptional Children 5 hrs
A course designed to teach the techniques which an educator uses in communicating with parents of exceptional children. The means of interpreting handicapping conditions and school programs to parents in order to get maximum home reinforcement of the attitudes, skills and knowledge taught in school are covered.

SP ED—Educational and Medical
668 Aspects of Crippling and Special Health Conditions 5 hrs
A study of physically disabling conditions which cause educational difficulties. Orthopedic conditions, progressive deterioration conditions, low vital-

ity conditions, central nervous system injury and multiple handicaps are covered.

SP ED—Introduction to Mental
670 Retardation 5 hrs
A course designed to review the historical treatment, etiology and characteristics of the mentally retarded. Methods of diagnosing, placing and working with the retarded are covered.

SP ED—Speech and Language
672 Development of Exceptional Children 5 hrs
This course covers the current understandings of speech and language development of exceptional children. A study of methods, materials, and experiences for enhancement of speech and language development.

SP ED—Vocational Training and Career
673 Education for the Exceptional Child 5 hrs
A course emphasizing the educator’s role in career development and vocational experiences in the school and community. Job counseling, working with other disciplines and agencies in the community, and supervision in job training situations are covered.

SP ED—Methods and Materials for
674 Teaching the Mentally Retarded 5 hrs
Prerequisites: SP ED 650 and 670. Methods and materials as they relate to the development of desirable attitudes, abilities and skills of the mentally retarded.

SP ED—Methods and Materials for
675 Teaching Severely Mentally Retarded 5 hrs
Prerequisites: SP ED 650 and 670. A course covering diagnostic criteria and the development of teaching materials and relationships with community organizations interested in developing schools or centers for mentally retarded.
SP ED—Methods and Materials for Teaching Children with Learning Disabilities  5 hrs
Prerequisites: SP ED 690 and 650. A review of theory and research in identifying effective methods of prescriptive teaching and task analysis. Appropriate materials are identified for use in teaching children with specific learning disabilities.

SP ED—Vocational Training and Work
Study Programs for the Severely Mentally Retarded  5 hrs
Prerequisites: SP ED 650 and 670. A course emphasizing the educator’s role in vocational experiences of the mentally retarded in the school, workshop and community settings.

SP ED—Introduction to the Education of Children with Emotional Problems  5 hrs
A course designed to discuss behavioral characteristics of children with emotional and/or behavioral problems. Factors of etiology, identification and therapy are covered.

SP ED—Introduction to Children with Learning Disabilities  5 hrs
A course giving an overview of the field of learning disabilities as concerned with etiology, referral, diagnosis, management and educational practices.

SP ED—Nature of Mental Retardation  5 hrs
A study of the nature and etiology of mental retardation and implications for diagnosis, adjustment, and education.

SP ED—Practicum in Learning Disabilities  10 hrs
Prerequisites: SP ED 690, 650, and 670. Supervised practicum in programs for children with learning disabilities.

SP ED—Practicum for Teachers
Practicum of the Interrelated Area  10 hrs
Prerequisites: Approval of advisor. Supervised practicum in programs for children with learning and/or adjustment problems.

SP ED—Administering and Supervising Public School and Special Education Programs  5 hrs
The administrative practices and problems of organizations, staffing, curriculum development, and supervision of special education in schools. Consideration is given to self-contained and mainstreaming programs.

SP ED—Advanced Theory in Curriculum Development and Methods for Teaching the Exceptional Child  5 hrs
Prerequisites: SP ED 670 or 690, and 674 or 676, and 650. Advanced techniques in class organization, curriculum adjustment, and methods and techniques of teaching children with learning and/or behavior problems.

SP ED—Practicum with the Mentally Retarded  10 hrs
Prerequisites: permission of advisor. Supervised practicum in programs for the mentally retarded.

SP ED—Competencies in Diagnostic Prescriptive Teaching  5 hrs
Prerequisites: SP ED 761 and two of the following: SP ED 670, 680, 690. The major objective of this course is to offer the appropriate skills and techniques to enable teachers of children with mild school achievement and/or adjustment problems to more adequately ascertain areas of performance deficiencies of individual children and prescribe and administer corrective measures with directed effort toward maintaining the mildly handicapped in the mainstream of education.

SP ED—Problems of Teaching Special Education  5 hrs
Prerequisite: Permission of instructor. A seminar providing the opportunity of examining problems and issues which teachers have in teaching handicapped and gifted children. The seminar is taught in relation to actual experiences of teachers.

SP ED—Seminar in Special Education  5 hrs
Prerequisite: Permission of instructor. An advanced seminar designed to meet individual needs which teachers have in teaching handicapped and gifted children. The seminar focuses on current issues and trends in special education.

45
ENGLISH

M.Ed. in English Education

ENG—Advanced English Grammar  5 hrs
607  A comprehensive study of English grammar using a transformational approach.

ENG—History of the English Language  5 hrs
601  An introduction to the study of linguistics and its elements with special reference to the development of modern English from its beginnings to the present.

ENG—English Literature to 1500  5 hrs
640  Chaucer. Emphasis is on The Canterbury Tales.

ENG—English Renaissance  5 hrs
660  A survey of non-dramatic English literature from 1500 to the Restoration.

ENG—English Literature of the Eighteenth Century
680

ENG—English Literature of 19th Century Romanticism  5 hrs
690  A study of Romanticism with emphasis on the major poets.

ENG—English Literature of the Victorian Era  5 hrs
695  A study of the major writers of the period in both prose and poetry. A general study of social conditions in England from 1832 to 1900.

ENG—Literary Criticism  5 hrs
700  A study of the history and principles of literary criticism.

ENG—American Literature and Thought Before 1800  5 hrs
710  A study of the development of American writing during the Colonial and Revolutionary Periods.

ENG—Seminar in Nineteenth Century American Literature  5–5 hrs
715–716  Content will vary according to writers and movements studied.

ENG—Seminar in Twentieth Century American Literature  5–5 hrs
720–721  Content will vary according to genres, authors, movements studied.

ENG—Shakespeare's Tragedies  5 hrs
740  An intensive study of Shakespeare's major tragedies.

ENG—Shakespeare's Comedies.  5 hrs
741  An intensive study of Shakespeare's major comedies.

ENG—Elizabethan and Seventeenth Century British Drama  5 hrs
745  A study of the drama of this period, excluding Shakespeare.

ENG—Milton  5 hrs
760  A study of Milton's major poetry and prose.

ENG—Independent Study in English  5 hrs
780

ENG—Seminar in the Restoration and Eighteenth Century  5–5 hrs
781–782  Content will vary according to genres and authors studied.

ENG—Studies in Nineteenth Century British Romanticism  5–5 hrs
790–791  An intensive study of Wordsworth-Coleridge or Byron-Shelley-Keats.

ENG—Victorian Prose  5 hrs
795  A study of Victorian background and non-fiction prose.
MATH—Differential Equations  5 hrs
600 Prerequisite: Mathematics 246. Ordinary differential equations with applications to physics and mechanics.

MATH—Meteorology  5 hrs
601 Prerequisites: Mathematics 101 and 102. A basic course designed to acquaint the student with the fundamental concepts of meteorology and its relation to other fields of interest. Mathematics will be used when it seems essential to the complete understanding of a concept. Included are such topics as air masses and front, cloud classification, precipitation mechanisms, weather observations, fundamental forecasting theories, and interpretation of weather charts and diagrams.

MATH—Introduction to Modern
610 Mathematics for Elementary and Junior High Teachers I  5 hrs
Prerequisite: 10 hours of college mathematics or the consent of the Math Department upon the recommendation of the Education Department. A systematic development of the structure of the real number system for concept of set through the systems of natural numbers, whole numbers, integers, and rational numbers designed to meet the Level I recommendations of the Committee on the undergraduate's Program in Mathematics.

MATH—Introduction to Modern
611 Mathematics for Elementary and Junior High Teachers II (Geometry)  5 hrs
Prerequisite: 10 hours of college mathematics or the consent of the Math Department upon the recommendation of the Education Department. A course designed to meet the Level I recommendations of the Committee on the Undergraduate's Program in Mathematics in the area of geometry.

MATH—Geometry for Teachers  5 hrs
612 Designed to prepare the student to teach modern secondary school geometry. Euclidean and non-Euclidean geometrics and a study of the secondary school geometry curriculum and its materials.

MATH—Elementary Vector Analysis  5 hrs
615 Prerequisite: 10 hours of Math beyond Math 245 or the consent of the Department Head. The elements of vector algebra and vector calculus with some space generalizations.

MATH—Introduction to Analysis  5 hrs
620 Prerequisite: 10 hours of Math beyond Math 246. An introduction to the real and complex number systems, the basic notions on set theory, the limit concept and continuity, vector analysis, Fourier series and Fourier integrals.
MATH—Mathematical Analysis  5 hrs
621  Prerequisite: Math 410. An extension of the introductory course to those topics normally covered in Advanced Calculus and in the theory of the functions of a real variable.

MATH—Theory of Numbers  5 hrs
631  A study of elementary problems in number theory with topics from divisibility, congruences, residues, special functions, Diophantine equations, continued fractions.

MATH—Descriptive Astronomy  5 hrs
650  A general study of the celestial sphere and of introductory modern astronomy with some details of our solar system. The course includes laboratory telescope observations and planetarium demonstrations. Four hours of lectures and two hours of laboratory per week.

MATH—Introduction to Modern  5 hrs
660  Algebra
Prerequisite: Approval by Department Head. An introduction to the number system, groups, fields, matrices, and vectors.

MATH—Modern Algebra and Matrix  5 hrs
661  Theory
Prerequisite: Math 360. An extension of the introductory course to more details and theory on topics such as Boolean Algebra, Groups, Matrices, Determinants, Fields, Rings and Ideals.

MATH—History of Mathematics  5 hrs
670  A survey of the historical development of mathematics with emphasis on topics for secondary teachers.

MATH—Seminar in Applications  5 hrs
701–702  of Mathematics
Topics will vary among social, business, and scientific applications of mathematics, statistics, operations research and the computer.

MATH—Foundations of Geometry  5 hrs
712  A study of Euclidean and Non-Euclidean topics.

MATH—Probability and Statistics  5 hrs
740  A study of various distributions and hypothesis testing.

MATH—Independent Study in Math  5 hrs
780

MODERN LANGUAGES

617—French Literature of the Seventeenth Century  5 hrs
618—French Literature of the Nineteenth Century  5 hrs
619—Contemporary French Literature  5 hrs
650—French Phonetics  5 hrs
An intensive study of pronunciation building fluent expression.

701—Advanced French Grammar  5 hrs
702—Advanced German Grammar  5 hrs
703—Advanced Spanish Grammar  5 hrs
706—Romance Philology  5 hrs
For French and Spanish.

707—Old French  5 hrs
An introduction to the morphology and syntax of early French.

721—French Literature of the Renaissance  5 hrs
722—French Literature of the Eighteenth Century  5 hrs
731—German Literature Since 1945  5 hrs
PHYSICAL EDUCATION

M.Ed. in Physical Education
Requirements

To receive the M.Ed. in Physical Education the student must have an undergraduate major in the field of concentration or 25 hours of acceptable junior and senior level courses in the general area of Physical Education. Candidates not satisfying these requirements may be admitted on a provisional level until they have satisfied the minimum requirements.

All candidates for the M.Ed. in Physical Education will be expected to complete at least 25 hours of work in the academic area of Physical Education. At least 15 of these hours must be at the 700 level.

North Georgia College 300 and 400 level undergraduate courses may be open to candidates for the M.Ed. in Physical Education with the permission of the Coordinator of the undergraduate and graduate program in Physical Education.

PE—Sex Education 5 hrs
600 A study of the attitudes and standards of the physical, emotional and behavioral aspects of sex.

PE—Materials and Methods in Physical Education 5 hrs
605 A study of the administrative processes and methodology needed to develop a thorough understanding of desirable standards and program implementation in physical education.

PE—Elementary and Secondary School Physical Education 5 hrs
620 A study and practicum in the objectives, needs, methods, and materials of elementary and secondary school children involved in a modern day physical education program.

PE—Kinesiology and Therapeutics 5 hrs
660 A study of the movements of the human body and their working relationship in normal and atypical individuals.

PE—Health Education 5 hrs
690 A study of the physical and mental health problems of society as they relate to man and his confrontations with mental health, alcohol, disease, drugs, marriage, nutrition, physical fitness and sex.

PE—Curriculum Planning in Physical Education 5 hrs
700 Deals with the administration, planning, construction, and content of curriculum in modern day physical education programs.

PE—Scientific Aspects of Exercise 5 hrs
704 A consideration of the effect of exercise on the functions of the organic systems of the body with particular emphasis on the physiological changes occurring during exercise.

PE—Analysis of Motor Skills 5 hrs
706 Analysis of motor skills based on laws and principles of mechanics.
PE—Administration of Physical Education
713  Education in the School Program 5 hrs
Program planning; budgeting, selection, care and maintenance of equipment and facilities; personnel; and other administrative problems; evaluation of physical education in the school programs.

PE—Current Problems in Health
714  Physical Education and Recreation 5 hrs
Problems met in a comprehensive program of health, physical education, or in recreation in the school and community. Special emphasis given to problems in areas of students' interest.

PE—History of Physical Education
715  Greek and Roman concepts of physical education, education and physical education in the Renaissance and Reformation, historic events and principles of European and American physical education. Special reference given to the value of physical education in the current economic and social life of the nation.

PE—Case Studies in Physical Education and Athletics
717  5 hrs
Problems dealing with the administration and teaching of physical education and athletics are studied by using the case method.

PE—Movement Education
720  Movement education, which emphasizes exploration and discovery of sound natural movement, will be studied to provide a basic understanding of the evolution, nature, purpose, methods, and various techniques used in this modern approach to physical education.

PE—Aspects of Sports in American Culture
722  Culture 5 hrs
An analysis of the place of sport in American culture. A study of the historical influences of sport on economics, politics, nationalism, curriculum and methods of instruction professional preparation, dance, leisure, and amateur and professional status.

PE—Theories of Coaching
723  A focus on why athletes and spectators behave the way they do in various athletic and physical activity settings and how said scope encompasses the major psychological dimensions underlying such behavior.

PE—Independent Study in Physical Education
780  Education 5 hrs
The study of a topic or problems in Physical Education significantly related to the student's interest. (By approval of student's adviser.)

PHYS—Thermodynamics
600  5 hrs
Prerequisites: Physics 225 and Math 300. A study of temperature and its measurement, calorimetry, and some topics from thermodynamics. Five lecture-recitations per week.

PHYS—Modern Physics
605  5 hrs
Prerequisites: Physics 224 and 225. May be taken concurrently with Math 246. An introduction to modern physics, dealing with the elemental nature of matter and radiation, ionization of...
gases, the quantum theory, and current developments in atomic physics.

**PHYS—Electricity and Magnetism I** 5 hrs 610
Prerequisite: Physics 224. With consent of Instructor, may be taken concurrently with Math 300. A course considering in somewhat more advanced manner the topics of electrostatics, magnetostatics, electrolysis, basic circuit theory, and related topics.

**PHYS—Mechanics—Analytical** 5 hrs 615
Prerequisite: Physics 230. May be taken concurrently with Math 300. Kinematics, using vector analysis, dynamics of particles, rotation and planetary motion, the linear harmonic oscillator, studies of energy, momentum and impact, introduction to the most general methods of solving dynamical problems.

**PHYS—Electricity and Magnetism II** 5 hrs 620
Prerequisite: Physics 410. This course is a continuation of Physics 410 with emphasis on electrodynamics, alternating current theory, transmission lines, filters, electromagnetic wave theory and related topics.

**PHYS—Nuclear Physics** 5 hrs 640
Prerequisite: Physics 320 or 310. A study of natural radio-activity, interaction of radiation with matter, radiation measuring instruments and the detection of nuclear particles plus a survey of the current state of experimental and theoretical nuclear physics.

**PHYS—Electronics** 5 hrs 645
Prerequisite: Physics 224. A study of the elementary principles of electronics. The laboratory work consists of the study of electronic circuits and the use of testing equipment. Four lecture-recitations and one, two-hour laboratory per week.

**PHYS—Quantum Mechanics** 5 hrs 650
Prerequisites: Physics 310 or 320, Math 300. Introduction to the quantum mechanics of one-dimensional systems. An introduction to Schroedinger's equation with emphasis being placed on solutions for one-electron atoms.

**PHYS—Physics Laboratory I** 675A, 676A, 677A 1, 1, 1 hrs
Selected experiments from the various branches of physics, clarifying and expanding the work of the classroom, and developing good laboratory techniques. The evaluation and the interpretation of experimental data.

**PHYS—Physics Laboratory II** 675B, 676B, 677B 1, 1, 1 hrs
A continuation of Physics Laboratory I.

**PHYS—Physics Laboratory Radioisotopes** 680 2 hrs
A laboratory course for students other than physics majors who wish to study the basic techniques of handling radioisotopes and some of the properties of these materials.

**PHYS—Introduction to Research Methods** 690, 691, 692 5, 5, 5 hrs
This course consists of two or three lectures and demonstrations per week with laboratory work. The lectures will include the various research techniques, theory of errors, analysis of experimental data, use of library sources, and report writing. The student will be required to use library sources and to perform various experiments. The student will also be required to report his work by class talks and written reports.

**PHYS—Curriculum Study in** 5, 5 hrs 700–710
**Physics for Secondary Teachers**
These courses are designed to acquaint the student with some of the problems encountered in a high school physics presentation. A personalized system of instruction (self-paced-self study) will be used to introduce the students to PSSC, Harvard Project, and ECCP curriculum projects. Both need not be taken to get credit.

**PHYS—Mechanics for Teachers** 5 hrs 720
Four lectures and discussions and one, two-hour laboratory period per week. Prerequisite: Math 245. This course is designed to aid the elementary physics teacher in dealing with problems in mechanics which may arise in his teaching. The effective presentation of physics concepts in this area will be emphasized.
PHYS—Waves, Electricity, and Magnetism 5 hrs
Prerequisite: Physics 720. This course is designed to aid the elementary physics teacher in dealing with problems in waves, electricity, and magnetism which may arise in his teaching. The effective presentation of physical concepts in this area will be emphasized. Four lectures and discussions and one, two-hour laboratory period per week.

PHYS—Modern Physics 5 hrs
Prerequisite: Physics 720. This course is designed to aid the elementary physics teacher in dealing with problems in modern physics which may arise in his teaching. The effective presentation of physical concepts in this area will be emphasized. Four lectures and discussions and one, two-hour laboratory period per week.

**SOCIAL SCIENCE**

**M.Ed. in Social Science**

**Requirements**

An Undergraduate Major in the candidates field of concentration or 35 hours of acceptable junior and senior level courses in the general area of the Social Sciences. Candidates who have not satisfied these requirements will be admitted on a provisional level until they have satisfied the minimum requirements.

Candidates for the M.Ed. in History will be expected to successfully complete

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<th>Course</th>
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<tbody>
<tr>
<td>History 700 R &amp; R in American History</td>
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<td>History 711 R &amp; R in Georgia and Local History</td>
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<tr>
<td>History 705 R &amp; R in the Western Heritage</td>
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<tr>
<td>History 706 R &amp; R in Modern World History since 1900</td>
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and from 5–10 hours of elective work in History from the courses listed in the 1976–78 North Georgia College Graduate Bulletin.

Candidates for the M.Ed. in Political Science will be expected to successfully complete

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<td>Political Science 700 R &amp; R in the American Political System</td>
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<tr>
<td>Political Science 701 R &amp; R in State and Local Government</td>
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<tr>
<td>Political Science 603 International Relations</td>
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<td>Political Science 621 Comparative Government</td>
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and from 5–10 hours of elective work in Political Sciences from the courses listed in the 1976–78 North Georgia College Graduate Bulletin.

Candidates for the M.Ed. in Social Sciences will be expected to successfully complete

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<tr>
<td>B.A. 770 Economics for Teachers</td>
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<tr>
<td>History 700 R &amp; R in American History</td>
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History 705 R & R in the Western Heritage
Political Science 700 R & R in the American Political System
and from 5–10 hours of elective work from the courses in B.A.,
Geography, History, and Political Science listed in the 1976–78 North
Georgia College Graduate Bulletin.

HISTORY

HIST—Social and Cultural History of
600 the United States to 1830 5 hrs
The study deals with cultural and intellectual developments in America from
the Colonial Period to 1830. Included in
this course will be such subjects as
European Heritage, The American
Frame of Mind, New World Sciences,
Republicanism, A New Kind of Revo-
lution, and The Power of an Idea.

HIST—Social and Cultural History of the
601 United States from 1830 to 1900 5 hrs
This course is an investigation of the
social and intellectual currents in the
United States from 1830 to 1900. In-
cluded in the course will be discussions on
such subjects as: The Best of Jackson
and Francis Parkman, Cult of the
Common Man, the Antebellum South,
The American Renaissance, High Tide
of Romanticism, Intellectual Trends in
Southern Nationalism, the New South,
the Last Frontier, American Socialism,
The Urban Impact on Rural Life, and
American Industry and Labor.

HIST—Social and Cultural History of
603 Europe—Renaissance to Scientific
Revolution 1400–1686 5 hrs
Breakdown of medieval cultural and
emergence of seclularism, humanism, re-
ligious conflicts, science and technol-
ogy—Elitist theories, Existentialism,
Marxism and the Modern World.

HIST—Social and Cultural History of the
602 United States 1900 to Present 5 hrs
This course is an analysis of the social
and intellectual currents in the United
States from 1900 to present. Included in
the course will be discussions on such
ideologies as Social Darwinism, Prag-
matism, Conservatism, American So-
cialism, and The War to End the War,
Ideologies.

HIST—History of Latin America 5 hrs
611 A study of the Colonial period and the
Wars of Independence.

HIST—History of the Far East 5 hrs
615 A survey of oriental history with em-
phasis upon the role of Japan and
China in world affairs during the
nineteenth century.

HIST—American Diplomatic History 5 hrs
617 A study of American Diplomacy from
the Colonial Period to the Present.

HIST—French History—Middle Ages to
620 1640 5 hrs
A survey of political, social and institu-
tional developments.

HIST—French History—1640 to 1870 5 hrs
621 A survey of political, social and institu-
tional developments.

HIST—French History—1870 to Present 5 hrs
622 A survey of political, social and institu-
tional developments.

HIST—Studies in Revolutionary
630 Experience 5 hrs
Studies in historical origins, patterns,
and changes in revolution in the mod-
ern world.
HIST—The Modern World—1900 to Present 5 hrs

HIST—The Modern World—1933 to Present 5 hrs

HIST—The American Revolution 5 hrs
660 This course will investigate and analyze the social, political, economic, and military events of the era from 1700 to 1783.

HIST—The Era of the French Revolution—1774 to 1794 5 hrs
662 A study of the French Revolution, its causes, and its consequences.

HIST—The Era of the French Revolution—1794 to 1815 5 hrs
663 From the Rise of Napoleon to Waterloo.

HIST—Civil War and Reconstruction 5 hrs
670 1860–1877: covering the outbreak of war, the war itself, the North during the War, the Confederacy, the Reconstruction program, the South during Reconstruction, the North during Reconstruction.

HIST—Appalachian Studies 5 hrs
680 A consortium on Appalachian culture with an emphasis on the North Georgia heritage. This is a lecture and independent research course.

The 700 level courses will consist of seminar situations in which specific readings are discussed and directed research projects are undertaken.

HIST—Readings and Research in American History 5 hrs
700

HIST—Readings and Research in American Social and Cultural History 5 hrs
701

HIST—Readings and Research in Southern History 5 hrs
702

HIST—Readings and Research in American Diplomatic History 5 hrs
703

HIST—Readings and Research in English History 5 hrs
704

HIST—Readings and Research in the Western Tradition 5 hrs
705

HIST—Readings and Research in Modern World History Since 1900 5 hrs
706

HIST—Readings and Research in Diplomatic History Since 1870 5 hrs
707

HIST—Readings and Research in Russian History 5 hrs
708

HIST—Readings and Research in European Social and Cultural History 5 hrs
709

HIST—Readings and Research in Revolutionary Experiences 5 hrs
710

GEO—Concepts and Materials in Geography for Teachers 5 hrs
700 This course considers the evolution of the discipline, its current conceptional core; area “element-complexes,” systematic vs. regional analytical procedures. Considers standard bibliographic statistical and cartographic sources. Procedures in adapting information from several sources to the classroom.

POLITICAL SCIENCE

POL SCI—The Legislative Process 5 hrs
601 An analysis of the legislative process in the U.S. Congress and American State Legislatures.

POL SCI—International Relations 5 hrs
603 An analysis of the basic forces which govern the behavior of nations in their relations with one another. This study of world power conflicts, diplomacy and international cooperation is designed to acquaint the student with the basic issues and areas of conflict among the nation-states of the contemporary world.

POL SCI—Public Administration 5 hrs
604 An analysis of the theory, basic principles and practices of public administration in the United States through a
study of organization, management, budgeting, personnel, administrative leadership and the characteristics of modern bureaucracies.

POL SCI—The American Constitutional 605 System 5 hrs An examination of the development and nature of the American Constitutional system through Supreme Court cases defining the interrelationships of the executive, judicial and legislative branches and the relationships of the executive, judicial and legislative branches and the relationships of the states to the national government.

POL SCI—Soviet Foreign Policy 606 5 hrs Prerequisite: Political Science 101. This course is designed to enable the student to understand about the nature of foreign policy in general and Soviet foreign policy in particular. The topic will be taught from the point of view that Soviet foreign policy is a continuation of foreign policy goals of pre-Bolshevik Russia.

POL SCI—Government and Politics in 608 Latin America 5 hrs An analysis of the political institutions and political processes of the Latin American nations.

POL SCI—American Political theory 610 5 hrs Prerequisite: Political Science 101. An analysis of the ideas underlying government and politics in the United States through a survey of American political thought from colonial times to the present.

POL SCI—The Presidency 611 5 hrs An analysis of the role and function of the American Presidency.

POL SCI—The Judicial System and the 612 Judicial Process 5 hrs A systematic study of the judicial system and its role in the administration of justice.

POL SCI—Government and Politics of the Soviet Union and the Eastern 615 European Bloc 5 hrs

POL SCI—Comparative Government 621 5 hrs A study of universal political principles and an application of these principles to the study of political systems on a comparative basis.

The 700 level courses will consist of seminar situations in which specific readings are discussed and directed research projects are undertaken. A maximum number of students in such courses shall be limited to ten.

POL SCI—Readings and Research in the 700 American Political System 5 hrs

POL SCI—Readings and Research in 701 State and Local Government 5 hrs

POL SCI—Readings and Research in 702 American Political Thought 5 hrs

POL SCI—Readings and Research in 703 Constitutional Studies 5 hrs

POL SCI—Readings and Research in 704 Latin American Studies 5 hrs

POL SCI—Readings and Research in 705 Comparative Government 5 hrs

POL SCI—Readings and Research in 706 International Relations 5 hrs

POL SCI—Readings and Research in 707 Political Thought 5 hrs

POL SCI—Readings and Research in 708 Soviet and Eastern European Studies 5 hrs

ANTHROPOLOGY

ANT—Peoples and Cultures of Africa 601 5 hrs Prerequisite: Anthropology 100 or Instructor's permission. A survey of the culture histories and contemporary variability of the societies of Sub-Saharan Africa. Emphasis will be placed on pre-industrial societies with consideration of the impact of modern industrial societies in African life.
ANT—Peoples and Cultures of North America 5 hrs
Prerequisite: Anthropology 100 or Instructor’s permission. A survey of the cultures of Aboriginal North America. Emphasis will be placed on historical reconstruction and comprehension of the relationship of society and environment. However, attention will be given to the problems of the American Indian as a minority in an alien industrial society.

ANT—Peoples and Cultures of Oceania 5 hrs
Prerequisite: Anthropology 100 or Instructor’s permission. A survey of the cultures of Polynesia, Melanesia, Micronesia, Indonesia and other appropriate Pacific Ocean Peoples. Emphasis on the cultural ecology of Oceania.

ANT—Advanced Cultural Anthropology 5 hrs
Prerequisite: Anthropology 100. A detailed re-examination of the concepts and methods of cultural anthropology with significant consideration of theoretical foundations and problems.

The 700 level courses will consist of seminar situations in which specific readings are discussed and directed research projects are undertaken. The maximum number of students in such courses shall be limited to ten.

ANT—Readings and Research in
701 Peoples and Cultures of Africa 5 hrs
ANT—Readings and Research in
702 Peoples and Cultures of North America 5 hrs
ANT—Readings and Research in
703 Peoples and Cultures of Oceania 5 hrs
ANT—Readings and Research in
704 Cultural Anthropology 5 hrs

SOCIOLOGY

SOC—Urban Sociology 5 hrs
601 A study of the modern city.

SOC—Race and Minority Groups 5 hrs
602 Patterns of domination and subordination; criteria for differential treatment; techniques of resistance to domination and methods of enforcing subordination. The social problems of discrimination.

SOC—Population Problems 5 hrs
603 Population analysis, demographic theory, differentials, population policies, distribution of people.

SOC—Sociological Theory 5 hrs
610 A survey of the major theoretical concepts of major writers in sociology from Comte to the present.

SOC—The Family 5 hrs
616 The American family as a social institution.

SOC—Criminology 5 hrs
620 A study of the social factors related to criminal behavior: prisons, and treatment practices.

SOC—Juvenile Delinquency 5 hrs
621 This course emphasizes three areas of the problem of juvenile delinquency: Causation, Treatment and Prevention.

SOC—Penology 5 hrs
622 A study of the American prison system. Comparison with the prison system of other nations will be made.

SOC—Introduction to Gerontology 5 hrs
625 An interdisciplinary approach to the study of the process of aging.

SOC—The Feminist Movement 5 hrs
630 A historical study of the Feminist Movement in the United States emphasizing its political, economic, and social impact.

SOC—The Field of Social Work 5 hrs
615 An introductory course to the various aspects of present day social work. Considers family and children's services, behavior clinics and case work approach to social problems, the courts, probation and parole, medical, social services, group work,
ity organization, public assistance and social security.

SOC—Social Work Methods 5 hrs
604 A study of the conceptions, functions, and processes of various methods of social work through which the social functioning of individuals, groups, and communities may be enhanced. Emphasis will be on analyzing problem situations, then selecting appropriate goals and strategies of intervention.

The 700 level courses will consist of seminar situations in which specific readings are discussed and directed research projects are undertaken. The maximum number of students in such courses shall be limited to ten.

SOC—Readings and Research in Social Problems 5 hrs
700

SOC—Readings and Research in Urban Sociology 5 hrs
701

SOC—Readings and Research in Race and Minority Groups 5 hrs
702

SOC—Readings and Research in Population Problems 5 hrs
703

SOC—Readings and Research in Family 5 hrs
716

SOC—Readings and Research in Criminology 5 hrs
720

SOC—Readings and Research in Juvenile Delinquency 5 hrs
721

SOC—Readings and Research in Penology 5 hrs
722

SOC—Independent Study 5 hrs
780

SOCIAL SCIENCES

The following Economics courses offered by the Department of Business Administration will be acceptable toward the fulfillment of requirements for the M.Ed. degree in Social Science Education.

BUS ADM—Consumer Economics 5 hrs
660 This course is designed for teachers and those students who desire a detailed study of consumer problems. The more important elements of consumer education are reviewed, including consumer goods, consumers’ services, buying problems, consumer organization, problems of personal finance, and well-balanced spending programs.

BUS ADM—Development of Economic Thought 5 hrs
645 Prerequisites: BA 151 and 152. A study of the development of economic ideas with major emphasis on writers. The purpose of the course is to establish a synthesis of evolving doctrines which have the basis of currently accepted economic theory.

BUS ADM—Public Finance 5 hrs
650 Prerequisites: BA 151 and 152. A study of the principles and techniques of government debt; specific tax and non-tax revenues; and expenditures at the national, state and local levels.

BUS ADM—Money and Banking 5 hrs
660 Prerequisites: BA 151 and 152. A study of the basic principles and concepts of money and credit and their importance in the present economy. The major topics emphasized are the key role of the commercial banking system in our economy, central banking as a means of expanding and stabilizing the supply of money and credit, monetary theory, monetary and fiscal policies, international banking and finance, and other banking credit institutions.

BUS ADM—Intermediate Economic Analysis 5 hrs
670 Prerequisites: BA 151 and 152. An intensive study of price theory and its uses. Specific topics covered include the theory of demand, the theory of the film, pricing in competitive and monopolistic markets, and the pricing of economic resources.

BUS ADM—Macroeconomic Analysis 5 hrs
675 Prerequisites: BA 151 and 152. An intensive study of the measurement, analysis, and control of aggregate economic activity. The economic prin-
ciples underlying national income, business cycles, and growth are examined; and particular attention is given to problems involved in formulating economic policies.

**BUS ADM—Labor Economics 5 hrs**

690 Prerequisites: BA 151 and 152. A study of the origin of the labor movement; population and the labor force; organized labor; union organization and management; collective bargaining; and the problems of unemployment, full employment, wage theory and policies, and labor legislation.

**BUS ADM—Economics for Teachers 5 hrs**

770 Develops the content, teaching, and application of economics to citizen needs for teachers who desire an understanding of general economics in the public school curriculum.
GRADUATE FACULTY

GEORGE B. BELDEN (1971) .................. Assistant Professor of Education
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B.S., University of Maryland; M.Ed., Duke University; further study, University of Wisconsin, Oak Ridge Institute of Nuclear Studies, Manhattan College, and Southern Methodist University.
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