

PROPOSED PROGRAM
FOR
PHYSICAL EDUCATION INDOOR COMPLEX

FLOYD JUNIOR COLLEGE
ROME, GEORGIA

REVISED COPY
JULY, 1973

OUTLINE OF PHYSICAL EDUCATION AND ATHLETIC OBJECTIVES

ORGANIC (Physical) DEVELOPMENT	INTERPRETIVE (Mental) DEVELOPMENT	NEUROMUSCULAR (Motor) DEVELOPMENT	EMOTIONAL (Social) DEVELOPMENT
Strength	Strategies	Basic Movement	Attitude
Endurance	Insights	Ability	Desire
Posture	Judgments	Timing	Ideal
Nutrition	Understandings	Body Balance	Interest
Vitality	Knowledges of:	Kinesthesia	Honesty
Vigor	Activities	Reaction Time	Self-Control
Growth	Rules		
	History	Precision	Courtesy
	Manners	Speed of Movement	Loyalty
	Limitations	Muscle Tension	Sympathy
	Ethics	Visual Aim	Sportsmanship
	Safety	Muscle	Appreciation
	Training	Coordination	

OUTLINE OF PHYSICAL EDUCATION AND ATHLETIC PROGRAMS

1. Instructional Program in health, physical education, and recreation (for students and the general public)
2. Intramural Athletic Program (for students, faculty, and staff)
3. Public Service Program (for the general public)
4. Intercollegiate Athletic Program (for students)
5. Recreational Program (for students, faculty, staff, and the general public)

ACTIVITIES AND COURSES
AS RELATED TO SPECIFIC PROGRAMS

<u>ACTIVITIES AND COURSES</u>	<u>INSTRUCTIONAL PROGRAM</u>	<u>INTRAMURAL ATHLETIC PROGRAM</u>	<u>PUBLIC SERVICE PROGRAM</u>	<u>INTERCOLLEGIATE ATHLETIC PROGRAM</u>	<u>RECREATIONAL PROGRAM</u>
PED 101	X				
PED 102	X				
PED 103	X				
PED 104	X				
PED 105	X				
PED 106	X		X		
PED 107	X				
PED 108	X				
PED 135	X		X		
PED 137	X		X		
PED 201	X				
PED 221	X				
PED 271	X				
Dance Activities	X		X		X
Decathlon		X			X
Free Exercise (General)			X		X
Physical Fitness	X		X		X
Play Day		X			X
Research Activities	X				
Social Games	X	X			X
Archery	X	X	X		X
Badminton	X	X			X
Basketball	X	X	X	X	X
Croquet	X	X			X
Darts	X	X			X
Field Hockey	X	X			X
Flag Football	?	X			X
Golf	X	X	X	X	X
Bowling	X	X	X		X
Horseshoes	X	X			X
Shuffleboard	X	X			X

ACTIVITIES AND COURSES
AS RELATED TO SPECIFIC PROGRAMS

(CONTINUED)

<u>ACTIVITIES AND COURSES</u>	<u>INSTRUCTIONAL PROGRAM</u>	<u>INTRAMURAL ATHLETIC PROGRAM</u>	<u>PUBLIC SERVICE PROGRAM</u>	<u>INTERCOLLEGIATE ATHLETIC PROGRAM</u>	<u>RECREATIONAL PROGRAM</u>
Soccer	X	X		X	X
Softball	X	X	X		X
Table Tennis	X	X			X
Tennis	X	X	X	X	X
Volleyball	X	X		?	X
Handball	X	X	X		X
Paddleball	X	X			X
Squash	X	X			X
Weight Lifting	X	X	X		X
Stunts and Tumbling	X	X			X
Trampoline	X	X			X
Aquatics	X	X	X	?	X
Deck Tennis	X	X			X
Paddle Tennis	X	X			X
Cross Country		X		?	X
Jogging	X				X
Track and Field		X	X	?	X
Personal Defense (Karate & Judo)	X	X	X		X
Wrestling	X	X	X	?	X
Angling	X	?	X		X
Canoeing	X	?	X		X
Sailing	X	?	X		X
Baseball		?	X	X	X
Gymnastics	X	X	X	?	X
Free Exercise (Gymnastic)	X	X	X	?	X

SPECIFIC AREAS OF THE
PHYSICAL EDUCATION INDOOR COMPLEX

Phase I

1. Gymnasium Area
2. Classroom Area
3. Administrative Area (Offices)
4. Miscellaneous Area
 - A. Equipment Storage Area
 - B. Janitorial Service Area
 - C. Mechanical Equipment Area
5. Laboratory Room
6. Weight Training Room
7. Mat Room

Phase II

1. Aquatic Area
2. Multi-Purpose Activity Area
3. Game Room and Dance Studio
4. Handball Area

FACILITIES

(PHASE I)

1. Gymnasium Area

- A. Recommended minimum ceiling clearance --- 24'
- B. Recommended minimum length from wall to wall --- 120'
- C. Recommended minimum width --- to be determined (approximately 130')
- D. Minimum seating capacity for 1,500 individuals (20" per person and/or 3½ square feet per person)
- E. Roll-away seats on both sides of the main basketball court (minimum of 10' between first row of seats and main basketball court boundary line)
- F. Six basketball goals and glass backboards (each should be installed so that it may be raised to the ceiling)
- G. Safety mats on the walls under the basketball goals at both ends of the main basketball court (this item will depend on final plans)
- H. Two basketball scoreboards (one located on the wall at each end of the gymnasium)
- I. Scorers and timers area pre-determined (recessed into a center row of seats)
- J. Built-in public address system and acoustical sound system for meetings and assemblies
- K. Large doorway at entrance or most appropriate location (large enough so that a trampoline and similar items of equipment may be transported through it)
- L. Emergency lighting system
- M. Permanently installed spotlights
- N. All-purpose floor (possibly the Parquet wood design or "interlocking wood design" similar to the complex at Middle Tennessee State University in Murfreesboro)
- O. Provisions for "closing-off" the gymnasium area from the remainder of the complex
- P. Provisions to prevent direct sunlight from entering the building at any time during the day
- Q. Provisions for large portable stage (may be used at one end or center of main basketball court)
- R. The following items should be located in the entrance area to the gymnasium or directly accessible to the gymnasium:
 - (1) Large lobby area with built-in seating
 - (2) Ticket booth
 - (3) Concession area (large enough to accommodate concessions in addition to vending machines)
 - (4) Drinking fountains
 - (5) Rest rooms for both men and women
 - (6) Built-in display area for plaques, trophies, and other awards
 - (7) Enclosed glass bulletin boards
 - (8) Installation of public telephones
 - (9) Two dressing rooms each with easy access to the gymnasium to accommodate 30 individuals (each dressing room should be equipped with full-length floor standing steel lockers, dressing benches, wall chalkboards, toilet facilities, shower area, drying area, drinking fountains, etc.)
- S. Gymnasium area may be used for the following activities:
 - (1) Basketball (main basketball court plus two additional ones running across the main one --- dimensions: 50' x 94')

Gymnasium Area (continued)

- (2) Volleyball (minimum of two playing courts appropriately marked on the court --- dimensions: 30' x 60'; permanently installed floor plates to anchor standards)
- (3) Badminton (space for a minimum of eight playing courts --- dimensions: doubles, 20' x 44'; singles 17' x 44')
- (4) Modified golf
- (5) Modified bowling
- (6) Deck tennis (can use badminton courts)
- (7) Paddle tennis (can use badminton courts)
- (8) Trampoline
- (9) Competitive gymnastics
- (10) Indoor tennis
- (11) Jogging
- (12) Special group meetings
- (13) General entertainment functions
- (14) College assemblies (example: graduation exercises)
- (15) Additional physical education classes and athletic activities when and if feasible

2. Classroom Area

- A. Number of classrooms --- 3
- B. Recommended minimum ceiling clearance --- to be determined
- C. Recommended minimum length --- to be determined
- D. Recommended minimum width --- to be determined
- E. One amphitheater-type auditorium classroom with permanently installed arm seats to accommodate 100 individuals. A projection room should be included.
- F. Two classrooms with level floors and moveable armchairs to accommodate 40 individuals each. A podium should be included in each.
- G. Needed items for all classrooms include the following: chalkboards, bulletin boards, projection screen, armchairs (where applicable), clothing closets, tables, lecterns, storage closets with locks, and television conduits.

3. Administrative Area (Offices)

The office area should be located at or near the main entrance of the gymnasium and the present office area. The area should also be easily accessible to projected parking facilities.

- A. Minimum of four individual faculty offices with space sufficient for desk, desk chair, filing cabinets, bookcases, storage cabinets, and side chairs for two or more visitors (recommend 150 square feet each).
- B. Office for departmental secretaries with sufficient space for two secretaries, sufficient number of filing and storage cabinets, and a waiting area for students and visitors which is separated from the main secretarial area by a counter. Glass enclosed bulletin boards should be installed on the walls in the waiting area. The office should be easily accessible to all other offices, especially the office for the director of the department (recommend 400 square feet).

Administrative Area (continued)

- C. Office for departmental director with space sufficient for executive desk, desk chair, filing cabinets, storage cabinets, book shelves, work table, and a number of seating spaces or chairs for small group meetings. The office should contain a clothing and storage closet and adjacent dressing room with a lavatory, toilet facilities, and shower (recommend 300 square feet).
- D. Secretarial work room with sufficient space for office machines of all types (mimeograph duplicator, spirit duplicator, Thermo-Fax 3-M Copier, and cutting board), work tables, cabinets and/or shelves for storage, lavatory, refrigerator, and surface cooking unit. Numerous electrical outlets should be included to accommodate the many needs for them (recommend 300 square feet).
- E. Secure storage room which will be used for securing examinations, departmental textbooks, instructor's manuals, and small items of supplies which have a tendency to disappear easily (example: locks and office supplies), (recommend 150 square feet).
- F. Conference room with table, chairs, chalkboards, etc. Preferably the room should be adjacent to the office for the departmental director (recommend 300 plus square feet).

4. Miscellaneous Area

A. Equipment Storage Area

- (1) Number of central storage rooms --- 2
- (2) Recommended minimum ceiling clearance ---- 12'
- (3) Recommended minimum size --- 1,000 square feet each
- (4) Both central storage rooms must have a large doorway. One of the rooms should have a large doorway leading directly to outside facilities. Both should contain cabinets and shelves for storage of equipment and supplies.
- (5) One room will be used primarily for storage of large items of equipment normally used outdoors such as archery targets, soccer goals, field hockey goals, batting cages, tennis teaching machines, line marking machines, etc. This room should be designed so that gasoline powered machines may be stored.
- (6) The other room will be used primarily for storage of large items of equipment normally utilized indoors such as mats, exercise machines, volleyball standards, badminton standards, gymnastic apparatus, etc.
- (7) Additional storage space and/or rooms should be located throughout the building when feasible. Such storage space is a necessity for certain requested building areas.

B. Janitorial Service Area

- (1) Space must be provided for wall storage of small items and floor storage of other items in a central storage room.
- (2) An appropriate sink should be provided in the central storage area.
- (3) In addition to a central janitorial service room additional closets should be located throughout the building.

C. Mechanical Equipment Area

- (1) Plans to be determined.

5. Laboratory Room

- A. Recommended dimensions --- 40' x 60'
- B. Shatter-proof full length mirrors should be installed 24" from the floor to cover the space of one complete wall
- C. Bicycle exerciser --- 2 (floor space)
- D. Treadmills --- 2 (floor space)
- E. Back, leg, and chest dynamometer --- 1 (floor space)
- F. Vertical jump device --- 2 (wall space)
- G. Parallel bars --- 2 or more (wall space)
- H. Chinning bars --- 2 or more (wall space)
- I. Free wall space should be provided for various PED 101 lab activities
- J. Free floor space must be provided for the following:
 - (1) Standing broad jump mats
 - (2) Lateral jump benches
 - (3) Stepping benches
 - (4) Exercise mat area
- K. Space for many additional exercise items which may be added when funds are available for their purchase

6. Weight Training Room

- A. Recommended dimensions --- 40' x 60'
- B. Shatter-proof full length mirrors should be installed 24" from the floor to cover the space of one complete wall
- C. Isometric racks (wall and/or floor space)
- D. Dumbbell racks (floor and wall space)
- E. Barbell racks --- 16 regular and 8 Olympic (floor and wall space)
- F. Weight (disc) racks (floor and wall space)
- G. Standard weight lifting bench --- 2 (floor space)
- H. Multi-purpose weight lifting bench --- 2 (floor space)
- I. Adjustocline bench --- 2 (floor space)
- J. Super power weight lifting bench --- 2 (floor space)
- K. Fixed lat machine --- 1 (wall space)
- L. Calf machine --- 1 (wall space)
- M. Fixed incline board --- 2 (wall space)
- N. Leg press machine --- 1 (wall space)
- O. Adjustable standing incline bench --- 1 (floor space)
- P. Leg extensor and flexor machine --- 1 (floor space)
- Q. Curling stands --- 2 (floor space)
- R. Two wooden platforms each 15' x 15' for super power weight lifting activities
- S. Space for curl bars

7. Mat Room

- A. Recommended dimensions --- 40' x 60'
- B. Provide Resilite mats to cover a floor area of 40' x 40' and to pad the entire wall area of the room up to a minimum of 6' in height
- C. This room will be used for most of the above items with greatest utilization for PED 101 laboratory sessions (Concepts in Physical Education), PED 135 (Gymnastics), wrestling, personal defense (karate and judo), and general free exercise.

FACILITIES

(PHASE II)

1. Aquatic Area

- A. A rectangular eight lane Olympic pool with a separate diving area or an L-shape combination of an eight lane Olympic pool and diving area. The rectangular pool with separate diving and swimming area is preferable.
- B. Adjacent facilities: office area, sauna bath, steam bath, and storage room
- C. Consideration should be given to inclusion of a wading pool
- D. The facility will be used for instructional and competitive purposes
- E. The pool should be located adjacent to the men's and women's dressing facilities
- F. The pool should have seating accommodations for 300 to 500 individuals
- G. Provisions should be made to prevent direct sunlight from entering the facility through windows and doors
- H. Provisions should be made for one entire side of the pool to be opened to a sun terrace on the outside
- I. Many important features pertaining to an aquatic facility are not included in this program description. More detailed information can be provided if needed. An excellent reference for such details is the College and University Facilities Guide for Health, Physical Education, Recreation, and Athletics.

2. Multi-Purpose Activity Area

- A. Recommended ceiling clearance --- 24'
- B. Recommended width --- 60'
- C. Recommended length --- 120'
- D. Floor --- all-purpose design
- E. Area should contain sufficient space to accommodate a minimum of 40 active individuals at a given time and should provide equipment space for the following activities:
 - (1) Gymnastics (some equipment permanently installed)
 - (2) Trampoline (minimum of two)
 - (3) Volleyball (two playing courts appropriately marked --- dimensions: 30' x 60' --- permanently installed floor plates to anchor standards)
 - (4) Badminton (four playing courts for singles and doubles appropriately marked --- dimensions: singles, 17' x 44'; doubles, 20' x 44' --- permanently installed floor plates to anchor standards)
 - (5) Stunts and tumbling (numerous mats and movable equipment required)
 - (6) Wrestling (preferably space for two mats each 40' x 40' --- minimum of one 40' x 40' mat)
 - (7) Personal defense (karate and judo) --- (free floor space and numerous mats required)
 - (8) Free exercise event for gymnastics (space for a minimum of one 42' x 42' mat)
 - (9) Modified bowling (space for eight lanes requiring an area approximately 52' x 95')
 - (10) Indoor archery (space for six targets requiring an area approximately 60' x 100')

3. Game Room and Dance Studio

- A. Recommended minimum ceiling clearance ---- 12'
- B. Recommended width --- 60'
- C. Recommended length --- 60'
- D. Floor --- all-purpose design
- E. Full length shatterproof mirrors should be installed 24" from the floor on one complete wall for dance activities
- F. Room will be used for the following activities:
 - (1) Dance activities (free floor space required)
 - (2) Table tennis (space for a minimum of eight tables --- each table measures 5' x 9' and requires additional space)
 - (3) Horseshoes (space for four courts, each 10' x 50')
 - (4) Shuffleboard (space for six courts, each appropriately painted --- dimensions: 6' x 52')
 - (5) Darts (space for a minimum of twelve dart boards to be attached to a wall)
 - (6) Social games (free floor space required)
 - (7) Many additional recreational activities

4. Handball Area

- A. A total number of eight four-wall courts is needed for adequate instructional purposes
- B. Provisions should be made for a removable "telltale"
- C. The area may be used for handball, paddleball, and squash
- D. The court should be appropriately marked for all three activities
- E. Dimensions for all three activities are as follows:
 - (1) Handball court --- length, 40'; width, 20'; height, 20'
 - (2) Paddleball court --- length, 40'; width, 20'; height, 20'
 - (3) Squash court --- singles: length, 32'; width, 18'6"; height, 16'
doubles: length 45'; width, 25'; height, 20'
- F. Some important features pertaining to a handball facility are not included in this program description. More detailed information can be provided if needed. An excellent reference for such details is the College and University Facilities Guide for Health, Physical Education, Recreation, and Athletics.

GENERAL ITEMS FOR CONSIDERATION

1. A sufficient number of drinking fountains should be strategically located throughout the entire complex.
2. A sufficient number of wall clocks should be strategically located throughout the entire complex.
3. Epoxy paint (or similar substance) should be used on all walls throughout the complex where feasible.
4. Air conditioning should be given priority consideration for all feasible areas of the building complex.

Floyd for College

PROJECT BUDGET

Project Name: Dental Hygiene Building No. _____
Institution: Floyd Junior College
Location: Rome, Georgia Date: 6/1/ 1977
Architect: _____

"A" Construction: 5,300 Sq.Ft. Net = 7,950 GSF

1. Construction Cost exclusive of Item "A"-2, below 7,950 X 45 \$ 357,750
2. Reserve for subsurface conditions based on Paragraph 6 of Architect's Budget Certificate \$ -0-
3. Total for construction (same as "TOTAL COST" shown in Architect's Budget Certificate) \$ 357,750

"B" Resident Engineer Inspector:

\$ 1,250.00 /month for 12 months (4 months more than the period shown in paragraph 15(i) of Architect's Budget Certificate) \$ 15,000

"C" Architect:

1. Working Drawings (4% of Item "A"-3) \$ 14,310
2. Supervision (2% of Item "A"-3) \$ 7,155
3. Extra drawings and specifications (0.1% of "A"-3, min. \$500, max. \$2,500) \$ 500
4. Engineering data, topographical surveys, laboratory testing, etc. (1% of "A"-3, min. \$6,500, max. \$40,000) \$ 6,500
5. Travel expenses (\$1,000 minimum) \$ 1,000
- Total for Architect \$ 29,465

"D" Loose Equipment (Furniture):

Clinic = 187,500
(Institution's prelim. estimate + 7%) Lab = 31,000
Loose = 10,000 \$ 228,500

"E" Special Cost: (subject to contingency allowance)

\$ -0-

Description: _____

PROJECT COST

\$ 630,715

"F" General Contingency: (5% of Items A-E) (20% if Remodeling)

\$ 31,536

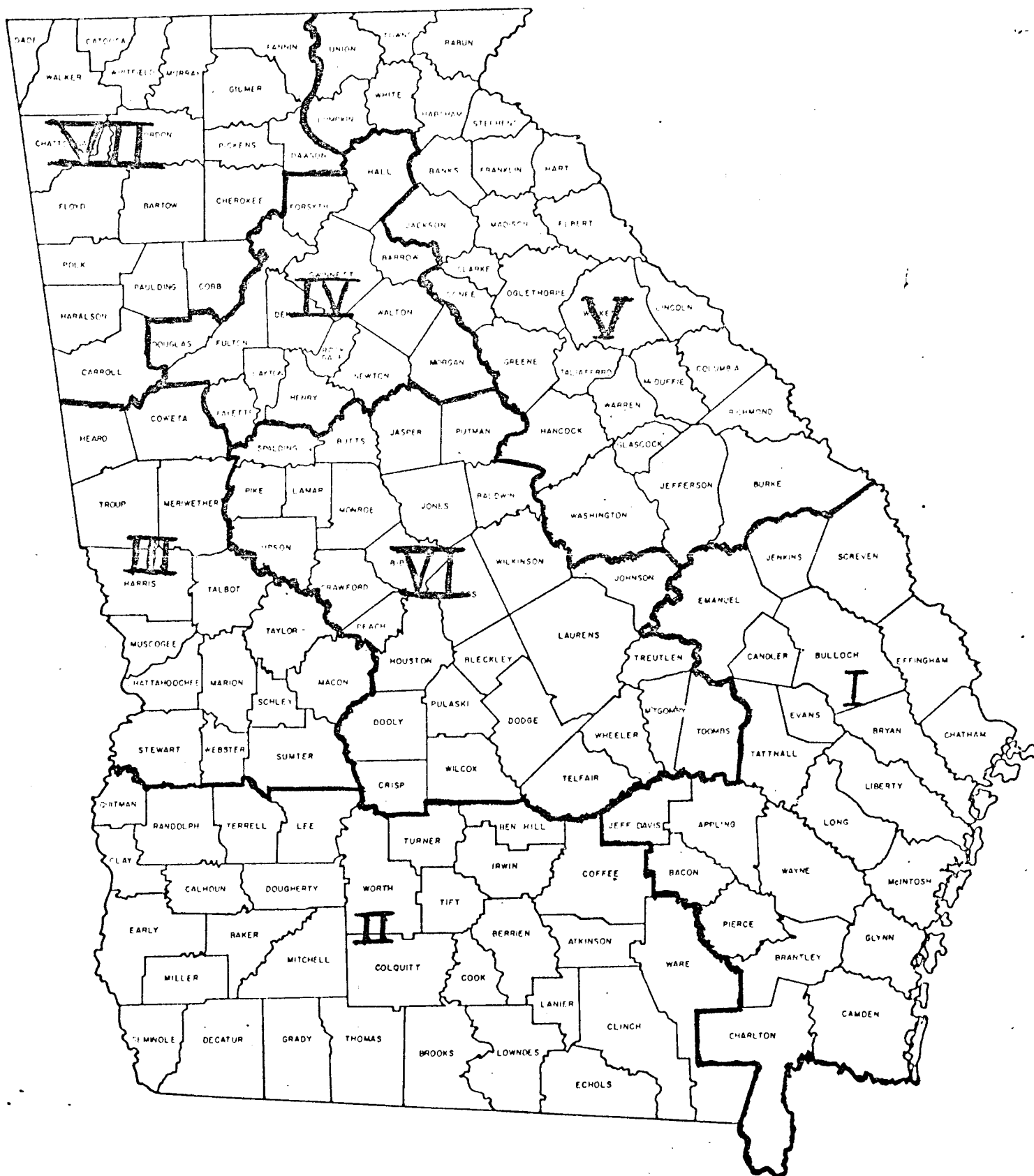
"G" Special Cost: (not subject to contingency allowance)

\$ -0-

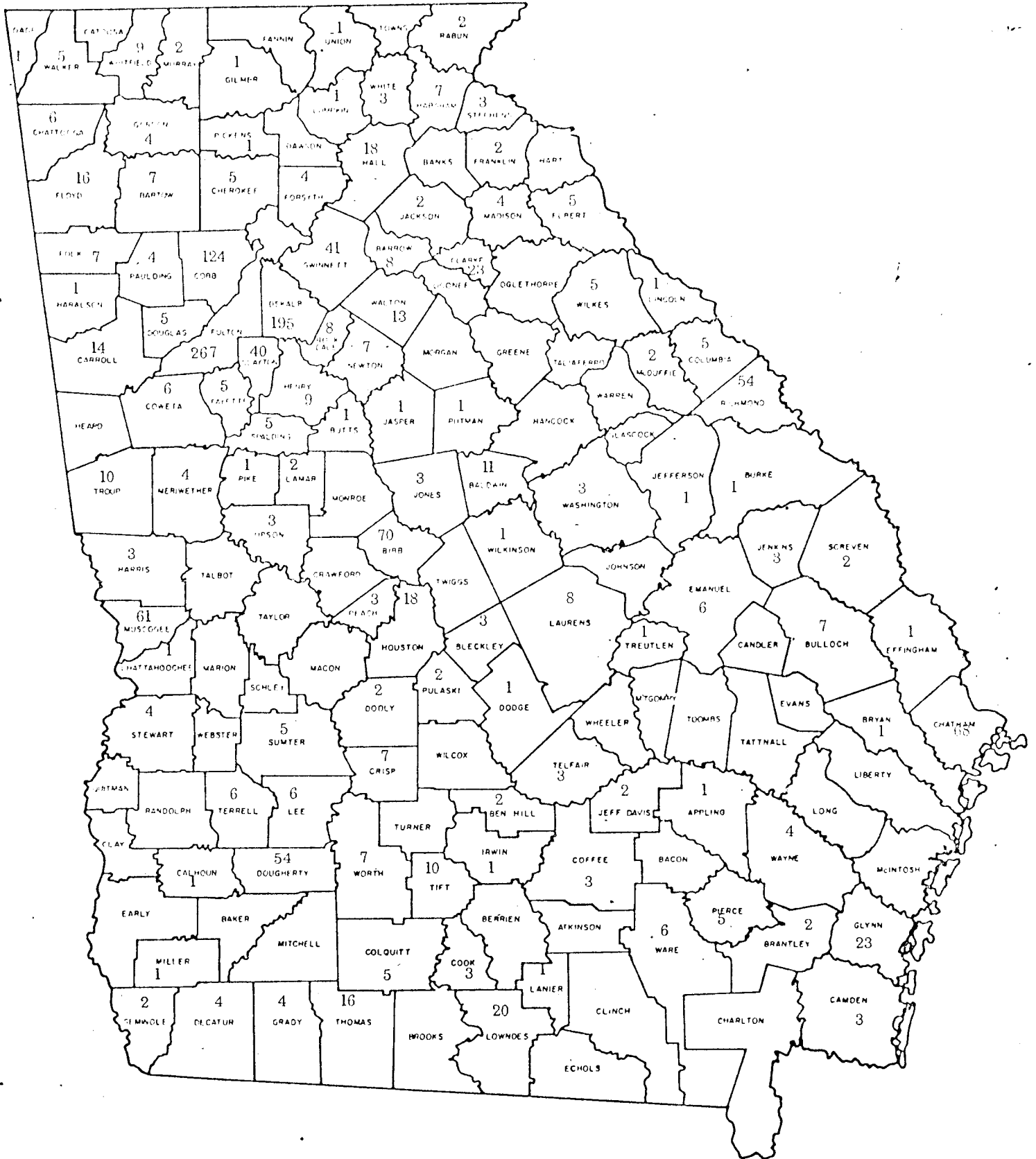
Description: _____

TOTAL PROJECT BUDGET

\$ 662,251



LICENSED DENTAL HYGIENISTS



DENTAL HYGIENE

	<u>1970</u>		<u>1971</u>		<u>1972</u>		<u>1973</u>		<u>1974</u>		<u>1975</u>	
	Fall Enrollment	Graduates	Fall Enrollment	Graduates	Fall Enrollment	Graduates	Fall Enrollment	Graduates	Fall Enrollment	Graduates	Fall Enrollment	Graduates
<u>Associate Degree Programs</u>												
Albany Junior College	18*	00	40	00	47	14	51	17	51	20	51	22
Armstrong State College	46	16	67	23	58	21	51	28	57	21	54	27
Clayton Junior College	00	00	36*	00	62	00	60	29	63	25	67	28
Columbus College	00	00	24*	00	45	00	30	24	43	19	43	21
Macon Junior College	30	12	30	15	37	9	38	15	37	17	36	17
Medical College of Georgia	<u>00</u>	<u>00</u>	<u>00</u>	<u>00</u>	<u>00</u>	<u>00</u>	<u>00</u>	<u>00</u>	<u>00</u>	<u>00</u>	<u>7*</u>	<u>00</u>
TOTAL	94	28	197	38	249	44	230	113	251	102	258	115
<u>Baccalaureate Degree Programs</u>												
Armstrong State College	2	1	2	00	3	2	4	00	1	3	00	1
Medical College of Georgia	<u>29</u>	<u>11</u>	<u>42</u>	<u>12</u>	<u>50</u>	<u>16</u>	<u>48</u>	<u>26</u>	<u>49</u>	<u>22</u>	<u>50</u>	<u>27</u>
TOTAL	31	12	44	12	53	18	52	26	50	25	50	28

* = first year students entered program

8/1/79

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<u>Institution and Project</u>	<u>Bond Issue</u>	<u>Approximate Project Cost</u>	<u>Architect</u>
<u>FLOYD JUNIOR COLLEGE</u>			
Complete Campus Facilities - 4 Bldgs.	Regents	\$2,800,000 C	Aeck Associates, Inc., Atlanta
Library & Addn.to Classroom & Stud.Ctr(S-31)	1972	1,973,870 C	Aeck Associates, Inc., Atlanta
Physical Education Addition (M-28)	FY-79 Sup	1,751,460 NUC	Aeck Associates, Inc., Atlanta
Health Science Bldg.(M-42) (Grant & depository)		750,000 C	Aeck Associates, Inc., Atlanta
Addn.to Warehouse-Shop Bldg.(BR-87-01)	FY-74 Cash	127,911 C	Aeck Associates, Inc., Atlanta
		<u>\$7,403,241</u>	

Frank C. Dunham
9/10/69

NOTES: Floyd Junior College
Rome, Georgia

April 17, 1968	Establishment of Junior College for Floyd County authorized.
June 12, 1968	Aeck Associates, Inc. appointed as Architects.
September 12, 1968	Chulio Road site selected for campus.
October 9, 1968	Six Mile site selected for campus instead.
November 5, 1968	Bond Referendum carried.
November 6, 1968	Floyd County - Regents agreement executed.
December 19, 1968	General program given to Architects.
December 19, 1968	Revenue Bonds sold.
January 8, 1969	Project officially designated "Floyd Junior College".
February 4, 1969	Campus site conveyed to Regents.
March 12, 1969	Preliminary plans approved and Architectural Contract executed.
April 25, 1969	Sub-surface investigation completed.
May 22, 1969	Bids received for Grading for Site.
May 23, 1969	Grading contract awarded to Gilleland & Son, Inc.
June 5, 1969	Grading contractor notified to proceed.
August 28, 1969	Bids received for precast and prestressed concrete.
September 3, 1969	Frame contract awarded to Macon Prestressed Concrete Company, Inc.

Buildings	\$2,000,000	
Land	175,000	
Site improvements	800,000	***
Sewer	190,000	
water	50,000	
	<u>\$3,215,000</u>	

Flagged for college file

Report to the Chancellor of the
University System of Georgia

by

The Junior College Study Committee

ISSUES AND CONCERNS
CONFRONTING THE JUNIOR COLLEGES
OF THE UNIVERSITY SYSTEM OF GEORGIA

November, 1986



Brunswick Junior College

Altama at Fourth
Brunswick, Georgia 31523

Office of the President

October 28, 1986

A Unit of the
University System of Georgia

Dr. H. Dean Propst
Chancellor
University System of Georgia
244 Washington Street, S. W.
Atlanta, GA 30334

Dear Chancellor Propst:

The Junior College Study Committee submits herewith the final report of its findings regarding issues and concerns confronting the University System junior colleges, as it was so charged to do. As you know, the Study Committee canvassed the presidents of all University System junior colleges, seeking their comments regarding issues and concerns facing the junior colleges today.

After reviewing these issues and concerns, members of the Study Committee assumed the task of studying and analyzing in more detail not only the substance of the issues and concerns, but also proposing tentative suggestions which should, when implemented, alleviate some of the more pressing problems as identified by the presidents.

A preliminary written report was prepared by the Study Committee and forwarded to each University System junior college president and to staff members of the Board of Regents, Office of Academic Affairs. In our meeting on August 15 with you, the junior college presidents, Vice Chancellor Cleere, and several other members of the Regents' staff, we discussed the issues and concerns which had been identified previously. The meeting resulted in a lively discussion of many of the issues and concerns and enabled the Study Committee to identify those which appeared to be most important at this time.

The enclosed report provides a summary of the issues and concerns which were deemed to be most important to the University System junior college presidents along with suggested action to address the problems, followed by a more detailed discussion of each of the issues and concerns.

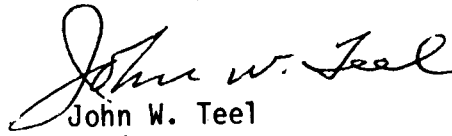
This report is transmitted to you with our appreciation for your excellent leadership in initiating this study and for your sustaining support provided to the Study Committee.

Chancellor H. Dean Propst
October 28, 1986
Page 2

We also wish to express our appreciation to Vice Chancellor Cleere and to Dr. David Morgan for the excellent assistance which they provided throughout the study.

This report is respectfully submitted to you for your consideration and appropriate action.

Sincerely yours,



John W. Teel
Chairman

The Junior College Study Committee:

Edward D. Jackson, Jr.
Derrell C. Roberts

pt
enclosures

SUMMARY OF ISSUES AND CONCERNS CONFRONTING THE
JUNIOR COLLEGES OF THE UNIVERSITY SYSTEM OF GEORGIA

(as perceived by the junior college presidents and reported
by the Junior College Study Committee)

* CONCERN: INSTITUTIONAL ROLE AND MISSION OF THE JUNIOR COLLEGES

No issue is of greater concern to the leadership of System junior colleges than that of institutional role and mission. The role of the two-year colleges within the University System of Georgia appears to many presidents to be unfocused, creating a general feeling of institutional anxiety and frustration.

SUGGESTION

That a broad based committee be established to formulate and recommend through the Chancellor to the Board of Regents a mission statement for Georgia's public two-year colleges which recognizes their unique and distinctive responsibilities in the important areas of freshman and sophomore instruction, developmental studies instruction, career education, and in community services and continuing education.

* CONCERN: GOVERNANCE OF THE JUNIOR COLLEGES

Because of changes and realignments in education in the State of Georgia during the past few years, junior college presidents feel the need to have the place of junior colleges in the University System reaffirmed.

SUGGESTIONS

1. That the relationship between the Board of Regents and the State Board of Postsecondary Vocational Education be studied and clarified at the state level rather than from the institutional level.
2. That the University System of Georgia assume complete responsibility for professional, collegiate, and career programs not specified in the Quality Basic Education Bill of 1985, including one year and two year career programs.
3. That the University System Committee on the Transfer of Credit study the courses and curricula of the degree granting vocational/technical schools as to transferability to University System institutions. Included should be some clarification of developmental studies and Regents Testing requirements.
4. That the Board of Regents study and affirm the place of

junior colleges as transfer institutions in the University System of Georgia.

5. That the junior colleges in the University System give a new emphasis to the college transfer program pertaining to academic quality, cost, and transferability.
6. That the University System of Georgia explore ways to assist students who choose the general education diploma as high school freshmen and then decide to go to college after they graduate.
7. That junior college presidents meet on a regular schedule with the Chancellor and staff to discuss appropriate subjects and problems.

* CONCERN: DEGREE DESIGNATIONS IN THE JUNIOR COLLEGES

University System two-year college presidents are in general agreement that the development of a clearly defined associate degree structure is of high priority for the System's two-year institutions.

SUGGESTION

That a clearly defined associate degree structure be developed and recommend through the Chancellor to the Board of Regents for use in all University System two-year colleges.

* CONCERN: THE UNIVERSITY SYSTEM CORE CURRICULUM

University System two-year college presidents are in general agreement that there are unresolved problems regarding the transferability within the University System of Georgia of courses and programs completed in the University System Core Curriculum.

SUGGESTION

That consideration be given to expanding the charge of the System Committee on the Transfer of Credit to include reviewing problems which may arise over the transferability of credit within the University System. Students who may experience problems in transferring courses completed in an approved Core could request that the sending institution ask for a review of the matter by the Committee on the Transfer of Credit or by a subcommittee of that Committee.

* CONCERN: INSTITUTIONAL NAMES FOR THE JUNIOR COLLEGES

There is considerable concern among the two-year college presidents regarding the institutional names for the two-year institutions within the University system of Georgia.

SUGGESTIONS

1. That the term "junior" be deleted from the names of all two-year System institutions which currently use the term. Likewise, it is suggested that the term "community" be dropped from the name of DeKalb Community College, in recognition of that institution's new status as a unit of the University System of Georgia.
2. That consideration be given to adopting new names for the two year University System institutions located in Albany and Swainsboro. Without further name modification, dropping the "junior" from Albany Junior College and Emanuel County Junior College may create special identification problems for these institutions.

DISCUSSION OF ISSUES AND CONCERNS

The Mission of Two-Year Colleges Within the University System

No issue is of greater concern to the leadership of Georgia's University System junior colleges than that of institutional role and mission. The role of the two-year colleges within the University System of Georgia appears to many presidents to be unfocused, creating a general feeling of institutional anxiety and frustration.

Much of the anxiety is undoubtedly rooted in the historical evolution of Georgia's system of public higher education. Many of Georgia's senior colleges began their collegiate life as junior colleges but when they were deemed "ready," they were converted into four-year institutions. This history of conversion has helped to perpetuate the belief that Georgia's junior colleges are institutions waiting to grow up and that they cannot and will not come into their own until they have matured into adulthood, which is evidenced by achieving senior status.

Throughout much of the nation, the practice or hope of converting two-year colleges into four-year colleges is not historically relevant, and collegiate institutions of several types coexist and even thrive in close geographic proximity largely because each type of institution has its own assigned mission and serves a relatively well-defined clientele.

For the benefit of the citizens of the State of Georgia, it is important that our University System two-year institutions work toward establishing a clearer and more specific identity, purpose, and mission. What the Governor's Committee on Postsecondary Education observed in 1982 is still relevant today:

Postsecondary institutions in Georgia lack a clear and comprehensive definition of what each should be doing. For example . . . nearly every public institution has taken on the job of raising the basic skill levels of poorly prepared students to the minimum required for success in postsecondary education. Among colleges and universities, admission standards are remarkably similar regardless of the levels of degrees offered, and there is no clear difference between the mission statements of public junior and senior colleges (Maintaining Progress in Georgia's Postsecondary Education, p. 31, emphasis added).

In a recently completed survey of University System freshman admissions standards, Dr. Haskin Pounds observed that:

Some junior colleges have higher requirements than some senior colleges and some senior colleges have higher requirements than some universities (Memorandum to Chancellor Propst, September 24, 1986).

While the concept of institutional autonomy has always been highly valued within the University System, it may be appropriate for the Board and its staff to consider taking ". . . a more direct hand in the assignment of certain programmatic and other responsibilities to the various institutions . . ." as was suggested in the Board's 1983 statewide

needs assessment report (The Eighties and Beyond: A Commitment to Excellence, p. 17).

The Southern Regional Education Board (SREB) Commission on Goals for Higher Education in the South has recommended that "each state should develop a strong system of two-year colleges." The Commission further noted that the "distinctive function" of two-year colleges "must be recognized and respected." These institutions are unique in their own right and are "neither mere extensions of the high school nor decapitated versions of the four-year colleges" (Within Our Reach, SREB, 1961, p. 16).

The Study Committee for Junior Colleges offers the following suggestion for consideration in regard to institutional mission:

That a broad based committee be established to formulate and recommend through the Chancellor to the Board of Regents a mission statement for Georgia's public two-year colleges. Such a statement would recognize the unique and distinctive responsibilities of two-year colleges in the important areas of freshman and sophomore instruction, developmental studies instruction, and career and continuing education.

Governance

Because of changes and realignments in education in the State of Georgia in the past few years, junior college presidents feel the need to have the place of junior colleges in the University System of Georgia reaffirmed. The unique role of the junior college in each community as compared to sister University System of Georgia institutions, schools sponsored by the State Board of Postsecondary Vocational Education, and private colleges is not generally understood in our state. The contributions and the positions of junior colleges is important in the future plans for the educational, economic, and social development of

Georgia. Therefore, who does what, controlled by whom is very significant to all of us.

Junior colleges and vocational/technical schools in Georgia now compete in offering degrees. In several locations, there are overlaps and duplications in courses and programs. The postsecondary vocational/technical schools assess no matriculation fee as the General Assembly provides full financing. In addition to that, there is a concern among the junior college presidents that we are providing the vocational/technical degree schools an unwarranted advantage because we require developmental studies and Regents' testing.

There are many vocational/technical programs that junior colleges can do better and more efficiently than the area vocational/technical schools. If in the developments in higher education in Georgia, the junior colleges are left with only transfer programs, Georgia will lose a great deal. The junior colleges should not be left out of the process of the economic and social development of our communities.

Among the questions and concerns expressed is one regarding the possibility of the merging of junior colleges with the postsecondary vocational/technical schools. Further, there is some apprehension about the possibility of legislation regarding the transfer of credits from the vocational/technical schools.

The classification of institutions by "types" with the junior colleges at the lowest level produces the concern of being perceived as inferior. That problem is aggravated by formulas, salary differences, etc. The Core Curriculum, developmental studies, and the Regents' Testing Program serve as "levelers." There is a strong feeling that junior college presidents

would like to meet with the Chancellor's staff on junior college problems and situations.

Many junior college presidents expressed the desire for more recognition of the unique position of two-year colleges. The contribution of two-year colleges to communities should be greatly enhanced as plans for higher education in Georgia are developed.

SUGGESTIONS

1. That the relationship between the Board of Regents and the State Board of Postsecondary Vocational Education be studied and clarified at a state level rather than at the institutional level.
2. That the University System of Georgia assume complete responsibility for professional, collegiate, and career programs not specified in the Quality Basic Education Bill of 1985 (Associate degree nursing, accounting, marketing, management, etc.), including one year and two year career programs.
3. That the University System Committee on the Transfer of Credit study the courses and curricula of the degree granting vocational/technical schools as to transferability to University System institutions. Included should be some clarification of developmental studies and Regents' testing requirements.
4. That the Board of Regents study and affirm the place of junior colleges as transfer institutions in the University System of Georgia.
5. That the junior colleges in the University System give a new emphasis to the college transfer program pertaining to academic quality, cost, and transferability.
6. That the University System of Georgia explore ways to assist students who choose the general education diploma as high school freshmen and then decide to go to college after they graduate.
7. That junior college presidents meet on a regular schedule with the Chancellor and staff to discuss appropriate subjects and problems.

Degree Designations in University System Two-Year Colleges

University System two-year college presidents are in general agreement that the development of a clearly defined associate degree structure is of a high priority for our two-year institutions.

Community/junior colleges have long awarded the associate degree to students who have successfully completed a wide variety of two-year programs of study. In recent years, however, noncollegiate vocational and technical institutions have also begun to bestow the associate award on completers of certain instructional programs.

The Junior College Study Committee believes that it is important to gain public recognition of the fact that not all associate degrees are equal. They differ from one another in terms of the level of instruction offered (college rigor/not college rigor), in terms of their subject matter content, and in terms of intended student direction (college transfer/employment). It is becoming increasingly important for the University System's two-year colleges to carefully clarify and categorize their associate degree awards to prevent prospective students, legislators, and the general public from becoming misled and confused.

Several states have formally defined and adopted specific associate degree categories to promote public recognition and understanding of the various awards and to facilitate the transfer of credits between institutions when appropriate.

The Junior College Study Committee suggests that the following associate degree categories be considered by the Chancellor's staff for use within the University System of Georgia:

1. That the Associate of Arts (A.A.) degree¹ be designated as the sole award given to students, regardless of major, who intend to transfer to a senior college or university upon completion of a prescribed program of study.

This is the practice in Florida and in many other states. The Associate of Arts degree would become the officially recognized two-year college transfer degree because it would always contain the University

System Core Curriculum and all coursework required for the degree would be of college level rigor.

The Junior College Study Committee believes that it is in the best interest of the University System and its students to have only one degree title (Associate of Arts) consistently used to identify the associate level award intended for transfer. Currently, all System institutions recognize the Associate of Arts as a transfer degree. However, the present situation is confused by the practice of some institutions granting two kinds of Associate of Science (A.S.) degrees. Some A.S. degree programs contain all Core Curriculum requirements and thus are designed for transfer while other A.S. degrees do not contain all of the Core and are intended to prepare students for immediate employment. To avoid confusing students, the public, and receiving institutions, the Associate of Arts degree should become the only transfer award.

2. That the Associate of Science (A.S.) degree be designated as the award given to students who complete college level programs of study designed to prepare for immediate employment.

While these programs would not be specifically designed to transfer to a senior college or university since they would not contain all of the Core Curriculum, all courses would be of college level rigor and the degree program would contain a considerable amount of general education/liberal arts coursework. Although the entire degree might not transfer, many of the courses included in these A.S. degree programs would transfer if a student should desire to continue on at a four-year institution. Associate degree programs to prepare registered nurses and individuals for mid-management careers in business are prime examples of the application of this type of associate degree award.

Students desiring to pursue the Associate of Arts transfer degree or the Associate of Science college level career degree would be required to satisfy the requirements of the precollege curriculum, complete appropriate SAT and developmental studies placement testing, and successfully meet the requirements of the Regents' Testing Program.

3. That the Associate of Applied Science (A.A.S.) degree be designated as the award granted to students who complete two-year instructional programs which contain a mixture of college level and noncollegiate (vocational/technical) coursework.

Currently, the Associate of Applied Science degree is most often awarded to students who "top off" a vocational/technical school certificate with a prescribed amount of college level coursework, primarily of the general education/liberal arts variety.

Students pursuing the Associate of Applied Science degree would not be required to complete the precollege curriculum, submit SAT scores, or take the Regents' Test. However, these students would be tested for developmental studies placement, since the A.A.S. degree would include a mathematics and a communications block and a minimum of 30 hours of transferable Core Curriculum coursework.

4. That an additional associate category be developed (i.e. Associate of Applied Technology) and designated as the award to be given to those students who complete two-year vocational, technical, or career programs of study in which the vast majority of coursework is of the noncollegiate variety.

Few, if any, Core Curriculum courses would be included within such programs. Students would not be required to submit SAT scores, and neither the precollege curriculum nor the Regents' Test would be required. Placement testing would be appropriate, but little or none of the coursework would count toward a four-year degree.

The University System Core Curriculum

The University System of Georgia Core Curriculum is recognized as one of the most successful efforts of a state system of higher education to deal effectively with the problems which arise over the transfer of credit among and between institutions. Developed within the University System as a joint effort between the Committee on the Transfer of Credit and the several standing academic committees, the Core Curriculum was approved by the Advisory Council on January 17, 1967. Most of the units of the University System had approved core curriculum programs in place by the fall quarter, 1968, and all institutions had approved core curriculum programs in operation by the fall quarter, 1969. The Board of Regents officially approved the University System Core Curriculum during its meeting of December 9-10, 1980. As stated in the Introduction of the University System Core Curriculum Guidelines, "The Core Curriculum of the University System of Georgia was established for the general purpose of aiding and facilitating the educational progress of students as they pursue baccalaureate degrees within and among the units of the University System." In order to accomplish this stated purpose, it is imperative that core courses completed at one institution within the University System be transferable to other units within the System. This concept was reaffirmed by Chancellor Propst in his statement which appears in the 1986 edition of the Core Curriculum Handbook and reads as follows:

The Core Curriculum is one of the most important aspects of the overall philosophy of the University System as a system of public higher education. The Board of Regents in 1933, first officially recognized the necessity of having a core of courses which, when successfully completed in one System institution, will be accepted by any other System institution.

As the University System has grown over the years, the transferability of credit has become increasingly important to a larger and more mobile student population. Although the University System Core Curriculum has functioned well over the past decade or so, it is now experiencing problems that need attention and resolution. In responses from the junior college presidents regarding their concerns, problems surrounding the transferability of core courses ranked very high. A substantial number of problems and concerns were identified by the junior college presidents. The most serious problem seemed to revolve around the need for a procedure to settle differences of opinion among institutions when the transfer of core courses is denied by the receiving institution. Currently, these differences of opinion or differences in interpretation of the Core Curriculum Guidelines are usually discussed and often resolved satisfactorily by the Registrars of the institutions which are experiencing the problems. In fact, most of the problems may be resolved through this procedure. However, there are instances when mutual agreement is not reached on a given problem, and when this happens students may lose credit at one institution within the University Sytem for core courses completed in good faith at another University System institution. It is unfortunate when this occurs inasmuch as the credibility of the entire University System is called into question.

In order to address what appears to be the most pressing problem of the University System Core Curriculum and to assure the continued effectiveness of the core curriculum concept, the following suggestion is presented:

That consideration be given to expanding the charge of the System Committee on the Transfer of Credit to include reviewing problems which may arise over the

transferability of credit within the University System. Students who may experience problems in transferring courses completed in an approved Core could request that the sending institution ask for a review of the matter by the Committee on the Transfer of Credit or by a subcommittee of that Committee.

Institutional Names for the University System's Two-Year Colleges

Many of the presidents of the University System two-year institutions have expressed the belief that the name "junior college" is no longer an appropriate term to identify the colleges they serve.

Prior to the mid-1960s, most two-year institutions in the United States used the word "junior" somewhere in their name. By the early 1970s, however, many of these colleges had replaced the "junior" with the word "community."

On the national level, the term "community" is preferred by many two-year college leaders because it more accurately portrays the broad mission of these institutions, which includes delivering a wide range of credit and non-credit educational programs and services. The term "community" also reflects the fact that a majority of these institutions have specifically defined service areas, are governed by locally based boards of trustees, and are often supported to some degree by local tax revenues.

Of the 977 two-year colleges listed in the 1986 edition of the Membership Directory of the American Association of Community and Junior Colleges, only 99 institutions or 10 percent continue to identify themselves as "junior" colleges.

While all of Georgia's public two-year colleges provide the citizens they serve with much more than just the freshman and sophomore years of the traditional college curriculum, they do not operate as "community colleges"

in terms of governance and funding. As units of the University System of Georgia under a state-wide Board of Regents, these institutions may be assigned regional responsibilities in addition to their community-based functions.

Although there appears to be a decided national trend away from the use of the term "junior" in reference to two-year collegiate institutions, the term "community college" would not be appropriate for the University System's two-year schools since they are neither locally governed nor are they directly supported by local tax revenues.

The Junior College Study Committee offers the following suggestions for consideration in regard to institutional names:

1. That the term "junior" be deleted from the names of all two-year System institutions which currently use the term. Likewise, it is suggested that the term "community" be dropped from the name of DeKalb Community College, in recognition of that institution's new status as a unit of the University System of Georgia.

Historically, not all of the two-year colleges in the University System have used the term "junior." The names of three two-year colleges illustrate this point: Abraham Baldwin Agricultural College, Middle Georgia College, and South Georgia College. Nationwide, 230 (24 percent) of the 977 two-year colleges listed in the 1986 Membership Directory of the American Association of Community and Junior Colleges identify themselves as "colleges" without the use of the words "junior" or "community."

2. That consideration be given to adopting new names for the two-year University System institutions located in Albany and Swainsboro. Without further name modification, dropping the "junior" from Albany Junior College and Emanuel County Junior College may create special identification problems for these institutions.

Respectfully Submitted by the
Junior College Study Committee:

Edward D. Jackson, Jr.
Derrell C. Roberts
John W. Teel

NEWS RELEASE - To Be Released May 21, 1963

General Electric's Medium Transformer Department today finished the mammoth job of summarizing the post graduate plans of about 5000 Floyd, Chattooga and Polk County high school students.

The survey was made in connection with the drive to bring a Junior College to this area.

In preparing for the coming presentation to the Board of Regents on Rome's application for the location of a Junior College in this area, it was necessary to gather and compile a massive amount of statistical information relative to current area high school students. Knowing that this could not be done on time manually, J. D. Maddox, Chairman of the Junior College Local Arrangements Committee, asked if G.E. would use its complete data processing facilities to do the job.

G. E. compiled a workable format of questions to be asked, ran off the questionnaires, and after they had been completed by the students, used the Department's personnel and equipment to make the final statistical report.

The survey showed the interest of students by sex, year of graduation, and county and asked them to indicate their interest and plans as to attending college, and, in particular, their interest in attending a Junior College if one was located in this area. Better than 50% (about 2400) of the students indicated they would be interested in attending such a Junior College.

The task of compiling the results would have taken a person about a month of full time work if done manually. G.E.'s personnel and equipment did the job in a matter of hours. D. E. Hardwick, Manager, Employee and Community Relations for the Department, said that he was pleased that G.E. could be of help in gathering the necessary information. Mr. Hardwick thanked the Department employees who had volunteered their time for this job--in particular K. S. Reed, Manager Personnel Accounting; E. H. Keith, Supervisor, Data

Processing; H. A. Parker, Supervisor, Computer Engineering; and R. M. Simpson, Supervisor, Reproduction.

Senator J. Battle Hall, a long time advocate of community junior colleges, on reviewing the results of the survey stated, "The results of this survey conclusively show the interest of our present high school students in better preparing themselves. As responsible citizens we can do no less than provide the facilities that will enable them to meet the challenges of the future."

Accredited Correspondence Education

AN ANSWER TO TRAINING NEEDS OF BUSINESS

The secret is long out: business and industry desperately need trained and trainable employees at all levels and in all fields—managerial, technical, administrative, machine operators, clerical. From 1960 to 1970 the U. S. Labor Department estimates* that we shall need

- 41% more professional and technical personnel;
- 27% more clerical and sales trained personnel;
- 24% more proprietors;
- 24% more skilled workers;
- 18% more semi-skilled workers;
- 25% more service workers;
- 0% unskilled (No Increase).

Millions of jobs will become available by 1970, but—at the present rate of training—we could have many unemployed.

Expanded Training Capability Needed

What is the answer? Employers have found only a small part of the answer in variations of the traditional classroom method of training. In-plant instruction, short courses, evening classes, late afternoon classes, Saturday morning classes, early morning television, and off-campus programs to outlying communities have *not* supplied enough training fast enough to enough employees at costs which are economically feasible. Although they are unable to provide the mass vocational training required to meet the automation revolution that even now is well under way, these traditional methods should be continued, supported, and used more intensively than ever. However, there is at least one other training method that can be called on to help in the task before us.

Correspondence Education Industry-Tested

In looking for the answer, we found that most employers, large and small, have overlooked a method that has been used most effectively in a limited way for a long time—CORRESPONDENCE TRAINING. It is true that 7,000 businesses and industries have used and more than 10 million people have been instructed and upgraded through correspondence study, but from what we have been able to learn, the vast potential of the method remains largely untapped. Based on our probe, the results are good. One company, for instance, reports its maintenance and repair costs were reduced 30% as a result of a company correspondence program.

* Does not include replacements.

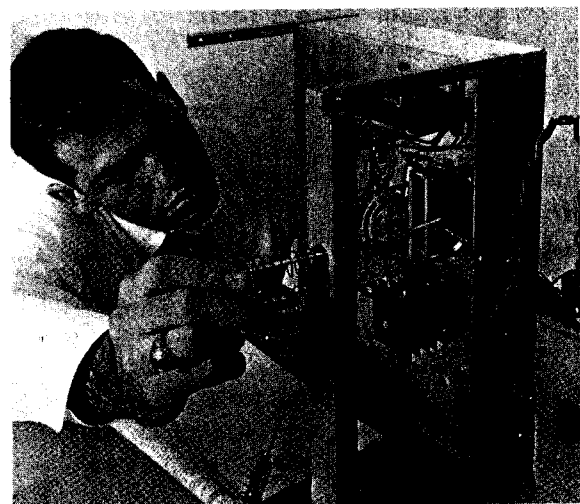
Why correspondence? Because we need an approach which will provide a wide range of course offerings while allowing for development of the individual learner's ability. Most vital: home study permits the trainee to adjust to the time and place of study. The mass training of individuals for their work today and tomorrow requires an approach which is flexible. It must

- permit students to study subjects at numerous educational levels;
- allow them to complete instruction in a short time or over an extended period—at their own choice;
- meet the diversified interests and needs of people who have unlike backgrounds and differing abilities.

After surveying the problem and looking at the methods, it appears that correspondence education provides the majority of blue and white-collar workers a convenient and a valuable means to participate in a learning situation on an organized basis.

Correspondence Method Sound

In the past, some have had doubts about the correspondence method. It probably is true that a serious student who has the benefit of a skilled and competent teacher and a well-organized curriculum can learn and learn well in the classroom—perhaps better than in any other way. The employer's problem is: how to get the student and the teacher together—the teacher teaching and the student learning the subject matter needed for the efficient operation of your industry or business. Without an expensive in-plant training pro-



Correspondence student experiments with electronics equipment built from training kit supplied by one of the 56 accredited correspondence schools.

gram, the problem often is insurmountable, and the training is neglected. As a result your business continues to produce at a status-quo rate; you are unable to expand production and to increase the profit margin obtained by greater volume.

Actually, all of the ingredients of any learning situation are present: the student, the instruction materials, and the instructor. The difference is that communication between teacher and student takes place through the written rather than the spoken word. This appears to have advantages; students must learn every part of the subject matter and respond in writing to every part of every lesson. In contrast, not everyone has the opportunity to recite at every meeting of every class on all parts of the subject under discussion. Students studying University of Wisconsin correspondence courses learned just as well as in a lecture course where they were able to question their instructor directly, research has brought to light. Although the test scores of students taking classroom and correspondence courses did not vary significantly, a University of Michigan study showed that home study students re-tested four months after taking a course retained more than the regular classroom group.

Employee Incentive—Future Job Capacity

Motivation? It appears to be built-in. If your people need to know more to increase production, to keep their jobs, to advance within the company, to prepare for major or minor changes within your plant in the future, you should have no trouble encouraging good personnel to study in their off-hours. If they are reimbursed, in whole or in part, for costs upon completing the course, good employees will find this additional incentive hard to resist. Employees provided this motivation will come to know that their company not only has an enlightened self-interest, but it also has the interest of its employees at heart—an important factor in reaching maximum production in any business, large or small.

Role of Correspondence Courses in Business, Military and Government

Most Americans are not aware of the role correspondence education is playing in business, in the military and in government. In industry, more than 7,000 (including over 290 of the largest) business firms use it or carry out all of their training through correspondence. Most recent enrollment figures show:

- about 1,000,000 active and reserve military personnel are enrolled in military-type courses through one of the services;
- 240,000 active duty military personnel are enrolled in academic courses through the Armed Forces Institute;

- 100,788 are enrolled in vocational and cultural courses in 45 colleges and universities;
- 800,000 are enrolled in 56 accredited schools, according to the National Home Study Council, in technical, vocational, and high school-level courses;
- an estimated 700,000 are enrolled in non-accredited schools.

Directory of Accredited Schools Available

How can employers be certain that their employees will receive quality courses, that the business ethics of the schools are reliable? We knew you would need help in this area. Although substandard schools operate from coast to coast, we were able to obtain a list of accredited schools and their course offerings in more than 400 subject areas. Write to us, and we shall send you a limited number of directories without charge.

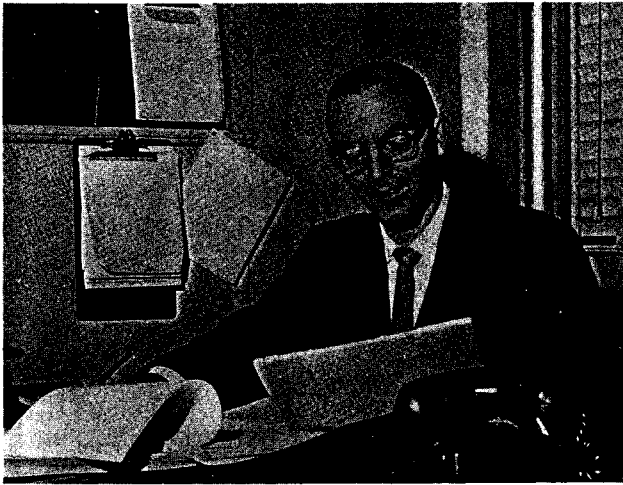
The educational service and reliability of accredited correspondence schools have been gone over by an independent Accrediting Commission which is approved by the U. S. Office of Education as a "nationally recognized accrediting agency." Having looked at the accrediting standards, we are convinced that the Commission's standards for a school are rigorous, indeed:

- It has a competent faculty;
- It offers educationally sound and up-to-date courses;
- It screens students carefully for admission;
- It provides satisfactory educational services;
- It has demonstrated ample student success and satisfaction;
- Its tuition charges are reasonable;
- It advertises its courses truthfully;
- It is financially able to deliver a high quality of educational service.

Employer and Employee Gains from Correspondence Education

Having been satisfied that the high standards provided ample protection, we checked more thoroughly into the advantages employers and employees could expect from correspondence study. From our research, we have found that those business and industry operatives which use home study to train employees utilize it for several reasons:

- Many workers can be trained in different fields at the same time;
- Each worker can learn at his own rate because study is carried out on an individual student basis;
- As a method of training workers, it can be the



Mr. Samuel Thompson, pictured above, has taken many correspondence courses which have prepared him for his present position as Project Coordinator for RCA's Data Communication Computer line. He graduated from high school in 1944 and accepted a job as a laborer in RCA's Camden, N. J., plant. At this time he began taking correspondence courses in business. This was a fundamental or beginner's course. He was then promoted to the occupation of Stockman, at which time he continued this correspondence program. Upon completion, he was promoted to the position of Inventory Clerk. Realizing his need for a background in mathematics in order to advance further, he took correspondence courses in general mathematics and followed that with advanced mathematics. After this he entered the armed services and during his eighteen months in the service took USAFI correspondence in the field of accounting. Upon returning from the service, he was re-employed in his old job as Inventory Clerk and then promoted to Cataloger Compiler. During this time he pursued studies in English and business at Woodrow Wilson Evening School. After the completion of this training, he became a Parts Specialist for RCA's computer line. During the one and one-half years he was a Parts Specialist, he took business courses specially tailored to his needs by a correspondence school. His next position was that of Leader, Inventory Control—he held this position for two years. Six months ago, he was promoted to his present position. Needless to say, he is planning for new programs of study. This case study demonstrates vividly how a person can prepare himself for new opportunities in business and, at the same time, business also benefits through such well-educated employees.

most economical way. (A full in-plant training program is expensive and usually insufficient to meet multiple company needs.)

Still other employer advantages were uncovered:

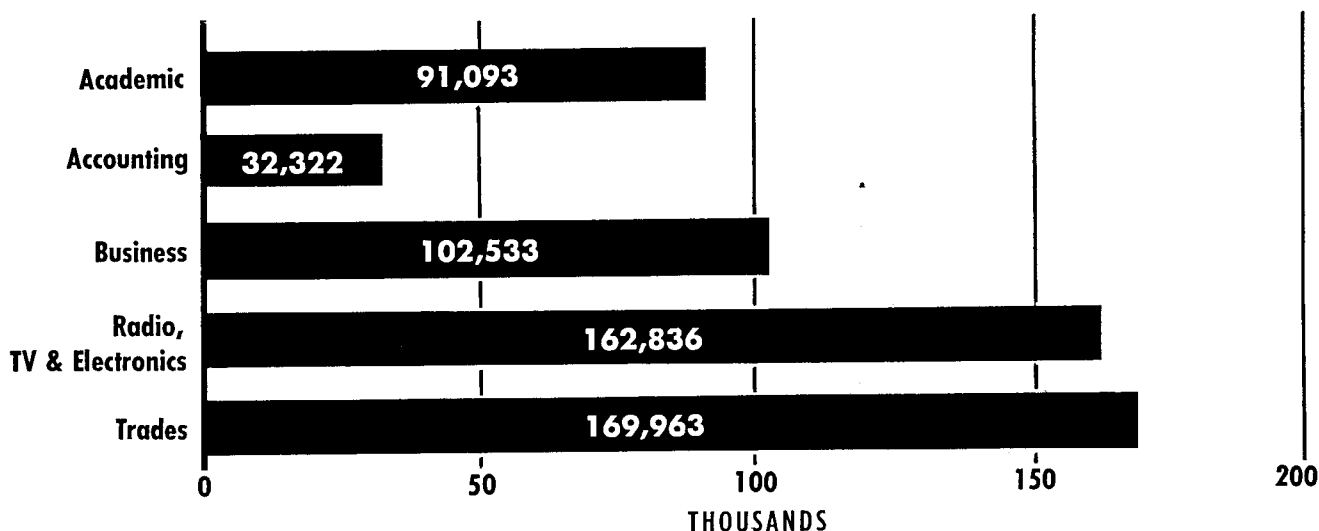
- No time is lost from the work day;
- Home study can be tied into an in-service training program, and examinations and progress can be checked by company supervisors and training personnel;
- Certain schools can provide diagnostic testing services for business and industry embarking on a group training effort by means of home study. Testing is used to find the skill-knowledge level of employees in order to design a course which will begin and continue training at a proper level for employees, as well as meet the company's training objectives;
- Courses are specific and concentrated; the emphasis is on learning which can be applied immediately to the employee's work. Courses range from air conditioning, arithmetic, and architecture, to welding, wiring, and work simplification.

In a recent survey of hundreds of correspondence school graduates, the employee gains were significant. Here is a summary of the findings among students:

- They learned from the course what they anticipated it would provide;
- Based on prior earnings, pay increases averaged \$22.50 per week—about 90% received those increases;
- They were promoted (over 40%) or were able to relocate in better jobs;
- Graduates were well satisfied—in fact, enthusiastic—about the quality of the subject matter as well as the correspondence study method;
- More than three-fourths of the men reported receiving better wages;
- More than three-fifths said they now had a better chance for promotion;
- More than one-third emphasized receiving a greater supervisory role;
- Three-tenths of the respondents reported that their status in the neighborhood where they lived had improved;
- More than half of those surveyed felt better about their work;
- More than four-fifths of the students said that they would study through home study if they had to make the choice again.

In addition to these advantages, several personal benefits were noted:

RECENT ANNUAL ENROLLMENTS IN HOME STUDY COURSES OF SPECIAL INTEREST TO BUSINESS & INDUSTRY



This graph provides a comparison of subject area enrollments selected by new students enrolled in accredited home

study courses in one year. 558,747 of 860,190 students chose courses vocationally beneficial for working adults.

- Employees can pay for the courses by installment as they learn;
- Each man receives individual attention from the instructor;
- A student can study subjects not available locally—business courses, skilled trades, preparation for professional licenses, hobbies, academic subjects;
- Employees can continue to learn while remaining at home and can do it without travel;
- Where the skill requires equipment, a kit often is furnished giving a student practice in his skill—e.g., assembling a radio or TV set as part of a course.

Still another benefit: many adult workers have dropped out of high school and now want and need a high school program both for background and basic skill knowledge. High school programs and preparation for an equivalency diploma are offered through home study. With high school training, an employee then can fruitfully continue his education in courses dealing with his particular job.

Tuition Reimbursement Plan

Savings for employers and employees? As compared to in-plant training, the savings are considerable, even if the company supports a Cooperative Refund Plan for employees. If a firm needs additional skill development among its employees in a reasonably short time, it is wise to start a Cooperative Training Plan. In this program, an employee pays the original tuition and training costs, and the company refunds part or all of the costs on satisfactory completion of training. A brochure describing variations of the plan will be sent to anyone requesting it.

Noteworthy under a Cooperative Training Plan are the tax considerations:

- For the company, tuition refunds are written off as operating expenses;
- For the employee, under Treasury Ruling, expenditures for education are deductible if undertaken primarily for maintaining or improving skills required by the student to perform duties of employment “when the educational expense was incurred,” or for meeting the mandates of the employer who has imposed the educational requirement “as a condition for the retention by the student of his salary, status, or employment.”

Correspondence Education Offers Many Advantages

For some employees, correspondence courses have certain limitations. For instance:

- Learning without a teacher standing over them may be difficult.
- Classroom stimulation may seem necessary for learning.

These limitations are minor when compared with the need for another educational tool. The new demands on education require methods which do not take men and women out of the labor force; methods flexible enough to keep pace with rapid change; and methods capable of maintaining high quality during periods of unparalleled growth. Home Study meets some of these demands, and in our view it has become a significant part of the new adult education.

On request, we shall send you additional information on correspondence education.