

Must Statement: An adequate number of hours with appropriate prerequisites must be required in courses above the elementary level.

STATUS: In Compliance

Prerequisites for each course, listed in the catalog before each course description, indicate that Floyd College is In Compliance

Must Statement: For degree completion, at least 25 per cent of credit semester hours, or the equivalent quarter hours, must be earned through instruction offered by the institution granting the degree.

STATUS: In Compliance

The minimum residency requirement for a degree at Floyd College is defined as 30 quarter hours on page 59 of the current college catalog. This meets the twenty-five percent requirement. The attached chart indicates how the required percentage is met in joint programs with Coosa Valley Technical and North Metro Technical School.

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Must statement: Curricula must be directly related and appropriate to the purposes and goals of the institution and the diplomas, certificates or degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the institution.

STATUS: In Compliance

The learning support services program offers remediation to students whose placement scores indicate they are not academically prepared to enter credit level courses. Degree programs are listed in the catalog. Financial resources are monitored by the Comptroller, President, and Chancellor's Office. The Institutional Mission Development Report contains additional information on programs, certificates, and degrees.

Note: We may want to re-examine this one when our purpose statement evolves into its final form.

Must Statement: The institution must have a clearly defined process by which the curriculum is established, reviewed and evaluated.

Must Statement: This process must recognize the various roles of the faculty, the administration and the governing board.

STATUS: In Compliance

Divisions oversee programs. New courses and programs are first discussed and approved at the division level. After approval at the division level, the courses and programs are presented to the curriculum Committee. If approved, they are discussed at a faculty meeting. Following faculty approval, the course or program goes to the President for approval. After presidential approval, recommendations are sent to the Regents' Office for final approval.

The Academic Program Review Manual written under the auspices of the Academic Affairs Office supplies a procedure for review of each discipline or program every five years. Catalog reviews also encourage divisions to reexamine courses, delete obsolete offerings, submit new proposals to the curriculum Committee, and revise course descriptions.

Must Statement: For each major in a degree program, the institution must assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field.

STATUS: In Compliance

Divisions oversee career and transfer programs. The term "Career Program" in the catalog designates those programs of study which prepare students for immediate employment upon graduation. Most can be completed in two years. Career programs lead to the Associate of Applied Science (A.A.S.) degree or to the Associate of Science (A.S.) degree in specific health areas, such as nursing or human services. Transfer programs are for students who plan to continue their education at a four-year institution. These programs lead to the Associate of Arts (A.A.) or Associate of Science (A.S.) degree. The Floyd catalog lists courses which students should select to prepare to major in specific areas at the four year unit. Pre-professional programs are also listed to aid advisors and students to select appropriate preparatory courses. The catalog also has a disclaimer which reminds readers that the pre-professional programs are not official programs of study at Floyd.

STATUS REPORT

Floyd College

The catalog lists programs of study such as journalism to help students make appropriate selections among the courses offered in the four areas of the core. These programs provide guidance to students who are preparing to major in that area at a four-year school. These programs may provide only a few courses in the area in which the student will major when he continues toward a baccalaureate degree. In some areas, courses in the major field are offered above the 200 level at the baccalaureate institution.

STATUS REPORT

Floyd College

Must Statement: At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2, must have primary teaching assignment in the major.

STATUS: Questionable

Does the Criminal Justice Program pose a problem here or is the Criminal Justice Program any different from areas such as Teacher Education? There seems to be a number of programs of study which do not meet that criteria if we consider these as majors.

Perhaps we need to define what we mean by major and find out what that term means to SACS in connection with a two year college.

STATUS REPORT

Floyd College

Must statement: The governing board must be responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer undergraduate work and off-campus programs.

STATUS: In Compliance

Floyd College receives curricular Inventory Program (CIP) codes from the Board of Regents and applies them. All new programs must have approval from the division, the faculty, the President, and the Board of Regents.

Should Statement:and the extent to which the institution **should** offer distance learning programs.

STATUS: Questionable

The Board of Regents must approve new programs such as television courses, GSAMS hook-ups, courses by cassette. The budgets and directives from the Regents help to determine the extent to which we may become involved in distance learning. WHAT ARE OUR INTERNAL POLICIES? Should we repeat the usual route for new course approval? In reality approval is done entirely by faculty member interested in teaching a distance learning course, the appropriate division chair, the Distance Learning Chair. That seems to work well, but will it satisfy SACS?

Must statement: The administration and faculty must be responsible for the development of academic programs recommended to the governing board. They are also responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board.

STATUS: In Compliance

Proposed academic programs are approved by the division, the curriculum Committee, the faculty, the President, the Board of Regents, in that order. New programs may originate in a number of ways. A company, agency, or individual may bring a community need to the attention of the College. College personnel may perceive a need and investigate the possibilities of a program to meet that need. If further investigation indicates a need then resources are assessed as is the feasibility of providing the program in cooperation with another institution or agency or on our own.

Administration and faculty do implement and monitor curriculum policies and academic programs approved by the Board of Regents through the Curriculum Committee, the Division chairs, the Academic Program Review process, and the Vice President for Academic Affairs.

Should Statement: There should be an institution-wide process to coordinate programmatic and curricular changes.

STATUS: In Compliance

The catalog revision procedure involves faculty, administration, and the Board of Regents. Individuals and divisions present to the Curriculum Committee recommendations for deleting courses or programs that have become obsolete. The same procedure is used for the addition of new programs.

Should Statement: The institution should avoid the unwarranted proliferation of course offerings and degree programs.

STATUS: In Compliance

The approval and review process described above curbs proliferation of courses because each must be justified to the division, the Curriculum Committee, the faculty, the Vice President for Academic Affairs, the President, and ultimately the Office of the Chancellor. Recent deliberations of the Curriculum Committee have resulted in the deletion of several outdated course offerings.

Should Statement: The development of new educational programs should be considered only after the institution has completed a needs assessment and has identified resources to support the programs.

STATUS: In Compliance

Regents' policy requires each college to complete a New Program form which delineates the information to be presented when new programs are submitted for approval.

The decision to take the nursing program to Cartersville responded to a request from a hospital in the community. Perhaps this is a topic for the data gatherers committee. Do we have any records to document that we have done "needs assessments" for some of our most recent program additions?

Should statement: The institution should proceed only after careful review by appropriate faculty and administrative bodies, approval by the governing board, and any necessary review and approval by state or other agencies.

STATUS: Questionable

The review procedure for new programs can be lengthy; however, persons planning new programs take care to consult appropriate faculty and administration and request feedback from the Chancellor's office. They do consult related state or other agencies. The new Interpreters' Training Program is an example of a new program.

Must Statement: Curricula intended to provide basic preparation for students who will subsequently transfer to another institution must be designed to consider the institutions to which these students transfer.

STATUS: In Compliance

Advisors are encouraged to keep abreast of academic requirements in neighboring institutions in the areas in which they advise.

The Advising Office also sends out information about changes in admission standards at four year institutions which attract our students. Catalogs from other institutions are available in the Admissions Office and in most division offices. students with declared majors are assigned to advisors who understand requirements in their course of study.

Since advisors are faculty members, they have the opportunity to propose course changes which might be needed to keep Floyd College curricula compatible with four year institutions.

Advisors study other catalogs and respond to information provided by students who have transferred.

Should Statement: Associate and baccalaureate degree-granting institutions should work cooperatively to develop articulation agreements.

STATUS: In Compliance

The University System Core Curriculum establishes guidelines for courses and programs that can easily be transferred from the two year colleges to the baccalaureate institutions. Committees that focus on areas such as English, math and science, and foreign language, meet annually to survey problems and the need for changes within their disciplines. Recommendations are sent to the Chancellor's Office for consideration. Academic Deans and Vice Presidents and Presidents also meet periodically to talk about articulation agreements or other concerns.

Must Statement: "Inverted," "two plus two" and similar programs must include an adequate amount of advanced course work in the subject field.

STATUS: In Compliance

The subcommittee consensus was that Floyd College offers no such programs.

Must Statement: Institutions which enter into programmatic partnerships with secondary schools which result in the award of college credit, such as technical and dual enrollment programs, must ensure that the credit awarded is at the collegiate level and is in compliance with the Criteria and with Section IV in particular.

STATUS: In Compliance

Floyd College recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic program. This recognition has led to the development of two organized programs: (1) a joint enrollment program in which the student, while continuing attendance in high school, enrolls in courses for college credit at Floyd College and (2) an early admissions program in which the student enrolls as a full-time student following the completion of the junior year in high school. These programs are open to high school seniors and rising seniors. The admissions requirements for both programs are found on page 17 of the Floyd College 1993-95 catalog, and in the recruiting brochure "Going to c_ollege While You Are Still in High School." These programs are offered to qualified students throughout the Floyd College service area. students in either of these programs enroll in the same courses,

fulfill the same class requirements, and are graded **by** the same standards as are other Floyd College students.

Must Statement: Partnerships (with secondary schools) must be evaluated regularly by the participating institution of higher education.

STATUS: Questionable

Do we have evidence of such evaluations? Can we cite state Board of Education or Regents' policies?

Must Statement: The participating institution must assume full responsibility for the academic quality and integrity of partnerships as measured by the Criteria.

STATUS: In Compliance

Floyd College assumes full responsibility for the academic quality and integrity of partnerships by upholding the admission standards set forth on page 17 of the Floyd College 1993-1995 catalog. Post Secondary Option Joint Enrollment/Early Admissions students receive class instruction from the Floyd College faculty and have a personal advisor who is familiar with the rules and regulations of the Post Secondary Options program.

The rules and regulations regarding the Post Secondary Options program can be found in the Floyd College brochure "Going To College While still In High School." In the courses which they take, these students fulfill the same requirements as other Floyd College students.

Must Statement: Instructional techniques and policies must be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course.

STATUS: In Compliance

Our subcommittee feels that the responses to the next two "must statements" on evaluation of instruction and course descriptions should also answer this statement as well. If instruction is properly evaluated and courses are well understood, these instructional techniques and policies should either be in accord with the purposes of the institution and the specific goals of individual courses or be identified as needing refinement in order to meet those purposes.

Must Statement: Instruction must be evaluated regularly and the results used to ensure quality instruction.

STATUS: Questionable

The attached faculty evaluation document, piloted this quarter, should bring us into compliance.

Must Statement: Students must be provided information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.

STATUS: In Compliance

The Institutional Effectiveness Office distributes guidelines and sample syllabi for each division office.

Divisions require each instructor to turn in an up-to-date course syllabus for each course.

Must Statement: Methods of instruction must be appropriate to the goals of each course and capabilities of the students.

STATUS: In Compliance

Instructors follow division guidelines to prepare courses and syllabi. They are supervised by division chairs and evaluated according to the evaluation criteria.

Must Statement: Experimentation with methods to improve instruction must be adequately supported and critically evaluated.

STATUS: Questionable

Experimental methods to improve instruction are critically evaluated as part of the overall evaluation of the faculty and the course, as detailed in the responses to previous "must statements"; however, the subcommittee did not know exactly where to turn for documentation which would demonstrate that experimentation is adequately supported. Certainly, many faculty are encouraged to teach extended learning courses, and some English 101 and 020 instructors employ the CONNECT computer program in the composition courses, but whether such experimentation is supported adequately across the school is another matter. Perhaps the faculty should be polled to determine if the College is meeting this requirement. It should also be noted that the Human Resources Office has created a mini-grant program which funds approved proposals from faculty and staff, many of which may involve experimental methods.

Must Statement: An institution must use a variety of means to evaluate student performance.

STATUS: In Compliance

Across the College, many different means are used to evaluate student performance, including teacher-made objective and essay exams; oral presentations of various types; research papers, book reports, and journals; individual and group projects; writing competency exams, such as the ENG 020 written exam and the freshman essay; standardized tests, such as the College Placement Exam, used for both placement and exit in developmental courses; and skills tests in certain physical education courses, such as CPR training in PED 106. A sampling of course descriptions should illustrate the range of evaluation methods currently being used.

Must Statement: The evaluation must reflect concern for quality and properly discern levels of student performance.

STATUS: In Compliance

Individual course descriptions on file in the various divisions should reflect concern for quality and expectations of student performance. The College Placement Exam (CPE) is used to discern levels of performance of entering freshmen, and students exiting learning support courses must meet course requirements, as well as exit CPE standards to go on to credit level work. Various departmental exams, such as ENG 101's freshman essay, are quality control mechanisms, as is the University System's Regents' Test. The members of the subcommittee pointed out that the College receives some feedback on these matters from sampling the opinions of former students and from the graduation questionnaire sent out by the student Affairs Office. Information from discipline reviews, such as the one recently conducted by the math faculty, may yield data that would be applicable here. The recently appointed Program Review Task Force has developed objectives,

guidelines, and procedures for all academic programs college-wide. This program review, scheduled to begin in the academic year 95-96, will combine a study of academic discipline groupings with the study of discreet programs.

Must Statement: An institution must publish its grading policies, and its grading practices must be consistent with policy.

STATUS: In Compliance

The College's grading policies are detailed on pages 45 and 46 of the current catalog. These policies are also consistent with guidelines established by the University system of Georgia. Only those grades specified in the catalog may be awarded, so individual instructors must design their grading system accordingly. Grading practices are also subject to University System audits of Admissions Office records.

Instructors are also required to have on file in the division office a current syllabus for each course. Syllabus guidelines stipulate that grading policies must be detailed on each course syllabus.

Must Statement: The institution must evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: use of standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinions of former students.

STATUS: In Compliance

Various components of the institutional program are currently evaluated, at least in part, by standardized tests. Students exiting Learning support courses such as RDG 020, ENG 020, and MAT 021 are required to attain System minimum scores on the College Placement Exam (CPE); the results can be broken down by discipline and individual course, and so are useful in determining program effectiveness. Students exiting ENG 101 must pass the freshman essay, a writing competency exam locally created and administered. Examining student learning outcomes also helps various disciplines to focus on approved objectives. There are currently no institutional attempts to assess the performance of Floyd College graduates in advanced programs or employment. Likewise, there is no official sampling of former students; however, each year graduation students are given a questionnaire which originated in Students Affairs and is now under revision by that office and the Retention Committee. Student Affairs tallies the responses and keeps a record on file. A summary of the report is generally circulated college-wide. In

the past, a questionnaire for non-returning students was administered; although it has not been used for at least two years, it is currently under review by student Affairs and the Retention Committee.

Must Statement: Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, must be designed to ensure an opportunity for reflection and analysis concerning the subject matter.

Must Statement: The institution must demonstrate that students completing these programs or courses have acquired comparable levels of knowledge and competencies as would be required in more traditional formats.

STATUS: In Compliance

Floyd does not offer courses in the types of abbreviated format addressed by these "must statements". When the College offers "short courses" in summer Quarter, the same number of contact hours is required.

Must Statement: Therefore, an institution of higher education must provide for its students a learning environment in which scholarly and creative achievement is encouraged.

STATUS: In Compliance

Among numerous outlets for creative and scholarly achievement are the Honor's Program, a fine arts magazine, a college newspaper, and student art shows. Phi Theta Kappa, a national honor society in psychology for community and junior colleges, was formed a year ago. It is the first such society in Georgia. Each spring, the College holds the Honors Assembly at which a wide range of awards recognizing scholarly, creative, and leadership achievements is presented. Finally, the College has a College Bowl Team which encourages growth through scholastic competition.

Must Statement: In all such cases, learning experiences for which credit is awarded must be under the ultimate control and supervision of the educational institution.

STATUS: In Compliance

For internship and clinic programs in which the Nursing, Law Enforcement, and Human Services Program are involved, the attached Memorandum of Understanding Concerning Affiliation of Students For Clinical Training is utilized. Both the College and the field placement office formally agree and sign this document for all placements. The document provides that Floyd College retains ultimate control and supervision of such programs.

Must Statement: The institution must demonstrate that an effective relationship exist between curricular content and current practices in the field of specialization.

STATUS: Questionable

Floyd College conducts periodic surveys with provider agencies where internships are completed to ascertain that there is an effective relationship between the academic content and current practices of students in the field. See attached survey form as an example.

Note:

Is there evidence that all areas are doing this?

Must Statement: An institution must demonstrate that program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers.

STATUS: In Compliance

The Board of Regents for the University System of Georgia governs and sets policy for program length, credit hours, and tuition and fee charges. These policies are set forth in the Regents' Policy Manual found in the Admissions and Records Office and other offices on campus.

The Nursing Division sequence of classes in the nursing curriculum must meet standards required by the National League of Nursing and State of Georgia Board of licensure, both of which are accrediting agencies.

Must Statement: Each institution must conduct a systematic, effective program of undergraduate academic advising.

STATUS: Not In Compliance

A specific office is designated as the Advising Office, with an experienced, full-time faculty person as director. This office reviews important details of the advising process during faculty orientation each fall, conducts training sessions for new advisors, refresher sessions for experienced advisors, and alerts advisors to problems or changes through announcements at faculty meetings or computer mail or regular campus mail. The Guidance Office also conducts orientation sessions covering registration, placement, testing, and related matters. Students have an opportunity to ask questions.

A Task Force on Advising is reviewing the Floyd College advising system.

Note: "Arena advising" does not require students to contact advisors. Very little real advising occurred during the last two quarterly registration dates.

Should Statement: A qualified advisor should be assigned early in the student's program. Advisors should be proficient in using data to help determine students' major fields of interest, should have access to each advisee's records, and should have appropriate training or background and experience to carry out their responsibilities effectively.

STATUS: In Compliance

Experienced faculty advisors are seated at tables which are labeled according to the discipline represented. These advisors help new students to match abilities and courses and work out a schedule. Following their first quarter of attendance, students are assigned to specific faculty advisors. If students have selected majors, they are assigned to advisors who have special knowledge of the area in which they wish to major. "Undecided" students are divided among the faculty advisors and reassigned once they have selected a major.

Students with two or more learning support courses are assigned to members of the Learning Support Division until students exit the learning support courses.

Advisors are urged to talk with students to find out what their interests are and to help them plan for the future. Students bring to advising sessions a computer printout which shows test scores, as well as transcripts. Advisors also have long-range planning forms, which they ask students to fill out.

In the training sessions mentioned earlier, advisors are given instructions on interpreting test scores for placement purposes.

Scores on tests and grades in classes are also used as indicators of areas in which the student might be successful. students may take various types of career interest tests in the Guidance Office. That office also has books and other materials about careers to which the advisor may refer advisees.

Advisors use the students' computer printouts, which list test scores, classes and grades; they also can access student records through their computers. In the occasional instance when the computer record has not yet been entered, the advisor may phone the Admissions and Records Office to ask specific questions about transfer students or other students.

Advisors are faculty members who have taught classes in the past or who are currently teaching. They are trained through discussion of advising problems during Fall orientation for faculty, announcements and discussions at faculty meetings throughout the year, messages sent through computer mail or regular campus mail. Every advisor has an Advisor's Advisor, a notebook which contains pertinent data and helps for advisors. The Advising Office also holds periodic training sessions for new advisors as well as sessions to up-date and review experienced advisors.

Must Statement: An institution must ensure that the number of advisees assigned to faculty or professional-staff is reasonable.

STATUS: In Compliance

The Advising Office assigns students to faculty advisors.

In making assignments other duties of the faculty member are considered. Faculty who advise undecided majors need to spend more time talking with students about career choices and future plans. Consequently, they have fewer advisees than faculty who advise in specialized areas such as nursing. Each faculty advisor has approximately twenty-five advisees except those in the categories mentioned above.

The Advising Office does all of the initial advising for transient and transfer students.

Must Statement:

An effective orientation program must be made available to all full- and part-time undergraduate students.

STATUS: In Compliance

The Floyd College Office of Guidance Services offers an orientation program to all new full- and part-time students. An orientation handbook is provided each new student as part of the new student materials packet. Placement testing and orientation is designated as service provided by Guidance Services on page 32 of the Floyd College 1993-9.5 catalog.

Note: We need to get specifics as to the content and frequency of the orientation sessions offered for, say, Fall Quarter, 1995.

Must statement: Orientation and advisement programs must be evaluated regularly to ensure effective assistance to students.

STATUS: In Compliance

The Floyd College Office of Guidance Services provides informal evaluation forms to all students attending orientation. The evaluation asks for student feedback. The information gathered on the evaluation form is tallied by the Guidance Services Office. These evaluations are completed at the end of each orientation session.

A student satisfaction survey is being designed by the Office of Student Activities to include information on advising and orientation. Also, information is gathered by the office of Student Affairs by means of a graduation survey.

4.3 Graduate Program

No statements in this section are applicable to Floyd College as a two year institution.

4.4 Publications

Must Statement: The content and design of publications produced and distributed by an institution must be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice.

STATUS: In Compliance

In an effort to ensure consistent and accurate publications, Floyd College coordinates all its publishing and advertising materials through the Director of Public Relations and her offices. No publications are to be produced and/or distributed without being reviewed there. The procedures for administrative approval of publications is clearly delineated. Publications such as the catalog, brochures, newsletters and class schedules provide full information relative to policies, procedures and data concerning the College.

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Must Statement: An institution must make available to students and the public accurate, current catalogs or other official publications containing the following information: entrance requirements and procedures; admission criteria and policies, including the admission of transfer students; rules of conduct; academic calendar; degree completion requirements; full-time faculty and degrees held; costs and financial obligations; refund policies; and other items relative to attending the institution or withdrawing from it.

STATUS: In Compliance

See previous response.

4.5 Distance Learning Programs

Must statement: An institution must formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institutions's stated purpose.

STATUS: Questionable

The academic programs of off-campus classes, branch campuses, and distance learning remain the responsibility of the various academic divisions. The most extensive and visible area of innovation is the Extended Learning program with its responsibility for distance learning in the College. Attached to this report are five documents from the planning stage and first year of operation of this program.

Must statement: Further an institution must demonstrate how it will achieve these goals and how it will ensure overall effectiveness and quality consistent with the Criteria.

STATUS: Questionable

The goals in the area of Extended Learning are college-wide goals which depend on all the academic divisions for accomplishment.

The Extended Learning program itself is staffed by three full-time persons who support faculty in distance learning courses and activities.

In addition, the Audio-Visual Department of the library is heavily involved in the technical aspects of delivery of distance learning courses. Since all courses remain the responsibility of the academic divisions, matters of effectiveness and quality are governed by the same procedures and staff as are such matters relating to any other course or program.

4.6 Continuing Education, Outreach, and Service Programs

Must Statement: Continuing education and outreach and service programs must be clearly related to the purpose of the institution.

STATUS: In Compliance

The purpose of Floyd College is to promote high quality educational opportunities and services that are responsive to the needs of the College's service area. Three purpose statements are listed below with a response regarding how the Continuing Education Department meets those needs.

PURPOSE STATEMENT I: career, certificate, and cooperative programs which prepare students for gainful employment or career advancement

To accomplish this purpose, Floyd College's Continuing Education cosponsors programs with almost twenty public and private concerns, each designed to build upon the strengths of that agency. Examples: Institute for Continuing Legal Education (UGA); Georgia State Patrol Drug and Alcohol Abuse; Georgia Department of Natural Resources -- Hunter Safety; Jason Free Realty -- real estate classes.

With over six thousand participants each year involved in continuing education activities, a major thrust of our Category I Continuing Education Unit offerings is in the area of career advancement. Examples: Basic Police Mandate, Police Officer Inservice; and training programs.

PURPOSE STATEMENT II: Training for business and industry which meets area needs and promotes local and regional economic growth development

To accomplish this purpose, Floyd College's Continuing Education provides contract training. This constitutes a major function of one of our business training coordinates and is of growing importance. such training can be done on site or on campus. Examples of contracts for training include Management and Supervisory Training at local businesses (Harbin Clinic -- Inservice Management and Support Staff Training; Mt. Vernon Mills -- Supervisory Training and Computer Training for the entire workforce; several medical, legal, and industrial business -- Spanish classes and Sign Language classes). In addition, the Mobile Computer Lab has offered computer training to several industries.

PURPOSE STATEMENT III: Continuing education and personal enrichment opportunities which support life-long learning and enrich the overall quality of life

To accomplish this purpose, Floyd College's Continuing Education Department provides courses related to leisure time and other subjects of personal interest throughout the year in accord with the interest and support of the community. Examples: Floristry, Oil Painting, craft classes, recreational and fitness classes.

Note: The mission statement of Floyd College's Continuing Education Department is as follows:

"Continuing Education/Public Service exists to provide opportunities for professional development and personal enrichment through short courses, workshops and seminars which meet the needs of people in our service area."

The unit mission linkage to the College mission is as follows:

"This unit is the one part of the College that attempts to reach every individual and group in our service area from extreme youth to old age and from every kind of social, cultural, ethnic and educational and business background. Continuing education reaches children, parents, and grandparents and others who would otherwise never come to an institution of higher learning."

Must Statement: All Continuing education programs, both credit and non-credit must be evaluated regularly.

STATUS: In Compliance

All Continuing Education Programs, with the exception of preschool offerings (which are often evaluated by the parents) are evaluated by a standard evaluation form. Special programs have designed evaluation forms. In addition, follow-up phone calls and letters are often used as an evaluation tool.

Must Statement: All Continuing Education and outreach service programs offered for credit must comply with the requirements of the Criteria, and with Section IV in particular.

STATUS: Not Applicable

No credit programs are offered through Continuing Education.

Should Statement: For non-credit continuing education programs, the institution should follow national guidelines for the recording of Continuing Education Units. (See Commission on Colleges' document C.E.U.: Guidelines and Criteria.)

STATUS: In Compliance

The Council on the Continuing Education Unit defines the CEU as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction." That definition is recognized nationally and has been incorporated in the accreditation standards of the Southern Association of College and Schools. The CEU is the nationally recognized unit for measuring participation in noncredit continuing education programs. Floyd College's continuing education department follows this standard and reports to the Board of Regents on a quarterly basis (CEU Quarterly Report) and also on an annual basis.

Must Statement: For outreach and service programs, an institution must provide the resources and services necessary to support the program and must evaluate the programs regularly.

STATUS: In Compliance

The Continuing Education Department of Floyd College provides the same resources and services necessary to support these programs as any on-campus program. Example: If a program is carried off campus, the instructor either carries all support material with him/her or it is prearranged in that location. our mobile computer lab carries all computers, support software and course material. All outreach and service programs are evaluated regularly with a standard written evaluation form.

Must Statement: An institution planning to initiate, through continuing education or outreach program, a degree or certificate program must inform the Executive Director of the Commission on Colleges in advance of program implementation.

STATUS: Not Applicable

Must Statement: An institution must not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience. In such cases, the institution must document that the credit awarded for non-credit coursework represents collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies equivalent to those of students in the institution's own degree programs; and coursework taught by faculty members qualified to teach at the appropriate degree level. All credit-bearing continuing education courses and activities must comply with the requirements of the Criteria.

STATUS: Not Applicable

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4.7 Student Records

Must Statement: The institution must have adequate student records for both credit and non-credit courses. Official student academic records for credit and non-credit courses should be maintained and stored in one central office at the institution. Complete back-up files, such as facsimiles, microfilm or electronic data banks, should be maintained continually, one set of which should be stored in a secure area outside the records office, preferable in a different building or at an off-site location.

STATUS: In Compliance

Floyd College maintains all student academic records in the Admissions and Records Office of the College. Back-up files are maintained both in the computer center on tape and in the Admissions and Records Office on paper and on computer. In addition, microfilmed records are stored both on campus and at Clayton State College. The computer center is located on campus but not in the same building as the Admissions and Records Office. At the present time the College is also implementing a document imaging system which will store information on laser discs for future use.

The Continuing Education Division houses records for non-credit courses.

Must Statement: The institution must take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet. since computer generated and stored records present unique security problems, the institution should have in place special security measures to protect and back up the data.

STATUS: In Compliance

The student records at Floyd College are stored in a fireproof secure vault in the Admissions and Records Office. Copies of the records are stored at Clayton State College on microfilm and in the computer center in a separate building on the Floyd Campus. Access to computerized student records is restricted to those with a "need-to-know" basis by means of security password entry into the student information system. This password is changed on a regular basis by the Computer Services Division. Access to paper copies of records is limited by the staff of the Admissions and Records Office, again on the "need-to-know" basis, based on guidelines set forth in the Family Educational rights to Privacy Act.

Must statement: The institution must have policies concerning what constitutes the permanent records of each student, as well as policies concerning retention and disposal of records.

STATUS: In Compliance

Floyd College follows the guidelines established by the American Association of Collegiate Registrars and Admissions Officers Guide for Retention and Disposal of student Records. Retention Schedule C, copyright 1987.

Must Statement: It must establish and publish information-release policies which respect the rights of individual privacy, and confidentiality of records, and the best interest of the student and institution.

STATUS: In Compliance

Floyd College follows the restrictions as outlined by the Family Educational Rights to Privacy Act. This is specifically stated on page 35 of the current catalog and on pages 15 and 16 of the student Handbook.

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4.8 FACULTY

Must Statement: An institution must provide evidence that it has employed faculty members qualified to accomplish its purpose.

STATUS: In Compliance

The Purpose of the College includes the provision of (1)"the first two years of a four-year degree program," (2)"career programs to prepare students for gainful employment," (3)"developmental instruction," and (4)"continuing education." Faculty employed for these activities are required to have credentials appropriate for the activities for which they are employed. Documentation can be found in The FACULTY HANDBOOK (Faculty Statutes pp. 2-3) and the FACULTY QUALIFICATIONS document.

Must Statement: An institution must show that it has an orderly process for recruiting and appointing its faculty. Recruitment and appointment procedure must be described in the faculty handbook or other published documents.

STATUS: In Compliance

The College has a formal detailed process for recruiting and appointing full-time faculty. The process includes the selection of a search committee, widespread advertising (which includes advertisement in The Chronicle of Higher Education and/or The Community College Week and flyers mailed out to the local Department of Labor, University system Institutions and Universities in the southeast having a graduate program in the desired discipline), screening, recommendation procedures, and approval. This process is described in detail on pages 1 and 2 of the Personnel Policies section of the Faculty and Staff Handbook. This Handbook is distributed to all employees of the College. Employment procedures for part-time faculty are described in the MANUAL FOR PART-TIME FACULTY MEMBERS (pp. 6-7). Recruiting for part-time faculty is not formalized. Advertising is occasionally utilized, but most often they are identified when they initiate contact with the College requesting consideration for part-time employment or they are known by College personnel and invited to apply for part-time status.

A review of the Winter 1994-Fall 1994 FACULTY QUALIFICATIONS reveals that of the full-time faculty, 38 have their highest

degree from nine different Georgia institutions, 12 have their highest degree from three different Alabama institutions and another 13 have degrees from nine different institutions in other Southeastern states. In addition, 13 full-time faculty have their highest degree from twelve different institutions in the Midwest, 2 from two different Northeastern institutions, and 2 from two different Southwestern institutions.

Must Statement: If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution must show evidence that the faculty member has appropriate academic preparation.

STATUS: Questionable

Before employing a faculty member whose degree is from an institution that is not regionally accredited, the College has that person's transcripts evaluated by agencies that specialize in that service. These agencies report on the applicant's academic equivalency. One such agency used in the past is INTERNATIONAL EDUCATION EVALUATIONS, INC. of Charlotte, North Carolina. The evaluation report is maintained in the employee's personnel file.

NOTE: The one part-time faculty whose highest degree is from an institution that we cannot verify as being accredited is Richard Moon, instructor in Music 101, whose degree is from Scarritt College in Nashville, Tn., St. Mary's Dominion College in New Orleans, La.

Must Statement: Institutions must ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.

STATUS: In Compliance

There is no formal method of determining that the proficiency in oral and written communication in the English language is such that the appointment is appropriate. This is largely determined by reviewing application materials and in personal interviews by the search committees for full-time appointees, or by the division chairs for part-time appointees. Applicants for full-time positions are required to give a classroom presentation before the search committee.

Must Statement: Both full-time and part-time faculty must meet the following criteria for academic and professional preparation.

STATUS: Not In Compliance

Floyd College full-time and part-time faculty generally meet the criteria for academic and professional preparation. Exceptions will be dealt with in responding to "must statements" that follow. Responses for these statements are based upon the Winter 1994 - Fall 1994 FACULTY QUALIFICATIONS document.

Must Statement: In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.

STATUS: Not In Compliance

NOTE: In evaluating ourselves against this standard, we chose to first take the statement quite literally. "Discipline" was considered to be very very specific. Example: HIS, POL, PSY, SOC, ACC, ECO, and BA were taken to be distinct disciplines with each requiring "18 graduate semester hours" or a "Master's wfmajor" to legitimately teach. Taken so literally, 50 hrs. of BA courses and/or an MBA does not make one legal to teach ECO or 75 hrs. of HIS does not make someone legal to teach POL.

Therefore, we compiled a list which includes all who taught courses in a discipline for which they did not have transcripts in their personnel files which would document their having 18 hours or Masters wfmajor. Obviously the problem is being overstated here. In most instances, there is probably no problem. In some, it may be just a matter of updating personnel files. In some, it may require preparing a statement of exception as described in the next "must statement" which follows. It was our opinion that these should be put forth and attended to now in whatever form is necessary rather than have

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the Visiting Committee from SACS point it out to us. Below is a sample. A full list is available through Mr. McKeel or Ms. Benton if it needs to be examined. The following list was compiled from the Winter 1994-Fall 1994 FACULTY QUALIFICATIONS.

NAME	COURSE TAUGHT	GRAD HRS IN DISCIPLINE	OTHER GRAD HRS
COOK, D	BIO 103(BOT) BIO 121		89 QT IN ZOO 21 QT IN CHE
DEMPSEY, G	BIO 212 BIO 213		24 SEM IN ZOO
HAYS, R	MAT 175 MAT 240	6 SEM IN MATH 10 QT IN MATH	24 SEM IN PHY 72 QT IN PHY
ASSINI, C	PHY 171 PSC 101 PSC 102		19 SEM IN GEOL 18 SEM IN CIVIL ENGINEERING
MORRIS, W	PSC 101		20 SEM IN GEOL
CASSITY, D	HIS 112		137 IN POL
MCCOY, S	SPA 201 SPA 202	12 SEM IN SPA	27 SEM IN FRE 45 QTR IN LING. AND ENG.
GEDDES, S	PSY 201		55 QT IN GUID & COUN.
LAUDERDALE	PSY 201		45 QT IN EXCEP. CHILD 10 QT IN ENG
ROBINSON, A	PSY 120		92 QT IN SOC

Based upon review of the Winter 1994-Fall 1994 FACULTY QUALIFICATIONS document, it appears that the following faculty do not meet the requirements of this statement.

LEWIS, DAVID L. --- Dr. Lewis teaches economics and remedial and career mathematics. Dr. Lewis holds the M.B.A. and Ph.D. degrees in Marketing, but has no clearly stated graduate hours in economics.

CHEADLE, RUSSELL F. --- Mr. Cheadle, who taught biology labs and computer courses, was very qualified for the biology labs, but seemed unqualified in computer courses in that he had no clearly defined graduate hours in that field. He did, however, complete computer classes offered through the University System of Georgia which were designed to fully qualify participants to teach computer courses.

BOLING, WILLIAM M. --- Mr. Boling taught MAT 171. His degrees are in Education and though he has many hours in Education, he has only 6 semester and 10 quarter hours in math.

COOK, DAVID C. --- Dr. Cook taught biology and chemistry and has a Ph.D. in Zoology. He has 21 graduate quarter hours in chemistry. Dr. Cook taught this course Fall 1994 in an emergency situation when the full-time chemistry instructor died unexpectedly in the middle of the quarter.

STEED, WILLIAM W. --- Mr. Steed teaches chemistry. He has an M.Ed. degree in elementary education and 20 graduate quarter hours in natural sciences. Mr. Steed has taught high school chemistry and physics very successfully at Cartersville High School since 1979.

BLACK, SUZANNE D. --- Ms. Black teaches PSY 201 and PSY 215. She does not seem to have the required graduate hours in the field of psychology, yet she does have the experience of teaching in the human services area in JTPA programs for several years.

BURNS, F. STEPHEN --- Mr. Burns teaches psychology and sociology. He appears not to have the required graduate hours in the field of psychology.

MCKEEL, JAMES D. --- Mr. McKeel taught SOC 110. His degree is in psychology and he has no graduate course work in sociology.

MOSS, JUDSON --- Dr. Moss teaches psychology and sociology. He holds an Ed.D. degree in adult education. He seems deficient in these areas in that he has only 15 graduate quarter hours in sociology and none in psychology.

MOTT, DAVID F. --- Mr. Mott teaches art and physical science (astronomy). He has an M.F.A. in Painting, but no formal academic work in physical science.

PARKS, CAROLYN V. --- Ms. Parks teaches psychology. She has an M.S. degree in child development. While she has 35 graduate quarter hours in child development, she does not appear to have enough clearly stated psychology hours.

SIMS, JUDY R. --- Ms. Sims teaches English and speech. She has an M.A. degree in speech including 51 graduate semester hours in speech. She does not appear to have the required graduate hours in English.

WHITWORTH, SHIRLEY P. --- Ms. Whitworth taught EDU 110, EDU 111, and NUS 191. She has some graduate work, but no graduate degree. The courses she taught are sign language courses and she has special skills in that area.

BRAY, WILLIAM E. --- Mr. Bray teaches remedial education and speech. He has an M.Div. degree and an M.Ed. degree in education. He does not seem to have the requirement in speech.

KELLY, NANCY B. --- Ms. Kelly teaches English while her qualifications seem to be in Speech. She holds an M.Ed. degree in speech education. Her graduate credit hours in English appears to be limited to 10 quarter hours.

MOODY, LINDA C. --- Ms. Moody teaches English. Her M.S. degree is in education and she has 15 1/3 clearly stated graduate credit hours in English.

MOORE, LINDSEY B. --- Mr. Moore teaches criminal justice. He has no graduate credit hours in the field; however, he retired from the New Orleans Police Department.

SHARP, ANN B. --- Ms. Sharp teaches psychology. She has an M.S. degree in home economics. There were no clearly defined graduate credit hours in psychology.

WERT, SUE F. --- Ms. Wert teaches music. She has a B.Mus. degree and 8 graduate semester hours in music. She has taught music at the elementary, junior high, and senior high levels for a number of years. In addition, Ms. Wert is an accomplished harpist and teaches private lessons in harp.

Must Statement: In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas. such exceptions must be justified by the institution on an individual basis.

STATUS: Not In Compliance

Although some who fit this exception have justification on file, it is felt that each file should be reviewed by someone who can make an informed judgement as to that adequacy. Once the list has been reviewed and corrected, this response can be completed.

Must Statement: The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.

STATUS: Not Applicable

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Must Statement: Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for college transfer, or from which substantial numbers of students transfer to senior institutions must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline.

STATUS: Not In Compliance

NOTE: If this statement is taken literally, there are a number of faculty that are questionable. Below is a sample of these faculty. The following list was compiled from the Winter 1994-Fall 1994 FACULTY QUALIFICATIONS document.

NAME	COURSE TAUGHT	GRAD HRS IN DISCIPLINE	OTHER GRAD HRS
BERRY, T	ECO 202	10 QT IN ECO	10 QT IN BA 25 QT IN MGMT
SINGLETON, G	ACC 201 BIS 205 ECO 201		10 QT IN ECO 53 QT IN BA 15 QT IN MGMT
BANKS, T	PED 101 PED 102	M.S. IN RECREATION & PED	25 QT IN REC

Based upon review of the Winter 1994-Fall 1994 FACULTY

QUALIFICATIONS document, the following faculty appear to not meet the requirements of this statement.

COLSTON, SUE E. --- Ms. Colston teaches nursing and Physical Education 101 and 102. She has an M.S.N. degree, but no clearly defined graduate hours in physical education. With the emphasis on physical fitness, personal and community health which is covered in her nursing degree, teaching PED 101 and 102 does not seem terribly far out of line.

EVANS, W. RILEY --- Mr. Evans taught physical education courses. He has an M.P.A. degree plus 10 quarter and 9 semester hours in physical education. While this is deficient in terms of SACS requirements, Mr. Evans also has met requirements for the Georgia Educator certificate from Georgia Professional Standards Commission in physical education (P-12), valid 7/90 through 6/95.

TIDWELL, FRANK M. --- Mr. Tidwell teaches physical education courses. He does not have formal graduate hours in the field of physical education. He does have various certifications and letters of reference regarding his role in the State of Georgia in establishing EMS systems.

Must Statement: Each full-time and part-time faculty member teaching credit courses in professional, occupational, and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, must possess appropriate academic preparation or academic preparation coupled with work experience.

STATUS: Questionable

Courses in career programs in Business, Human Services, Law Enforcement, Nursing, and programs in cooperation with the Medical College of Georgia, Coosa Valley Technical Institute, and North Metro Technical Institute are taught by faculty who have a bachelor's degree or higher and/or experience in the field. Most have a master's or doctorate. Several part-time nursing faculty have the BSN and experience. A question has arisen regarding faculty of Coosa Valley Tech and North Metro Tech and needs to be researched. The Joint Oversight Committees are responsible for monitoring the academic preparation/work experience of faculty from Coosa Valley and North Metro Technical Institutes.

Must Statement: The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching.

STATUS: In Compliance

All faculty at Floyd College have the minimum of a bachelor's degree.

Must Statement: In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation for faculty members teaching both transfer and non-transfer courses in these areas. Such exceptions must be justified by the institution on an individual basis.

STATUS: Not In Compliance

Although, some of the faculty mentioned in previous "must statement" responses fit this exception and may have adequate justification on file, it is felt that each file should be reviewed by someone who can make an informed judgement as to that adequacy. Once the list has been reviewed and corrected, this response can be completed.

Must Statement: In all cases, faculty members must have special competence in the fields in which they teach.

STATUS: In Compliance

This must statement refers to non-degree diploma and certificate occupational courses (see the (Transition Document) 1995 Edition of the Criteria for Accreditation of the SACS Commission on Colleges, December 13, 1994]. Floyd College does not offer non-degree diploma courses. In the past, a number of credit/certificate occupational courses have been conducted mostly in contract with the Federal Job Training Partnership Act. When offered, these courses were taught by individuals with nursing, bachelor's, or master's degrees and experience which directly related to the occupational activity and course content taught. Examples are a Health Services Technician course (taught by individuals with master's degrees in Guidance and Counseling and registered nurses), Health Care Assistants (taught by registered nurses and individuals experienced in job skills and interpersonal effectiveness), and Computer Office Technology (taught by individuals with bachelor's degrees in accounting and experience with computers.)

Must Statement: Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a baccalaureate degree, and ideally, should have work or other experiences which help them relate these skills to the occupational field.

STATUS: Not Applicable

Must Statement: Faculty members who teach adult basic education courses below the collegiate level must have a baccalaureate degree, and also should have attributes or experiences which help them relate to the particular needs of the adults they teach.

STATUS: Not Applicable

Must Statement: Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and either classroom experience in a discipline related to their teaching assignments or graduate training in remedial education.

STATUS: In Compliance

All faculty who teach remedial courses do hold either a bachelor's, a masters, or a doctorate in a discipline related to their teaching assignment and have had classroom experience in a discipline related to their teaching assignments. Documentation can be found in Winter 1994-Fall 1994 FACULTY QUALIFICATIONS.

Must Statement: Institutions offering courses for credit through distance learning activities and programs must meet all criteria related to faculty.

STATUS: Not In Compliance

The Fall Quarter 1994 class status report was perused specifically for distance learning and for the off-campus centers at North Metro Tech and Cartersville in regard to faculty criteria. These classes and instructors were included in the Winter 1994-Fall 1994 FACULTY QUALIFICATIONS document and overall possible exceptions have been discussed in other "must statements". Questionable faculty in terms of qualifications for courses taught by distance learning and off-campus include:

Assini, C.	PSC 101
Berry, T.	ECO 202
Bray, W.	SPC 208
Kelly, N.	EMG 101
Lauderdale, L.	PSY 201
Lewis, D.	ECO 201
Parks, C.	PSY 215
Sharp, A.	PSY 201
Tidwell, F.	PED 101 & 102
Wert, S.	Mus 101

* See references to these persons and qualifications in previous statement responses.

Must Statement: Whether through direct contact or other appropriate means, institutions offering distance learning programs must provide students with structured access to and interaction with full-time faculty members.

STATUS: In Compliance

Through spring quarter 1995, all distance learning courses except one, Psychology 215, have been offered by full-time faculty members in the discipline. All such courses require periodic meetings of students with the instructor. This is an area where clarification of the Criteria needs to be sought and a policy established for the future.

Must Statement: The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity, and be as appropriate to participate in curriculum development, policy making, and institutional planning and governance.

STATUS: In Compliance

All full-time faculty teach and participate in advising and committee work as assigned regarding curriculum development, policy making, and institutional planning and governance. The normal teaching load as defined by the POLICY MANUAL of the Board of Regents of the University System, Section 301, and the FACULTY EVALUATION PROCESS document, page 2, is 15 quarter credit hours per week, or the equivalent of three five-hour classes per quarter. Many of the full-time faculty teach a five quarter credit hour overload by choice, if needed. Fall Quarter 1994 full-time faculty taught 19 overload sections with 66% of the total number of sections offered being taught by full-time faculty. (Information was based on figures derived from QUARTERLY OVERLOAD MEMORANDUM TO BUSINESS OFFICE, ENROLLMENT TOTALS, and COURSE STATUS REPORT). The full-time faculty to student ratio based on the faculty equivalent full-time figure and student equivalent figure was 20 to 1. The part-time faculty to student ratio based on the part-time faculty EFT and student EFT was 19

to 1. (Information was based on figures derived from ENROLLMENT TOTALS, the COURSE STATUS REPORT, and the CURRICULUM INVENTORY REPORT.)

Must Statement: The employment of part-time faculty members, however, can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited.

STATUS: In Compliance

Floyd College is fortunate to have an extensive list of very capable and qualified part-time faculty, yet the number actually teaching in any given quarter is diligently controlled by the division chairs. During Fall Quarter 1994 and Fall Quarter 1995 for example, the percentage of sections taught by part-time faculty was 34% and 37% respectively. (Information was based on figures derived from ENROLLMENT TOTALS, and COURSE STATUS REPORT.)

Must Statement: Part-time faculty members teaching courses for credit **must** meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.

STATUS: In Compliance

Refer to responses to prior statements which cover this. The same requirements used in hiring full-time faculty are used in hiring part-time faculty. Part-time faculty names, courses taught, and credentials are included in the Winter 1994-Fall 1994 FACULTY QUALIFICATIONS document.

Must Statement: Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty members.

STATUS: Questionable

Procedures for the employment of part-time faculty is published in the HANDBOOK FOR PART-TIME FACULTY in the Administrative and Employment Information. The Handbook identifies all relevant information needed and the procedure that must be followed. If this must statement is taken as addressing the responsibility of part-time faculty, it appears we may not be meeting the requirements. The above mentioned document mostly contains information about the College and its procedures. There is one statement addressing expectations, that is, "[the) role (of the] part-time faculty member will be discussed and defined by the division chair for the area in which the part-time person is employed."

Must Statement: The institution must also provide for appropriate orientation, supervision and evaluation of all part-time faculty members.

STATUS: In Compliance

An orientation for part-time faculty is held at least once a year, usually at the beginning of Fall Quarter. As stated in the HANDBOOK FOR PART-TIME FACULTY MEMBERS, Administrative and Employment Information, division chairs are responsible for supervision and evaluation of part-time faculty. Division chairs also assign mentors from the ranks of full-time faculty to work with new part-time faculty. All academic divisions report utilizing this handbook.

Must Statement: Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.

STATUS: Not In Compliance

No document has been located which directly addresses this issue. There is reference to the course syllabus in the HANDBOOK FOR PART-TIME FACULTY, as well as the statement "Your role as a part-time faculty member will be discussed and defined by the division chair for the area in which you are employed." The FACULTY EVALUATION PROCESS (page 2) states, "each faculty member shall be responsible for ••• posting and keeping regular office hours." No more definitive statements could be located.

Should Statement: An institution should provide adequate faculty salaries and benefits to attract and retain able faculty members.

STATUS: In Compliance

A recent FACULTY SALARY SURVEY conducted by the Floyd College Human Resources Office, indicates that average salaries at Floyd College are comparable to other two year colleges in Georgia and three other southeastern states. The College is, however, somewhat below the national average of two year colleges at the ranks of Professor by \$3195.00 per year, Associate Professor by \$1037.00 per year, and Assistant Professor by \$974.00 per year. Salaries at Floyd College do seem to be adequate and competitive for the region. The benefits of a retirement plan and insurance will be discussed with the following "must statement". Other benefits include annual leave and sick leave for faculty on twelve month contracts, sick leave days for faculty on nine month contracts, and paid holidays for all employees.

Should Statement: The institution should also provide a retirement plan, to which it contributes a reasonable percentage of the cost and a plan for adequate insurance coverage.

STATUS: In Compliance

Floyd College participates in the Teachers Retirement System of Georgia. At present the employee contributes 5% of salary to the plan, while the College contributes 11.85%. The employee is vested after 10 years and must complete 30 years of service to retain other benefits upon retirement without a retirement penalty. Each faculty member is provided \$25,000 in life insurance and may elect to carry more at his/her own expense. Health insurance is available, with the College currently paying 81% of the premium cost. Long Term Disability and Dental insurance are available at the employee's expense.

Must Statement: Salary increases must be based on clearly stated criteria.

STATUS: Questionable

The criteria utilized in preparing recommendations concerning salary are those utilized in recommendation for promotion and are published in the POLICY MANUAL OF THE BOARD OF REGENTS under section 800, Personnel, Sub-sections 803.07, Evaluation of Faculty, and 803.08, Criteria for Promotion, as well as in the FLOYD COLLEGE STATUTES, Section F: Annual Evaluations. The criteria include superior teaching, outstanding service to the institution, academic achievement, professional growth and development, and length of service. In response to RECOMMENDATION 8 of the Substantive Change Committee it was stated that the "... long range plan includes an evaluation of current procedures ... preparatory to the implementation of a new program." As of Spring 95, the Human Resources Office has developed a set of PERFORMANCE DEFINITIONS for the levels of full performance, merit, and exceptional merit. These are being used as additional criteria for salary increments. In addition, the FACULTY EVALUATION PROCESS includes a detailed standardized procedure and performance indicators which may be used in salary decisions.

However, after this status report was reviewed by the self-study steering committee, that committee asked that the report on this

must statement be reviewed and consideration be given to faculty perceptions regarding the statement. After a necessarily brief and small survey of faculty, there does appear to be some concern regarding the criteria and procedures for salary increases. Therefore it is recommended that the results of the upcoming faculty survey be studied to clarify this issue.

Must Statement: Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline.

STATUS: In Compliance

The Floyd College FACULTY STATUES (Section I, 7, p 5) state
....faculty are free to express, inside or outside the classroom, their opinion on any matter that falls within the fields of knowledge which they are employed to teach and to study, subject only to those restrictions that are imposed by high professional standards, fair mindedness, ...¹¹ and "....are entitled to full freedom in research and in publication.¹¹ The Floyd College STUDENT HANDBOOK pp 64 & 65 in the section on student conduct, discipline and rights) when addressing disruptive behavior, refers to the Board of Regents polices supporting "freedom of expression" and "the rights and freedom of its faculty members and students to engage in debate, discussion, peaceful and non-disruptive protest and dissent." In addition, this section states "[the] essence (of higher education) is found in the unhampered freedom to study, investigate, write, speak and debate on any aspect or issue of life." In the same section p 68) when addressing academic rights, is the statement "(the student) shall be free to take reasonable exception to data and views offered in

the classroom and to reserve judgement about matters of opinion, without fear of penalty." No other published documents addressing this issue have been identified.

Must Statement: An institution must adopt and distribute to all members of the faculty a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication.

STATUS: In Compliance

The BYLAWS AND POLICIES OF THE BOARD OF REGENTS gives broad authorization for academic freedom to be addressed by the individual institutions. Section 203.0305 states, "The faculty ... shall make, subject to the approval of the President of the institution, the Chancellor and the Board, statutes, rules and regulations for its governance and for that of the students ... and make such regulations as will be necessary or proper for the maintenance of high educational standards." Accordingly, academic freedom is addressed in the FACULTY AND STAFF HANDBOOK (FACULTY STATUTES, p 5) which is distributed to all full-time employees. The statements there address the issues of teaching, research, study, and publication.

Must Statement: Although tenure policy is not mandated, each institution must provide contracts, letters of appointment or similar documents to faculty members clearly describing the terms and conditions of their employment.

STATUS: In Compliance

Each full-time faculty member receives a formal contract which describes terms and conditions of employment. In each contract is the statement "this agreement is made expressly subject to the applicable State and Federal laws and to the STATUTES and regulations of this institution and to the BYLAWS AND POLICIES OF THE BOARD OF REGENTS which are available for your inspection upon request." Examples of these contract forms are available in the document room.

Although part-time faculty do not receive formal contracts, they do receive a letter which states their approved title, period of appointment, and salary rate. The letter also makes it very clear that part-time faculty are assigned teaching duties on an "as needed" basis.

Must Statement: Institutional policies must set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution.

STATUS: In Compliance

The documents FACULTY EVALUATION PROCESS (pages 1 and 2) and the STATUTES OF THE COLLEGE, address the issues of professionalism, teamwork, and other matters important to pursuing the mission of the College and improving effectiveness. Although the specific word "ethical" is not used, there are several statements in these documents that are expressions of expectations for ethical behavior.

Must Statement: All policies regarding employment, as established by the governing board, must be published and distributed to the faculty.

STATUS: In Compliance

The BYLAWS AND POLICIES OF THE BOARD OF REGENTS, which is available to all faculty in hard copy and on-line, references policies on faculty employment in Sections 203.03, Faculty Membership, and in Section 800, Personnel. Specific information pertaining to faculty employment policies are in Sections 801.01, Faculty Members, and 803, Faculty Policies. The FACULTY AND STAFF HANDBOOK reflects these policies and is distributed to all full-time faculty and staff. It is divided into six sections which are:

- I. General Policies
- II. Personnel Policies
- III. Faculty Statutes
- IV. Affirmative Action And Sexual Harassment
- V. Drug Free Work Place
- VI. Emergency Procedures

The FACULTY EVALUATION PROCESS and the HANDBOOK FOR PART-TIME FACULTY are other documents that define employment policies.

Must Statement: If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, must be clearly set forth in the faculty handbook or other official publication.

STATUS: In Compliance

The STATUTES OF FLOYD COLLEGE (which are included in the FACULTY AND STAFF HANDBOOK), under Article III, Section G. Tenure and Promotion, describes the tenure, promotion, and appeals criteria and procedures. They seem relatively clear and complete. The criteria for promotion are also described in the POLICY MANUAL OF THE BOARD OF REGENTS, Section 803.08, A and D. The criteria for tenure are described in the POLICY MANUAL OF THE BOARD OF REGENTS, Section 803.09, A through D and F through I. In the STATUTES, under Section D, 3-5, notification of non-renewal or termination of non-tenured faculty is described. Statement 16 addresses the resignation of tenured faculty. Section H of Article III addresses termination for cause. Adequate notice of non-renewal is addressed in THE BY-LAWS OF THE BOARD OF REGENTS (VI.B.8.b.) and in THE POLICY MANUAL OF THE BOARD OF REGENTS, Section 803.06 and 803.09, J. Termination, including for cause, is covered in THE BY-LAWS OF THE BOARD OF REGENTS (VI.B.8.d) and in THE POLICY MANUAL OF THE BOARD OF REGENTS, Section 803.09, K and L.

Must Statement: Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.

STATUS: Questionable

The BYLAWS AND POLICIES OF THE BOARD OF REGENTS discuss termination and non-renewal of faculty members in Sections 803.09, K & L, and in Section 803.11, but does not appear to address adequate safeguards for protection of academic freedom. Termination, non-renewal, grievance, and appeals procedures are described in the STATUTES OF FLOYD COLLEGE and the POLICIES AND PROCEDURES OF FLOYD COLLEGE, both of which are included in the FACULTY AND STAFF HANDBOOK. Also in the STATUTES are the policies on academic freedom (Article III, Section I, 7). It is in this section only that a reference to the protection of academic freedom could be found. It is stated in Item D that "disputations concerning academic freedom may be appealed to the Grievance Committee." No other specific reference to adequate safeguards for protection of academic freedom in termination and non-renewal issues could be found.

Must Statement: An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs.

STATUS: In Compliance

The BYLAWS AND POLICIES OF THE BOARD OF REGENTS states in Section 802.0803, Educational Leave Without Pay, that institutions may grant educational leave without pay not to exceed one year at a time for pursuing a course of instruction offered by an institute of higher education. Also in Section 802.0807 E, Personal Leave, leave of absence without pay for a period not to exceed one year may be granted. Further, in the FACULTY HANDBOOK AFFIRMATIVE ACTION F, Career Development, each employee is encouraged to further their education and earn advanced degrees. Total or partial reimbursement for continuing education of a non-degree nature is provided. The process of decision making as to who may participate and how much reimbursement a faculty member may receive varies between departments. Receipts must be submitted for continued education according to the FACULTY HANDBOOK, General Policies. Inservice programs for faculty are provided through the Office of Human Resources. The document FACULTY EVALUATION PROCESS also addresses the issue of professional growth and development. Existing documentation of faculty

development include: (1) inservice program agenda, (2) request for authority to travel, (3) request forms for educational leave, and (4) average travel funds per faculty.

Must Statement: The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars, and especially in professional and occupational fields, practitioners.

STATUS: In Compliance

It is written in the FACULTY HANDBOOK, FACULTY STATUES (Article III, Section G,2b,4) that a faculty member should continue to grow. Section I,7b of that same article of the FACULTY STATUTES indicates that each faculty member should maintain a reputation for scholarship through continuous research and study. The document FACULTY EVALUATION PROCESS (page 1) states Faculty members are "called to engage in study and scholarship which support and enhance teaching" and have "mastery of the subject matter to be taught" and on page 2d "should demonstrate ongoing professional growth and development, which includes ... active participation in professional organizations; attendance of appropriate courses, conferences, ..."as well as other relevant statements.

STATUS REPORT

Floyd College

Must Statement: Primary responsibility for the quality of the educational program must reside with the faculty.

STATUS: Questionable

The STATUTES OF FLOYD COLLEGE (Article III, Section B) establishes the authority of the faculty. It states, in part, "The faculty shall make statutes, rules and regulations for itself and for the students and provide such committees as may be required. It shall prescribe regulations regarding admission, dismissal, discipline, scholarship, classes, course of study, and requirements for graduation, and make such other regulations as may be necessary or proper for the maintenance of high educational standards." Also in this Article (Section C), it is stipulated that the faculty will meet at least quarterly to conduct any business of the Faculty. Article III (Section J) of the STATUTES describes the standing committees of the faculty and outlines the responsibilities of each committee. The BYLAWS AND POLICIES OF THE BOARD OF REGENTS, Section 203.0305,. Faculty Rules and Regulations, states: "The faculty ... shall ... prescribe regulations regarding ... classes, courses of study, and requirements for graduation; and make such regulations as may be necessary or proper for the maintenance of high educational standards."

However, after this status report was reviewed by the self-study steering committee, that committee asked that the report on this

must statement be reviewed and consideration be given to faculty perceptions regarding the statement. After a necessarily brief and small survey of faculty, there does appear to be some concern regarding the faculty's degree of responsibility and jurisdiction over the quality of the educational program. Therefore, it is recommended that the results of the proposed faculty survey be studied to clarify this issue.

Must Statement: The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published.

STATUS: In Compliance

The BYLAWS AND POLICIES OF THE BOARD OF REGENTS in Section 203.0305, Faculty Rules and Regulations, clearly states: "The faculty, or the council, senate, assembly, or such other comparable body, shall make, subject to the approval of the President of the institution, the Chancellor and the Board, statutes, rules, and regulations for its governance and for that of the students; provide such committees as may be required; prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and make such regulations as may be necessary or proper for the maintenance of high educational standards. A copy of the statutes, rules, and regulations made by the faculty shall be filed with the Chancellor. The faculty shall prescribe rules for the regulation of student publications, athletics,

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intercollegiate games, musical, dramatic, and literary clubs, fraternities and sororities, and all other student activities and affairs, subject to the approval of the President of the institution, the Chancellor and the Board."

Must Statement: An institution must provide a faculty of adequate size to support the institution's purpose and must have a procedure for the equitable and reasonable assignment of faculty responsibilities--including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public.

STATUS: Questionable

No reference is made to this in the Faculty Handbook. In the FACULTY EVALUATION PROCESS and in the POLICY MANUAL OF THE BOARD OF REGENTS it is stated that a normal teaching load of three 5 - hour classes and a 40 hour work week is expected. In practice, each division chair coordinates and directs the activities of individual faculty members and makes recommendations regarding assignments of division faculty to college-wide activities, including standing committees. The Instructional Council appoints most committee members and attempts to maintain equitable and reasonable assignments. No reference could be found for a "procedure for the equitable and reasonable assignment of faculty responsibilities."

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Should Statement: The institution should have suitable policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon either the quality or the quantity of the work they are employed to perform for the institution.

STATUS: Questionable

The STATUTES in Section I, 6. discusses faculty participation in non-teaching activities while Section I, 9 states specifically that "No service to the College, however exceptional, shall be deemed sufficient to overcome failure to teach competently." The FACULTY EVALUATION PROCESS of Floyd College deals extensively with faculty duties and responsibilities including the statement (page 2) "...full-time faculty membership generally entails a forty hour work week," and the statement (page 1) "The primary responsibility of all faculty members is to provide competent, quality teaching." Continuing from this document, the conclusions seem to be that quality instruction is expected and should be the first priority of the faculty, that participation in the internal administration of the College is expected, and that participation in both internal and external activities that provide educational leadership in our community is strongly encouraged. No document was identified which contained "policies to protect faculty members from ... responsibilities which might encroach upon quality or the quantity of work employed to perform" In addition, the brief survey mentioned in

previous "must statements" also indicated a concern among faculty in regard to overall work load. It is suggested the upcoming faculty survey be studied in light of this issue.

Should Statement: The calculation of instructional loads **should** take into account such factors as number of preparations, number of students taught, the nature of the subject and the help available from secretaries and teaching assistants.

STATUS: Questionable

The Vice President for Academic Affairs expects the division chairs to consider such issues as he/she makes quarterly faculty assignments. The FACULTY EVALUATION PROCESS (page 2) deals with faculty workload but does not appear to deal specifically with number of preparations, number of students taught, nature of the subject, and help available from secretaries and teaching assistants. The Vice President for Academic Affairs plans to firm up this issue as soon as the last new chair is hired. Again, the brief survey mentioned in prior "must statements" also indicated a concern among faculty in regard to overall work load. It is suggested the upcoming faculty survey be studied in light of this issue.

Must statement: The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned.
STATUS: In Compliance

The criteria for faculty evaluation, as stated in the STATUTES OF FLOYD COLLEGE and the POLICY MANUAL OF THE BOARD OF REGENTS, emphasize "superior teaching" and "may include" an "indication of enrichment of the academic program." The criteria of "service to the institution" includes "a responsibility for sustaining the college as an educational community." The document COMMON EXPECTATIONS emphasizes the expectation that the "college must ensure that quality instruction and a positive learning environment be maintained and constantly improved upon so as to comply with the spirit and direction of our College Mission Statement" and that "the full-time faculty plays an integral role in the implementation of our entire Mission." The STATUTES, COMMON EXPECTATIONS, and the INSTITUTIONAL MISSION have been distributed to all full-time faculty. BOARD POLICIES are available to all faculty.

Must Statement: An institution must conduct periodic evaluations of the performance of individual faculty members.

STATUS: In Compliance

Article III (Section F) of the STATUTES OF FLOYD COLLEGE describe the required annual evaluation process. Therein, reference is made to the criteria for evaluation for promotion in the BY-LAWS AND POLICIES OF THE BOARD OF REGENTS. In addition, the FACULTY EVALUATION PROCESS sets forth more detail of the faculty evaluation process and is being utilized in each academic division.

Must Statement: The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured.

STATUS: In Compliance

Article III (Section F) of the STATUTES OF FLOYD COLLEGE and the BY-LAWS AND POLICIES OF THE BOARD OF REGENTS stipulate that the criteria for evaluation for promotion and tenure are to be superior teaching, outstanding service to the institution, academic achievement, professional growth and development, and length of service. The STATUTES state that "success in teaching shall be the most important consideration" These same criteria are used in the annual evaluation process. The document FACULTY EVALUATION PROCESS under Performance Indicators provides additional detail of evaluation criteria. These are the same criteria used in consideration of promotion and salary adjustments.

Must Statement: The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned.

STATUS: In Compliance

The criteria for faculty evaluation, as stated in the STATUTES OF FLOYD COLLEGE and the POLICY MANUAL OF THE BOARD OF REGENTS, emphasize "superior teaching" and "may include" an "indication of enrichment of the academic program." The criteria of "service to the institution" includes "a responsibility for sustaining the college as an educational community." The document COMMON EXPECTATIONS emphasizes the expectation that the "college must ensure that quality instruction and a positive learning environment be maintained and constantly improved upon so as to comply with the spirit and direction of our College Mission Statement" and that "the full-time faculty plays an integral role in the implementation of our entire Mission." The STATUTES, COMMON EXPECTATIONS, and the INSTITUTIONAL MISSION have been distributed to all full-time faculty. BOARD POLICIS are available to all faculty.

Must Statement: The institution must demonstrate that it uses the results of this evaluation for the improvement of the faculty and the educational program.

STATUS: In Compliance

In the FACULTY EVALUATION PROCESS (page 3), it is stated that the purpose is that it should lead to constructive guidance by the division chair and is "conducted fundamentally to improve performance". It is also designed to provide information for decisions on contract renewal, compensation, and promotion and tenure. The process focuses heavily on goal setting and mutual agreement between the individual faculty member and the division chair with regard to various professional development and other activities in which the faculty member will be engaged in the forthcoming year. The subsequent annual evaluation will be based to a large degree on how well these objectives were met.

NOTE: This statement should be reviewed later in 1995-96 to insure there is evidence to "demonstrate" compliance.

4.9 Consortia Relationships and Contractual Agreements

Must Statement: A member institution which enters into consortia relationships or contractual agreements must have sufficient control of relationships/agreements so as to maintain compliance with the Criteria when offering educational programs through such arrangements.

STATUS: In Compliance

Floyd College has contractual relationships with Coosa Valley Technical Institute, North Metro Technical Institute, the Medical College of Georgia School of Health Sciences, and the Tallatoona EOA. In 1992-93, the College had a contract with the State of Georgia, Department of Human Resources on behalf of the Georgia Child Care Council.

Our contract with CVT stipulated that a local advisory board will monitor this cooperative program and make recommendations to the institutions as necessary. This board makes an annual report to the presidents of each institution which includes a review of the program, an evaluation of the institutional programs for advising students, and recommendations for change.

Floyd College and NMT have a joint oversight committee and program advisory groups made up of faculty from both institutions who examine the components of each program and validate faculty credentials. The program advisory committees also draw upon professional expertise from other COC accredited institutions in fulfilling this oversight function. The Vice President for

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Academic Affairs at Floyd College is responsible for the oversight and coordination of the joint degree programs.

The dental hygiene program is administered by the Medical College of Georgia and both institutions agree to "engage in all necessary steps to assure continuing accreditation of the program and both institutions."

The 1992-93 contract with the Georgia Child Care Council specified that each party to the contract would remain an independent contractor. The purpose of the contract was to train personnel.

Must Statement: If an institution plans to participate in consortia~~æ~~relationships or enter into contractual agreements for educational programs, it must follow reporting policies and procedures related to substantive change

STATUS: In Compliance

Floyd College has no plans to enter into consortia~~æ~~relationships or other contractual agreements at this time. Should we do so, the President will be responsible for following reporting policies and procedures related to substantive change.

Must Statement: All consortia and contracts must be evaluated regularly.

STATUS: Not In compliance

The Coosa Valley Tech cooperative program agreement states that "it shall be effective for the period Sept. 17, 1990 until it is terminated. It may be terminated by either party by written notice provided that adequate arrangements are made by both parties to protect students enrolled in the cooperative program." Our contracts with North Metro Tech and the Medical College are renewed every three years. Contracts to provide Child Care Training are set up on a yearly basis. Financial arrangements have been audited regularly by the Regents' auditor; however, there has been no regular evaluation by the institution of the effectiveness of these arrangements.

Must Statement: A member institution seeking to participate in a consortium degree or certificate program must enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level. Exceptions must be approved by the commission in advance of the formation of or participation in the consortium.

STATUS: In compliance

Although Floyd College does not participate in consortium agreements, all institutions with which it has contractual relationships are fully accredited. CVT and NMT are accredited by the Commission of Occupational Education Institutions. The Dental Hygiene program is accredited by the Commission on Dental Accreditation, a division of the American Dental Association.

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Must Statement: The member institutions must maintain the quality of all course/programs offered through the consortium.

STATUS: Not Applicable

Must statement: Educational courses/programs offered through a consortia relationship must be related to the teaching purpose of the institution and comply with the Criteria.

STATUS: Not Applicable

Must Statement: Educational services and programs offered through a contractual agreement with another institution or organization must support the purpose of the institution.

STATUS: Questionable

Note: We need to document this, and should look closely at the statement which follows the previous "must statement": The member institution is responsible for maintaining the quality of programs & courses offered through the contract and for ensuring ongoing compliance with the Criteria.

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ATTACHMENTS

SECTION IV

NOVEMBER, 1994

COOPERATIVE PROGRAMS WITH COOSA
VALLEY TECHNICAL INSTITUTE
NOVEMBER, 1994

DEGREE REQUIREMENTS

DEGREE PROGRAMS	TOTAL FC CREDIT HOURS FOR DEGREES		TOTAL CVTI CREDIT HOURS FOR DEGREE	TOTAL FC & CVTI CREDIT HOURS FOR DEGREE	SACS REQUIREMENTS, (25% OF TOTAL FC & CVTI CREDIT HOURS FOR DEGREE)
	NUMBER	PERCENTAGE			
ACCOUNTING	36	34%	69	105	26.25
BUSINESS AND OFFICE TECHNOLOGY	36	29%	87	123	30.75
COMPUTER PROGRAMMING	36	24%	111	147	36.75
INFORMATION AND OFFICE TECHNOLOGY	36	34%	70	106	26.50
MARKETING MANAGEMENT	36	29%	88	124	31.00
MEDICAL TECHNOLOGY	36	32%	77	113	28.25
MICROCOMPUTER SPECIALIST	36	27%	98	134	33.50
PARAMEDIC TECHNOLOGY	45	43%	60	105	26.25
RADIOLOGIC TECHNOLOGY	49	29%	122	171	42.75
RESPIRATORY THERAPY TECHNOLOGY	45	33%	93	138	34.50
AIR CONDITIONING TECHNOLOGY	36	30%	83	119	29.75
AUTOMOTIVE COLLISION REPAIR	36	36%	64	100	25.00
AUTOMATIVE TECHNOLOGY	36	25%	107	143	35.75
CARPENTRY	36	33%	72	108	27.00
COSMETOLOGY	36	35%	68	104	26.00
INDUSTRIAL ELECTRICAL CRNOLOGY	36	30%	85	121	30.25

FREE PROGRAMS	TOTAL FC CREDIT HOURS FOR DEGREES		TOTAL CVTI CREDIT HOURS FOR DEGREE	TOTAL F' : & CVTI CREDIT HOURS FOR DEGREE	SACS REQUIREMENTS, (25% OF TOTAL FC & CVTI CREDIT HOURS FOR DEGREE)
	NUMBER	PERCENTAGE			
WELDING AND JOINING TECHNOLOGY	36	31%	82	118	29.50
DRAFTING	36	34%	69	105	26.25
ELECTRONICS TECHNOLOGY	36	23%	123	159	39.75
MACHINE TOOL TECHNOLOGY	36	30%	85	121	30.25
INDUSTRIAL MAINTENANCE *MECHANICAL SPECIALIZATION	36	32%	76	112	28.00
*ELECTRICAL SPECIALIZATION	36	33%	74	110	27.50

November, 1994

COOPERATIVE PROGRAMS

WITH

NORTH METRO TECHNICAL INSTITUTE

DEGREE REQUIREMENTS

Degree Programs	Total FC Credit Hours for Degree		Total NMTI Credit Hours for Degree	Total FC & NMTI Credit Hours for Degree	SACS Requirement (25% of Total FC & NMTI Credit Hours for Degree) ///
	NUMBER	PERCENTAGE			
Accounting	36	39%	56	92	23.00
Automotive Technology	41	28%	108	149	37.25
Automotive Technology (Ford ASSET)	41	28%	107	148	37.00
Business Office Technology	36	34%	69-70	105-106	26.50
Drafting	36	41%	52	88	22.00
Electronics	36	28%	89-90	125-127	31.75
Environmental Horticulture	36	36%	65	101	25.25
Hotel, Restaurant, and Travel Management	36	34%	70	106	26.50
Information and Office Technology	36	41%	52	88	22.00
Management and Supervisory Development	36	35%	67	103	25.75
Marketing Management	36	35%	67	103	25.75
Microcomputer Specialist	36	31%	80	116	29.00
Applied Manufacturing Technology	36	37%	61	97	24.25
Computer Programming	36	28%	93	129	32.25

Each program contains one five-hour "free elective course" which is listed in the NMTI total. If the "free elective course" is taken with Floyd College, which is permissible, then the total FC credit hours required for a degree will be increased by five.

MEMORANDUM OF UNDERSTANDING CONCERNING
AFFILIATION OF STUDENTS FOR CLINICAL TRAINING

This is a Memorandum of Understanding on the part of the University of Illinois at Chicago, hereinafter referred to as "Facility", and Floyd College, hereinafter referred to as "College".

A. PURPOSE:

(1) The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality clinical learning experiences for students in the College's campus, while at the same time enhancing the resources available to the Facility for the providing of health care to its clients.

(2) Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or as to any third party.

B. GENERAL UNDERSTANDING:

(1) The courses of instruction (i.e. clinical education programs) to be provided will be of such content, and cover such periods of time as may from time to time be mutually agreed upon by the College and the Facility. The starting and ending date for each program shall be agreed upon at least one month before the program commences.

(2) The number of students designated for participation in a clinical education program will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement. All student participants must be mutually acceptable to both parties and either party may withdraw any student from a program based upon perceived lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Facility or the College, or, for any other reason where either party reasonably believes that it is not in the best interest of the program for the student to continue.

(3) There shall be no discrimination on the basis of race, national origin, religion, creed, sex,

age or handicap in either the selection of students for participation in the program, or as to any aspect of the clinical training; provided, however, that with respect to handicap, the handicap must not be such as would, even with reasonable accommodation, in and of itself, preclude the student's effective participation in the program.

C. FACILITY RESPONSIBILITIES:

(1) The Facility will retain responsibility for the care of clients and will maintain administrative and professional supervision of students insofar as their presence and program assignments affect the operation of the Facility and its care, direct and indirect, of clients.

(2) The Facility will provide adequate clinical facilities for participating students in accordance with the clinical objectives developed through cooperative planning by the College's departmental faculty and the Facility's staff.

(3) The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with clinical training programs.

(4) Facility staff shall, upon request, assist the College in the evaluation of the learning and performance of participating students.

(5) The Facility shall provide for the orientation of both College faculty and participating students as to the facilities, philosophies, rules, regulations and policies of the Facility.

(6) Subject to the Facility's overall supervisory responsibility for client care, it may permit appropriately licensed faculty members to provide such client services at the Facility as may be necessary for teaching purposes.

(7) All medical or health care (emergency or otherwise) that a student or College faculty member receives at the Facility will be at the expense of the individual involved.

D. COLLEGE RESPONSIBILITIES:

(1) The College will use its best efforts to see that students selected for participation in the clinical training program are prepared for effective participation in the clinical training phase of their overall education. The College will retain ultimate responsibility for the education of its students.

(2) Prior to the commencement of a clinical training program, the College will, upon request, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.

(3) The College will use its best efforts to see that the clinical training programs at the Facility are conducted in such a manner as to enhance client care. Only those students who have satisfactorily completed the prerequisite didactic portion of their curriculum will be selected for participation in a program.

(4) The College will not assign any faculty member to the Facility in connection with the operation of the program who is not appropriately licensed, and will keep evidence of licensure of all assigned faculty on file with the Facility at all times.

(5) (a) The College will require all participating faculty and students to show proof of liability insurance in an amount satisfactory to the College and the Facility. Upon request, evidence of such insurance will be provided.

(b) The College will require all participating faculty and students to show proof of health insurance if required by the Facility, in an amount satisfactory to the Facility. Upon request, evidence of such insurance will be provided.

(6) The College will encourage student compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students informed as to the same and any changes therein. Specifically, the College will keep each participating student apprised of his or her responsibility:

(a) To follow the administrative policies, standards and practices of the Facility when the student is in the Facility.

(b) To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.

(c) To report to the facility on time and to follow all established regulations during the regularly scheduled operating hours of the day.

(d) To conform to the standards and practices established by the College while training at the Facility.

(e) To keep in confidence all medical and health information pertaining to particular

clients.

(7) The College will require each participating student to furnish proof of a current physical examination, the results of which shall, upon request, be made available to the Facility. The parties may agree to have such examinations performed by the Facility.

E. MUTUAL RESPONSIBILITIES:

(1) The parties will work together to maintain an environment of quality clinical learning experiences and quality client care. At the instance of either party a meeting or conference will be promptly held between College and Facility representatives to resolve any problems or develop any improvements in the operation of the contemplated clinical training programs.

(2) Unless sooner cancelled as provided below, the term of this affiliation for clinical training shall be for a period beginning July 1, 1996, and ending on June 30, 1999. This working relationship and affiliation may be renewed by mutual written consent of the parties. It may also be cancelled at any time by either party upon not less than ninety (90) days written notice in advance of the next training experience.

This 26th day of June, 1996.

DEED 9

By: _____
me: _____
it: _____

FLOYD COLLEGE
Rome, Georgia

By: _____
President, Floyd College

By: _____
President, Floyd College

Date: _____

Date: _____

FLOYD COLLEGE HUMAN SERVICES PROGRAM EMPLOYER SURVEY

AGENCY NAME _____

PERSON CONTACTED:----- TITLE:_____

When evaluating your employees in the following areas, how would you rate those who are recent students or graduates of the Floyd College Human Services Program?

(5) excellent (4) good (3) fair (2) poor (1) n/a

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1. mathematical skills 2. writing skills ____ 3. reading skills ____
 4. interpersonal communication skills -5. public speaking skills ____
 6. leadership potential ____
 7. knowledge/skills specific to the employment position ____
 8. application of professional ethics in decision-making ____
 9. character, (eg. honesty, promptness, dependability) ____
 10. general professional demeanor ____
 11. knowledge of policies and operation of this type of organization ____
 12. overall rating of recently employed students/graduates ____
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We would appreciate any other impressions or comments that you may have concerning our graduates and students or program content.

We would also appreciate any of your opinions on what you believe to be the future job market and training/educational needs.

Distance Learning

Definition: (A draft for starters)

Distance Learning is a means of freeing learners, teachers, courses, and programs from as many constraints of time and place as consistent with quality and economy. It is Floyd College's commitment to move beyond paradigms of tradition to use all contemporary means possible to carry out all the elements in its stated Purpose and mission to the communities it serves.

Varieties:

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What is included in distance learning? Courses offered electronically? Courses offered thru print medium? Independent study? Courses offered at distant locations? Off-campus centers?

Target Audiences:

1. Adult learners with non-traditional time constraints.
2. Students living and working at a distance from campus.
3. Students in off-campus centers needing greater variety.
4. Students on campus with scheduling difficulties.
5. Students closed out of filled classes.
6. Homebound students.
7. Prison populations.
8. Basic literacy students.
9. Business and industry: credit and non-credit.
10. General public: Television and radio.

Issues:

1. Maintaining quality consistent with traditional courses.
2. Equity of workload and compensation.
3. Economics: allocation of College resources.
4. Relation of Divisions to Distance Learning organization.

POSITION DESCRIPTION

DIVISION CHAIR

DIVISION Of EXTENDED LEARNING

DATE; July 1, 1993

REPORTS TO: Vice President for Instruction

SYNOPSIS: The Chairperson for the Division of Extended Learning is responsible for the leadership and oversight of extended learning programs for Floyd College. In addition, the Chairperson teaches one to two classes per quarter by-non-traditional means. Extended learning programs would include the development and coordination of such areas as: 1) distance learning, 2) two-way interactive learning, 3) independent study learning, 4) correspondence learning, 5) continuing education learning, and 6) other types of extended learning as may become available.

In fulfilling this role, the Director actively supports and propagates the mission, goals, and objectives of Floyd College. The Chairperson actively assists the College in seeking additional funding sources, both public and private, to assist the College and the Division of Extended Learning.

DUTIES AND RESPONSIBILITIES:

The following duties and responsibilities are required of the Chairperson in order to assure effective and efficient administration of the division.

A) Personnel

- 1) Recruit regular full-time faculty and staff to deliver classes in various extended learning formats.
- 2) Provide for professional development and training for instructional personnel.
- 3) Provide for an effective divisional organizational structure.
- 4) Provide for regular and effective supervision and evaluation of division personnel.
- 5) Develop a meaningful position description for each full-time and part-time employee, including expectations and profiles of successful instructors in this area.
- 6) Recommend personnel for employment to the Vice President and President.

INSTITUTE FOR EXTENDED LEARNING

THE FOLLOWING REPRESENTS A GENERAL SYNOPSIS OF THE LEVELS OF ADVANCEMENT FOR THE INSTITUTE FOR EXTENDED LEARNING:

1. EXTENDED LEARNING PROGRAM
 - A. RECRUIT AND TRAIN FACULTY
 - B. DEVELOP A STUDENT BASE FOR COURSES
 - C. DEVELOP POLICIES FOR DISTANCE LEARNING
 - D. OFFER 6 DIFFERENT COURSES PER QUARTER VIA ELECTRONIC MEANS.
2. EXTENDED LEARNING DIVISION
 - A. MENTOR A CORE OF TRAINED FACULTY
 - B. RECRUIT AND TRAIN ADDITIONAL FACULTY
 - C. EXPAND THE STUDENT BASE TO 300 STUDENTS
 - D. MEET WITH DIVISION CHAIRS TO DEVELOP ADDITIONAL COURSES
 - E. EXPAND THE NUMBER OF COURSES OFFERED TO 12-15 / QUARTER
3. INSTITUTE FOR EXTENDED LEARNING.
 - A. ADD CONTINUING EDUCATION UNDER THIS DIVISION
 - B. EXPAND TO OTHER TYPES OF DISTANCE LEARNING MEDIUMS
 - C. EXPAND THE STUDENT BASE TO 500 STUDENTS
 - D. EXPAND THE NUMBER OF COURSES OFFERED TO 4 % OF THE COLLEGE CATALOG.
4. INSTITUTE FOR EXTENDED LEARNING
 - A. OFFER 5-10 DEGREES BY EXTENDED LEARNING MEDIUMS
 - B. CREATE AND MARKET INSTITUTION DEVELOPED COURSES
 - C. EXPAND THE STUDENT BASE TO 1/3RD OF FLOYD STUDENTS LEARNING BY THIS METHOD ON A REGULAR BASIS.

ANNUAL REPORT

DIVISION OF EXTENDED LEARNING

The Division of Extended Learning began operation on July 1, 1993 with a staff of one, the division chair, George Pullen. Carla B. Patterson, administrative specialist, joined the division in March and Dale E. Suffridge, training specialist, was recruited to begin work in July.

The charge to the division was to provide leadership and oversight of extended learning programs including: 1) distance learning, 2) two-way interactive learning, 3) independent study learning, 4) correspondence learning, 5) continuing education learning, and 6) other types of extended education learning as may become available. While teaching faculty and courses remain in the various academic divisions, it is the responsibility of the Extended Learning chairperson to recruit faculty to deliver classes and to provide for professional development and training for instructional personnel.

During the 1993-94 year, distance learning opportunities were provided through the medium of video taped courses. One course each in history, mathematics, and physical education and two courses in psychology were offered. An additional mathematics course was evaluated and developed for offering in the coming year.

Application for a Georgia Statewide Academic and Medical System classroom facility was made during the year with that unit scheduled for installation during the summer for use during Fall Quarter 1994. A successful application was submitted to the Technology Trust Fund for approximately \$35,000 to acquire a personal computer based, videographics, system for point to point two-way interactive links to groups of students at local work sites. That equipment has been ordered and is beginning to arrive. Negotiations with Scripps Howard Cable Company led to agreement to carry one-way video, two-way audio classes via cable TV. An electronic classroom is being installed at the new Heritage Hall location for the origination of those classes. Three classes are planned for that format in the Fall 1994 schedule.

Professional development will remain a crucial foundation for the success of extended learning programs, but it was the central area of emphasis during the preparatory year. The chairperson attended conferences of the United States Distance Learning Association, the National University Teleconference Network, and the AECT Summer Distance Learning Seminar. In turn, he conducted a half-day orientation to distance learning for the entire faculty during the Fall In-service Program and led a

EXTENDED LEARNING
AT
FLOYD COLLEGE

The recent revival of electronically delivered courses at Floyd College began as a response to changes in work schedules initiated by major industries in the college service area. How can the College accommodate the needs of working students whose work schedule may change weekly?

The first response to that question was the offering of a selection of courses on video tape licensed through the Public Broadcasting Service. From an initial offering of two such College by Cassette courses the program quickly grew to six. In the first year of operation beginning in the spring of 1993 approximately three hundred students enrolled in such courses. Four members of the faculty are now in various stages of progress toward producing their own video taped courses for future offerings.

The electronic classroom now operational on the Heritage Hall campus will be used to produce taped classes and materials as well as to originate programming on local cable channel ninety-nine the Floyd College Television Channel. FCTV is a joint investment by the College and Scripps Howard Cable Company. The transmission line and modulator necessary to put a television signal on CATV were provided by Scripps Howard along with twenty-four hour a day use of Channel 99.

Two classes, World Civilization and United States and Georgia Government will be broadcast live Fall Quarter along with the taped College by Cassette courses. In addition, College information and promotional programs will be produced from the electronic classroom and its smaller twin studio. Channel time will also be devoted to educational programming from a variety of sources including the

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delegation of fifteen to the spring meeting of the League for Innovation in Community Colleges. The Division sponsored a two-day workshop for 20 selected faculty members led by Dr. Thomas Cyr of New Mexico State University. Three other University System two-year colleges sent participants to the workshop also. A visit was arranged in April and transportation provided for faculty to see the distance learning program and talk with instructors and administrators at Chattanooga State Technical College.

In the community, the chairperson represented the College on the Business Technology Committee of the Greater Rome Chamber of Commerce. He made presentations to the community-wide Technology Seminar and the spring Technology Tour conducted by the committee. The chairperson is currently a member of the Regents Global Center Academic Council, the board of directors of the Asian Center of the Regents Global Center, the International Distance Learning Association, the Georgia Association of Historians, and the Southern Historical Association.

College's Continuing Education Department which is now included in the Division of Extended Learning and Continuing Education.

Collaborative planning is underway with North Metro Technical Institute and the two public school systems in Bartow County to begin a similar joint program there. The first televised class on Prestige Cable in Cartersville is planned for Winter Quarter, 1995. College by Cassette classes are available at the Floyd College Cartersville Center and in the Floyd College program at North Metro Tech now.

The recently installed Georgia Statewide Academic and Medical System classrooms on Main Campus and at Heritage Hall will link those classrooms together, and with a GSAMS room at North Metro Tech. An algebra class will originate at North Metro in the fall while a compensatory reading class originating at Heritage Hall will also be available at North Metro.

The Division of Business and Career Education is currently engaged in planning with the training staff of Georgia Power's Plant Hammond to provide a broad on-site program for employees there. A wide variety of Extended Learning technologies will be used for course delivery in that program. The Plant Hammond proposal aptly illustrates the relationship between Extended Learning and the other divisions of the College. Extended Learning provides the means and support to meet the needs of faculty and students for flexible and effective teaching and learning without boundaries of space and time.