MEMORANDUM

To: Dr. Charles R. Nash

From: Richard W. Trimble

I appreciate the opportunity to comment on the revised quarterly report form. Basically, I like it; it seems to be a substantial improvement over the form we have been using. There are two things I would like to ask about, though.

Questions 7-9 puzzle me a bit. In Question 9, for instance, are we concerned with all former SS English students who take any college level English course whatsoever? It seems to me that a more accurate assessment of the SS program would be obtained by limiting consideration to students in their first and, possibly, second credit level courses. Also, would we not need for comparison purposes the English GPA of a comparable group of students who had not gone through SS English?

The second thing I wonder about is the distinction we have made between "required" and "volunteer" students. At FJC the dividing line is blurred in many cases. On occasion a student is essentially required by his advisor to take a SS course even though our placement standards do not call for him to do so; other students at times are required to "back-up" to one or more SS courses in order to avoid dismissal or gain re-admittance to the College. Each quarter several students enroll in our MAT 020 course just in case they select a major which requires college algebra; if they do, they would have been required to take MAT 020, whereas if they elect, say, history as a major, they were volunteers. Also, in view of the wide range of placement standards in use throughout the System, I would guess that a majority of those classed as "volunteer" at their particular school would be considered "required" at one or more of the other institutions. Finally, it seems to me that in terms of retention, future success rate, etc., we have as much obligation to those who volunteer as to those who are required to participate in SS. In view of these points, I wonder if the distinction between the two types of students is meaningful and necessary. If it is, have we not built up a sufficient data base to allow us to assume that a certain percentage of our total SS enrollment, 15%, 20%, or whatever past figures indicate, will be volunteers, and no longer make the distinction in our quarterly reports?
MEMORANDUM

TO: Special Studies Department Heads

FROM: Charles R. Nash
      Director of Special Studies

RE: REVISED QUARTERLY REPORT FORM

For some time now I have been considering making some changes in our Special Studies quarterly report. Finally, I have had time to commit some ideas to paper and would like very much to have your comments, questions, and/or suggestions regarding them.

Please find enclosed a copy of a "revised quarterly report form." At your earliest convenience, and by August 25, 1978, please share with me any ideas you have regarding the form's format, content, etc.

Thank you for your consideration and cooperation, and I look forward to your reply.

CRN:sjr

Enclosure
UNIVERSITY SYSTEM OF GEORGIA
SPECIAL STUDIES PROGRAM
QUARTERLY REPORT

Institution

Person Submitting Report

Previous Quarter and Year

Current Quarter and Year

SPECIAL STUDIES STUDENT is a student who is required to take and pass one or more courses and the Basic Skills Examination in the Department of Special Studies before being admitted to the Institution as a regular degree seeking student.

NOTE: The above definition of SPECIAL STUDIES STUDENT should be used by registrars when reporting the number of Special Studies Students on the Quarterly Enrollment Report. For this report, except where noted, all students enrolled in Special Studies courses, including volunteers and referrals, should be reported.

It is important that the total required enrollment figure reported in this form (line 11-a) be the same as the figure given on lines 01.09 and 12.09 in the registrar's Quarterly Enrollment Report.

PREVIOUS QUARTER EVALUATION REPORT

1. How many required students in Special Studies did not remain in college for the full quarter last quarter?
   a. Total enrollment?
      Black ___________ Other ___________ Total ___________
   b. Number to withdraw?
      Black ___________ Other ___________ Total ___________
   c. Percent to withdraw?
      Black ___________ Other ___________ Total ___________

2. How many required students in Special Studies were asked to withdraw from school for academic reasons at the end of last quarter?
   a. Total Enrollment?
      Black ___________ Other ___________ Total ___________
   b. Number asked to withdraw?
      Black ___________ Other ___________ Total ___________
   c. Percent asked to withdraw?
      Black ___________ Other ___________ Total ___________

3. How many required students completed their final Special Studies requirement(s) last quarter?
   a. Total enrollment?
      Black ___________ Other ___________ Total ___________
   b. Number completing requirements?
      Black ___________ Other ___________ Total ___________
   c. Percent completing requirements?
      Black ___________ Other ___________ Total ___________
4. Of the required students enrolled in Special Studies Mathematics last
quarter, how many exited mathematics?
   a. Total number enrolled?
      Black ______ Other ______ Total ______
   b. Number exited?
      Black ______ Other ______ Total ______
   c. Percent exited?
      Black ______ Other ______ Total ______

5. Of the required students enrolled in Special Studies Reading last
quarter, how many exited reading?
   a. Total number enrolled?
      Black ______ Other ______ Total ______
   b. Number exited?
      Black ______ Other ______ Total ______
   c. Percent exited?
      Black ______ Other ______ Total ______

6. Of the required students enrolled in Special Studies English last
quarter, how many exited English?
   a. Total number enrolled?
      Black ______ Other ______ Total ______
   b. Number exited?
      Black ______ Other ______ Total ______
   c. Percent exited?
      Black ______ Other ______ Total ______

7. Of the former required Special Studies mathematics students who took a college level
mathematics course last quarter, how many were successful in the course?
   a. Number of students surveyed?
      Black ______ Other ______ Total ______
   b. Number passing course?
      Black ______ Other ______ Total ______
   c. Percent passing course?
      Black ______ Other ______ Total ______
   d. Mathematics GPA of students surveyed?
      Black ______ Other ______ Total ______
8. Of the former required Special Studies reading students who took a college level English course last quarter, how many were successful in the course?
   a. Number of students surveyed?
      Black ________  Other ________  Total ________
   b. Number passing course?
      Black ________  Other ________  Total ________
   c. Percent passing course?
      Black ________  Other ________  Total ________
   d. English GPA of students surveyed?
      Black ________  Other ________  Total ________

9. Of the former required Special Studies English students who took a college level English course last quarter, how many were successful in the course?
   a. Number of students surveyed?
      Black ________  Other ________  Total ________
   b. Number passing course?
      Black ________  Other ________  Total ________
   c. Percent passing course?
      Black ________  Other ________  Total ________
   d. English GPA of students surveyed?
      Black ________  Other ________  Total ________

CURRENT QUARTER ENROLLMENT INFORMATION

10. What is the total student headcount in Special Studies, including those who volunteered and/or were referred?
    a. Black American ________  d. Hispanic ________
    b. American Indian, or Alaskan Native ________
    c. Asian, or Pacific Islander ________
    e. All other ________
    f. Total ________

11. How many students are participating in Special Studies on a required basis?
    a. Total enrollment?
       Black ________  Other ________  Total ________
    b. Number required?
       Black ________  Other ________  Total ________
    c. Percent required?
       Black ________  Other ________  Total ________
12. How many students are participating in Special Studies on a voluntary and/or referral basis?
   a. Total enrollment?
      Black _______  Other _______  Total _______
   b. Number voluntary and/or referral?
      Black _______  Other _______  Total _______
   c. Percent voluntary and/or referral?
      Black _______  Other _______  Total _______

13. What were the average class sizes for Special Studies classes?
   a. Mathematics?
      Total number of students ______  Average class size ______
   b. Reading?
      Total number of students ______  Average class size ______
   c. English?
      Total number of students ______  Average class size ______
   d. Group Counseling?
      Total number of students ______  Average class size ______

*14. How many students enrolled the last quarter and still required to participate in Special Studies did not return for the current quarter?
   a. Total required to continue?
      Black _______  Other _______  Total _______
   b. Number not returning?
      Black _______  Other _______  Total _______
   c. Percent not returning?
      Black _______  Other _______  Total _______

*NOTE: Complete this item for Fall to Winter and Winter to Spring Quarters only.
MEMORANDUM

TO: Special Studies Department Heads

FROM: Charles R. Nash

SUBJ: "Survey of Data on Students Asked to Withdraw From Special Studies Because of Academic Reasons"

Please complete the following tables regarding students who were unsuccessful in completing academic requirements to exit Special Studies. Include only those students who were required to withdraw because they were unable to exit in the time allotted.

If these data can be compiled prior to Tuesday, June 13, 1978, please call them in to my office. Otherwise, please submit the completed form to me by June 26, 1978.

If possible, include all students who have been asked to leave the institution since the Special Studies Program was begun in 1974.

If there are questions, please give me a call.

CRN: sjr

Enclosure

cc: Dr. Haskin R. Pounds
Vice Chancellor John W. Hooper
Presidents of Institutions
### Table I
<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Avg. SAT Verbal</th>
<th>Avg. SAT Math.</th>
<th>Avg. SAT TSWE</th>
</tr>
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</table>

### Table II
<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Beginning CGP Scale Score</th>
<th>Ending CGP Scale Score</th>
</tr>
</thead>
</table>

### Table III
<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Beginning BSE Scale Score</th>
<th>Ending BSE Scale Score</th>
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### Table IV
<table>
<thead>
<tr>
<th>No. of Students</th>
<th>High School GPA</th>
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</table>

### Table V
<table>
<thead>
<tr>
<th>No. of Students</th>
<th>GPA of Coll. Credit Courses Taken</th>
</tr>
</thead>
</table>

### Table VI
<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Nelson-Denny Pretest</th>
<th>Nelson-Denny Posttest</th>
<th>*Other Test-Percentile Pretest</th>
<th>*Other Test-Percentile Posttest</th>
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</thead>
</table>

*Identify and give percentile.

### Table VII
<table>
<thead>
<tr>
<th>No. of Students</th>
<th>No. of Quarters in Attendance</th>
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</table>

### Table VIII
<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Race</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Black</td>
<td>Others</td>
</tr>
</tbody>
</table>

Name of Institution

Person Submitting Report
June 8, 1978

MEMORANDUM

TO: Special Studies Department Heads
FROM: Charles R. Nash

Please answer the following questions and return them to me immediately:

I. What is the SAT score(s) used to initially identify students for further placement testing?
   430 V 380-430 M *

II. What are the BSE Scale Scores used to exempt/exit students from Special Studies?

   Mathematics  65-75 *
   Reading  63
   English
   Less than 60 → Special Study
   60-67 → Placement based on writing sample
   More than 67 → Credit level comp.

Thank you.

CRN: sjr

* Depending on credit level course required in program of study.
PASSING RATE OF FORMER SPECIAL STUDIES
STUDENTS IN COLLEGE LEVEL COURSES
DURING FALL QUARTER 1977

<table>
<thead>
<tr>
<th>College Mathematics</th>
<th>College English</th>
<th>College Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage Passing</strong></td>
<td><strong>Percentage Passing</strong></td>
<td><strong>Percentage Passing</strong></td>
</tr>
<tr>
<td>Former Special Studies</td>
<td>Non-Special Studies</td>
<td>Former Special Studies</td>
</tr>
<tr>
<td>70%</td>
<td>71%</td>
<td>79% - Summer - 83%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31% - Fall - 62%</td>
</tr>
</tbody>
</table>

Other Related Information and Comments:

English results reported above are not typical for either quarter. Overall averages would be approximately 50% for former SS students and 55-60% for non-SS students.

Fall Quarter data on success rates in Social Science courses would be somewhat difficult to obtain; I'll dig it out if it's greatly needed.

Though I compile this sort of data only sporadically, I agree that it's certainly important and should be included in each quarterly report.

INSTITUTION: Floyd Junior College

Richard W. Trimble
Dr. Charles R. Nash
Director of Special Studies
The University System of Georgia
244 Washington Street, SW
Atlanta, Ga. 30334

Dear Dr. Nash,

Nine of our English faculty, all of whom teach remedial English, did an item analysis of the BSE Form #1. Several have also examined Form #2, (which we found somewhat improved), but we did not have time to evaluate it before responding to your November 14 request. (None of us has seen Form #3 yet.)

Acknowledging the tremendous difficulty of making a fair test, the consensus on Form #1, nevertheless, is that it is a poor test for our initial placement purposes. It appears to have been compiled hastily (there is even a comma splice in the "Example" section of the directions), and several sentences are unnecessarily confusing in diction and syntax. As a placement tool for our Special Studies English 019 (basic grammar) and English 020 (paragraph writing) and our college composition English 101, the test need not attempt to trick anyone, nor should it offer technically correct sentences which are also samples of bad writing. To put it another way, the test is much too complicated for identifying shades of difference among our extremely poor students and much too tricky to fairly evaluate the linguistically more sensitive yet insecure student straining to get directly into (not out of!) college composition.

Although we can only surmise on the basis of the exam itself what the particular objectives of the test-makers were, we still feel that a more straightforward approach would suit both lower and higher placement purposes better and more fairly.

To get down to actual suggestions, the exam should avoid relatively esoteric words like whet, culinary (#15), and apparitions (#14), and distracting phrases such as "succumbed to the rigidity" (#27). With or without "errors," sentences such as #30, 31, 41, 51, and 58 are weak models for beginning writers. As any English test-maker can tell you, it is all too easy to bend a sentence to make it fit an error to be tested; such less than worthy sentences should be carefully avoided. Nor is there any need for the repetition of the same error, as the you/one shift in #14 and #32, or the misuse of real in both #9 and #24 (unless the grade can be weighted for consistency).
There is no need for the subtle ambiguity in items like compliment/complement (#25) or ever/every (#47), which the poor student will not catch at all and the better student will unnecessarily agonize over (with the mid-range student probably tossing a coin).

We would like to see more simple ordinary spelling errors—no need for hard words on this test at all. As indicated on the attached questionnaire, the test also needs more attention to fragments, subject-verb agreement (nothing tricky), pronoun-antecedent agreement, bungled modifiers, and especially the use of the possessive apostrophe (unquestionably the fastest, easiest method of evaluating anybody's use of written English).

Other particular agreement included these:
#17: Too sophisticated for an initial placement test
#22: Answer sheet says correct; we say between three is an error and too subtle for this test anyway.
#44: What is the point? (accept--expect--expect?)

Overall, our combined input is this: simplify. The more difficult the items, the higher the chances of misplacing the poorer students on the basis of enforced guesswork, the very students the test should most clearly and accurately identify.

Thank you,

Joseph Mayson
Assistant Professor of English
(And Coordinator of Special Studies English)

JM/sm

Enclosure

cc: Dr. Richard Trimble, Dr. Ernie Martin, R. Robert Rentz
Please indicate your agreement or disagreement with these errors for inclusion in our Basic Skills Examination. Also, add any which you feel are very important but are not listed here.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Sentence Fragment</td>
<td>✓✓</td>
<td></td>
</tr>
<tr>
<td>B. Comma Spice</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>C. Fused Sentence</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>D. Subject-Verb Agreement</td>
<td>✓✓</td>
<td></td>
</tr>
<tr>
<td>E. Spelling of simple, commonly misspelled words</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>F. Verb Forms Other Than Agreement</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>G. Noun Plurals such as test-tests? some men, little children, etc?</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>H. Pronoun Case</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I. Pronoun-Antecedent Agreement</td>
<td>✓✓</td>
<td></td>
</tr>
<tr>
<td>J. Pronoun Reference</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>K. Dangling &amp; Misplaced modifiers</td>
<td>✓✓</td>
<td></td>
</tr>
<tr>
<td>L. Adjective/Adverbs Errors (Common)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>M. Use of Possessive Nouns (Apostrophe)</td>
<td>✓✓</td>
<td></td>
</tr>
</tbody>
</table>
December 8, 1976

Dr. Richard Trimble, Chairman
Special Studies Department
Floyd Junior College
Rome, Georgia 30161

Dear Dr. Trimble:

Please let me take this opportunity to thank you for your recent participation in our Special Studies Workshop. The response to the workshop has, thus far, been very positive and much credit should go to you for your willingness to share your enthusiasm and skills with others of us in the University System.

The Planning Committee and I are indeed grateful for your cooperation.

Sincerely,

Charles R. Nash
Director
Special Studies Program

CRN/ple
DISCUSSION GROUP 7

How do you know when you have bridged the gap between Special and regular studies?

Two sessions of this discussion group were held. The question posed for consideration was not answered other than in a narrow negative sense ("We cannot determine this solely with a Special Studies exit test"). Most discussion centered around the nature of the gap and possible means of bridging it. The key observations and suggestions made are summarized below.

**Nature of the Gap**

1) There is often a large gap in both content level and pacing between Special Studies and credit level courses.

2) Frequently there is a gap in terms of both the instructor's expectations of the student and the instructor's attitude toward the student.

3) Part of the gap may be attributed to student attitude; many students complete Special Studies without acquiring the self-discipline and/or motivation necessary for success in credit level work.

4) At many institutions there are substantial differences in class sizes between Special Studies and credit level classes. The student may have trouble adapting to a much larger class size.

**Suggestions for Bridging the Gap**

1) Continue advising by Special Studies personnel through the student's first few quarters of regular studies.

2) Make student-tutors available in both Special Studies and initial credit level courses. Ideally these would be volunteers who themselves are successful Special Studies "graduates".
3) Encourage and, if possible, arrange for students in Special Studies to visit in credit level classes for a day or so.

4) Solicit the opinions and cooperation of credit level faculty in attempting to smooth the transition from Special to regular studies.

5) Encourage teacher interchange and visitation. Special Studies instructors should at least visit the credit level classes occasionally so they can better prepare their students. Credit level instructors should visit the Special Studies classroom to share with the students what will be expected of them in credit courses (as well to gain some appreciation of what the Special Studies instructors are attempting to do).

6) "Step up the pace" for those Special Studies students who probably will enter credit level courses the following quarter.

7) In Special Studies mathematics courses exit requirements should be appropriate for the credit level course which the student will take -- more should be required of the student who will enroll in college algebra than of one enrolling in a "liberal arts" math course.
QUESTIONNAIRE FOR SPECIAL STUDIES DIRECTORS
(Please return to Dr. Charles Nash by 11-19-76)

1. Approximately how many CGP Tests would you administer in a year's time?
   1500 - 2000

2. How many forms of the new tests would you think necessary for one year?
   3 the first year; 1 each subsequent year if previous forms remain available for
   use.

3. How many and what types of students will be taking the CGP at your school
   Winter Quarter 1977?

<table>
<thead>
<tr>
<th>TYPE</th>
<th>NUMBER</th>
<th>APPROXIMATE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3a. Will each of these groups be available to take one or more forms of the
    new tests?

   *

4. Do you have local test scoring machines that you would like to use with
   the new tests? Yes (If yes, send a copy of the answer sheet.)

5. If in addition to local scoring capability, a central scoring service is
   provided, would you use it for either placement or exit, and what turn-
   around time would you need. No

6. Do you foresee any system policy changes that would be necessary for
   implementation of the new tests? None other than test name changes. I
   think use of the CGP Test was specified by the Regents.

7. Do you have any suggestions for "names" for the new tests?
   University System of Georgia Placement Exams. (USGAPES would be a usable,
   though not mellifluous acronym.)

*3-3a. - Most of our placement tests for students entering Winter '77 will be
   administered prior to 12-17-76. I can go into some of our classes during
   the first week of the quarter to administer the new tests. It would be
   most convenient for me to test approximately 50 Special Studies math
   (OVER)

RRR:id
11/12/76
students, 50 credit level math students, and 50 Special Studies reading students, for each of who we would have current (December, 1976) CGP test scores available.
Memorandum

To: Presidents
University System of Georgia Institutions

From: John W. Hooper J.H.

Subject: Academic Success of Students Who Exit Special Studies

August 25, 1976

Last year about this time we requested that you evaluate the success of students who had formerly participated in Special Studies courses. We are now asking you to conduct another survey of the same type since we have completed two full years of work in Special Studies.

Adequate sample sizes should be selected for both groups of students to be studied. Use in the group of students labeled "Special Studies Students," persons who participated in and successfully exited Special Studies mathematics, reading and/or English, and subsequently took any regular college mathematics, social science and/or English course. "Regular Placement Students" are those who never were required to participate in Special Studies.

The question under investigation is:

How do former Special Studies students compare with Regular Placement students when each group takes regular college level courses?

Please use the attached table or a reasonable facsimile in reporting the findings of this study.

Please submit your report to Dr. Charles Nash by September 30, 1976. If there are any questions pertaining to this request, please contact Dr. Nash.

JWH/CN/pke
Attachment

cc: Chancellor George L. Simpson, Jr.
Dr. Haskin R. Pounds
Dr. Charles R. Nash
Dr. Thomas F. McDonald
Special Studies Chairpersons
Special Studies and Regular Placement Students' Performance in Regular College Courses

<table>
<thead>
<tr>
<th></th>
<th>Former Special Studies Students</th>
<th>Regular Placement Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>1.90</td>
<td>2.30</td>
</tr>
<tr>
<td>Success</td>
<td>48%</td>
<td>61%</td>
</tr>
<tr>
<td>(Optional) Success-&quot;D&quot; Grade Included</td>
<td>60%</td>
<td>74%</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>1.35</td>
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<td>57%</td>
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<tr>
<td>(Optional) Success-&quot;D&quot; Grade Included</td>
<td>67%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>1.80</td>
<td>1.96</td>
</tr>
<tr>
<td>Success</td>
<td>46%</td>
<td>63%</td>
</tr>
<tr>
<td>(Optional) Success-&quot;D&quot; Grade Included</td>
<td>46%</td>
<td>63%</td>
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</table>

Note: Success is defined as the percentage of students who pass with a letter grade of A, B, or C. Students receiving D, F, or W should be considered unsuccessful except where noted as optional. Use Cumulative GPA for students who may have taken regular courses more than one time.

1. How many former Special Studies students were included in the group studied?
   Mathematics ___105___, Social Science ___75___, English ___200___

2. How many Regular Placement students were included in the group studied?
   Mathematics ___120___, Social Science ___120___, English ___120___

Richard W. Trimble
Floyd Junior College
July 16, 1976

MEMORANDUM

TO: Mathematics Sub-Committee Members

Mr. Billy Taylor - Gainesville Junior College
Mr. Walter Leftwich - Savannah State College
Dr. C. R. Pittman - West Georgia College
Dr. John Hansen - Armstrong State College
Mr. Robert Roquemore - Fort Valley State College
Dr. Jerry Townsend - Augusta College
Dr. Richard Trimble - Floyd Junior College
Dr. Bill Wheeler - Abraham Baldwin Agric. College

FROM: Charles Nash, Director
Special Studies Program

Bob Rentz and I have discussed the matter of data collection on our mathematics items and have decided to pretest some items this summer quarter. Our basic objective will be to observe how these items you have written function singularly and collectively.

We will need your cooperation to administer test items to an approximate minimum of 50 students (total). If possible, you should select a group of students in Special Studies mathematics and a group in regular mathematics. The regular course should be the usual entry level course for the regular program in mathematics. Please let me know about how many students to which you will be able to give the test.

All of us will be pushed for time to get this pretesting done before summer school ends, but we beg your cooperation. We will mail the test items, with instructions, by July 28, 1976. Please schedule the test administration to take place after July 30th.

If you have completed the review of the arithmetic items, please return them as soon as possible in order to facilitate getting the test forms out to you.

Thank you very much.

CN/pl
Special Studies Practices Survey  
Summer 1976  
University System of Georgia

1) Do college recruiters make available to perspective students written information about your Special Studies Program?  _X_ yes, ___ no.  
Comments: 
This is included with information on other programs of the college. A separate brochure concerning SS is being prepared but is not yet available for distribution.

2) As a general rule, are students notified in writing concerning the specific Special Studies requirements they will have to complete?  ___ yes, _X_ no.  
Comments: 
Students are shown their individual placement scores and resultant requirements during our registration process, but they do not retain the form on which these are recorded.

3) Are all entering freshmen given a placement test(s) other than the Scholastic Aptitude Test?  ___ yes, _X_ no.  
Comments: 
Those with SAT Verbal score less than 430 or SAT Math score less than 400 are given addition placement tests.

4) Is satisfactory performance on a writing sample a requirement for exiting Special Studies English?  _X_ yes, ___ no.  
Comments:  
Writing samples are required as part of the course work and the final exam includes a brief writing sample.
5) Is the attainment of a specified reading grade level a requirement for exiting Special Studies reading? ____ yes, __ x no. Comments: (If yes, indicate level)

6) Are all students who take Special Studies mathematics required to show competency in pre-college algebra regardless of major field of study anticipated? ____ yes, __ x no. Comments:

7) Is satisfactory performance on a writing sample a requirement for passing regular English courses? __ x yes, ____ no. Comments:

8) Is the Special Studies Department responsible for providing remediation for the Regents' Test failures? Essay: ____ yes, __ x no. Reading: __ x yes, ____ no. Comments:

9) What exit scaled scores are currently being used in mathematics __ 42__, reading __ 43__, and English __ 44__? Comments:

Students may exit with System minimum scores and endorsement of their instructor.

10) Does the institution allow any flexibility in these scores under certain conditions? ____ yes, __ x no. Comments:
11) Can a student exit a Special Studies course by passing only the Comparative Guidance and Placement Tests?  
   yes,  x  no. Comments:

12) Is satisfactory completion of course objectives a prerequisite to taking the CGP?  
    yes,  x  no. Comments:

13) Is individualized (including small group, and laboratory) instruction the primary arrangement used in Special Studies classes?  
    yes,  x  no. Comments:

    Although such instruction is offered, it is not the primary arrangement.

14) Is self-paced (as opposed to teacher paced) instruction the most prevalently used method in Special Studies classes?  
    yes,  x  no. Comments:

    Provision is made for those SS students for whom the teacher-paced instruction proves to be too fast.

15) Are there academic support resources, external to Special Studies, available to students once they have completed Special Studies requirements?  
    x  yes,  ___ no. Comments:

    Such resources, however, are quite limited.
16) Generally, how many consecutive quarters may a student remain in the Special Studies classification before he is asked to withdraw? _At least four._
Comments:

17) Is a student in Special Studies likely to be excluded for academic reasons prior to spending 3-quarters in school?
___ yes, ___ no. Comments:

18) Do other departments, e.g., English, mathematics, Social Science, etc. participate in the setting of goals and objectives for Special Studies? ___ yes, ___ no.
Comments:

19) Do members of the Special Studies Department faculty sometimes teach "regular" college level courses in other departments? ___ yes, ___ no. Comments:

20) When faculty members from other departments teach in the Special Studies department, are their selection and assignment cooperatively made? ___ yes, ___ no. Comments:

"Yes" in mathematics, "no" in English.
21. Is there formal, required advisement for students in Special Studies? __x__ yes, ____ no. Comments:

There is an established advisement procedure for all students—it is not one that I would term "formal".

22. Is there a formal advisement plan in operation for students in the "regular" college program? ___x__ yes, ___ no. Comments:

23. Is tutoring for students a regular part of the Special Studies Program? ____ yes, __x__ no. Comments:

24. Are reading, etc., laboratories open and available to students over and beyond class time? ___x__ yes, ____ no. Comments:

25. Are teacher aides (paraprofessionals) used in Special Studies to assist instructors? ____ yes, ___x__ no. Comments:
26. What SAT score(s) is used to initially identify students for further testing prior to placement?

Comments:

- English: 430 SAT Verbal
- Math: 430 or 380 SAT Math (depending on major)
- Reading: 650 SAT Combined

27. Is the high school grade point average used in a prediction equation or the placement decision? 

   yes, 

   no.

Comments:
MEMORANDUM

TO: Presidents, University System Institutions

FROM: John W. Hooper
Associate Vice Chancellor

SUBJECT: Students Asked to Withdraw From Special Studies

As we continue to develop our Special Studies Program, it becomes increasingly important that we begin to carefully look at predictors of probable success of students.

It has become obvious that some students will be unsuccessful in their attempts to acquire a college degree. This number of students, hopefully, will remain small. Yet, the number of students who fit this category is sufficiently large to warrant consideration and guidance early so that other more realistic goals can be set.

In order to begin to investigate this problem in more detail, we are asking you to answer the attached questionnaire with regard to students who were asked to withdraw from Special Studies at the end of Spring, Summer and Fall Quarters, 1975. This question corresponds to question number 2 of the Special Studies Quarterly Report.

Please return the completed form to Dr. Charles Nash by or before February 25, 1976.

CN/ple

cc: Chancellor Simpson
Vice Chancellor Eidson
Dr. Haskin Pounds
Special Studies Chairmen, as information
SPECIAL STUDIES STUDENTS ASKED TO WITHDRAW

Questions

1. What was the total number of students asked to withdraw from school because they had not completed Special Studies requirements within the time allotted? 

2. What was the mean combined SAT score for the total group of students asked to withdraw during the three quarters? 

3. What was the mean high school grade point average for the total group? 

4. Indicate gain scores of performance on the CGP for the group of students: (Average Scores)
   A. MATHEMATICS
      First Test _____, Last Test _____, Gain _____
   B. READING
      First Test _____, Last Test _____, Gain _____
   C. ENGLISH
      First Test _____, Last Test _____, Gain _____

5. Indicate average grade placement derived from diagnostic reading tests: (Average scores for the total group)
   A. Nelson-Denney Reading Test
      First Test _____, Last Test _____, Gain _____
   B. Stanford Diagnostic Test
      First Test _____, Last Test _____, Gain _____
   C. Other(__________________________)
      First Test _____, Last Test _____, Gain _____

Institution

Submitted by
SPECIAL STUDIES "DROP-OUTS"
Fall Quarter, 1975

Of 423 students enrolled in SS courses this quarter, 64 (15%) were drop-outs in the sense that they did not take CGP exit tests in any of the SS courses for which they enrolled. In past quarters the drop-out rate has ranged from 24% to 28%. The improvement this quarter probably should be attributed to a change in grading policy -- many SS instructors have begun using attendance as a criterion in determining whether the unsuccessful student receives a grade of W or a grade of F. Worth noting is that of the 64 drop-outs, only 24 officially withdrew from their courses, and 24, 10 of whom officially withdrew, returned for Winter Quarter, 1976.

The following chart indicates that veterans are a bit more likely to drop-out than are non-veterans. Since the percentages of Blacks and males among veterans is higher than among non-veterans, the data in the second and third lines might be predicted from the first.

<table>
<thead>
<tr>
<th></th>
<th>% of SS Enrollment</th>
<th>% of SS Drop-outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans</td>
<td>43%</td>
<td>60%</td>
</tr>
<tr>
<td>Blacks</td>
<td>19%</td>
<td>26%</td>
</tr>
<tr>
<td>Males</td>
<td>71%</td>
<td>85%</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Special Studies Chairpersons
FROM: Charles Nash, Director of Special Studies
SUBJECT: Changes in Student Placement and Exit Criteria for Special Studies

Please take time to answer the following questions and return this form to me by December 5, 1975.

Thank you!

1. Have you changed your placement and/or exit requirements since Fall 1974?
   Yes [_____] No [X]

2. If so, what changes were made? (Indicate scores or average)

<table>
<thead>
<tr>
<th>FALL 1974</th>
<th>FALL 1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. SAT Cutoff? [<em><strong><strong>] (changed to) A. SAT Cutoff? [</strong></strong></em>]</td>
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</tr>
<tr>
<td>or, PFGPA? [_____] (changed to)</td>
<td>or, PFGPA? [_____]</td>
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<tr>
<td>B. CGP Cutoff? [<em><strong><strong>] (changed to) B. CGP Cutoff? [</strong></strong></em>]</td>
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<tr>
<td>C. Did course objectives also have to be met by students? [_____]</td>
<td>C. Do course objectives also have to be met by students? [_____]</td>
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<tr>
<td>[<em><strong><strong>] Yes [</strong></strong></em>] No</td>
<td>[<em><strong><strong>] Yes [</strong></strong></em>] No</td>
</tr>
</tbody>
</table>

3. If changes were made in the CGP, SAT or Predicted Grade Point Average requirements, please list bases on which this decision was made.
4. Where changes were made, did the Special Studies, English, mathematics and other departments cooperatively participate in the decision making process? (Indicate Yes or No)

SS?_____ English?_____ Math?_____ Other?_____

5. Are there other factors which affect the placement of your first time entering students? _____Yes / / No  If yes, please list those factors.

6. Are there currently any plans for making future changes in your Special Studies requirements? Explain

It appears quite likely that we shall begin using an essay to assist in determining appropriate English placement. However, this will not occur prior to Spring Quarter, and probably not before next fall.

Floyd Junior College
Institution

Richard W. Trimble
Name of Person Submitting Report

CRN:id
cc: Assistant Vice Chancellor Haskin R. Pounds
    Presidents, as information
MEMORANDUM

TO: Presidents
University System Institutions

FROM: John W. Hooper J. M.,
Associate Vice Chancellor

October 23, 1975

RECEIVED
OCt 24 1975
ADMS & RECORDS OFFICE

There has developed considerable interest in the source of the high school training of students in Special Studies. We find it is now necessary for us to furnish such information to responsible bodies that have requested it.

Therefore, we are requesting that you provide us with the names of the high schools and the numbers of students from each that are required to take Special Studies during the 1975 Fall Quarter.

It would be helpful if you would use a format similar to the one below in reporting this information. This report is needed by November 7, 1975.

<table>
<thead>
<tr>
<th>Name of High School</th>
<th>Number of Students</th>
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</thead>
<tbody>
<tr>
<td>1. Out-of-State High Schools</td>
<td>(number)</td>
</tr>
<tr>
<td>2. G.E.D.</td>
<td>(number)</td>
</tr>
<tr>
<td>3. (List In-State High Schools)</td>
<td>(number)</td>
</tr>
</tbody>
</table>

HRP/pl

cc: Chancellor George L. Simpson, Jr.
Vice Chancellor John O. Eidson
Registrars, as information
Special Studies Chairmen, as information
<table>
<thead>
<tr>
<th></th>
<th>in Special Studies</th>
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<tbody>
<tr>
<td>1)</td>
<td>Out of State High Schools</td>
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<tr>
<td>2)</td>
<td>G.E.D.</td>
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<tr>
<td>3)</td>
<td>In State High Schools</td>
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<td></td>
<td>Adairsville</td>
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<td>Berry Academy</td>
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<td>Cave Spring</td>
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<td>Chattooga County</td>
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<td>Clarke Central</td>
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<td>Commerce</td>
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<td>Coosa</td>
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<td>Dade County</td>
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<td>Dahlonega</td>
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<td>Darlington</td>
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<td></td>
<td>East Rome</td>
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<td></td>
<td>GA School for the Deaf</td>
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<td>Glynn Academy</td>
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<td>Haralson County</td>
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<td>LaFayette</td>
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<td>Lincoln County</td>
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<td>Rockmart</td>
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<td></td>
<td>Sprayberry</td>
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<td>Trion</td>
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<td></td>
<td>Valley Point</td>
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<td></td>
<td>West Fulton</td>
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<td></td>
<td>West Rome</td>
</tr>
<tr>
<td>4)</td>
<td>H.S. no longer in existence</td>
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<tr>
<td></td>
<td>Admitted based on institutional testing</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Presidents
University System of Georgia Institutions

FROM: John W. Hooper J.D.
Associate Vice Chancellor

SUBJECT: Academic Success of Students Who Exit Special Studies

There are five major criteria which we can use when attempting to evaluate the Special Studies Program in the University System. These five criteria are: (1) student retention, (2) number of students who successfully exit, (3) success of these students in regular courses, (4) rate of passing of former Special Studies students on the Regents' Test, and (5) number of students who received two or four year college degrees.

To date, we have been weighing heavily our evaluation of the program on the number of exits, with some emphasis on student retention in college. The next step now, while continuing to check retention and exits, is to determine how well students are doing who left the program and took college level work for which Special Studies courses were prerequisites; for example, college algebra for students who took developmental mathematics, English 101 for those who took developmental English, and the first social studies course taken by students who had developmental reading.

The criterion of success in regular coursework is probably the most powerful of the three which can now be studied. Therefore, please have your Special Studies chairman answer the following question in a research summary as soon as possible and forward the report to Dr. Charles Nash's office. Include in the study students who exited Special Studies courses at the end of the Fall and Winter Quarters and who took one or all of the regular courses outlined in paragraph two of this memorandum. Your institutional researcher and registrar can be of valuable assistance in the study.
August 11, 1975
Memorandum to Presidents
Academic Success of Students Who Exit Special Studies

Question

How do students who take Special Studies courses compare with Non-Special Studies students when they take regular college level courses?

Please answer this question by using the total group of students or a substantial random sample in each category. The enclosed table or a reasonable facsimile may be used for reporting.

Please indicate by return mail to Dr. Charles Nash when we may expect to have your report. If there are any questions pertaining to this request, please contact Dr. Nash.

cc: Chancellor George L. Simpson, Jr.
    Vice Chancellor John O. Eidson
    Assistant Vice Chancellor Haskin R. Pounds
    Dr. Charles Nash
    Special Studies Chairmen, as information
**Special Studies and Non-Special Studies**  
**Student Performance in Regular College Courses**

<table>
<thead>
<tr>
<th></th>
<th>Special Studies Students</th>
<th>Regular Placement Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>2.63</td>
<td>2.71</td>
</tr>
<tr>
<td>Success</td>
<td>57%</td>
<td>55%</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>1.65</td>
<td>2.60</td>
</tr>
<tr>
<td>Success</td>
<td>50%</td>
<td>67%</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>2.25</td>
<td>2.21</td>
</tr>
<tr>
<td>Success</td>
<td>51%</td>
<td>54%</td>
</tr>
</tbody>
</table>

**Note:** Success is defined as the percentage of students who pass with a letter grade of A, B, or C. Students receiving D, F, or W should be considered unsuccessful. Use Cumulative GPA for students who may have taken regular courses more than one time.

1. How many former **Special Studies** students were included in the group studied?
   - Mathematics _____, Social Studies _____, English _____

2. How many **Non-Special Studies** students were included in the group studied?
   - Mathematics _____, Social Studies _____, English _____

Richard W. Trimble  
Director of Special Studies  
Floyd Junior College  
Rome, GA 30161
March 24, 1975

MEMORANDUM

TO: Presidents
University System Institutions

FROM: John W. Hooper, Jr.
Associate Vice Chancellor

SUBJECT: Projected Fall Quarter Special Studies Enrollment

It would be very beneficial to use in our planning if we had Fall Quarter enrollment projections for individual Special Studies programs. We realize that you are also involved in summer and fall planning and therefore have given thought to all levels of instruction.

Please provide us the benefit of your thinking and preplanning by completing the enclosed projection request form. Some criteria used to make the projections could be: (1) this year's Fall, Winter and Spring Quarter enrollments by number and percentages, (2) estimated number of students carried over from spring and summer, 1975, (3) institutional changes in entrance and exit requirements, (4) new curriculum offerings, (5) projected amount and effectiveness of recruiting for special and regular studies, and (6) the general economic trends nation-wide and in Georgia.

We would appreciate receiving this information as soon as possible or by April 18, 1975. If you have any questions about what is desired, please contact my office or Charles Nash, Director of Special Studies.

JWH/pl

cc: Chancellor George L. Simpson, Jr.
Vice Chancellor John O. Eidson
Asst. Vice Chancellor Haskin R. Pounds
Dr. Charles Nash
Special Studies Chairmen
SPECIAL STUDIES ENROLLMENT PROJECTION
FALL QUARTER 1975

Institution __________________________

Person Completing Report _______________________

I. Number of students by headcount:
   Fall 1974: 287
   Projected Fall 1975: 283

II. Number of Special Studies Quarter Credit Hours:
    Fall 1974: 1729
    Proj. Fall 1975: 2170

PLEASE NOTE BELOW ANY SIGNIFICANT CHANGES ANTICIPATED IN THE DESIGN AND/OR IMPLEMENTATION OF YOUR SPECIAL STUDIES PROGRAM.
May 15, 1973

Dr. John O. Eidson, Vice Chancellor
Board of Regents of the University System of Georgia
244 Washington Street, S. W.
Atlanta, Georgia 30334

Dear Doctor Eidson:

Enclosed is the Questionnaire Concerning Developmental or Remedial Courses at Floyd Junior College.

Sincerely,

David B. McCorkle
President

Enclosure

cc: Dr. George L. Simpson, Jr.,
    Chancellor
    Dean Walraven
QUESTIONNAIRE
CONCERNING DEVELOPMENTAL OR REMEDIAL COURSES

Directions: Please answer the following questions as they apply to developmental or remedial courses offered at your institution during the 1972-1973 academic year. In many instances a check or a figure will suffice. Where amplification is required, please be concise.

COLLEGE POPULATION

2. What was the approximate number of remedial students during the Fall Quarter, 1972? 125

GENERAL COURSE ORGANIZATION

3. Indicate the number of staff members in each category who are involved in remedial work.
   a. Administrators
   b. Faculty
   c. Counselors
   d. Para-professional assistants
   e. Paid student assistants
   f. Volunteer student assistants

   FULL TIME  PART TIME
   ______________________________________  ______________________________________
   ______________________________________  ______________________________________
   ______________________________________  ______________________________________
   ______________________________________  ______________________________________
   ______________________________________  ______________________________________

4. Are courses offered in:
   a. Remedial English
   b. Remedial Reading
   c. Remedial Math
   d. Speech or Oral Communication
   e. Other, (Specify)

   YES  NO
   ______________________________________  ______________________________________
   ______________________________________  ______________________________________
   ______________________________________  ______________________________________
   ______________________________________  ______________________________________
   ______________________________________  ______________________________________
5. In what year were remedial courses instituted?
   b. Reading 1970 or before x 1971 1972 1973
   e. Other 1970 or before 1971 1972 1973

6. How frequently are these courses offered?
   a. Remedial English QUARTERLY YEARLY OTHER
      x
   b. Remedial Reading QUARTERLY YEARLY OTHER
      x
   c. Remedial Math QUARTERLY YEARLY OTHER
      x

7. What is the average class size for these courses?
   a. Remedial English 25
   b. Remedial Reading 15
   c. Remedial Math 25

8. What is the usual length of the courses?
   a. Remedial English QUARTER QUARTERS OTHER
      x
   b. Remedial Reading QUARTER QUARTERS OTHER
      x
   c. Remedial Math QUARTER QUARTERS OTHER
      x

9. How many 50 minute periods does the class meet weekly?
   a. Remedial English 5
   b. Remedial Reading 3
   c. Remedial Math 7*

*Includes two 110-minute laboratory sessions.
10. What are the attendance requirements for remedial courses? Regular attendance is expected, but there is no specific penalty for non-attendance.

11. What grading scale is used for these courses? 90-100, A; 80-89, B; 70-79, C; 60-69, D; 0-59, F.

12. What type of credit is given for remedial courses? 
   a. None
   b. Institutional x
   c. Degree
### STUDENT SELECTION

13. Which of the following criteria are used for selection of students for remedial courses?

- a. C.A.B. Tests  
- b. Other standardized tests (Specify)
- c. High school C.I.T.
- d. Local placement test
- e. Recommendations of high school counselors, etc.
- f. Other (Specify)

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Remedial English</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Remedial Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Remedial Math</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Are students selected according to the above criteria required to take:

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Remedial English</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Remedial Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Remedial Math</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Are students selected for remedial courses given:

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personality tests</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>b. I.Q. tests</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>c. Aptitude tests</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>d. Other (Specify)</td>
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</tbody>
</table>

16. Please indicate an approximate percentage of remedial students who:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>a. Complete remedial courses</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>b. Complete a two-year college program</td>
<td></td>
<td></td>
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<tr>
<td>c. Complete some college work</td>
<td>60%</td>
<td></td>
</tr>
</tbody>
</table>

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PLEASE CONTINUE ON THE NEXT PAGE.
### INSTRUCTIONAL TECHNIQUES

**17.** Following placement in the course is diagnostic testing employed in:
   - a. Remedial English
   - b. Remedial Reading
   - c. Remedial Math
   **YES** ☒ | ☐ **NO**

**18.** Is course work individualized so that students work only on deficient skills?
   - a. Remedial English
   - b. Remedial Reading
   - c. Remedial Math
   **YES** ☒ | ☐ **NO**

**19.** Is a single text used in:
   - a. Remedial English
   - b. Remedial Reading
   - c. Remedial Math
   **YES** ☒ | ☒ **NO** ☐

**20.** Are close tests and examinations scheduled?
   - a. Remedial English
   - b. Remedial Reading
   - c. Remedial Math
   **YES** ☒ | ☒ **NO** ☒

**21.** Can students schedule individual tests?
   - a. Remedial English
   - b. Remedial Reading
   - c. Remedial Math
   **YES** ☒ | ☐ **NO**

**22.** Is the concept of skill mastery used in:
   - a. Remedial English
   - b. Remedial Reading
   - c. Remedial Math
   **YES** ☒ | ☐ **NO**

**23.** Check those services which are available to students in remedial courses:
   - a. Tutorial help ☒
   - b. Reading lab ☒
   - c. Writing lab ☒
   - d. Math lab ☒
   - e. Learning resource center
   - f. Counseling ☒
   **Other**

---


24. Indicate the approximate PERCENTAGE of time used for each method of class presentation.

<table>
<thead>
<tr>
<th>Method</th>
<th>Remedial English</th>
<th>Remedial Reading</th>
<th>Remedial Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lecture</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Textbook supplemented by lecture</td>
<td>25</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>c. Small group discussion</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>d. Multi-media (whole class)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Multi-media (small group)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Multi-media (individual)</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>g. Field investigation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Other (Specify)</td>
<td>35</td>
<td>(Writing and consultation with instructor on individual basis.)</td>
<td></td>
</tr>
</tbody>
</table>

25. Indicate which of the following are being used in your courses:

- Silent films
- Sound films
- Slides
- Filmstrips
- Transparencies
- Television
- Tapes
- Cassettes
- Phonograph records
- Comic books
- Books
- Magazines
- Newspapers
- Comics
- Magazines
- Posters
- Cartoons
- Role playing
- Puzzles
- Student experiment
- Demonstration

Other (Specify)

26. Are remedial students involved in individual counseling:

- Quarterly
- Weekly
- On request
- Other (Specify)

Other (Specify)
27. Are remedial students involved in group counseling:
   a. Quarterly
   b. Weekly x
   c. On request
   d. Other (Specify)

28. Are students given career counseling?  YES x*  NO

29. Is follow-up individual counseling provided for students following completion of remedial courses? x*

30. Is vocational or career counseling provided for students who do not successfully complete remedial courses? x*

*Limited at this point.

PLEASE CONTINUE ON THE NEXT PAGE.
PROGRAM OBJECTIVES AND EVALUATION

31. Describe the requirements for completing the course.
   a. Remedial English. Students are required to demonstrate
      - ability to write an organized essay relatively free of serious
      - grammatical and rhetorical errors and to possess a course average
      - of 60%.
   
   b. Remedial Reading. Improvement

   
   c. Remedial Math. The student is expected to demonstrate, by
      - successful performance on exams in arithmetic and elementary
      - algebra.

32. Does your college conduct any type of research on your remedial courses to attempt to evaluate their effectiveness?  
   Yes  
   No  
   x*  

33. If yes, please indicate which of the following methods are used:
   a. Standardized testing to measure educational growth  x
   b. Local test instruments to measure educational growth  x
   c. Experimental research studies
   d. Measures to indicate affective growth or change. Please specify:

   
   

   e. Other:

   
   
   
   

*Limited.
FLOYD JUNIOR COLLEGE

THE NINTH COMMENCEMENT
JUNE 7, 1980
COMMENCEMENT EXERCISES

*PROCISIONAL
   Pomp and Circumstance ........................................... Edward Elgar

*INVOCATION
   Vickie Pilgrim
   Vice-President, Baptist Student Union

WELCOME
   David B. McCorkle
   President, Floyd Junior College

*SONG
   America The Beautiful ........................................... Bates and Ward
   Audience will sing under the direction of Lawrence Moshier,
   Assistant Professor of Humanities, Floyd Junior College

INTRODUCTION OF SPEAKER
   Lloyd L. Summer, Jr.
   Member of the Board of Regents

COMMENCEMENT ADDRESS
   James D. Maddox

PRESENTATION OF CANDIDATES FOR DEGREES
   Wesley C. Walraven
   Dean, Floyd Junior College

AWARDING OF DEGREES
   David B. McCorkle
   Assisted by Herman L. Bradshaw, Jr.
   Director, Admissions and Records, Floyd Junior College

*SONG
   God Bless America ............................................... Irving Berlin
   Audience will sing under the direction of Lawrence Moshier.

*BENEDICTION
   Vickie Pilgrim

*RECESSONAL
   Psalm XIX ........................................................... Marcello

*Audience will please stand.
The audience is asked to remain at their seats after the Benediction until the Recessional is complete.

AMERICA THE BEAUTIFUL

O'beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain.

America, America, God shed his grace on thee,
And crown thy good with brotherhood
From sea to shining sea.

GOD BLESS AMERICA

God bless America
   Land that I love,
   Stand beside her and guide her
   Thru the night with a light from above;
   From the mountains, to the prairies,
   To the oceans white with foam,
   God bless America
   My home sweet home.
<table>
<thead>
<tr>
<th>JUNE, 1980 DEGREE CANDIDATES</th>
<th>JUNE, 1980 DEGREE CANDIDATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>William James Arnold</td>
<td>Vicki Michelle Akren</td>
</tr>
<tr>
<td>* Debra Lynn Atkinson</td>
<td>* Billy Randall Henderson</td>
</tr>
<tr>
<td>Georgeann Barrett</td>
<td>* Julie Adams Henderson</td>
</tr>
<tr>
<td>* Judith Ann Bojo</td>
<td>* Terry Wayne Henderson</td>
</tr>
<tr>
<td>Thomas Lacelle Cagle</td>
<td>* Kathleen Ann Holmes</td>
</tr>
<tr>
<td>Bruce Willie Easterwood</td>
<td>Karen Leigh Hopkins</td>
</tr>
<tr>
<td>James Wade Fortner</td>
<td>Aubrey Dale Housh</td>
</tr>
<tr>
<td>Vernon E. Free</td>
<td>Kimberly Lynn Howard</td>
</tr>
<tr>
<td>Diane Garrison</td>
<td>Amelia Jane Howell</td>
</tr>
<tr>
<td>* Terry Wayne Henderson</td>
<td>Horace Steven Shaw</td>
</tr>
<tr>
<td>James Harrison Holland, Jr.</td>
<td>Janice C. Shelley</td>
</tr>
<tr>
<td>Danny Wayne Jones</td>
<td>Joe Robert Sims</td>
</tr>
<tr>
<td>Julia L. Kelley</td>
<td>Aubrey Lamar Smith</td>
</tr>
<tr>
<td>Robert E. Lee, Jr.</td>
<td>Rebecca Lynn Smith</td>
</tr>
<tr>
<td>* Deborah Sue Williams</td>
<td>Sharon Elaine Storey</td>
</tr>
<tr>
<td>Marsha Jean White</td>
<td>Janet Leonda Tanner</td>
</tr>
<tr>
<td>Beverly Dawn Wilkerson</td>
<td>Hope Green Thacker</td>
</tr>
<tr>
<td>* Michael David Cummings</td>
<td>Vickie Ann Waits</td>
</tr>
<tr>
<td>Marsha D. Farrow</td>
<td>James L. Ward</td>
</tr>
<tr>
<td>George H. Fitzgerald</td>
<td>Paul Edwin Ward</td>
</tr>
<tr>
<td>William Vince Frew</td>
<td>Linda Jeanette Watson</td>
</tr>
<tr>
<td>James Timothy Fricks</td>
<td>Robert Allen Weeks</td>
</tr>
<tr>
<td>Carol Ann Fatral</td>
<td>Peggy Banks Welsh</td>
</tr>
<tr>
<td>James Edward Gagnon</td>
<td>* Judy Leigh Williams</td>
</tr>
<tr>
<td>Billy E. Graves</td>
<td>* Carol J. Zabriskie</td>
</tr>
<tr>
<td>* Sherry Anita Green</td>
<td>* With Honors</td>
</tr>
<tr>
<td>* Belinda McNerney Hart</td>
<td></td>
</tr>
<tr>
<td>* With Honors</td>
<td></td>
</tr>
</tbody>
</table>
JUNE, 1980 DEGREE CANDIDATES

Associate in Science in Nursing

Connie Franklin Abercrombie  
Diane Mitchell Alexander  
Susan Andrews  
Jane Townes Autry  
Karen Sue Ballew  
Georgia Barrett  
Montie B. Barry  
Carol Suzanne Beard  
Deborah L. Berry  
Tanya Charrise Booth  
*Carol Craig Bryson  
Carolyn Rodriguez Callo  
Delois Clay  
Jacqueline Sue Cochran  
Janice Marie Coxwell  
Evelyn June Glass  
Lesley Anne Graham  
*Susan E. Henderson  
Janice B. Hopkins  
Viola P. Huckaby  
Julia L. Kelley  
Donna Lynn Kitchens  
Lisa Graves Knowles  
Sharon Kaye Liles  
Debra Jane Lindsey  
Genita Monteith  
Dessie L. Morgan  
*Jana Lee Mullen  
Pamela Jean Nichols  
Tina Nannette Patty  
Carol Morris Pinson  
Marsha Lane Reid  
Carole Anne Stephenson  
Judy Moore Thomas  
*Wynette Turner  
*Carol Ann Vonesh  
*Elizabeth Ellis Williams  
Jean Womack

*With Honors

ACADEMIC REGALIA

Stylized and distinctive academic regalia is a notable feature at all formal functions of colleges and universities throughout the world.

The use of a particular kind of costume to distinguish university scholars grew up in Europe during the earliest days of these schools. Since there was an intimate relationship between the early universities and the Church—a large number of the scholars were preparing for the priesthood and many of the faculty were clergyman—the garb adopted for students was similar to that worn by the clergy, although differing enough in design to set the scholars apart from churchmen.

Basically, there are three types of gowns, three styles of hoods and two kinds of cap tassels included in American academic costume. The bachelor's gown is without ornamentation and has long, pointed and open sleeves, the master's gown is similar, but has even longer sleeves, which are closed at the bottom (there are openings about midway for the hands); the doctor's gown has full length lapels of velvet and bell-shaped sleeves with three horizontal velvet bars. The master's gown may be worn either open or closed.

All hoods are lined with the colors of the institutions granting the degree and faced with the traditional color of the primary field of study. The bachelor's hood is three feet long, the master's three and a half, and the doctor's four. The doctor's hood has wide set panels. The major field of study can be determined from the facing on the hood according to the following scheme: Arts - white; Science - gold-yellow; Nursing - apricot; Physical Education - green; Business Administration - drab; Librarianship - lemon; Education - blue.
FLOYD JUNIOR COLLEGE

THE ELEVENTH COMMENCEMENT
JUNE 5, 1982
COMMENCEMENT EXERCISES

*PROCESSIONAL
Pomp and Circumstance ........ Edward Elgar

*INVOCATION
Amber Smith
Baptist Student Union President

WELCOME
David B. McCorkle
President, Floyd Junior College

*SONG
America The Beautiful ........ Bates and Ward
Audience will sing under the direction of Lawrence Moshier,
Assistant Professor of Humanities, Floyd Junior College

INTRODUCTION OF SPEAKER
Lloyd L. Summer, Jr.
Member of the Board of Regents

COMMENCEMENT ADDRESS
Mr. Bert Lance

PRESENTATION OF CANDIDATES FOR DEGREES
Wesley C. Walraven
Dean, Floyd Junior College

AWARDING OF DEGREES
David B. McCorkle
Assisted by Herman L. Bradshaw, Jr.
Director, Admissions and Records, Floyd Junior College

*SONG
God Bless America ............... Irving Berlin
Audience will sing under the direction of Lawrence Moshier.

*BENEDICTION
Amber Smith

*RECESSONAL
Psalm XIX ....................... Marcello

*Audience will please stand.
The audience is asked to remain in their seats after the Benediction
until the Recessional is complete.

AMERICA THE BEAUTIFUL

O'beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain.

America, America, God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea.

GOD BLESS AMERICA

God bless America
Land that I love,
Stand beside her and guide her
Thru the night with a light from above;
From the mountains, to the prairies,
To the oceans white with foam,
God bless America
My home sweet home.

Our Commencement Speaker —

Bert Lance

Thomas Bertram (Bert) Lance's business experience includes 28 years in
banking. He currently serves as Chairman of the Board of the Calhoun First
National Bank and handles private business interests and frequent speaking
engagements that require considerable travel in the U.S. and abroad.

He grew up in Young Harris, Georgia where his father, Dr. Thomas Jackson
Lance, was president of Young Harris College. He was graduated from high school
in Calhoun, Georgia and received his college education at Emory University and
the University of Georgia.

He served as Director of the State Highway Department of Georgia and then as
Commissioner of the Department of Transportation from 1970-1973. He was a
candidate for Governor of Georgia in 1974. In 1975 he became President of the
National Bank of Georgia which by the end of 1976 ranked as Georgia's fifth
largest. During the 1976 presidential campaign of Jimmy Carter, Lance worked to
develop support in the business community for Carter. In January, 1977 he was
appointed Director of the U.S. Office of Management and Budget by President
Carter and served in Washington until September, 1977.

He and his wife, the former LaBelle David, reside in Calhoun and are members of
the First Methodist Church. The Lances have four sons, Thomas B. Lance, Jr.;
David Jackson, Stuart Austin, and Claude Beverly Lance.
Associate in Arts

Connie M. Allen
Victoria Aiken Baxter
Duncan Lloyd Blankenship
Joseph Green Brandon, III
*Tammy Lynn Cape
Cornelious Jerome Chubb
Joseph Scott Culpepper
*Cynthia Fowler Davis
*Gwyn Carter Davis
Terryal Denise Downer
Linda Turner Edge
Monique Fannin
Lee Madison Field
Danny W. Jones
John Clayton Koehler, Sr.

Associate in Science — (continued)

*Jerry Wesley Edmonds
Kathryn Theresa Evans
Jody Ann Ferguson
*Herbert McKinley Forrister, Jr.
Angela Renee Fowler
*Margaret Elizabeth Roberson Garner
Patti Denise Garrett
†*Neila Griffin Gilbert
†*Gale McDaniel Goss
Kenneth Thomas Gossett
Robert M. Gravitt
Darlene Etta Green
*Mark Steven Grindstaff
Peter Casey Guillebeau
*Ronald Lee Gurley
Thomas Dee Hall
James Paul Howell, III
Lesia Annette Hughes
Peggy S. Hunnicutt
W. David Johnson
Ruth Shauniellie Jones
John Thomas Griffin, II
Linda Jane Keith
Johnny Lee Kizer
Jeanette Marcel Kittredge
*Nancy Louise Livingstone
*Laurena Lowe
Linda Sherry Morgan

William Randal McCullough
†*Jame Helene McEIwee
*Jame Edwards Murphy
†*Gary Janet Nelson
Kelly Jones Norton, Jr.
Joseph T. O'Connor
Richard D. Owens
Martha Charlene Payne
James Albert Peace
*Dennis C. Phillips
James Ronald Polly
*Donna Taff Price
David Allen Purdy
Janice Ragland
Bradford Lee Riddle, Jr.
Melissa Joy Satcher
Richard F. Segrest
Steve Lee Shahan
*Teresa Ann Shaw
†*Ernestine M. Smith
*Joy Faye Smith
Mary Leigh Smith
*Teresa Annette Roper
Vernon Raymond Smith, Jr.
Cathy Denise Steadman
†*Oma F. Stephens
Ursal Cevdet Sunay
Freda Timmons

*With Honors
†Floyd Junior College Laureate Society
ACADEMIC REGALIA

Stylized and distinctive academic regalia is a notable feature of all formal functions of colleges and universities throughout the world.

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* * * * *

The Floyd Junior College Laureate Society was established Spring Quarter, 1982 to recognize currently enrolled students who have taken 42 or more quarter credit hours, and have earned a 3.6 or better grade point average at Floyd Junior College.

* * * * *

The list of degree candidates was required by the printer several days prior to commencement to allow production of this program. The status of some candidates may have changed since that time. Some will not have completed all requirements for their degrees, and some will have achieved or lost Honors status. The listing of the names in this program in no way implies an obligation on the part of Floyd Junior College to award a given degree or a given Honors status.

For official purposes a final, correct list of graduates will be retained in the Office of the Registrar, Floyd Junior College.
COMMENCEMENT EXERCISES

*PROCESSIONAL
  *Pomp and Circumstance* ............... Edward Elgar

*INVOCATION
  Susan A. Parker
  Vice President, Baptist Student Union, Floyd Junior College

WELCOME
  David B. McCorkle
  President, Floyd Junior College

SONGS
  *Create In Me A Clean Heart, Oh God* ........ Carl Mueller
  *Reach For A Star* .......................... Besig
  The Floyd Junior College Ensemble will sing under the direction of Douglas L. Davis, Instructor of Music, Floyd Junior College

INTRODUCTION OF SPEAKER
  E. M. (Buddy) Childers

COMMENCEMENT ADDRESS
  George (Buddy) Darden

PRESENTATION OF CANDIDATES FOR DEGREES
  Wesley C. Walraven
  Dean, Floyd Junior College

AWARDING OF DEGREES
  David B. McCorkle
  Assisted by Herman L. Bradshaw, Jr.
  Director, Admissions and Records, Floyd Junior College

SONG
  *You'll Never Walk Alone* ................. Richard Rodgers
  The Floyd Junior College Ensemble

*BENEDICTION
  Susan A. Parker

*RECESSONAL
  *Psalm XIX* .............................. Marcello

*Audience will please stand.
  The audience is asked to remain in their seats after the Benediction until the Recessional is complete.

---

Our Commencement Speaker —

*U.S. Representative George (Buddy) Darden*

Seventh District Congressman George (Buddy) Darden was elected to his post in the U.S. House of Representatives on November 8, 1983. Prior to his election, Darden was serving in his second term as a state representative from Cobb County.

Congressman Darden is a native Georgian and a 1967 graduate of the University of Georgia School of Law. He is a life-long Democrat who has served as an aide to the late U.S. Senator Richard B. Russell, as Cobb County District Attorney, and as secretary of the Cobb County Bar Association.

He has been very active in community affairs in Cobb County, including service as past president of the Marietta Kiwanis Club. He is on the board of trustees and a Sunday school teacher at the First United Methodist Church of Marietta. Darden is a 4-H club counselor, co-president of the Hickory Hills PTA and a Cobb County Emergency Aid Board Member. He was nominated as Outstanding Young Man in Cobb County in 1970 and 1976. He has also participated in activities and fund-raising efforts for the Heart Association, Cancer Society, YWCA, and Hospice.

Darden is married to the former Lillian Budd. They have two children, Christy, 11, and Georgia, 9.

* * * * *
JUNE, 1984 DEGREE CANDIDATES

Associate in Arts

Edith Mary Anderson
Katrina Battles
Thomas Vance Bojo
† Adrienne Elyse Bowers
James Joseph Byrne, III
† Thomas G. Chester
Horace Lee Cline, III
Charles Robert Cooper
Susan Daphne Crigler
Mark Anthony Hambert

Bobby Joe Hill
*Sandra L. Lively
John Rule Martens
Jeffery Lamar Pence
Peggie Hand Price
David M. Routledge
Christopher B. Stansell
Tim Grant Strickland
Janet Wann

Associate in Science

*Patricia Bishop Haney
‡ *Mary Jane Lane Hardin
David Lee Hatch
† *John David Hayes
Annette Hice
*William Andrew Hines
Susan Stephanie Hingst
Celia G. Holt
Linda P. Holtzclaw
Coretta N. Houston
*Donald Lee Huggins
*Kathleen M. Jarrett
Esther Ruth Jones
Janice Benita Jones
‡ *Clyde M. Kennedy

Steven Clark Dempsey
*Amy W. Edge
James Michael Edge
Jonathan Tavenor Elliott
*Amalene Elrod
Napoleon Fielder
*Kathy Lynn Floyd
*Cynthia Brock Free
Janet L. Freeman
*James Benjamin Franks
William P. Gilliland
Pamela Griffin
Lance Hall
Thomas D. Hall
Treva Kay Hammond

*With Honors
† Floyd Junior College Laureate Society

*Thomas Cyrus Rhinehart
† *Tracy Ann Rosser
Jeannie M. Rusk
† *Mark Randall Shamblin
*Terry M. Shaw
Todd Shiflett
Jan Barker Silver
*Billy Joe Smith, Jr.
Joseph Franklin Smith
Johnathan Keith Starling
Donald Craig Stephens
† *James Lee Stephens
Leila Arnell Stone
Kathryn W. Stringer
Scott Lyle Teeter
Ronald Herman Turner
Robert W. Wallace
Lillian Joyce Ware
*Charles David Whatley
Dawn Michelle White
Thomas Earl Wilder
*Charlotte Bain Williams
*Dianne Pledger Williams
† *Sara B. Williams
*Louise P. Womack
Shirley Burrell Womack
*Jack R. Zeiger

*With Honors
† Floyd Junior College Laureate Society
JUNE, 1984 DEGREE CANDIDATES

Associate in Science in Nursing

Bobann Allen
Janice Annette Anderson
*Margo Ann Archer
Retta Nowak Baldwin
Terri Lynn Beam
Kathy Lynn Beard
Mary Darlene Benton
David Timothy Bowden
*Susan Branton
Joyce Bellamy Buck
*Barbara Jo Byess
Cathy Ann Cadle
*Donna Lynne Carmichael
*Josephine Anne Cote
Nancy Kay Culbertson
Peggy Bernice Dills
Karen Lynn Dobson
Pamela Ruth Fincher
Carol Ann Gosa
Anna Elaine Helms
*Marie Carrico Hester
Paul Douglas Hibblets
Kathleen P. Hingst
Edna M. Holmes
Bessie M. Hornbuckle
Mary Ann Johnson
Gordon Webster Kell
Ellen Smith Kilgo

Rita F. Lumpkin
†Terri Moore Manning
†Elizabeth A. Mason
Joseph David McDaniel
*George Stanley Padgett
Beverly D. Peed
Mary A. Perkins
*Gail Jean Phillips
Virginia S. Pledger
Patsy Grant Powell
*Barbara Dew Richardson
Debra York Riding
Marie Roberts
Patricia Woodfin Ross
Maryrose Rymanowski
*Vickie Segrest
Dana LaRee Thomas Smith
Kathy D. Smith
*June A. Stansell
*Donna Allen Storey
Sharon Elaine Storey
Lou Ann Toles
*Donna Y. Wallin
Rosalene Harper Weech
Gary Lamar Williams
Leslie Carol Williams
Melanie Ann Williams

*With Honors
†Floyd Junior College Laureate Society

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FLOYD
JUNIOR COLLEGE

THE FOURTEENTH
COMMENCEMENT
JUNE 8, 1985
Our Commencement Speaker

NOAH LANGDALE, JR.

President Noah Langdale, a native of Valdosta, Ga., is a 1937 graduate of Valdosta High School, where he was captain of the football team and President of the senior class. He holds the A.B. degree from the University of Alabama; and, as a Phi Beta Kappa and Omicron Delta Kappa student, he was selected as the outstanding student of the class of 1941. He received the L.L.B. degree from Harvard Law School, the M.B.A. degree from Harvard University Graduate School of Business Administration, and was awarded the L.L.D. degree from the University of Alabama.

President Langdale became President of Georgia State University in Atlanta in 1957, and is now one of the Nation’s senior leaders in time of service to a major educational institution. During his tenure at Georgia State, the institution has progressed to its present status of a balanced urban university offering 44 degree programs to approximately 34,000 students attending the university for credit courses on an annual basis. More than 98,000 others participate annually in institutes, short courses, and seminars.

During World War II, President Langdale served as a Naval Officer in the Southwest Pacific. He is married to Alice Cabaniss Langdale and they have one son, Michael.

President Langdale is a highly sought speaker and lecturer, with frequent appearances both throughout the nation and abroad, and as Institute Lecturer at the Universities of North Carolina, Colorado, Houston, Syracuse, Santa Clara, and as Lecturer for the U.S. Armed Forces in Europe.

A past member of the Board of Directors of the American Association of State Colleges and Universities, President Langdale serves on the Urban Affairs Committee of that organization. He is President of the Georgia Association of Colleges, is a member of the Georgia and American Bar Associations, and the Atlanta Rotary Club. He is the recipient of the Outstanding Civilian Service Medal, awarded by the Secretary of the Army, for services to national defense.

******

COMMENCEMENT EXERCISES

PROCESSIONAL

Pomp and Circumstance ........................................ Edward Elgar

INVOCATION

Kaye Campbell
President, Baptist Student Union, Floyd Junior College

WELCOME

David B. McCorkle
President, Floyd Junior College

SONG

The Way We Were .............................................. Marvin Hamlisch
Angela Turner, Floyd Junior College, Sophomore
Communications major

INTRODUCTION OF SPEAKER

Forrest L. McKelvey
State Representative, District 15, Post 2

COMMENCEMENT ADDRESS

Noah Langdale, Jr.
President, Georgia State University

PRESENTATION OF CANDIDATES FOR DEGREES

Wesley C. Wallraven
Dean, Floyd Junior College

AWARDING OF DEGREES

David B. McCorkle
Assisted by Herman L. Bradshaw, Jr.
Director, Admissions and Records, Floyd Junior College

SONG

We’ve Only Just Begun ........ Paul Williams and Roger Nichols
Angela Turner

BENEDICTION

Kaye Campbell

RECESSSIONAL

Psalm XIX ........................................................ Marcello

Audience will please stand.
The audience is asked to remain in their seats after the Benediction until the Recessional is complete.
CANDIDATES FOR GRADUATION JUNE, 1985

Associate in Arts Degree

Edith Mary Anderson
James Joseph Byrne III
Charles Robert Coopcr
*Katharine Dickerson
*Timothy Allen Dixon
Kelly Croker Faires
Holly Jena Farr
Charles T. Graves
Karen M. Hellriegel
Amy Slade Lester

Andrea J. Smith Marangakis
Dennis K. Moses
Kathy J. Owens
David M. Routledge
Gary Lamar Shirley
Johnny P. Stone
Jeanita Helen Strain
Gina Rhodes Welborn
Frances Ann West
Connie Lane Williams

*Donald Lee Huggins
Dennis C. Hurley
Cindy Renee Johnson
Carmen Dempsey Jones
*Clyde M. Kennedy
*Kathy Wingo Lindsey
Donna Bishop Long
*Patricia G. Marsh
*Dennis Ray McClain
Walter Horace McNabb
Julie Brinson Millman
*Patricia Mitchell
*Scholarship Recipient
Lewis William Mixon

*Allen Dee Morris
Pamela Ann Morris
Zane Eugene Nicholson
*Vicki Crew Palmer
Sue Ellen Parker
Barbara Angela Patterson
Bruce L. Peace
*Geraldine L. Popham
Luther Cleveland Pullen
John Moulton Rogers

David Miles Rush
Sonia Denise Saxton
Ray F. Schmidt
Renita Sonnett Simpson
Sherri Renee Simpson
Sammie Gail Smith
Sondra Holland Stewart
Kathryn W. Stringer
Unsal Cevdet Sunay
Debbie Fugate Swift
Twyia Jean Thompson
Kenneth Bradley Treglown
†*Janice H. Tschinkel
Elizabeth Ann Turner
Marti Brown Underwood
Jodi Leigh Upton
Michael Scott Van Hoff
*†Jacky Wayne Waits
Dawn Michelle White
Karen Denise Wilson
Andrew Patrick Stephen Winch
Shirley Burrell Womack
Tim Young

CANDIDATES FOR GRADUATION JUNE, 1985

Associate in Science Degree - (continued)

Michael Clayton Abernathy
Charles M. Alvaraz
Kimberly Renee Atkinson
*Betty Joanne Babb
Gerald Van Ewyk Bailey
Margie Williams Benefield
Johnny Eugene Bishop
Tina Darlene Brownlow
John Raymond Burchett
Sherrie Edna Byars
Mark Eugene Childers
Margaret Cherokee Stone Combs
Dorothy H. Cox
Sandra Faye Cronon
*Gwendolyn N. Dempsey

Robert Donnell Denson
Janet Alene Dobson
Kimberly A. Ellis
Stacy Katherine Farrer
Larry Wendell Ferguson
James Richard Fouche, Jr.
*James Benjamin Fricks
Robert E. Furr, Jr.
William P. Gilliland
Travis Reynolds Green
Thomas D. Hall
Sandra Gayle Harmon
*Vickie W. Herod
Elizabeth Berkeley Holley
Coretta N. Houston

*With Honors
†Floyd Junior College Laureate Society
CANDIDATES FOR GRADUATION JUNE, 1985

Associate in Science in Nursing Degree

Tonya Stepp Austin
LeGressa Fricks Barnes
*Linda Muse Brewer
Connie Leigh Brock
*Sharon Denise Brown
Frances Formby Buice
Edna M. Holmes Cagle
Kathryn A. Barnes Cantrell
Robin Lynn Carroll
Jeannette Belcher Cousins
Jonathan Todd Cowart
Cathy S. Eaton
Linda Fay Wiggins Finley
*Susan Lynn Fletcher
Deborah Lynn Franklin
Charlotte Woods Frasier
*Frances Louise Godfrey
Paula Celeste Harris
*Diane Carol Jiles
Angela Gay Lamar
*Janet Denise Langston
Anna Maria Looney
*Donna Daugherty Martin
Marla Jan Mason
Diana Lynn Masters
Helene C. Medley
Mary Elizabeth Moore
Melecia R. Moore
Pamela Greene Orr
Linda Ann Owens
Rhonda Kim Puckett
Susan Caroline Ray
Marsha Paige Reid
Lisa Lynn Roberson
Martha Jean Robinson
Donna W. Scoogg
*Traci Elizabeth Scott
Evelynia Smith
†*Joy Breckenridge Smith
†*Paulette E. Smith
Phyllis Shepard Smith
Wanda Thomas Surrett
Marie G. Sutton
Sylvia Joan Tate
†*Tuila Formby Thacker
Pamela Denise Watters
Lydia G. Whittle
Lisa West Williams
Rilla Marie Wright

ACADEMIC REGALIA

Stylized and distinctive academic regalia is a notable feature of all formal functions of colleges and universities throughout the world.

The use of a particular kind of costume to distinguish university scholars grew up in Europe during the earliest days of these schools. Since there was an intimate relationship between the early universities and the Church—a large number of the scholars were preparing for the priesthood and many of the faculty were clergy—men—the garb adopted for students was similar to that worn by the clergy, although differing enough in design to set the scholars apart from the churchmen.

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*With Honors
†Floyd Junior College Laureate Society
FLOYD
JUNIOR COLLEGE

THE FIFTEENTH
COMMENCEMENT
JUNE 7, 1986
COMMENCEMENT EXERCISES

††PROCESSIONAL
Pomp and Circumstance. ......................... Edward Elgar

*INVOCATION
W. George Pullen
Professor, Floyd Junior College

WELCOME
David B. McCorkle
President, Floyd Junior College

INTRODUCTION OF SPEAKER
Lloyd L. Summer, Jr.
Member, Board of Regents of the University System of Georgia

COMMENCEMENT ADDRESS
Joe Frank Harris
Governor, State of Georgia

PRESENTATION OF CANDIDATES FOR DEGREES
Wesley C. Walraven
Dean, Floyd Junior College

AWARDING OF DEGREES
David B. McCorkle
Assisted by Harold Boyd
Director, Student Affairs, Floyd Junior College

*BENEDICTION
W. George Pullen

††RECESSIONAL
Onward Christian Soldiers ..................... Albert Sullivan

Our Commencement Speaker —

JOE FRANK HARRIS

Joe Frank Harris took office on January 11, 1983, as the 78th Governor of the State of Georgia. A lifelong Democrat, Harris served 18 years as a member of the House of Representatives before seeking the Governorship in 1982. For the last eight of those years, he was Chairman of the House Appropriations Committee, a position which provided him with the intimate knowledge of the State’s budget process. He is the acknowledged expert on State revenues and expenditures.

A businessman, Harris has injected a businesslike management style and organization into State government. He has strictly adhered to his campaign pledge of no new state taxes, a pledge which has not stood in the way of his commitment to improve funding for public education. In fact, Harris recommended — and the General Assembly has approved — over $1 billion in improvements for education spending in the first three budgets of his Administration. Over 60 percent of all new funds available for appropriation have gone toward education since Harris took office.

Last year Harris sponsored the Quality Basic Education Act based on the findings and recommendations of the Governor’s Education Review Commission, a 41 member panel he appointed to assess Georgia’s educational system and to recommend a program and funding to bring about dramatic improvements. The Q.B.E. bill was passed without a single dissenting vote in either house, true testimony to the Governor’s recognized leadership and commitment to excellence in education.

Education reform will remain Harris’ highest priority while in office, but he couples his call for educational improvement with efforts to stimulate and enhance economic development in Georgia. The two go hand-in-hand, he contends.

Born on February 16, 1936, in Bartow County, Harris is the second of three children of Franklin Grover Harris of Gilmer County and Frances Morrow Harris of Newton County. He received his primary and secondary education in the Cartersville Public Schools and completed a Bachelor’s Degree in Business Administration at the University of Georgia in 1958. He is married to the former Elizabeth Carlock and they have one son, Joe, who attends the University of Georgia.
CANDIDATES FOR GRADUATION
JUNE 1986

Associate in Arts Degree
*Julia Pless Battles
Carol Cambron Ayers
Deana Lee Dean
Mary Nelle Foss
*Tracy Duane Hardy
William Rance Jones
Wayne Walton Lewis
Kendel J. Melin
Christopher Michael Piller
*Patti Henderson Puckett
†Lauren Melissa Rogers
Jeffrey Laddel Smith
Barry Ray Stephens
Jeanita Helen Strain
Gary Wilson
*Leigh Ann Watkins

Associate in Science Degree
Larry Brent Adams, II
*Festus Lamar Aultman, Jr.
Rebecca Suzanne Bailey
Beverly Denise Barnes
Kenneth H. Bevels
Gwendolyn K. Brewer
Stanley Burton Brooks
Gary Harris Bryant
Kent Alan Cash
*Susan Juanita Claxton
William H. Curtis
*Ivey Ellen Dickert
Wanda Howard Duggar
Candace Regina Edwards
Paula Jones Evans
Holly Jena Farr
Cynthia Yvette Fuqua
Ronald Eugene George
†Teresa B. Goodwin
Joseph Benjamin Greene, III
Lisa Lynne Harrison
Kerry Ronald Hess
David Leroy Hodges
Emmett Ronald Hopkins
Leigh Allison Hopper
*Jerry Lamar Hughes
*Cindy Lee Jones
Kathy M. Keever
†Clyde M. Kennedy
Adrian Kerry Lawler
Diane Elizabeth Long

Associate in Applied Science Degree
*Robert Ben Croy

*Dona Bishop Long
Cary Franklin McCullough
Della Sheryl Middleton
*Phyliss Carol Morgan
†Laura Jean Morris
Gregory Max Moss
*Jerrell Anthony Parker
*John David Pena
Latina Yvonne Riley
Cheryl S. Roether
Sonia D. Saxton
Helen Virginia Shaw
Christia Lee Smith
Robert Jerome Smith
*William Randy Smith
Gary Ralph Stansell
Martha M. Stokes
Karen Renee Swafford
*Sara Janet Swindle
Sandra Alisa Taylor
Michael Todd Trapp
Dawn Alisa Treglown
†Jesse Scott Tucker
Elizabeth Ann Turner
Phoebe Eloise Watters
Cheryl Ann White
Carol A. Williamon
†William E. Winfrey, Jr.
Suzanne Collette Winn
James Stanley Wright
Charlie E. Zeabeau

*Honor Graduates
†Laureate Society
Associate in Science in Nursing Degree

Jayne Felder Abernathy
Barbara F. Brandon
Donna Gail Bunch
Tracy Dawn Burger
Brenda Kaye Campbell
Patricia Ann Campbell
Judy S. Carnes
*Diana Barnes Collins
Vicki Elaine Dalrymple
Crystal Ann Davis
*Deborah Ann Dawson
*J. Yvonne Deems
Sandra Langley Edgeman
Janet Lee Elrod
Judy M. Estes
Barbara M. Fleming
Lisa Powell Gilbreath
Sandra S. Gipson
Pamela Danita Hames
*Caryl D. Harris
Wanda M. Hunter
Patricia Ann Jolly
Chrsty Lynn Jones
Douglas Robert Lee
Cynthia Barnes Little
Joan M. Lively
*Barbara H. Martin
Christy Lynne McCann
Barbara W. McEntire
Susan Elaine Meeks
*Angela Alford Miller
*Jean Gregory Miller
Lily Reynolds Miller
Margaret Elaine Morton
*Lisa Gail Noyes
Deborah Ann Parker
*Nancy Anne Poole
Ann Williams Radosky
Charles Richard Rhineheimer, Jr.
*Freida M. Roberts
Gayle G. Shepherd
David Eugene Singleton
*Sharon Gail Sisson
*Cindy Lynn Stallings
†Glenda G. Swafford
Carol Frost Thomson
Kimberly Lynn Vaughn
Audrey Sue Warren
LuGina Plunkett Welsh

ACADEMIC REGALIA

Stylized and distinctive academic regalia is a notable feature of all formal functions of colleges and universities throughout the world.

The use of a particular kind of costume to distinguish university scholars grew up in Europe during the earliest days of these schools. Since there was an intimate relationship between the early universities and the Church — a large number of scholars were preparing for the priesthood and many of the faculty were clergy — the garb adopted for students was similar to that worn by the clergy, although differing enough in design to set the scholars apart from the churchmen.

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FLOYD JUNIOR COLLEGE

THE SIXTEENTH COMMENCEMENT
JUNE 6, 1987
Commencement Exercises

†*PROCESIONAL
Pomp and Circumstance .................................. Elgar

*INVOCATION
W. George Pullen
Professor, Floyd Junior College

WELCOME
David B. McCorkle
President, Floyd Junior College

INTRODUCTION OF SPEAKER
Jim Whitworth
Program Director of State Schools
State Department of Education

COMMENCEMENT ADDRESS
E.M. (Buddy) Childers
Representative to the Georgia General Assembly
15th District

PRESENTATION OF CANDIDATES FOR DEGREES
Wesley C. Walraven
Dean, Floyd Junior College

AWARDING OF DEGREES
David B. McCorkle
Assisted by W.P. Kerr
Director, Admissions and Records, Floyd Junior College

*BENEDICTION
W. George Pullen

†*RECESIONAL
Onward Christian Soldiers .......................... Sullivan

*Audience will please stand.
The audience is asked to remain in their seats after the Benediction until
the Recessional is complete.

†Music performed by Lawrence F. Moshier, Associate Professor of
Humanities, Floyd Junior College

Our Commencement Speaker

E.M. (Buddy) Childers

E.M. (Buddy) Childers has been a member of the Georgia House of Representa
tives since 1975. He is Chairman of the Health and Ecology Committee and
member of the Appropriations Committee and the University System of Georgi
Committee, on which he serves as Chairman of the Junior Colleges, Private
Colleges and Proprietary Schools Regents Liaison.

He has been named Legislator of the Year by both the Public Health Associa
tion and the Mental Health Association of Georgia. Northwest Regional Hospit
and the Georgia Medical Association have each recognized him for outstandin
work on health and mental health issues.

Mr. Childers is a lifelong resident of Floyd County, having been educated at
Johnson and Riverside Elementary Schools and Model High School, graduating
in 1956.

He is employed with Southern Bell Telephone Company as a repairman. He i
married to the former Martha Bynum and has two children.

History of Floyd Junior College

In 1968 the Board of Regents of the University System of Georgia authorize
the establishment of Floyd Junior College in Floyd County. Under the board's
policy the local community would provide a campus site and funds for the con
struction of facilities required for the college's opening.

The Junior College Committee headed by Rome attorney J.D. Maddox
Floyd County citizens overwhelmingly accepted the responsibility by approvin
on November 5, 1968, by more than three to one margin, a bond issue to provid
funds for the construction of the college.

Construction of facilities began in early 1970 and was completed by the late
part of the year. Fall quarter classes began that year in temporary headquarters
downtown Rome. By the end of fall quarter all college operations were move
on campus.

The facilities consisted of four buildings: Academic, Administration, Physica
Education and Physical Plant.

At the start of its second year in 1971, Floyd Junior College had formed its offici
Student Government Association. Officers were elected according to the rules
in the constitution, adopted by the students in spring 1971. Official scho
colors of red, blue, and white and the nickname, "Chargers," were chosen by the
student body in 1970-71.

Today, Floyd Junior College offers four basic areas of study:
• Transfer programs for students planning to continue their education at oth
institutions;
• Career programs designed to give students a basic core of general education
and prepare them for employment immediately upon successful completion
of the program;
• A developmental studies program providing remedial courses in English,
mathematics, and reading; and
• A public service program offering non-credit courses of special interest to the
community.

Facilities have expanded from the four original buildings and now include a
spacious library and physical education complex complete with gymnasium.
Candidates for Graduation
June 1987

Associate in Arts Degree

Cary Alan Abernathy
Russell Edgar Andrews IV
†Debra R. Brown
Gary Harold Coffia
*Jeffrey Jerry Dabbs
*Toni Lynn Davis
Garvin Junior Edwards
John Joseph Gentry
Deanna Capreace Glass
Travis Lloyd Goswick

Georgia W. Gunter
Michael Ernest Hall
*Ricky Ladell Jacobs
David Dwain McCrickard
James Stephen Mitchell
Stephanie Pearl Mize
†Carmen M. Perales
Kathy Renee Tew
Angela S. Waters
Martha V. Watts
*Nancy Janet Weaver

Associate in Applied Science Degree

Juli Cescutti Brown
Rejeana Denise Holsey
†*James Martin
Randy G. McDonald

Associate in Science Degree

Michael C. Abernathy
Deborah H. Adair
*F. Lamar Aultman, Jr.
Karen S. Angel
Beverly Denise Barnes
*Paula N. Bowers
David Allen Burnley
Toni Ellen Colelo
William Howard Curtis
Brenda Bowman Davis
†*Donald Reed Davis
Todd L. Dittmer
†*Richard A. Duvall
Constance Marie Fortune
*Tammy Dawn Gresham
*Ada Davis Hall
Kerry R. Hess
Barbara C. Hill
William Todd Hooper
Thelma W. House
Daniel Franklin Key
Dennis Duane Knight
†*Carole M. Lawler
†*Kevin Robert Lethers

*Vyvyan W. Lynn
Nena Elizabeth Mears
Eleanor Christine Mott
Charles L. Mull, Jr.
Teresa Ann Nichols
Jackie Faye Poole
Tony Lee Pope
Velvet Lytrell Purdy
April Larke Rickman
†Dondra Robinson
Tonita Jo Rudd
Melanie Snead Williams
Randy Bruce Steward
Darryl Kevin Stokes
*Clyde Randall Stone
Barbara Mae Tate
Karen Deniece Thomas
Kenneth Bradley Treglown
†*Dodie Oswalt Wallace
†*Mary Carolyn West
Nicolette Retta Whatley
Andrew P. Winch
Cynthia Denise Ivie Wood
Traci Aleta Woodward

*Nonor Graduates
†Laureate Society
Associate in Science in Nursing Degree

Terina Yvette Acrey
Ginger Alford
Emily Beth Andrews
Janice Marie Beard
Karen Short Bridges
Nelynda Veronica R. Brooks
Diane K. Brown
*Teresa Carol Brown
Cynthia T. Bryan
Mary Catherine Burch
Beverly Kay Casey
Patricia B. Chaffin
Angela Dishmon Dabbs
Mary Paige Dawson
Lisa Williams Dempsey
Bertha Mae Dodson
*Malindy Robinson Ely
Tammy Dannette Fennell
Caroline Szollosi Fletcher
Nanci Joi Fox
Kathy Ray Gibson
David Johnson
Joanne M. Johnson
Sherri Hill Johnson
Marilyn Gammon Johnston
Patricia Jolly
†*Dow W. Jones
Scarlett Susannah Langston
Jennifer Brown Latimer
Susan Irene Leker
Melodie Louise LeRoy
Cynthia Dawn Lewis
Carol Long Lovvorn
JoAnn M. McClure
Dale Roy Miller
Lisa C. Miller
*Janice L. Moore
Gayle Branch Murphy
Virginia Lorene Perrien
Tammi Streetman Phillips
*Brenda Faye Robinson
Anita S. Garber Russell
Lisa Katherine Sapp
Cellia Laverne Singleton
Amber Janese Smith
Natalie Schmeck Stegall
Leila Marie Tanner
Janet Anise Terry
Michael G. Trapp
Tressy Adams Treadwell
Lisa Leigh Turner
*Cathy Carol Wear
Tammy Odeana Wilson

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Russell Edgar Andrews IV
Debra R. Brown
Gary Harold Coffia
*Jeffrey Jerry Dabbs
*Toni Lynn Davis
Garvin Junior Edwards
John Joseph Gentry
Deanna Capreace Glass
Travis Lloyd Goswick

Georgia W. Gunter
Michael Ernest Hall
*Ricky Ladell Jacobs
David Dwain McCrickard
James Stephen Mitchell
Stephanie Pearl Mize
*Carmen M. Perales
Kathy Renee Tew
Angela S. Waters
Martha V. Watts
*Nancy Janet Weaver

Associate in Applied Science Degree

Juli Cescutti Brown
Rejeana Denise Holsey
*James Martin
Randy G. McDonald

Associate in Science Degree

Michael C. Abernathy
Deborah H. Adair
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William Howard Curtis
Brenda Bowman Davis
*Donald Reed Davis
Todd L. Dittmer
*Richard A. Duvall
Constance Marie Fortune
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Kerry R. Hess
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William Todd Hooper
Thelma W. House
Daniel Franklin Key
Dennis Duane Knight
*Carole M. Lawler
*Kevin Robert Lethers

*Vyvyan W. Lynn
Nena Elizabeth Mears
Eleanor Christine Mott
Charles L. Mull, Jr.
Teresa Ann Nichols
Jackie Faye Poole
Tony Lee Pope
Velvet Lytrell Purdy
April Larke Rickman
*Dondra Robinson
Tonita Jo Rudd
Melanie Snead Williams
Randy Bruce Steward
Darryl Kevin Stokes
*Clyde Randall Stone
Barbara Mae Tate
Karen Deniece Thomas
Kenneth Bradley Treglown
*Dodie Oswalt Wallace
*Mary Carolyn West
Nicolette Retta Whately
Andrew P. Winch
Cynthia Denise Ivie Wood
Traci Aleta Woodward

Honor Graduates
Laureate Society

*Honor Graduates
†Laureate Society
**Associate in Science in Nursing Degree**

Terina Yvette Acrey  
Ginger Alford  
Emily Beth Andrews  
Janice Marie Beard  
Karen Short Bridges  
Velynda Veronica R. Brooks  
Diane K. Brown  
Teresa Carol Brown  
Cynthia T. Bryan  
Mary Catherine Burch  
Beverly Kay Casey  
Patricia B. Chaffin  
Angela Dishmon Dabbs  
Mary Paige Dawson  
Lisa Williams Dempsey  
Bertha Mae Dodson  
Valindy Robinson Ely  
Tammy Darnette Fennell  
Caroline Szollosi Fletcher  
Vanci Joi Fox  
Kathy Ray Gibson  
David Johnson  
Joanne M. Johnson  
Sherri Hill Johnson  
Marilyn Gammon Johnston  
Patricia Jolly  
Dow W. Jones  

Scarlett Susannah Langston  
Jennifer Brown Latimer  
Susan Irene Leker  
Melodie Louise LeRoy  
Cynthia Dawn Lewis  
Carol Long Lovorn  
JoAnn M. McClure  
Dale Roy Miller  
Lisa C. Miller  
*Janice L. Moore  
Gayle Branch Murphy  
Virginia Lorene Perrien  
Tammi Streetman Phillips  
*Brenda Faye Robinson  
Anita S. Garber Russell  
Lisa Katherine Sapp  
Cellia Laverne Singleton  
Amber Janese Smith  
Natalie Schmeck Stegall  
Leila Marie Tanner  
Janet Anise Terry  
Michael G. Trapp  
Tressy Adams Treadwell  
Lisa Leigh Turner  
*Cathy Carol Wear  
Tammy Odeana Wilson

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THE SEVENTEENTH
COMMENCEMENT
JUNE 4, 1988
Commencement Exercises

**PROCESSIONAL**

Pomp and Circumstance No. 1 in D ................................. Elgar

**INVOCATION**

W. George Pullen
Professor, Floyd College

**WELCOME**

David B. McCorkle
President, Floyd College

**INTRODUCTION OF SPEAKER**

Forrest L. McKelvey
Member, Georgia House of Representatives
District 15 - Post 2

**COMMENCEMENT ADDRESS**

James Derward Powell
President, Coosa Valley Technical Institute

**PRESENTATION OF CANDIDATES FOR DEGREES**

Wesley C. Walraven
Dean, Floyd College

**AWARDING OF DEGREES**

David B. McCorkle
Assisted by W.P. Kerr
Director, Admissions and Records, Floyd College

**BENEDICTION**

W. George Pullen

**RECESSONAL**

March ................................................................. Gaynor

*Audience will please stand.*
The audience is asked to remain in their seats after the Benediction until after the Recessional is complete.

*Music performed by Lawrence F. Mosher, Associate Professor of Humanities, Floyd College*

*Interpreter: Jim H. Whitworth, Adjunct Assistant Professor of Deaf Education, Floyd College*

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Our Commencement Speaker

James Derward Powell

In 1987, when Coosa Valley Tech became Coosa Valley Technical Institute, J. Derward Powell was chosen as its first President. This was an honor richly deserved for he has devoted more than 20 years of his educational career in the service of vocational education in this area.

Mr. Powell was born in Sylvania, Georgia. He was educated in the Screven County public schools, and he received his undergraduate degree from Berry College and his Master's degree from the University of Georgia. He came to Coosa Valley Tech in 1967 as an instructor of Drafting and Design Technology. Later, he was chosen as the Director of Coosa Valley Tech.

Besides his duties at Coosa Valley Technical Institute, Mr. Powell is a member of the American Vocational Association, the Georgia Vocational Association, and was appointed by Governor George Busbee as a member of the Governor's Committee on Post Secondary Education. In 1984, he was appointed as a member of the Georgia Council on Vocational Education by Governor Joe Frank Harris.

Mr. Powell is a member of the First Baptist Church of Rome where he is the present Chairman of the Board of Deacons, a member of the Chancel Choir, a Sunday school teacher and a member of the Floyd County Baptist Association Administration Committee. Mr. Powell is married to the former Justene Spruell and has three children, Jim, Allison, and April. He is the proud grandfather of five grandchildren.

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The Floyd Campus has been expanded from the original four buildings to gymnasium.
Candidates for Graduation

June 1988

Associate in Arts Degree

Laura L. Adams
Tina D. Bannister
D.L. Barben
Mary Brashear Blackburn
Stephanie Lynn Burt
Allison Dawn Churchwell
Kelly Lynn Gilbert
Charles Martin, Jr.

Myrtice Howell McAfee
Annette V. McGee
Mike L. Smith
Mimi Reshelle Smith
Lisa Walton-Cagle
Melba Louella Whorton
Harvey Dwain Yates

Associate in Applied Science Degree

M. Alice Davis Garrard
Stacy Dean Hardy
Sean Lee Lathbury
Mary Alice Montgomery
Carol Benefield Sharp
Lee Ann Tant
Rejeana Holsey Ware

Associate in Science Degree

†Linda M. Adair
Deborah Ann Baldwin
Rhonda Sue Baldwin
†Marsha Formby Barnes
†Charles R. Barnett
†Leslie Elizabeth Barrett
Madalyn G. Bishop
Glenda Couey Brooks
Anjanette Delaine Bunch
Betty Ann Burrell
Susan Alicia Cantrell
Kent Alan Cash
Natalie Kay Choate
Amy Braden Clark
Anthony David Daniel
Shirley Miller Denmon
Tom L. Dentmon
Ramona Ann Duvall
Andra Barrett Ellenburg
Connie Lynn Ellison
Odete P. Estes
Kelly Croker Faires
Kathy Mylene Ford
Deborah Jane Fowler
Robert Ellis Gearhart, Jr.
Nancy S. Greeson
Dale Lilliane Hamby
Allison Leigh Hammond
Joseph Shane Haney
Ronnie Keith Harrelson
Billy Randal Henderson, Jr.
Christopher Donnell Herrington
Raymond P. Hines, Jr.
Rhonda Gail Huckaby
†Cynthia Marie Hunter
Patricia Delores Hutchins
Scott William Irmscher
Kimberly Michelle Isbell
Gail E. Jacobs
Laurette Ann Johnson

David Jarvis Jones, Jr.
Joy Kerce
Daniel Franklin Key
Debbie Michelle Knowles
Mary Diane Green Kozma
Jamison Shawn Lawler
Terri D. Littlejohn
Vvvan W. Lynn
Pamela Jones McKinnon
Steven Wayne Middleton
Dean Ray Miller
Janet Carol Miller
Patrick Sean Myers
Lisa Marie Neighbors
Olina Ann Niemeier
Lisa Susanne Pilgrim
William Guy Pittman, Sr.
Jackie Faye Poole
Linda M. Rice
Ralph Edward Robinson, Jr.
Melissa Wingo Rulledge
Barbara Landrum Schott
Bettie B. Shiflett
Torrie Nichelle Smith
Tracy Lynn Smith
Risa Newsome Tanner
Teresa Elizabeth Temples
Clifford L. Towe, Jr.
Angela Dee VanPelt
Beverly Ann Alexander Ware
Melanie Snead Williams
Karen Darnell Wood
Mary Ann Wozniak
Cynthia Diana Wright
Gwendolyn Joy Wright
J. Annette Wyde
Dennis Troy Young
Donna Melissa Young

*Honor Graduates

†Honor Graduates
Associate in Science in Nursing Degree

Renee Lanham-Castleberry
Jean Logan
Julia Lowery-Sims
* Anita Faith Melear
Kevin Edward Eugene Murray
Sonora Stewart Owens

* Mary Matheny Patterson
Lynn Clemons Pilgrim
Robert DeLane Poole

† Susan Anderson Pressley
Priscilla Ann Roberts
Betty Braly Robinson
Jennifer Lee Rose

†† Karen McAfee Watters
†† Maudie Campbell Weaver
Laura Lea Williams
Dena Renee Winters

ACADEMIC REGALIA

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* Honor Graduates
† Laureate Society
FLOYD COLLEGE

THE EIGHTEENTH COMMENCEMENT
JUNE 10, 1989
Commencement Exercises

† PROCESIONAL
Pomp and Circumstance No. 1 in D, OP. 39 . . . . . . . . . . . . . . . Edgar

* INVOCATION
W. George Pullen
Professor, Floyd College

WELCOME
David B. McCorkle
President, Floyd College

INTRODUCTION OF SPEAKER
David B. McCorkle

COMMENCEMENT ADDRESS
Dr. Rebecca Hughes Cook
Doctor of Medicine

PRESENTATION OF CANDIDATES FOR DEGREES
Wesley C. Walraven
Dean, Floyd College

AWARDING OF DEGREES
David B. McCorkle
Assisted by W. P. Kerr
Director, Admissions and Records, Floyd College

TASSEL CHANGING CEREMONY
Sharon H. Philpot
Top Honor Graduate

* BENEDICTION
W. George Pullen

† RECESSONAL
"Wichtige Begebenheit" ("An Important Event")
from Kinderszenen, OP. 15 . . . . . . . . . . . . . . Robert Schuman

* Audience will please stand.
The audience is asked to remain in their seats after the Benediction
until after the Recessional is complete.

† Music performed by Lawrence F. Mosher, Associate Professor of
Humanities, Floyd College

† Interpreter: Jim H. Whitworth, Adjunct Assistant Professor of Deaf
Education, Floyd College

Our Commencement Speaker

Dr. Rebecca Hughes Cook

Dr. Rebecca Hughes Cook, an internist at Harbin Clinic and graduate of
Floyd College will give the commencement address. Dr. Cook is the first Floyd
College alumna and first woman to serve as commencement speaker.

A native of Anniston, Ala., Dr. Cook moved to Rome in 1966 and attended
Floyd County schools, graduating from Model High School in 1971. In 1973 she
was an honor graduate and member of the first class to receive the Associate
of Science in Nursing degree from Floyd College.

She went on to earn a bachelor's degree in zoology from the University of
Georgia in 1975 and an M.D. degree from the Medical College of Georgia in
1979. After completing a residency in internal medicine at Georgia Baptist
Hospital, she returned to Rome to the Family Practice Program at Floyd
Medical Center. In 1982 she joined Harbin Clinic. Dr. Cook was the recipient
of the Floyd College Distinguished Alumni Award in 1984. She is married to
Dr. David Cook, professor of Biology and chairman of the Division of Natural
Sciences and Mathematics at Floyd College.

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*Terry Wayne Autry
*Mark Lewis Brown
*Robert Edmond Bush
*Cynthia Johnson Cain
*Charles Edward Colbert, Jr.
*Joanna Johnson Colbert
*Laura Ann Downs
++Robert Abney Fricks
*Leah Whatley Gentry
*Lois Maria Griffin
*Lisa Redden Harrington

Christy Dawn Hicks
Waddie Burton Jones
*Odessa Dianne Pierce
*Linder Dianne Pritchett
*Dionna Diane Roberson
++Don Tanner
*Cynthia Taylor
Tonya T. Trapp
Tracy Ann Willhoite
James Owen Wlochowski

Associate of Applied Science Degree

Edie L. Burnley
Hilda Jane Davis
Dennis Doughty
Regina Denise Riley
James Faine Shirley

Associate of Science in Human Services

*Mary Brasheer Blackburn
*Myra Jeanne Brooks
++Leah Whatley Gentry
*Tammie Renae Hinton

Lisa Maxwell Odom
++Sharon H. Philpot
Tracey Michael Rogers
*Patti Lowery Stephens

*Honor Graduates (gold tassel)
++Top Honor Graduate (white tassel)
++Laureate Society
Associate of Science in Nursing Degree

Diane C. Agan
Lisa Gail Beeler
James Thomas Bell
Lisa Maria Bennett
Lori Dawn Bishop
Karen Elizabeth Bono
Ann Carter
Ida B. Cook
Cheryl Elaine Crumley
Mary Lisa Cupp
Traci D. Daniell
Hilda Jane Davis
Linda Gayle Deering
Deborah Kubik Doran
Jo A. Ebrod
Patricia Annette Espy
Vickie Lynn Forristler
April Michelle Fox
Cindy Jean Frantzen
Kimberly Ann Gill
Glenda G. Gladden
Dana I. Harrison

Jan Hicks
Barbara Sue Hughes
Mary Anne Jacobs
Laurel Paige Jones
Denise Kerr
Kathy Dawn Klaus
Barbara S. Lambert
Amy M. Lovelace
Tonya Nicole Mathis
Marie S. Mc Ardle
JoAnn Gentry McClung
Melanie Beth McHan
Cathy Jean Money
Sheri Elaine Nichols
Darla Lorene Petitt
Steven Lawrence Rives
Amy Christa Simpson
Joseph Robert Sterle, III
Charisse Dru Stynchcomb
Judy A. Walters
Lisa Eileen Verrill Williams

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Regina Denise Riley
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*Lorrie Lester Barret
Sonja G. Bramlett
Robert James Chapman
*LaDonna Marie Corley
Teri Lynn Curtis
Bobby Lane Daniel
Lori Windom Daniel
Jerre Rene Field
**Troy Alexander Fite
Ona Lea Ford
Robert Ellis Gearhart, Jr.
**Julie Ann Goodwin
Barry William Green
Jimmy Stephen Greer, Jr.
William David Hall, Jr.
Gaye Straus Hamby
Charles David Head
Regina Dawn Heath
JoAnn Hill
Susan Leigh Hill
*Rhonda Young Hulsey
Scott William Irmscher
**Connie Darlene Jackson

Christopher Lanier Lovorn
William Randal McCullough
Esther Ann McElwee
Gary Lee Neighbors
Andrea Lynn Parker
Rodney M. Payne
Angela D. Prescott
Stewart Carroll Roberson
Ralph Edward Robinson, Jr.
*Dorothy Marie Rowland
Alane Blackwell Sharpe
**Tammy Angel Shiflett
Sherri Dawn Slate
*Kimberly Ann Sloan
**Janie Haigwood Sockwell
Tina Lankford Steele
Tami Jill Stubblefield
Robert Joseph Szulya
Donna Christian Tanner
Lisa Dianna Thompson
**Patricia G. Thompson
Vassie Melissa Washington
**Connie Milam Weaver
Jill Denise Weaver
Lisa M. Wyatt

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Tammie Renaé Hinton

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Daniel Huston Bevels
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Regina Hall Broughtman
Christopher Hughes Dennis
Russell Finleyson
Karen Jarrell Forrister
Robin P. Forston
Darrick Shayne Garrison
Ronald Edwin Goss
Charles Terrell Graves
Jeff Green
Paul Andrew Greene
Lois Maria Griffin
Angela Lane Harris
Donna Marie Hodges
David Neil Lewis
Jamye Aleta McDonald
Donna Renee McGee
Regina C. Maddox
Larry D. Mooney
Dennis K. Moses
Eleanor Christine Mott
Maria Bowers Newsom
James Allen Reynolds
Michael Roy Rogers
Marvin M. Searcy
Billy Earl Tominson
Kimberly Ann Williams

Associate of Applied Science Degree

Frances V. Baldwin
Anthony Ray Cantrell
John Coheleach
John Berry Drake, III
Lynda K. Eden
Cathy Susan Farmer
Tina Diane Hancock
Andrea Marie Holland
Nancy M. Lam
Peter Lawrence Leffel
Charles Lee Little
Carolyn Denise Combs
Sue Anne Branton
Stephen Randall Van Horn
Rodney Gene Waddell
Kelly D. Waits
Ned Webster
Nitka Ann Wilson
Sharon A. Worley

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Tracie Michele Ayer
Joanna Johnson Colbert
Doris E. Edge
Hester E. Ford
Elizabeth Berkeley Holley
Larry D. Mooney

Shirley Dianne McClure
Don O. McGee
Matthew Owen McGowan
Mary K. Miller
Randall Sean Mize
Randy Monroe Murphy
Frona Jewel Pace
Angela Presley
Penny Lynn Pryor
Dixie Leigh Rogers
Michael Roy Rogers
Kimberly Lynne Runyon
Chester David Rush
Reva Gail Stagg
Izachele Sherri Stamper
Tammie Dyer Stephens
Stephan Patrick Stewart
Vicki H. Stringer
Cynthia Taylor
Robert D. Thacker
Carol Forsyth Thompson
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Rhonda Turner
Leah Jane Vincent
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Judy Renee Wallace
April L. Washington
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Bambi Lorraine Bridges  
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*Dona Fay Childers  
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Faith Francine Dawkins  
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Sandra D. Dixon  
*Sharon Kay Dixon  
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Elizabeth Kathleen Goodwin  
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Mary Elizabeth M. Hellriegel  
Elizabeth June Hightower  
Patricia Ann Hopkins  
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_Cynthia Kellett  
*Joy Whetstone Lee  
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†**Karen C. Minshew  
*Karen Teresa Mitchell  
Judy Karen Motes  
Laura Jenny Nall  
Lisa Casey Nations  
Linda Jane Nicholson  
Winifred M. Payne  
Sally Davis Peek  
A. Marie B. Ploof  
†***Diane W. Price  
*Carol B. Reed  
Donna Senft  
*Jennifer Burrell Smith  
Jessica Colleen Steed  
Kimberly Faith Stricklin  
*William Stephen Sunrich  
Bruce Vernon Tiblier  
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All hoods are lined with the colors of the institutions granting the degree and faced with the traditional color of the primary field of study. The bachelor's hood is three feet long; the master's three and a half, and the doctor's four. The doctor's hood has wide set panels. The major field of study can be determined from the facing on the hood according to the following scheme: Arts—white; Science—gold/yellow; Nursing—apricot; Physical Education—green; Business Administration—drab; Librarianship—lemon; Education—blue.

The Floyd College Laureate Society was established Spring Quarter, 1982 to recognize currently enrolled students who have taken 42 or more quarter credit hours, and have earned a 3.6 or better grade point average at Floyd College.

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For official purposes a final, correct list of graduates will be retained in the Office of the Registrar, Floyd College.
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June 1992

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Dena Teree Blalock
Tammy Lynn Brock
Agnes Brookshire Bevel
Carmen Denise Brown
Freda Louise Chastain
Stephanie M. Cooper
Kenneth E. Dodd
Darlene Kay Duncan
James Wade Griffin
Michele Jane Hatch
David Jonathan Holt
Tina Camille Jarrell
Paula Patricia Jordan
David Neil Lewis
Phillip D. Lindsey
Mark Christopher Lumpkin
Lanette C. Marshall
Phillip Leon McGinty
Sherry Roberson
Jennifer Leigh Roberts
*Johnny Sampson
Arthur W. Smallwood
Matthew C. Stevens
Stephen Christopher Sutton
Joe David Walker, Jr.
Kindra Deace Watters
Guy Milton Welch
Mary Tom West
David L. Williams
Tonya Lynn Willis

Associate of Applied Science Degree

Virginia Alexander
Dale Lee Allen
Russell Lloyd Allen
John Jason Bouman
Jennifer Leigh Bray
Jeffrey Max Caldwell
Margie N. Cantrell
Michael H. Carroll
Joseph Wayne Chastain
Pamela Lynn Choot
Amy Lorraine Clark
Magdalene George Deese
Gale Mathis Dougherty
Michael Gene Duncan
Stephanie Annette Fletcher
Tony Raymond Fuller
Brenda C. Getman
Tracy C. Godwin
Paul Andrew Greene
Amber Sanborn Greer
Nancy A. Gribble
Richard Earl Gurley
James Brian Hancock
Charles F. Hardin, Jr.
Lisa Elaine Harrell
Richard Henry Holbrook
Jaimie Heese Hoverton
Henry F. Jackson, III
Carol Denise Mills
Benjamin Heath Mitchell
Steven James Monica
Wayne Morgan
Rhonda Gayle Mullenax
Hugh Bradley Padgett
Kusum Vibhakar Patel
Phoebe Gray Penn
Thomas Rick Perkins
Jeffrey Lamar Reeves
Danny Michael Roberson, II
Larry James Rogers
Steve Jay Shelley
Wanda S. Sheriff
Bridgette Paige Smith
Christie B. Smith
Pamela Bessie Smith
Sandra Darlene Starkey
Joseph Wheeler Stephens
Tina Louise Thornton
Ann Everett Toles
Barry Gene Tow
Michael Joseph Wells

Associate of Science

Greta Tremetrius Allen
Regina Holmes Atkinson
Scott Wade Beasley
Debra Weedon Bennett
Jonathan Mark Bennett
Bina Ishver Bhakta
Edward Lanier Bone
Kimberly Lynn Broome
Amy Kathleen Brumbelow
James Joseph Byrne, III
Thomas Anthony Cargle
Alison Leigh Casey
Janet Dotson Collins
Lisa Michelle Corntaasell
Sonya Michelle Davis
Brenda L. Dean
William Bradley Elder
Connie B. Garner
Kelly Kay Gaylor
Christopher Lee Grajzar
Charles Terrell Graves
Ruby Joyce Hall
Lori J. Hektner
Richard A. Henderson
Angela B. Hogg

Associate of Science in Health

Joy McKnight Banks
LeAnn Blalock
Joyce Kelly Broadaway
Kimberly Hartley Brown
Wendy B. Huffman
Melinda A. Johnson
Paula Patricia Jordan

Associate of Science (gold tassel)

Top Honor Graduate (white tassel)

Laureate Society

*Honor Graduates (gold tassel)
**Top Honor Graduate (white tassel)
†Laureate Society
s for Graduation in 1992

Associate of Arts Degree

Greta Tremetrius Allen
Regina Holmes Atkinson
Scott Wade Beasley
Debra Weeden Bennett
Jonathan Mark Bennett
Bina Ishver Bhakta
Edward Lanier Bone
*Kimberly Lynn Broome
**Amy Kathleen Brumbelow
James Joseph Byrne, III
Thomas Anthony Cargle
Alison Leigh Casey
Janet Dotson Collins
Lisa Michelle Cornstassel
Sonya Michelle Davis
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William Bradley Elder
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Christopher Lee Grajzar
Charles Terrell Graves
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**Lori J. Reithner
**Richard A. Henderson
*Angela B. Hogg

**Patrick Charles Hopper
***Shirley Payne Howard
Debra W. Howell
**Norma Jean Huckaby
**Wilburn Hayward Hunter, Jr.
William Bradley James
Phyllis Christina Johnson
**James Bradshaw Jordan
Timothy Gordon Kilgore
Helen Irma Kozma
Bill H. Lankford
April Rush Lively
Clyde Wesley Mahaffey, III
Joseph Lynn Mayo
Jason Scott McConnell
**John Robert McCoun
John Christopher McKelvey
Kenneth Lee Montgomery
Margaret Ann Montgomery
**Brian David Morgan
Claire Stephens Moss
Gregory Scott Motes
William Gregory Orabaugh
**Sandra Pierce Parris

Associate of Science in Human Services

*Joy McKnight Banks
LeAnn Blalock
Joyce Kelly Broadaway
Kimberly Hartley Brown
**Wendy B. Hufstetler
**Melissa A. Johnson
**Paulette Patricia Jordan

*Cathy Lynn Mathis
**Shirley L. Rayburn
Beverly Denise Roberts
Leslie Denise Sinnock
**Sarah Beth Taylor
Karen Lee Vaughn, Jr.

*Honor Graduates (gold tassel)
**Top Honor Graduate (white tassel)
†Laureate Society
Associate of Science in Nursing Degree

Donna G. Autry
Carol Bell
Suean McGraw Barnes
* Linda Hambert Bell
* Regina Dawn Blackburn
Dana Marie Bohannon
Linda Gail Bowman
Rhonda Hulse Braly
** Shana Lynne Brock
Stephanie Williams Broome
* Ava Summers Brown
Lynne Garrett Buffington
Laura Suzanne Chamlee
Melody A. Cook
Robin Lynn Copeland
** Janice Anne Crews
* Rebecca Wollstein Crews
Tracy Sweatman Crier
** David Raymond Crumbley
** Cynthia B. Davis
** Natalie Angela Diprima
Faye N. Duke
Dana Delon Easterwood
Ruth Ann Edwards
Graham Delton Ehmke
Jennifer K. Elrod
Barbara Ann Floyd
Donna Harrison Ford
Mark L. Francis
Cynthia Bond Fried
Tammy A. Gladney
Nilah Levine Goggans
Bobbie A. Green
Sandra Elaine Hammons
Kelly Michelle Harrod
Troyce Ann Hayes
Regina Merritt Hayes
Danny H. Hazen
Shelly M. Hester
Patricia C. Hollis
* Zan Sorable Hooper

Barbara W. Hopkins
Joan Chitwood Ingram
Sandra Joyce Ingram
Rebecca Jacks
** Anita J. Jackson
Amelia J. James
Marion S. Johnson
Doyleene L. Knight
Ricky D. Knight
Dawn Lafaye Langley
Brenda Jane McCoel
Robbin LaRay McDonald
Lori J. Merritt
Lori Michelle Morgan
Janice Kay Morris
Traci Penn Myrick
Annie Julia Nelson
Donna A. Nolan
Bret Craig Nolting
Denise B. Oldham
Jackie Mincey O'Neal
Stacey Ethel Powell
Kathy Dianne Reece
Sherrr A. Reever
** Sherry Ann Roberson
Christina J. Roberts
Tammy Bozman Robinson
* Renee Walker Rogers
* Sandra Carter Rollins
** Gina Marie Skates
* Nancy Patterson Smith
* Deborah W. Sorrow
Charlotta Diane Studdard
Lucinda Jane Taylor
Ronna Jean Thomas
Rebecca C. Vance
Susan Webb
Nancy Sue Wesson
Gregory Steve Williams
Marpessa Woods Willis
Stephanie Leigh Wood

* indicates the student was present for orientation
** indicates the student was present at the time of graduation
Commencement Exercises

††PROCESSIONAL
Pomp and Circumstance No. 1 in D, Op.39 . . . . . Elgar

†INVOCATION
Dr. George Pullen
Chairman, Division of Social Science

WELCOME
David B. McCorkle
President, Floyd College

COMMENCEMENT ADDRESS
Laura Paynter

PRESENTATION OF CANDIDATES FOR DEGREES
Wesley C. Walraven
Vice President, Floyd College

AWARDING OF DEGREES
David B. McCorkle
Assisted by W.P. Kerr
Director, Admissions and Records, Floyd College

TASSER CHANGING CEREMONY
Brenda P. Stansell
Honor Graduate

††BENEDICTION
Dr. George Pullen

††RECESSONAL
"March" Op.43, No.8 . . . . . . . . . Reinhold Glière
*Audience will please stand.

*The audience is asked to remain in their seats after the Benediction until after the Recessional is complete.

†Music performed by Lawrence F. Moshier, Associate Professor of Humanities, Floyd College

††Interpreter: Shirley P. Whitworth, Instructor in Deaf Education, Floyd College

All things transitory are but parable; here insufficiency become fulfillment, here the indescribable is accomplished...

—Goethe

Our Commencement Speaker

Ms. Laura Paynter

Laura Thomas Paynter is a legally disabled, single mother of three children. She is a member of PEACH, an organization which provides assistance for single parents.

Ms. Paynter served as the 1990-1991 president of the Floyd College Student Government Association. She is an honor graduate, a member of the Laureate Society, and a recipient of the 1991 Floyd College Leadership Award. She has devoted extensive hours to volunteer projects and community affairs.

Ms. Paynter will earn her Associate Degree in Applied Science in Marketing and Management from Floyd College. She plans to attend Berry College this fall in pursuit of a Bachelor of Arts degree in Communications, with a minor in political science. Her long term goal is to gain a law degree and to become active in governmental affairs.

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In 1968 the Board of Regents of the University System of Georgia authorized the establishment of Floyd Junior College in Floyd County. Under the board’s policy the local community would provide a campus site and funds for the construction of facilities required for the college’s opening.

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The Floyd Campus has been expanded from the original four buildings to now include a spacious library, physical education complex complete with a gymnasium, and a new administration annex completed spring 1991.
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June 1991

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Janet Denise Anderson
Daniel Charles Blanton
Frank Dane Bridges
Carmen Denise Brown
Stephanie Lynn Burt
Victor Chavez
Charles Edward Colbert, Jr.
Joey Michael Jacobs
Grady A. Jenkins, Sr.
DeLinda G. McClure
Thomas Kent Millican
Charles Chandler Ritenhouse
Marvin M. Searcy
Julie Avery Holcombe Shaw
Arthur W. Smallwood
Guy Milton Welch
Mary Tom West
Richard N. West
Roy Newcomb West
Dennis Troy Young

Associate of Applied Science Degree

Frances V. Baldwin
Jennifer L. Bray
Anthony K. Carnes
Pamela Lynn Choot
Janet Dotson Collins
Jerry R. Corbin
Susan Gale Mathis Dougherty
Jeffrey H. Duncan
Michael Gene Duncan
Melissa Jane Fields
Melisa A. Green
Linda Faye Hamrick
Vicki Leigh Harrison
Cleve Hartley
Marie W. Hooper
Mary Gilleland Itson
Alfreda Maria Johnson-Sullivan
Linda Dianne Bearden Kirby
Steven W. Middleton
Benjamin Heath Mitchell
Laura Thomas Paynter
Michael Stephen Reeves
Joyce Ann Royal
Nathan Tyrone Serritt
Cindy Suzanne Smith
Karri Lynne Stahl
Sandra Darlene Starkey
Michelle Foster Vick

Associate of Science Degree

Cathy Davenport Albea
James Edward Alcorn, Jr.
Greta Tremetrius Allen
Susan Renee Bell
Waylon Michael Blackmon
Aleta A. Bolt
Tiana Kay Brachel
Thomas Arthur Bradshaw
Heather Denise Chumley
Eric Taylor Collins
Denny Allen Cummings
Danny Lamar Curry
Amy Faires Davenport
William Bradley Elder
Lisa Jane Fletcher
Eugenia Whatley Googe
Gregory C. Hazen
William Terry Heard
David P. Henley, III
Patricia Statham Hitchcock
Gary Bent Hubbard
Jenice King
Jennifer Lynn Kinney
Kimberly Michelle Lewis
Christina Marie Lucas
Judy Tanner Mayo
Kawna DeLynne McFall
Dena LeeAnn Meek
William Stephen Mobley
Kenneth Lee Montgomery
Jeffrey Brian Mount
Allison L. Odom
Bryan Scott Owens
Darla W. Palatini
Maria L. Pinion
Carol Ann Pledger
Haley Wells Pyle
Michael Harlan Schulz
Layne Norman Scoggins
Tara Nicole Scoggins
Lorna Jeanne Sevener
Brenda P. Stansell
Michael Wayne Strickland
Veronica Ruth Tucker
Angela Dee Van Pelt
Marie Yvonne Wade
Michael Shane Williams
Norman J. Worley

Associate of Science in Human Services Degree

Cynthia Ann Anderson
Cynthia Pope Carney
Joanna Johnson Colbert
Jacqueline M. Deere
Teresa Jean Edwards
Robin Pledger Hester
Penny Elizabeth Johns
Augusta Faye Morgan
DeAnne Sinnock
Linda Greene Smith

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** Top Honor Graduate (white tassel)
† Laureate Society
Associate of Science in Nursing Degree

Glenn Mark Allen
Kimberly M. Ayers
Brenda Fay Beard
Stacy Leigh Beard
Barbara Anne Blankenship
Christina Suzanne Brooks
Sharon Ransom Burse
Pamela Jane Cammer
Julie A. Campbell
Annette Elisa Clarke
Wanda Dobson Cordle
Jane Talient Costlow
Angela Dawn Dake
*Myra B. Dempsey
Stacy Lynn Fennell
Pamela Freeman-Ash
Janice L. Fuller
*Tommy R. Gayler
Kristi Michelle Graves
Kathy Marie Hall
Debra Jo Hold
Janie Hamrick Holmes
Donald Lee Huggins
Patricia Hastings Kean
†Lori Kay Kellett
Marie Dunaway Lanier
Norman L. Lanphere, Jr.
Glenda Rigsby Raw
*Felicia Traeck Lawrence

*Hannah Marie Martin
Nena Elizabeth Mears
Faye Thomas Mize
*Linda S. Mobbs
Mary Lauren Montgomery
David M. Moore
Sherri Kim Peck
*Teresa Elizabeth Pierce
Donna F. Pruitt
Patricia G. Queen
Suzette W. Redden
Debbie Reynolds Roberson
Melanie Robin Roberts
Sylvia Ann Rogers
*Angela Lovelace Selman
Danny Keyth Storey
Sherry Lynn Tiblier
Gretchen D. Tinsley
Starla Rene Wages
*Audrey Dale Walker
Larry Wayne Webb
Bonnie Clark Weeks
Christi Renae White
Sandra Kay Wilson

ACADEMIC REGALIA

Stylized and distinctive academic regalia is a notable feature of all formal functions of colleges and universities throughout the world.

The use of a particular kind of costume to distinguish university scholars grew up in Europe during the earliest days of these schools. Since there was an intimate relationship between the early universities and the Church—a large number of scholars were prepared for the priesthood and many of the faculty were clerics—the garb adopted for students was similar to that worn by the clergy, although differing enough in design to set the scholars apart from the churchmen.

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*Honor Graduates (gold tassel)
**Top Honor Graduate (white tassel)
†Laureate Society
Commencement Exercises

**PROCESSIONAL**
*Pomp and Circumstance No. 1 in D Major, OP.39,*

*Elgar*

**INVOCATION**
Dr. George Pullen
Chairman, Division of Social Sciences

**WELCOME**
Dr. Richard Trimble
Acting President, Floyd College

**COMMENCEMENT ADDRESS**
Mr. William H. Boling

**PRESENTATION OF CANDIDATES FOR DEGREES**
Wesley C. Walraven
Vice-President, Floyd College

**AWARDING OF DEGREES**
Dr. Richard Trimble
Assisted by W.P. Kerr
Director, Admissions and Records, Floyd College

**TASSEL CHANGING CEREMONY**
Andrea A. Acuff Sorrells
Top Honor Graduate

**BENEDICTION**
Dr. George Pullen
Chairman, Division of Social Sciences

**RECESSONAL**
"A Little March" OP.43,*

*Reinhold Glière*

*Audience will please stand.
The audience is asked to remain in their seats after the Benediction until after the Recessional is complete.

†Music performed by Lawrence F. Moshier, Associate Professor of Humanities, Floyd College

‡Interpreter: Shirley P. Whitworth, Instructor in Deaf Education, Floyd College

---

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— Goethe
Our Commencement Speaker

William H. Boling, Jr.

William H. Boling, Jr. ("Bill") is an attorney and partner in the law firm of Shaw, Maddox, Graham, Monk & Boling, whose offices are located in Rome, Georgia. He has practiced law in Rome since 1981 and specializes in trial work, primarily in the area of insurance defense.

Bill is the son of Bill and Johnnie Boling of Silver Creek, Georgia. He graduated from Pepperell High School in 1972 and studied for two years at Floyd College before earning a Bachelor of Arts Degree at Georgia State University in 1977. He graduated in 1980 from the University of Georgia School of Law with a Juris Doctor’s Degree and was admitted that year to the Georgia State Bar.

Bill is a member of the American Bar Association, the Georgia State Bar and the Rome Bar Association. He is currently President of the Rome Bar Association and has served as a member of the Executive Council of the Younger Lawyers Section of the Georgia State Bar.

An active member of several community organizations, he has served as President of the Board of Directors of the Rome-Floyd County YMCA, 1990 and 1992, and is currently President of the Board of the Greater Rome Chamber of Commerce. He is also a member of the Rotary Club of Rome, Georgia.

Bill and his family reside at 9 Richland Court in Rome and are members of the First United Methodist Church. Bill is married to the former Gaelle Illien. They have three children, Alexis, John Michael, and Megan.

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Tina Camille Jarrell
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Phillip D. Lindsey
Mark Christopher Lumpkin
Lanette C. Marshall
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*Sherry Roberson
Jennifer Leigh Roberts

*Johnny Sampson
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John Jason Bowman
Jennifer Leigh Bray
Jeffrey Max Caldwell
Margie N. Cantrell
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*Joseph Wayne Chastain
Pamela Lynn Chat
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**Magdalene George Deese
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Brenda C. Getman

Tracy C. Godwin
*Paul Andrew Greene
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Nancy A. Gribble
Richard Earl Gurla
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Lisa Elaine Harrell
Richard Henry Holbrook
Jamie Hose Howerton
Henry F. Jackson, III
†& Carol Denise Mills
Benjamin Heath Mitchell
*Steven James Monica
*Wayne Morgan
*Rhonda Gayle Mullenax
Hugh Bradley Padgett

Kusum Vibhakar Patel
Phebian Gray Penn
*Thomas Rick Perkins
Jeffrey Lamar Reeves
Danny Michael Roberson, II
*Larry James Rogers
Steven Jay Shelley
*Wanda J. Sheriff
Bridgette Paige Smith
*Christie B. Smith
Pamela Bessie Smith
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Regina Holmes
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Debra Weeden
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Edward Lanier
Kimberly Lynn
†Amy Kathleen I
James Joseph I
Tom Anthon
Alison Leigh Co
Janet Dotson C
Lisa Michelle C
Sonya Michelle
Brenda L. Dear
William Braden
Connie B. Garn
Kelly Kay Gayle
Christopher Le
Charles Terrell
†Ruby Joyce Hal
†Lori J. Hektner
†Richard A. Hen
*Angela B. Hogg

*Joy McKnight E
LeAnn Blalock
Joyce Kelly Br
Kimberly Harl
†Wendy B. Hufat
*Melissa A. John
†&Paulette Patrici
Associate of Science in Nursing Degree

Donna G. Autry
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** Janice Anne Crews
* Rebecca Wollstein Crews
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** David Raymond Crumbley
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** Anita J. Jackson
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 Robin LaRay McDonald
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 Lori Michelle Morgan
 Janice Kay Morris
 Traci Pen Myrick
 Annie Julia Nelson
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 Denise B. Oldham
 Jackie Minocy O’Neal
 Stacey Ethel Powell
 Kathy Dianne Reese
 Sherri A. Reue

** Sherry Ann Roberson
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 Tammy Bowman Robinson
* Renee Walker Rogers
* Sandra Carter Rollins
** Gina Marie Skates
* Nancy Patterson Smith
* Deborah W. Sorrow
 Charlotte Diane Studdard
 Lucinda Jane Taylor
 Ronna Jean Thomas
 Rebecca C. Vance
 Susan Webb
 Nancy Sue Wesson
 Gregory Steve Williams
 Marpassa Woods Willis
 Stephanie Leigh Wood

Stylized and dia
ded universities.
The use of a par
t the earliest days
universities and t
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Basically, their
in American acad
and open sleeves;
bottom (there are
velvet and bell-s
either open or clo

All hoods are tr
color (three and a half, a
can be determine
Science—gold/yell
Librarianship—le

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The status of some ca
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†§Amy Kathleen Brumelow
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Thomas Anthony Cargle
Alison Leigh Casey
Janet Dotson Collins
Lisa Michelle Cornstassel
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Brenda L. Dean
William Bradley Elder
Connie B. Garner
Kelly Kay Gaylor
Christopher Lee Grajcar
Charles Terrell Graves
†§Ruby Joyce Hall
†§Lori J. Heitner
†§Richard A. Henderson
*Angela B. Hogg

*Patrick Charles Hopper
†§§Shirley Payne Howard
Debra W. Howell
*Norma Jean Huckaby
†§Willburn Hayward Hunter, Jr.
William Bradley Jameson
Phyllis Christina Johnson
†§James Bradshaw Jordan
Timothy Gordon Kilgore
Helen Irma Kosma
Bill H. Lankford
April Rush Lively
Clyde Wesley Mahaffey, III
Joseph Lynn Mayo
Jason Scott McConnell
†§John Robert McCown
John Christopher McKelvey
Kenneth Lee Montgomery
Margaret Ann Montgomery
*Brian David Morgan
Claire Stephens Moss
Gregory Scott Motes
William Gregory Orbaugh
†§Sandra Pierce Parris

*Michael Scott Payne
Holly Ann Payton
Maria Lynn Pinion
Tracey Lynn Reeves
James Edward Rhinehart
Dixie Leigh Broom Rogers
*Kimberly Grizzle Huff
Joseph Gregory Sanders
Jennifer Leigh Sartin
Richard Dale Shiflett
†§Penelope Diane Slaughter
Tonya Payne Smith
†§§Andrea A. Acuff Sorrells
Mary Elizabeth Stone
Joseph Sean Thompson
*Charles Brett Tolbert
*Marian Langston Ware
Eddie Washington
Melissa Margaret Williams
Janet K. Wilson
Paula Michele Bartlett Woodard
Traci Aleta Woodward
Martha M. Worthington

Associate of Science in Human Services

*Joy McKnight Banks
LeAnn Blalock
Joyce Kelly Broadaway
Kimberly Hartley Brown
†§Wendy B. Hufstedler
*Melissa A. Johnson
†§Paulette Patricia Jordan

Cathy Lynn Mathis
*Shirley L. Rayburn
Beverly Denise Roberts
Leslie Denise Sinner
†§Sarah Beth Taylor
Jerry Lee Vaughn, Jr.

*Honor Graduates (gold tassel)
**Top Honor Graduate (white tassel)
†Laureate Society
Candidates for Graduation
June 1993

Associate of Arts Degree

Kyle Markham Berry
Dea Terece Blauch
Andy Curtis Brown
Jennifer Lea Bryant
Terry Lane Chandler, Jr.
Audrey A. Chinn
† Fredia Louise Chastain
Dana Michelle Dyer
† Howard James Elrod
Tracy Lynn Garmon
Charles Kindel Wayne Gresham
Katherine Jane Hagge
Lisa Marie Harris
Donny Daniel Howard
Melody Sills Lagatta
David Derrick McElwee
Archie B. McKinney
Kalli Christine McLeod
Shannon Stansell Martin
Frank W. Osborne
Christina Michelle Perez
† Catherine Elizabeth Pickle
Jennifer Leigh Roberts
Ronald Steven Rush
Michael Thorne Stephen
Frederick Anthony Stewart
Jennifer Nichole Trotter
Lori Kay Walker
Amy Williams
Stephen Alden Wilson
Natalie Ann Wood

Associate of Applied Science Degree

† Janet L. Bearden
Cynthia C. Boyzman
John Jason Bowman
Jennifer Leigh Bray
Kelly Leigh Burns
Marina Garcia Caldwell
† Blissan Joeks Carter
Candace Leshawn Clifton
† Thomas Neils Culpepper
Robin R. Davie
Jeremy Alta Dryden
Mark Daniel Elsey
Douglas Wayne Frenya
† Barbara Ann Sprayberry Fennell
Yolanda Yoette Gentry
Ruth Lynette Gladden
Brenda Carolyn Graham
Lisa L. Griffin
Guendolyn Turner Harris
Brian Lee Henderson
Jeffrey Darren Hight
Janet Leigh Hirsch
† Billie Janet Holcomb
† Gail Hunicutt
Robert P. Jarman
† Larry Seigle Keene
Angela Ann Lee
† Lori A. Maxwell
William Brian McClellan
Rodney Keith McDowell
† Kathy C. Lewis McPherson
Joseph Stephen Pass
Hamentkumar B. Patel
† Jeannie S. Paul
† Cynthia L. Plunkett
William Scott Posey
Joseph Scott Presley
Carmen Shapinelle Riley
† Dwain Roberts
Elmire Mae Tyler Satterfield
Elizabeth Rae Scott
† Sonya Suzanne Sharpe
† Randy Smith
Rachelle L. Tetzlaff
† Michael J. Thacker
Ruthie Jane Watts
Teresa Raquel Winston
Karen D. Worthington
† Wendy Jane Yelton

† Cum Laude (White Tassel)
† † Magna Cum Laude (Gold Tassel)
† † † Summa Cum Laude (Red Tassel)
† ♠ Laureate Society
lates for Graduation
June 1993

Associate of Arts Degree
Catherine Jane Hagge
Mary Jane Milner
Jennifer Leigh Roberts
Ronald Steven Rush
Michael Thorney Stephens
Frederick Anthony Stewart
Jennifer Nichole Taft
Lori Kay Walker
Amy Williams
Stephen Alden Wilson
Natalie Ann Wood

Associate of Science Degree
William Bradley Hammigan
Katherine Sue Hicks
Debra Ann Holden
S. Yvonne Jenkins
John Gregory Landwehr
Tammy Michelle Langston
Crystal Leigh Lewis
Judith Dianna Love
Kristen Gay Loyar
Patricia Argo McBurnett
Vicki L. Hayes
Belinda Rhinehart Miller
Candace Leigh Coley-Miranda
Kristie Lynn Morgan
Shay Griffin Moody
Misty Michele Norman
Kenneth Scott Peters
Maria Lynn Pinion
Glenda J. Popham
Jodie Lynn Puckett
KoRonald K. Reese

Trena Lee Rhodes
Dean F. Ridgeway
Timothy W. Rowell
Donna West Sabley
Lori D. Satterfield
Cynthia Ann Seago
Dathan Barth Sorrow
Thomas H. Stephens III
William Paul Stover
Maxine Price Sutton
Robert J. Szula
Diane Marie Towe
Lori Michele Turpin
Sandy C. Tutton
Stephen Randall Van Horn
Felicia Diane Williamson
Kenneth Adrian Willis
Tammy Lisa Wright
Kyle Hertderson York

Associate of Science in Human Services
Regina A. Adker
Kathy Ruth Baird
Nerida Esther Ball-Smith
Barbara Ann Ottin Compton
Jennifer Lori Duncan
Kimberly LaJun Floyd
Yolanda Noemi Frazier
Bonita Joyce Freeman
Susan Herring Greene
Linda Kristina Golden
Marlynn Harrington Hoyt
Cynthia Vaughan Knight
Linda Smith Lee
Brenda Pae Liowery
Andrea Rochelle Mackey
Linda Elaine Mathis

Floyd College Alumni Association
The Floyd College Foundation has recently established an Alumni Association made up of all past graduates of the college. The Floyd College Alumni Association works to increase alumni involvement in campus activities, and to raise funds for the Foundation to benefit the college. Members of the Alumni Association also serve as Ambassadors for Floyd College in the community.

- Cum Laude (White Tassel)
- Magna Cum Laude (Gold Tassel)
- Summa Cum Laude (Red Tassel)
- Laureate Society
Associate Of Science In Nursing

Marsha Alexander
Linda J. Allmon
Patricia Anderson
Lee H. Austin
Frances Virginia Baldwin
Robbin Elaine Beall
Patricia A. Branham
Kelley Dene Brooks
Shelley A. Brown
Jennifer Leo Bryant
Debra L. Buchanan
Shelia H. Carter
M. Remar Cash
Teresa June Cecil
Debbie F. Crumby
Debra J. Davis
Jane E. Downs
Dondra Dyer
Melanie Ann Early
Bill E. Fennell
Allison J. Fincher
Laura S. Fincher
Lynda Childers Freeman
Lisa D. Gerrin
Rhonda McDonald Godfrey
Allison M. Green
Debbie Michele Green
Melinda F. Gresham
Jennifer Harris
Renee Carlisle Hibbard
Michael Alan Holcomb
Alice Caroline Holland
Patrick W. Howard
Carol L. Jacobs
Susan K. Jarrett
Carmen J. Johnson
Tina Marie Kellett
Kimberly S. Kerr
Katherine Elizabeth Kinne
Valarie G. Langston
Karen M. LeCroy
Vicky R. Lewis
Gwen Lee Dodson Lopez
Jan C. Luna
Karyn D. Lyon
Mary Helen Marcum
Virginia E. McDuffie
Eleanor Christine Mott
Sheila Denise Pereski
Alice Edna Peterson
Sheila Theresa Petee
Cynthia Huggins Poe
April LeeAnn Pratt
Jennifer Coleman Puckett
Cheryl Reed
Tina Witt Rickett
Susan L. Riley
Edna Allen Rushing
Annette D. Self
Sonya Lavon Self
Melanie Simmons
Melissa Blanditt Skinner
Lydia Marie Smith
Tanya Dooley Spragberry
Angela G. Stallings
Cindy Elaine Stewart
Tara Stewart-Flaherty
Gayle C. Strickland
Shana Michelle Strickland
Rhonda T. Stripling
Susan McClain Swiford
Michelene Tasker
Jan Burt Tidwell
Dawn M. Tillmann
Beverly J. VanWaters
Rhonda S. Ward
Suzanne Elliott Wilson
Veronica Woody

***************

✦ Cum Laude (White Tassel)
✦ Magna Cum Laude (Gold Tassel)
✦ Summa Cum Laude (Red Tassel)
✦ Laureate Society

The list of degree candidates was required by the printer several days prior to commencement to allow production of this program. The status of some candidates may have changed since that time. Some will not have completed all requirements for their degrees, and some will have achieved or lost Honors status. The listing of the names in this program in no way implies an obligation on the part of Floyd College to award a given degree or a given Honors status.

For official purposes a final, correct list of graduates will be retained in the office of the Registrar, Floyd College.