

Changing Advisors (con't)

All advisor changes, except possibly in case number 4, will be initiated by the current permanent advisor and worked out by unit supervisors. The coordinator will be notified of all changes.

IMPLEMENTATION

It is recommended that the proposed system of advisement be implemented Spring Quarter 1987. All students who matriculate for the first time that quarter will be required to follow the procedures outlined in this proposal. Additionally, the system will be made available to all FJC students on a voluntary basis. Any student who does volunteer will be encouraged to continue throughout his or her tenure at FJC.

A cadre of experienced advisors is proposed for use in advising applicable students for the Spring and Summer Quarters of 1987, plus those enrolled for the Summer Quarter who were advised under the new system the previous quarter. The system will be evaluated during those two quarters, and will be fully implemented to serve all students who enroll for the 1987 Fall Quarter.

Prior to the 1987 Spring Quarter, each advising area will develop progress and information sheets for each academic major for which it has responsibility. The Office of Admissions and Records will be responsible for developing and distributing student biographical ~~and~~ data forms and other documents required for advisement and registration.

Training of academic advisors will be part of in-service training for academic year 1987-88.

An advisor's handbook, developed by the Committee on Advisement, will be available prior to in-service training.

Enclosure I to Advisement Proposal

The following table lists our presently offered major areas, including undecided, but not including developmental studies and transient. The advising unit appears in the first column followed by the major area and the estimated number of students in that area as of Fall Quarter, 1986.

<u>ADVISING UNIT</u>	<u>ADVISING AREA</u>	<u># STUDENTS</u>	<u>UNIT TOTAL</u>
Business	Business Administration	254	314
	Data Processing	7	
	Secretarial Science	6	
	Business (Career)	45	
	Business Education	2	
Humanities	Journalism	10	32
	Foreign Language	1	
	English	4	
	Art	17	
Health, Physical Ed., and Recreation	Physical Education	6	9
	Health Education	2	
	Recreation	1	
Mental Health	Hearing Impaired	1	47
	Mental Health Technology	46	
Natural Sciences and Mathematics	Agricultural	1	117
	Pre-Engineering	23	
	Pre-Technology	8	
	Electronic Technology	21	
	Mechanical Technology	4	
	Dental Hygiene	3	
	Radiologic Technology	1	
	Physical Therapy	9	
	Pre-Cytotechnology	1	
	Occupational Therapy	2	
	Medical Technology	5	
	Pre-Optometry	1	
	Pre-Dentistry	1	
	Pre-Medicine	7	
	Pre-Pharmacy	10	
	Pre-Veterinary	8	
	Biology	4	
	Mathematics	7	
	Chemistry	1	
Nursing	Nursing	219	219
Social Sciences	Elementary Education	64	162
	Early Education	6	
	Secondary Education	14	
	General Education	1	
	Psychology	31	
	Criminal Justice	31	
	Social Science	1	
	History	8	
	Political Science	4	
	Sociology	2	
Undecided	Undecided	224	224
Dev. Studies	Transient		
	Dev. Studies		

Enclosure II to Advisement Proposal

ADVISEE DATA FORM

PART I:

NAME

NAME CALLED

SS NUMBER

DOB

ADDRESS

TELEPHONE

NOTE ON CALLING

TEMPORARY ADVISER

PERMANENT ADVISOR

NOTES BY TA

PART II:

PLACEMENT

EDUCATIONAL BACKGROUND: HS, GED, PREVIOUS COLLEGE, ETC.

HOBBIES AND SPECIAL INTERESTS

COLLEGE ACTIVITIES INTERESTED IN PARTICIPATING IN

NOTES (continued on back)

? is this a self-report

Enclosure III to Advisement Proposal

LIST OF COURSES TO BE COMPLETED

ADVISING AREA _____

List courses

=====

Tentative program

Year	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
ROME, GEORGIA 30163-1801

David Rupp

9 April 1987

M E M O R A N D U M

FOR: Members of the Admissions & Academic Placement Committee

RE: Agenda Items for Meeting of 13 April

Please refer to the memorandum of 6 April concerning the Committee meeting of 13 April. By previous agreement with the Chair, and provided there are no objections from the membership, the floor will be surrendered to Margaret Johnston for purposes of discussing implementation of the Committee's proposed advisement system. Items to be covered may include, but are not limited to:

1. Tasking of Committee members, as appropriate, to review their respective portions of the FJC Catalog in order to determine necessary changes/modifications.
2. Tentative ideas for liaison with those schools to which FJC students are more prone to transfer. Purpose of the liaison will be to determine equivalency/transfer of credit; Freshman-Sophomore requirements for selected academic majors; special information for transfer students which might warrant inclusion in a FJC handbook for advisors; etc., etc., etc.
3. Specific requirements for advisor handbook input, by division/department. Task-as follows:
 - a. Natural Science: Cook
 - b. Humanities: Kemper
 - c. Special Studies: Mayson
 - d. Business: Nolen
 - e. Social Science: ?
 - f. HPER: Strucher
 - g. Nursing: ?
 - h. Mayson, Kerr, and Pound to prepare appropriate input concerning Special Studies, admissions, and financial aid/veterans' benefits, respectively.
4. Suggestions from the floor for organization and contents of a first draft FJC handbook for advisors. Written input/documents are needed by ?.

(Continued on reverse)

M E M O R A N D U M

RE: Agenda Items for Meeting of 13 April

9 April 1987 (Page 2)

5. Plans for an abbreviated workshop for selected advisors in order to implement the advisement system for new students enrolling Summer Quarter 1987.
 - a. The workshop to be conducted in May.
 - b. Training plan:
 - (1) Who should be invited to participate?
 - (2) What forms are needed?
 - (3) Advisement procedures flow chart.
 - (4) Plans for feedback/evaluation.
 - (5) Etc?
 - c. Samples of currently used scratch sheets/advisement forms used by divisions/departments are needed by 27 April.
6. Tentative ideas for in-service training in September: who, what, when, etc.
7. Office arrangements for the coordinator; anticipated needs for clerical and administrative support; special supply needs, etc.
8. Floor opened for discussion.

As previously mentioned, agenda items are not limited to those listed, and may not be addressed in the order listed. Committee members are asked to consider the items, plus others which they feel are germane to implementation of the advisement system, and to express opinions as appropriate. Additionally, members are urged to be punctual; this agenda is obviously a full one, and in all probability, discussion will have to be suspended and resumed at a subsequent session. We need a collective sense of urgency. Consequently, you are denied permission to exhale before 1 June.

Please call if you have questions. Thanks.



Bruce Pound

STUDENT AFFAIRS

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Harold Boyd



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
ROME, GEORGIA 30163-1801

15 April 1987

M E M O R A N D U M

FOR: Members of the Admissions & Academic Placement Committee

RE: Minutes of 13 April 1987

The Committee met at 12:15pm in the B Conference Room. Members present were Cook, Johnston, Kemper, Harrison, Kerr, Nolen, Mayson, Strucher, and Pound.

The Chair surrendered the floor to Margaret Johnston, who presided for the balance of the meeting, which was a discussion of plans to implement the Committee's proposed advisement system, which has been supported by the faculty and the administration. Committee members were also given individual tasks to accomplish as part of the implementation plan.

An abbreviated advisement workshop is being developed for mid-May. Margaret Johnston will conduct the workshop, with assistance from other Committee members as necessary. Probable attendees (invited) will be division/department chairs and selected members of the faculty and staff. The workshop will focus on the mechanics of the new advisement system, which will be required of all new students (including transfers and transients) entering FJC during the 1987 Summer Quarter. This will essentially be the trial run of the new system. Consequently, the need for advisor feedback is essential. Copies of forms to be utilized and a rough draft of an advisors' handbook need to be available for use in the workshop.

Tasking for preparation of divisional/departmental and special sections of the handbook was assigned as follows:

Humanities:	Kemper	Nursing:	Johnston
Natural Science:	Cook	Admissions:	Kerr
Business:	Nolen	Financial Aid &	
HPER:	Strucher	Veterans' Benefits:	Pound
Social Science:	Johnston	Orientation & Place-	
Special Studies:	Mayson	ment Testing:	H. Boyd

Arrangements for a Six Mile Post article and Summer Quarter Academic Bulletin information relative to advisement are to be coordinated by Margaret Johnston.

Tentative thoughts for in-service training in September:

1. Advisement workshop for all faculty and selected staff (possibly exclude those attending the abbreviated session in May).
2. Include guest from the American College Testing (ACT) Service Office in Atlanta to participate.

(Memorandum continued on reverse)

M E M O R A N D U M

15 April 1987

RE: Minutes of 13 April 1987

(Page 2)

3. Fall Quarter advisement under the new system will be mandatory for all new students, plus those who were advised under the system during the Summer Quarter, and any other returning students who wish to use the system.
4. Where necessary, arrangements must be made to assign and train advisors who will advise outside their discipline. This requirement will be coordinated by the Advisement Coordinator.
5. All students enrolled in Special Studies are to have a permanent advisor, regardless of the date of initial matriculation.

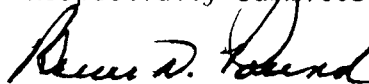
By 27 May, individuals previously mentioned for division/department tasking are to provide Margaret Johnston with the following:

1. A list of course requirements, by academic major, appropriate to the division or department. In the case of transfer programs, the courses will be shown by Area I, II, III, or IV, as appropriate.
2. Suggestions of best choice(s) of elective(s) in Core areas for specific academic majors.
3. FJC Catalog course descriptions will be expanded to include degree of difficulty, reading level, probable text requirements, etc.
4. Advisement forms unique to the particular division/department.
5. Margaret Johnston will coordinate with Harold Boyd for time during Orientation to discuss advisement with new students.

It was agreed that involvement of the secretaries in the administrative process required is an element which can singly enhance or defeat the advisement effort. Consequently, a need is seen to develop as much computer generated documentation as possible, and to provide requisite training for secretaries in the use of forms. This is another training matter which must have a high priority, and will be further explored in subsequent Committee meetings.

Time having expired, the meeting was suspended; it will re-convene at 12:15pm on Monday, 27 April, in the B Building Conference Room.

Respectfully submitted,



Bruce W. Pound

Copy: ✓ Dr. Walraven
✓ Mr. Boyd
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A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
ROME, GEORGIA 30163-1801

*Harold Boyd
(Student Affairs)*

14 May 1987

MEMORANDUM

FOR: Members of the Admissions & Academic Placement Committee
RE: Minutes of 13 May 1987

The Committee met at 12:15pm in the faculty dining room. Members present were D. Cook, Kerr, Johnston, Sims, Strucher, and Pound. Also present, at the invitation of the Committee, were Walraven, McKeel, Berry, Dillard, A. Bowers, Weatherman, Boyd, Nora, Shelton, Hays, Singleton, and J. Cook.

Purpose of the meeting was to conduct a workshop for the guests concerning the mechanics to implement that portion of the Committee's proposed advisement system, which was approved by the faculty on 16 March 1987, and which is applicable to the advisement of new students. Each guest was provided with an advisor's handbook, which contained relative guidance concerning the duties of personnel involved in the advisement process, plus forms which are to be used in that process.

Following introductory remarks by Bruce Pound, Margaret Johnston covered the mechanics of advising new students. That process will be put into effect during registration of new students for the 1987 Summer Quarter, plus any returning students who voluntarily opt for advisement under the system. The mechanics covered by Ms. Johnston were essentially those approved by the faculty, and are outlined in the attachment to the Committee Minutes of 23 February 1987. A key theme emphasized by Ms. Johnston was the evolutionary nature of the new advisement process and the consequent incomplete nature of the handbook, plus the necessity for feedback, to her, from all involved in the advisement process.

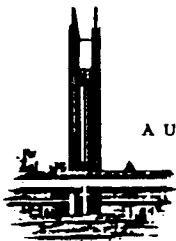
Following the presentation by Ms. Johnston, the floor was opened for questions and suggestions. Surprisingly, there were none of the former, and only a smattering of the latter, which were appropriately noted by Ms. Johnston. Members and guests then adjourned, after sampling goodies furnished by Chef Phillipe (call me Phil) Kerr.

Next meeting of the Committee will be at the call of the Chair.

Copy: Dr. Walraven
Harold Boyd
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Respectfully submitted,

Bruce W. Pound



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
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10 June 1987

M E M O R A N D U M

FOR: Members of the Admissions & Academic Placement Committee

RE: Minutes of 9 June 1987

The Committee met at 12:15pm in Towerview II. Those present were Cook, Harrison, Kemper, Kerr, Johnston, Mayson, Nolen, Strucher, and Pound.

Margaret Johnston reported to the Committee on the progress, thus far, in the implementation of the new advisement system. All seems to be going well, but with so few new students enrolling for the 1987 Summer Quarter, it is difficult -- at this point, to identify significant strengths and weaknesses. As was anticipated, new ideas continue to surface. In general, the faculty has been quite supportive, and Margaret has experienced some meaningful involvement.

Ms. Johnston also reported on liaison with the Dean, the Comptroller, and the Director of Student Affairs, concerning their involvement in relevant aspects of the advisement system. Not surprisingly, much of the information which could be used by advisors and faculty to support and enhance their involvement in advisement is scattered throughout several extant computer programs on campus. If relevant portions of those programs can be extracted and incorporated in a tailored program operated through the Advisement Office, it can provide a substantial assist, both quantitatively and qualitatively. Ms. Johnston is to pursue this matter with appropriate administrators.

Brief mention was made of a summer workshop for secretaries which will address their roles in and their critical importance to the success of the advisement system. Mechanics of the workshop, which will be conducted by Margaret Johnston and Betty Nolen, continue to evolve.

Concern was expressed over the possibility that in-service training for advisors, tentatively planned to be a part of the faculty in-service in September, may not materialize, as in-service may be primarily devoted to a review of the suggestions and recommendations of the SACS Visitation Committee. If such proves to be the case, Ms. Johnston will ask for permission to address the faculty on that portion of the Visitation Committee's report which deals with advisement.

After some individually-specific questions, the meeting adjourned -- more or less -- at 1:00pm -- more or less.

Respectfully submitted,

* Bruce W. Pound

Copies: ✓ Dean
✓ Director of Student Affairs
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A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
ROME, GEORGIA 30163-1801

4 June 1987

MEMORANDUM

FOR: Jackie Harrison
Margaret Johnston
Kristie Kemper
Phil Kerr
Joey Mayson
Betty Nolen
Judy Sims
Angelyn Strucher

FROM: Bruce Pound *Bup*

RE: Meeting of the Admissions & Academic Placement Committee

Chairman Cook has called a meeting of the Committee for 12:15pm on Tuesday, 7 June 1987, in the B Conference Room.

Purpose of the meeting will be to update Committee members on the progress thus far in implementing the new advisement system, and to discuss plans for advisor in-service training this September. Margaret Johnston will do most of the talking, but Committee members will be asked to share ideas for in-service training.

Please call if you have questions. And bring your advisor notebook (if you have more than one notebook, bring them all, and be prepared to surrender all notebooks in excess of one).

cc. *[initials]* Dr. D. Cook
Dr. Walraven
✓ Harold Boyd



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

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P. O. BOX 1864
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6 October 1987

M E M O R A N D U M

FOR: Lisa Ashmore Kristie Kemper Judy Sims
Michael Burton Phil Kerr Angelyn Strucher
David Cook Betty Nolen Chester Wright III
Margaret Johnston Jack Sharp

FROM: Bruce Pound *B.P.*

RE: Called Meeting of The Admissions & Academic Placement Committee

Chairman Cook has called a meeting of The Committee for 12:15pm on Monday, 12 October 1987, in the B Conference Room.

Probable agenda items:

1. Nominations for and election of, a chair, vice-chair, and recorder.
(Those not present are subject to automatic nomination and election.)
2. An update, by Margaret Johnston, of the status of the academic advisement plan.
3. Suggestions from the floor of matters into which it might be appropriate for The Committee to venture during academic year 1987-88. Discussion of the same.
4. Other matters, as appropriate and as time permits, from the chair or the floor.

Committee members are asked to give conscientious thought to agenda items 1 and 3 before the meeting, and to discuss the advisement program with members of their respective divisions/departments/offices in order to provide meaningful feedback to Margaret Johnston subsequent to her presentation.

Please call if you have questions. Thanks.

cc: ✓ Dean Walraven
✓ Harold Boyd
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FLOYD JUNIOR COLLEGE

P. O. BOX 1864
ROME, GEORGIA 30163-1801

13 October 1987

M E M O R A N D U M

FOR: Members of The Admissions & Academic Placement Committee

FROM: Bruce Pound *[Signature]*

RE: Minutes of 12 October

The Committee met at 12:15pm in the B Conference Room. Members present were Ashmore, Cook, Johnston, Kemper, Kerr, Pound, Sharp, Sims, Strucher, and Wright III.

The floor was relinquished to Phil Kerr, who briefed The Committee on admissions criteria for Georgia high school graduates who enter the University System as Baccalaureate candidates for the first time in the Fall of 1988. Phil also covered extant criteria for Career and Certificate candidates. Concern was expressed over the possible negative impact on student tenure which could be realized by the requirement to exit combined deficiencies in high school shortcomings and developmental courses; as understood, the time limit for completing even a combination of deficiencies is the equivalent of one academic year (45 hours).

Being adequately confused at this point, The Committee then turned to the matter of electing officers. With the exception of a few hushed "Nayes" from obvious parties, the committee re-elected the 1986-87 incumbents, Dave Cook, Phil Kerr, and Bruce Pound, to the positions of Chair, Vice-Chair, and Recorder, respectively, for academic year 1987-88.

Margaret Johnston then updated The Committee on the status of the academic advisement plan. With the exception of the development of a methodology which would permit early warning of advisors to the potential academic hardships of certain of their advisees, the plan seems to be in place and functioning about as well as could be expected. The plan will, of course, undergo changes and revisions as experience shows us better ways to do things. Ms. Johnston asked the membership to provide her with suggested topics for incorporation into the advisors' training session, which is scheduled for 14 October.

The question was asked as to the actual transferability of Core Curriculum courses from one unit of the University System to another. It would seem that the assumed transferability may not be working in actuality. Ms. Johnston will be attending a meeting which will address transfer of credit within the University System and will update The Committee upon her return. This is also a matter which needs to be brought to the attention of academic advisors.

It was suggested that this Committee consider ways of working with the Office of Student Affairs to explore the possibility of enhancing new student orientation as a potential vehicle for improving retention and advisement. Such a joint effort seems to be an implied task of The Committee, based on the attached list of functions extracted from the college Statutes. Further discussion of this matter was tabled until the next meeting.

(Continued on reverse)

AFFIRMATIVE ACTION/EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY INSTITUTION

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OCT 24 1987

MEMORANDUM

13 October 1987

STUDENT AFFAIRS

(Page 2)

Chairman Cook has called the next meeting for The Committee at 1:15pm on Thursday, 22 October, in the B Conference Room. Agenda items will include further discussion of new student orientation and an overview by Margaret Jonnston of an American College Testing Program (ACT) advisement workshop to be held in Atlanta on 5 November.

The meeting was adjourned at 1:05pm.

cc: Dean Walraven
Harold Boyd
The Library
Division of Natural Science (for circulation among Division faculty)
" " Humanities " " " "
" " Social Science " " " "
" " Special Studies " " " "
" " HPER " " " "
" " Nursing " " " "
" " Business " " " "



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
ROME, GEORGIA 30163-1801

Harold Boyd

27 October 1987

MEMORANDUM

FOR: Members of the Admissions & Academic Placement Committee
FROM: Bruce Pound *B.P.*
RE: Minutes of 22 October 1987

The Committee -- or a least a quorum thereof -- convened in the B Conference Room at 1:15pm. Members present were Cook, Johnston, Kemper, Strucher, Kerr, and Pound. Everyone else was absent.

Phil Kerr and David Cook shared the floor for a rather lengthy discussion concerning new admissions standards for Fall 1988 entering Baccalaureate candidates, and embryonic plans afoot to develop a third developmental mathematics course, plus special non-credit math courses for Career programs. The evolutionary nature of such efforts qualifies implementation as "Imminent but not immediate," a qualification subject, in part, to the frenzy of the Curriculum Committee. The Division of Humanities is also working to develop similar alternatives in English, but thus far the process is still in the mode of a mental concept. The point is that all this is juicy information for advisors -- who really need to know.

Margaret Johnston discussed the following advisement-related matters:

- Course check-off lists will be reviewed with academic divisions in the immediate future (maybe near-future is a better idea).
- A University System appeals process exists for those students for whom transfer of credit earned at one System school is not honored by another. It seems that common knowledge of the process is not encouraged by certain System solons; others are of the opinion that more sunshine needs to be shed on such matters.
- The American College Testing Program (ACT) is hosting a free, one day workshop on academic advisement in Atlanta on 5 November; lunch will be provided by the host. Margaret needs the names of those Committee members who can attend; Dave Cook is to extend an invite to Richard Trimble.
- Pre-Registration for the 1988 Winter Quarter will commence on 17 November; wipe-outs of students who do not pay fees will be 22 December. A faculty meeting, part of which will deal with Pre-Registration, is tentatively scheduled for 11 November.
- Students need to be reminded to touch base with their advisors at the time they initiate course drop or withdrawal proceedings.

(Continued on reverse)

M E M O R A N D U M

Minutes of 22 October 1987
(Admissions & Academic Placement Committee)

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STUDENT AFFAIRS

Page 2

Time having expired, Chairman Cook tabled further discussion until the next meeting of the Committee, which he has called for Monday, 2 November 1987, at 12:15pm in the B Conference Room.

The meeting was adjourned at 2:05pm.

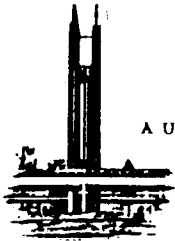
cc: ✓ Dean Walraven

✓ Harold Boyd

✓ The Library

Division of Natural Science (For circulation among Division faculty)

"	"	Social Science	"	"	"	"	"
"	"	Special Studies	"	"	"	"	"
"	"	Humanities	"	"	"	"	"
"	"	HPER	"	"	"	"	"
"	"	Nursing	"	"	"	"	"
"	"	Business	"	"	"	"	"



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
ROME, GEORGIA 30163-1801

Harold Boyd

20 November 1987

M E M O R A N D U M

FOR: Members of the Admissions & Academic Placement Committee

FROM: Bruce Pound *Bup*

RE: Minutes of 19 November 1987

Members gathered at 1:15pm in the B Conference Room. Those present were Johnston, Kemper, Nolen, Strucher, Wright, and Pound. Phil Kerr appeared a few minutes later, bearing his bag of goodies from Burger King. After three choruses of "Where, oh where, can our fearless leader be?" a consensus was reached that since we could not sing, the only alternative was to meet. So we met.

The first order of business was to attack the schedule of tentative meetings. The meeting of 3 December was rescheduled to 1 December, and the time was changed to 12:15pm. The meeting of 17 December was cancelled. 1988 meetings are to be firmed after Committee members have had a chance to evaluate their Winter Quarter teaching schedules. Hopefully, an initial evaluation will have been completed by 1 December.

Margaret Johnston asked Committee members to meet with her individually to develop check-off lists for curriculum requirements applicable to their academic divisions. Scheduling is to be coordinated by Ms. Johnston. The how and when use of the advisee data form was also discussed. Ms. Johnston will discuss with Harold Boyd the possibility of having new students complete the form when they gather for pre-registration. Such a procedure might afford the opportunity for a captive audience and, perhaps, a more uniform understanding of the information being sought. This matter is especially important in light of retention information which could be gathered to explain enrollment trends.

The development of student and faculty questionnaires to be used for evaluation of the advisement system was then surfaced. Ms. Johnston will provide Committee members with copies of an evaluation system developed by the American College Testing Service (ACT). Committee members will then work to develop questionnaires applicable to Floyd College. Hopefully, the questionnaires will be finalized during the 1988 Winter Quarter for use during the 1988 Spring Quarter.

Ms. Johnston, Dr. Kemper, and Mr. Kerr are to put their heads together and develop a mechanism for alerting (mid-quarter?) advisors of possible academic distress of any of their advisees.

Betty Nolen reported on efforts by the Curriculum Committee to develop Area IVs for transfer programs and Core Curriculum requirements for career programs. Much has been done; much is yet to be done. Of major concern is what impact the new curricula may have on the girth of future volumes of the Floyd College Catalog, which could approach the bulk of the Los Angeles Yellow Pages. Perhaps we could provide every coed with an Anthony Dennard clone to carry the tome about the campus.

Phil Kerr reported on his visits to various PROBE fairs in the area. It may be wishful perception on Mr. Kerr's part, but area high school students appear to be taking an increased interest in Floyd College. Phil reported that, based on his discussions with students at those fairs, two of our more attractive facets are our career programs and our interest in academic advisement. Additionally, most high school seniors interested in earning baccalaureate degrees within the University System seem to be on track with respect to satisfying System admissions requirements for Fall 1988.

Mr. Kerr asked if the Committee saw a need to revise either the extant course registration form or the advisement transcript. The answer was yes to the former, especially with the impending necessity to indicate thereon courses taken as audits or to satisfy secondary deficiencies in transfer programs. Margaret Johnston is to work on this matter with Mr. Kerr. A revision of the advisement transcript may be needed, but it was thought best to hold off on this matter until the Curriculum Committee publishes new curricula requirements.

Margaret Johnston announced that she will distribute copies of the new placement guidelines and information on new developmental mathematics courses to all faculty so those advisors who missed the 16 November faculty meeting will have the information.

Dr. Kemper raised the question as to whether or not there should be a standard form for use in changing advisors. The general response was one of uncertainty. Ms. Johnston and Dr. Kemper are to explore this matter further.

Time having expired, the meeting was adjourned at 2:05pm.

The next meeting of the Committee will be at 12:15pm on Tuesday, 1 December 1987, in the B Conference Room. Members should be prepared to discuss preferred future meeting times and suggestions for evaluation of the advisement system.

Copy: Dean Walraven

✓ Harold Boyd

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Division of Natural Science (For circulation among Division faculty)

"	" Social Science	-do-
"	" Special Studies	-do-
"	" Humanities	-do-
"	" HPER	-do-
"	" Nursing	-do-
"	" Business	-do-



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
ROME, GEORGIA 30163-1801

Harold Boyd

22 January 1988

MEMORANDUM

FOR: Members of The Admissions & Academic Placement Committee
FROM: Bruce Pound *BP*
RE: Minutes of 21 January 1988

The Committee met at 12:15pm in the B Conference Room. Members present were Cook, Johnston, Kemper, Kerr, Pound, Sharp, and Wright III.

Margaret Johnston distributed course check-off lists relative to curricula of various divisions on campus. In light of the somewhat fluid nature of many academic programs at this time, it is essential that divisional representatives on The Committee provide Margaret with perpetual feedback of curricula changes within their divisions, so that Margaret can, in turn, keep campus advisors up to date on those changes.

In connection with the circumstances described above, a decision was reached to schedule quarterly meetings of academic advisors, one week before the commencement of pre-registration, for the purpose of surfacing advisement problems and updating advisors on new curricula information. The meetings will be chaired by Margaret Johnston; consideration will be given to taping the meetings for the benefit of any absent advisors, or to review any information passed out at the meetings.

Discussion then transitioned to methodologies for changing advisors and for the processing of alerting advisors to potential academic distress of their advisees. Forms have been developed to facilitate both actions. The former should pose no problems. The latter, which can be a most critical adjunct to an effective advisement program, is scheduled for implementation this quarter. Management of the process is envisioned as initially quite cumbersome, but it is anticipated that the process will get easier with time and experience.

Time having expired, the Chair called for adjournment at 1:05pm.

The Committee will meet again at 12:15pm on Thursday, 4 February 1988, in the B Conference Room, and will begin work on evaluation methodologies. Margaret Johnston is to provide members with information concerning evaluation.

Copies to: ☒ Dr. Walraven
☒ Harold Boyd
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A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
ROME, GEORGIA 30163-1801

Harold Boyd

9 February 1988

M E M O R A N D U M

FOR: Members of The Admissions & Academic Placement Committee

FROM: Bruce Pound *B. Pound*

RE: Minutes of 4 February 1988

The Committee convened at 12:15 pm in Room B-309. Members present were Cook, Kemper, Kerr, Johnston, Nolen, Pound, Sims, and Strucher.

Margaret Johnston made mention of a recent Special Studies Division meeting which she had attended, and a resultant decision, on her part, that the best method for providing early (mid-quarter) warning of probable academic distress of advisees is to send letters to advisees and memorandums to advisors. Such action relative to the 1988 Winter Quarter is expected on or about 10 February.

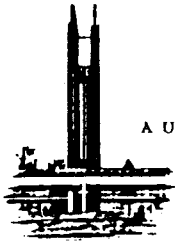
New check-off lists concerning academic programs from Natural Sciences, Social Sciences, and Nursing were distributed. Additionally, Committee members were issued copies of American College Testing Service (ACT) forms relative to evaluation of academic advisement and related student personnel matters. Committee members are to review the forms and be prepared to provide feedback to Ms. Johnston concerning the applicability of the forms for use in evaluating the academic advisement program at Floyd College. Members should be prepared to provide initial feedback at the next scheduled meeting of The Committee.

Attention was called to the meeting of academic advisors, scheduled for 12:15pm on Monday, 15 February, in B-200. Margaret Johnston will chair the meeting; Phil Kerr is expected to have significant input. The meeting will be video taped.

Dave Cook called attention to significant changes to the Natural Sciences portion of the 1988-89 Catalog. Changes are being necessitated by a re-ordering of Career and Transfer Program curricula. In all likelihood, there will be changes of similar magnitude coming from other divisions as well.

Phil Kerr commented on factors in place for the 1988 Spring Quarter, such as better services for evening students, and information concerning Developmental Studies requirements for Career Programs. Additionally, advisement transcripts will be sent to advisors. Phil will expand on these matters at the 15 February meeting of academic advisors. Additionally, Committee members are to query their departmental faculties to determine any changes needed to the advisement transcript. Once again, feedback, directed to Mr. Kerr, is needed by the next scheduled Committee meeting. Phil also mentioned consideration of changes to the extant course registration form. More information is to follow.

Time having expired, the Chair called for adjournment at 1:05pm. The next scheduled meeting of The Committee is 12:15pm on 18 February in the B Conference Room.



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FLOYD JUNIOR COLLEGE

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Harold Boyd
(Student Affairs)

23 February 1988

M E M O R A N D U M

FOR: Members of The Admissions & Academic Placement Committee
FROM: Bruce Pound *BP*
RE: Minutes of 18 February 1988

The Committee met at 12:15pm in the B Conference Room. Those present were Cook, Johnston, Kemper, Kerr, Nolen, Pound, Sharp, and Wright.

Margaret Johnston opened the discussion with an overview of two conferences which might be of interest to The Committee in its current work. The first is a conference on Student Services, to be held at and hosted by Piedmont Technical College at Greenwood, SC during the period 24-26 February. It was intended that one member of The Committee attend, but subsequent conflicts have surfaced which preclude such attendance. Maybe next year. The second reference was to the First State Conference on Freshman Seminar Courses, scheduled for Georgia College on 24, 25, and 26 March. As the Chancellor of The University System and Dr. John Gardner, Father of College 101, are on the docket, it is obvious that several from Floyd College will no doubt attend. More to follow.

Committee discussion then shifted to the matter of evaluating the Floyd College advisement program.

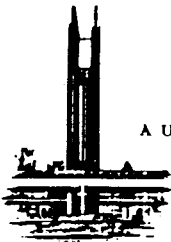
It was the concensus of The Committee that the eventual methodology should be simple and insure total anonymity. This factor had nothing to do with the targets of evaluation; rather, it was felt that simplicity and anonymity were necessary for initial evaluations.

The evaluation will include a definition of advisement and the components of a good advisement system. Both the definition and the components will be defined by The Committee. Those who evaluate will then be free to comment on the validity of that definition and whether or not the components need to be expanded or deleted, all or in part, and whether or not the system components are extant at Floyd College and are being effectively incorporated into the overall system.

Evaluation is to be sought from students, faculty, staff, and secretaries. The basic intent is to get a feel for how we are doing, and how we can do it better.

In order to begin finalizing the tools of the methodology, Committee members are to draft questions for students, faculty, and staff, using as a starting point the questions in the ACT forms. Margaret Johnston and Phil Kerr are to explore a method for op-scanning which will permit a rapid evaluation of the eventual input. Both tasks will be the focal point for discussion at the next meeting of The Committee.

Time having expired, the Chair called for adjournment at 1:05pm. The next meeting of The Committee will be at 12:15pm in the B Conference Room on Thursday, 3 March.



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
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Harold Boyd
(Student Affairs)

4 March 1988

MEMORANDUM

FOR: Members of The Admissions and Academic Placement Committee

FROM: Bruce Pound *[Signature]*

RE: Minutes of 3 March 1988

The Committee convened at 12:15pm in the B Conference Room. Members present were D. Cook, Johnston, Kerr, Nolen, Pound, Sims, and Wright.

Phil Kerr asked for the floor for "a few minutes" to explain standards and remediation requirements for those freshmen entering the University System as Baccalaureate candidates for the first time Fall of 1988. It rapidly became evident that "a few minutes" was not going to be enough. Grasping admissions requirements is relatively simple; comprehending remediation of secondary deficiencies is not nearly so simple, and understanding that matter soon had Committee members pulling their hair in an attempt to do so. This action did not apply to the Chairman, who pulled his beard instead. It appears that deficiencies, with the exception of English, must be satisfied from courses approved by the appropriate academic division. The courses must be from the Core Curriculum, and must be passed with a grade of C or better. However, a Core course used to satisfy a secondary deficiency cannot be used for graduation. Etc., etc., etc. In the future, the advisement transcript will list secondary deficiencies, and the quarterly bulletins will be annotated to reflect those courses which may be used to satisfy such deficiencies. Additionally, Phil Kerr will discuss this matter, to the extent needed, during the Spring Quarter advisors' meeting, and again during 1988-89 In-Service Training. Stay tuned; you don't want to miss this one.

Two other brief topics of discussion. First, should The Committee explore the possibility of a tutorial program? Second, what about a brochure on academic advisement for new students? Both items were accepted as appropriate actions for this committee, but were tabled for future consideration, although some immediate thoughts off the tops of collective heads, and relative to the first item, included the development and maintenance of an approved list of tutors, to be kept in the Advisement Office, and the possibility of seeking such assistance through students enrolled in the Honors Program. This will probably be looked into during the 1988 Summer Quarter.

The Committee finally got around to its principal agenda item: the development of a system to evaluate the Floyd College academic advisement program. Margaret Johnston steered the discussion, the details of which are too extensive to be incorporate within the limits of this memorandum. The initial effort was directed to the development of a questionnaire which could be oriented on students and, with minor re-wording, towards advisors as well. The idea here was that if advisors and advisees viewed advisement within a similar framework, there would be a better understanding of who does what for and to whom.

STUDENT AFFAIRS

It soon became evident that development of the questionnaire was going to take considerably more time and effort than that available to The Committee in one meeting. Consequently, the Chair directed that The Committee, of necessity, meet again on 10 March and pick up where it left off.

There being no further action, the Chair adjourned the meeting at 1:10pm.

The next meeting of The Committee will be at 12:15pm in the B Conference Room, on 10 March 1988.

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11 March 1988

M E M O R A N D U M

FOR: Members of The Admissions & Academic Placement Committee
FROM: Bruce Pound *[Signature]*
RE: Minutes of 10 March 1988

The Chair convened the meeting at 12:15pm in the B Conference Room. Members present were D. Cook, Johnston, Kemper, Kerr, Sharp, Strucher, Wright, and Pound.

As specified in the 3 March Minutes, the purpose of the meeting was to finalize discussion of a proposed questionnaire, to be administered to students and advisors during the 1988 Spring Quarter, for the purpose of determining elements of (dis)satisfaction and suggestions for improvement of the Floyd College academic advisement system.

Following a proposal by Dr. Kemper, a concept of two short questionnaires evolved. One questionnaire would be for advisees, and one for advisors. The questionnaires would include an introductory overview and purpose statement relative to academic advisement. That statement would be followed by several short questions, asking the respondent if (s)he is involved in the advisement program, and subsequently asking the respondent what (s)he sees as the strengths and weaknesses of the program, and soliciting suggestions as to how the program could be improved.

Margaret Johnston and Bruce Pound are to develop draft questionnaires and to distribute the documents to Committee members for their consideration before the next meeting. Once agreed to, the questionnaires will be finalized and administered during the 1988 Spring Quarter. Respondents will be selected groups of students (i.e., all third and eleventh period classes), and faculty and staff involved in academic advisement. Students will be alerted a week or so prior to administration of the questionnaire, and will be told the questions so they may consider their responses.

Once completed and collected, the questionnaires will be reviewed by The Committee in an effort to evaluate the strengths and weaknesses of the system thus far, and to summarize recommendations for changes. A synopsis of the findings will be presented to the faculty and staff.

Time having expired, the Chair adjourned the meeting at 1:05pm.

The next meeting of The Committee will be at 12:15pm on Thursday, 17 March 1988, in the B Conference Room.

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8 April 1988

MEMORANDUM

FOR: Members of The Admissions & Academic Placement Committee

FROM: Bruce Pound *Bup*

RE: Minutes of 7 April 1988

The Committee met at 12:15pm in the B Conference Room. Members present were Cook, Johnston, Kemper, Kerr, Pound, Sharp, and Wright.

The bulk of the meeting was devoted to a discussion of the pending evaluation of the Floyd College advisement system. Discussion focussed on the following:

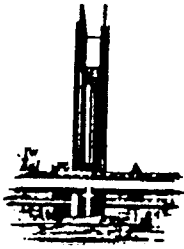
1. Evaluation documents (questionnaires). Final draft questionnaires were reviewed and sanctioned by The Committee.
2. Questionnaires will be executed during either the third or fourth period, and during the eleventh period, on the Thursday before mid-quarter. A memorandum from Dean Walraven will be distributed to the faculty one week before administration to alert addressees to the upcoming action. Questionnaires will be distributed two days prior to administration.
3. Completed questionnaires are to be returned to Margaret Johnston.
4. Evaluation of comments and feedback to the faculty will be accomplished as quickly as possible.

Margaret Johnston discussed plans to implement an advisors' newsletter and a student focus group. Both efforts would be quarterly in nature, and would be intended to update advisors on the more salient matters related to advisement and to solicit from students, on a voluntary basis and in a warm, fuzzy environment, their candid opinions about our efforts in advisement.

David Cook discussed two upcoming workshops on academic advising, both sponsored by the American College Testing Service (ACT); one workshop to be held in Washington, D. C., later this month, and a national workshop scheduled in June at The University of Iowa. Dr. Cook is to approach the Dean concerning the possibility of sending representatives from this committee to the workshops.

Time having expired, the Chair adjourned the meeting at 1:05pm. Next meeting of The Committee will be subsequent to the previously mentioned evaluation, and will be at the call of the Chair.

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30 September 1988

MEMORANDUM

FOR: Members of the Admissions & Academic Placement Committee

FROM: Bruce Pound *B.P.*

RE: Minutes of 29 September 1988

The Committee met at 12:30pm in the B Conference Room. Those present were Johnston, Blalock, Wright III, Nolen, Kerr, Sims, Kemper, Strucher, Cook, and Pound. David Cook, who was re-elected as Chairman on 15 September, presided.

The first order of business was election of a Vice-Chair and a Recorder. Almost unanimously, the Committee voted to retain the incumbents, to wit: Phil Kerr as Vice-Chair and Bruce Pound as Recorder.

Margaret Johnston distributed draft samples of a proposed advisement brochure, which is targeted at newly admitted students. Consensus of the Committee was that the brochure was a good idea, but that certain modifications therein were needed, including the possibility of mention of the Discovery Program. Margaret will return to the drawing board and subsequently present another proposal.

At the instigation of Chairman Cook, discussion turned to whether or not advisement should incorporate a component aimed at making students aware of such matters as the personal commitment involved in various course loads; secrets of note taking and study skills; coping with stress encountered in the educational process; etc., etc., etc. . . . The Committee unanimously agreed that Chairman Cook's idea was valid, and that the matter was appropriate for this Committee to look into. The question is now one of methodology. The Chair appointed a sub-committee of three to draft a methodology and to subsequently present its ideas to the Committee for discussion and refinement. Members of the sub-committee are Sims, Blalock, and Wright III. Johnston and Kerr as to serve as resource and advisory liaisons to the sub-committee.

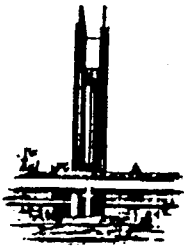
Kristie Kemper asked about the status of the Committee's plan to develop an early warning system to alert advisors to possible academic distress of their advisees. At this point the need for such a system is recognized, and possible methodologies have been considered, but no concrete method is in place. The Committee will meet at 12:30pm for no more than 30 minutes to review and update the matter. Tony Price has been invited to attend the meeting.

Time having expired, adjournment came at 1:20pm. Other than the 6 October meeting mentioned above, the Committee will meet next at the call of the Chair.

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12 October 1988

MEMORANDUM

FOR: Members of The Admissions & Academic Placement Committee

FROM: Bruce Pound *B. Pound*

RE: Minutes of 6 October 1988

The Committee met at 12:30pm in the B Conference Room. Members present were Cook, Johnston, Blalock, Kemper, Nolen, Sims, Wright III, and Pound. Tony Price was present as an invited guest of The Committee.

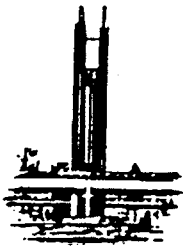
The floor was surrendered to Margaret Johnston, who presented a modified draft Advisement Office brochure for Committee perusal and approval. Certain further modifications, primarily titular, were suggested. Margaret is to incorporate the suggestions and have the brochure published and, subsequently, distributed to new students.

Discussion then turned to development of a methodology for alerting advisors to possible academic distress of their advisees. Tony Price was asked if such a program could be incorporated into extant information (computer) systems now in place. The answer was "Yes." Next question: "How soon?" Answer: "Next week." Response (unanimous): "Incredible!!!" The upshot of this technological marvel is that Mr. Price is to develop such a program and coordinate the same with Ms. Johnston, who will in turn keep The Committee abreast of its evolution and, when it is ready, explain the same to the faculty.

Time having expired, The Committee adjourned at 1:00pm. The next meeting of The Committee is scheduled for 12:30pm in the B Conference Room on Thursday, 27 October 1988.

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3 November 1988

M E M O R A N D U M

FOR: Members of The Admissions & Academic Placement Committee
FROM: Bruce Pound *[Signature]*
RE: Minutes of 27 October 1988

The Committee met at 12:30pm in the B Conference Room. Members present were Blosser, Burton, Blalock, D. Cook, Johnston, Nolen, Sims, Wright III, and Pound.

The floor was surrendered to Margaret Johnston, who discussed the current status of the Early Warning System and the advisement brochure. In the case of the former, most of the automation needs are now in place. However, further modifications are being considered because of the critical nature of timing and the necessity to alert students (and advisors) early in the quarter as to the possibility of academic disasters on the not-too-distant horizon. With respect to the advising brochure, the contents are finished, but the nature of a cover is yet to be determined. Once that matter has been resolved, the brochure will be sent to the publisher. Both of these matters will be presented, by Margaret, at the next faculty meeting.

Judy Sims, Charles Blalock, and Chester Wright then discussed their initial proposals for an Introduction to the College program, which will be eventually proposed for conduct prior to registration. The question of how much time should be proposed, who should be included in the program, both from an institutional and student point of view, and other matters introduced by members of The Committee, were discussed at some length. Ms. Sims and her cohorts are to return to the drawing board, armed with ideas gleaned from the discussion, and prepare a subsequent proposal for Committee consideration.

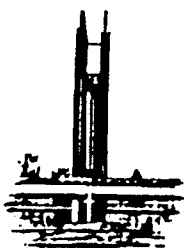
Mention was made of a workshop on the Freshman Experience, tailored to the community college, which will be presented in Columbia, South Carolina, under the auspices of the University of South Carolina, on 4-6 December. Chairman Cook has asked Margaret Johnston and Bruce Pound to attend the workshop. (The Dean has subsequently agreed to the suggestion, and will fund the sojourn from his bottomless coffers.)

Names were provided Margaret for inclusion in the list of Focus Group nominees being developed by Margaret and Phil Kerr.

Time having expired, the meeting adjourned at 1:20pm. The next meeting of the Committee has been called by the Chair for Thursday, 10 November 1988, at 12:30pm in the B Conference Room.

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13 January 1989

M E M O R A N D U M

FOR: Charles Blalock
David Cook
Phil Kerr
Angelyn Strucher
Adrian Bowers

Ronald Blosser
Margaret Johnston
Betty Nolen
Chester Wright III

Mike Burton
Kristie Kemper
✓ Judy Sims
✓ Harold Boyd

FROM: Bruce Pound *[Signature]*

RE: Agenda and Called Meeting of the Admissions & Academic Placement Committee

As you will recall (or as some of you will), at the meeting of 12 January, it was agreed that the Committee would meet again at 1:15pm on Wednesday, 18 January, in the B Conference Room. The agenda for the 18 January meeting will be further discussion of the "College 101" concept, plus its possible components, if implemented at Floyd College, and other matters relevant to such a program. The purpose for this and subsequent discussions is to develop a sufficient knowledge of the ideas behind "College 101" so that a collective decision may be eventually made as to whether or not the Committee should propose such a course for implementation at Floyd College. (That's rambling and wordy, but I'm composing and typing at the same time. Your pardon will be appreciated.)

As you asked, I am enclosing course outlines from several texts which deal with such a course. Additionally, I have discovered that Mike Burton, one of our more elusive members, has used such a text in classes with the hearing impaired. At the threat of actions which would make Sartre blush, Mike has assured me that he will be present at the 18 January meeting to add his experiences to our discussions.

Otherwise, please do your homework; call if you have questions; and we shall gather at the specified time and place.

Enclosures:

DCS 101 is a two hour course designed to 1. expose the student to the purpose of higher education and his/her potential role as student 2. enhance the adaptation of the student to the college by helping to provide those skills necessary to college success and 3. increase the student's awareness of and use of college resources.

Texts: College is Only the Beginning
DJC Catalog
Student Handbook

Policies:

Attendance: Because of the experiential nature of this course, regular attendance is essential. This is not a course in which you can make up a missed day by borrowing somebody's notes. If you miss more than twice without an incredibly good reason, you will be dropped from the course. Also, please be on time for class.

Grading: The usual grades of A-F will be used. The grade you receive will be based on written assignments, quizzes, and class participation.

Co-curricular: One important aspect of college life is that which exists outside of the classroom. One of the assignments for this class will be to attend and write a brief report on one of the performances/lectures/presentations that will be on campus this quarter. Plan now to do this.

The Course: The course will be broken down into four large units over the quarter. Each of these will have specific reading and writing assignments associated with it.

Unit 1--Dalton College, its history, rules and regulations..

This unit is designed to acquaint the student with the history of Dalton College and of higher education. Additionally, we will become familiar with the rules of the college and ask the question, "Why go to college?" as well as look at the resources available to the student at Dalton College.

Unit 2--Exploring self-concept and values clarification.

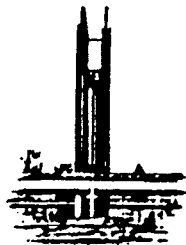
This unit is designed to help the student to look within him/herself in terms of self-concept and values. We will explore how self-concept and values have an impact of what we do and the decisions we make and emphasize that we can all respect the values of others while maintaining our own set of values.

Unit 3--Strategies for academic success.

This unit is perhaps the "meat" of the course. It is designed to help the student evaluate his/her own academic skills and to find effective ways of studying, taking notes in class, reading a text book, managing time to include school, work, and leisure, preparing for exams, library skills, and so on.

Unit 4--Personal and career exploration.

This last unit is designed to help the student become aware of the variety of health, social and economic factors that impact on his/her life. Further, in the unit we will look at the variety of career opportunities that are available and the resources that Dalton



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Harold Boyd

6 February 1989

MEMORANDUM

FOR: Members of The Admissions & Academic Placement Committee
FROM: Bruce Pound *Bruce*
RE: Minutes of 1 February 1989

The meeting convened at 1:15pm in the B Conference Room. Members present were Blalock, Nolen, Johnston, D. Cook, Kemper, Strucher, Wright III, and Pound.

Dr. Kemper presented for consideration a proposed student questionnaire concerning the addition of an "Introduction to the College" component to the extant new student testing program. Subsequent to discussion, Dr. Kemper agreed to make changes and modifications, as suggested, and to deliver the final product to Ms. Johnston, who will see that sufficient copies are made and distributed to members of The Committee who are also on the teaching faculty. The latter will administer the questionnaire in their classes, and return the completed questionnaires to Ms. Strucher, who will have the results analyzed, and report the same to The Committee.

Ms. Johnston then led a discussion of a sub-committee proposal for a one quarter extended orientation course. Several modifications were suggested. They will be incorporated in a final draft, which will be presented to the full Committee at its next meeting.

Time having expired, the meeting was adjourned at 2:00pm. The next meeting of The Committee has been called for 1:15pm on Wednesday, 8 February 1989, in the B Conference Room.

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MEMORANDUM

6 February 1989

FOR: The Admissions & Academic Placement Committee
FROM: The Extended Orientation Sub-Committee *Buf*
RE: Draft Proposal *for*

It is recommended that this Committee approve and initiate a proposal, through appropriate Floyd College channels, that a course of the following nature be implemented at Floyd College:

General:

The course will be titled Floyd College 101: A Guide to Student Success (or something similarly appropriate). Specifically, the course will be intended to (1) expose students to the purpose(s) of higher education and their roles therein; (2) enhance the students' abilities to adapt to and to cope with the college experience by aiding in the development and refinement/improvement of those generic and special skills needed for college success, and ; (3) increase students' awareness of the availability of Floyd College (and community (?)) resources, and their use of the same.

References:

TBA. Consider: College is Only the Beginning: A Student Guide to Higher Education, Gardner and Jewler

Becoming a Master Student, Ellis

Time for College: When you work, have a family, and want more from life, Siebert and Gilpin

Floyd College Catalog for Academic Year _____

Administration:

1. This will be a two quarter credit hour elective. Transferability will be at the discretion of the receiving institution.
2. Faculty/Student ratio will not exceed 1:20; faculty participation is voluntary.
3. A specified number of ten and five week sessions will be scheduled each quarter. The latter will meet during both halves of the quarter, two or three times weekly,

four hours per week. Offerings during the second half of the quarter may be provided in part as a "safety net" for those students whose experiences during the first half of the quarter indicate that the course may be beneficial. We may also want to consider summer offerings for graduates of local high schools who will enter institutions other than Floyd College in the Fall, but who could benefit from such a course.

Course Curriculum and Instructor Training:

1. The curriculum will consist of a combination of fixed subjects and electives. The former will be subjects applicable to the catholic student population; the latter will be dictated by the needs and choices of a particular section.
2. Faculty training will be conducted several times during the academic year. The major effort will be held just prior to Fall Quarter in-service.
3. A member of the faculty will be designated as the course coordinator. The coordinator will be responsible for developing the curriculum and training the instructors.

Other Student Outcomes:

Anticipated and specified results are enumerated in the intent portion of the General section of this memorandum. Additional by-products of such a course have been statistically documented at several institutions. They include:

1. Satisfactory completion of more credit hours.
2. Higher GPAs.
3. A reduction in drop-outs; better retention and persistence.

Copy: Dr. Walraven
Harold Boyd
Adrian Bowers

Harold Boyd

M E M O R A N D U M

19 January 1989

FOR: Members of the Admissions and Academic Placement Committee
FROM: Bruce Pound *[Signature]*
RE: Minutes of 12 and 18 January 1989

12 January:

The Committee met at 1:15pm in the B Conference Room. Members present were Sims, Kerr, Kemper, Blalock, Wright III, Johnston, D. Cook, and Pound. Harold Boyd was present as an invited guest of the Committee.

Purpose of the meeting was to initiate discussions aimed at determining whether or not the Committee should develop proposals for a brief introductory program for new students, plus an extended orientation course for all Floyd College students.

After a most lively and lengthy discussion which involved both members and guest, a consensus was reached that further information, especially that relative to the concept, purpose, and philosophy of an extended orientation course, was needed by members before any proposals could be made. Accordingly, Bruce Pound was tasked to assemble appropriate information for distribution to, and consideration by, members of the Committee and its guest(s). Members are to study the materials(s) and re-convene for further discussion and consideration at 1:15pm on Wednesday, 18 January, in the B Conference Room.

Meeting adjourned at 2:05pm.

18 January:

The Committee met at 1:15pm in the B Conference Room. Members present were Kemper, Kerr, Strucher, Blalock, Wright III, Johnston, Burton, D. Cook, Nolen, and Pound. Adrian Bowers and Harold Boyd attended as guests of the Committee.

After further discussion of the concepts and rationale for an introductory program and an extended orientation course, a vote was taken on each as to whether or not to develop proposals for implementing the two concepts at Floyd College. Each vote was passed by majority. Subcommittees were appointed for developing each proposal. Membership as follows:

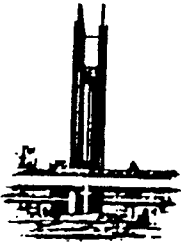
Introductory Program: Sims, Blalock, Wright III, and Kemper. Harold Boyd will serve as a resource person and ad hoc member.

Extended Orientation Course: Johnston, Burton, Cook, Kerr, Strucher, and Pound. Adrian Bowers has agreed to assist in an ad hoc role.

The Committee will meet next at 1:15pm on Wednesday, 1 February 1989, in the B Conference Room, to hear progress reports and proposals from the subcommittees, and to take further action as appropriate.

Meeting adjourned at 2:05pm.

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Harold Boyd

13 February 1989

MEMORANDUM

FOR: Members of The Admissions & Academic Placement Committee
FROM: Bruce Pound *BP*
RE: Minutes of 8 February 1989

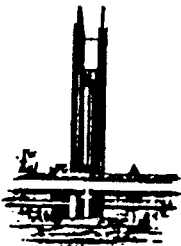
The Committee convened at 1:15pm in the B Conference Room. Members present were Strucher, Blalock, Kerr, D. Cook, Wright III, Johnston, Kemper, Nolen, and Pound. Dean Walraven was present as an invited guest of The Committee.

Margaret Johnston began the meeting with a discussion of the status of the "Introduction to Floyd College" questionnaire. Kristie Kemper has finalized the questionnaire, and approximately 500 copies have been made. Questionnaires will be delivered to pre-designated Committee members, who will have their classes complete them during the week of 13-17 February. Completed questionnaires will be delivered to Angelyn Strucher for statistical analysis and feedback to The Committee.

Bruce Pound then introduced a sub-committee proposal for a one quarter extended orientation course. What followed was a fast flowing discussion, which included several salient points from Dean Walraven, but which flowed too fast for inclusion herein. The gist of the discussion was that a few random but critical details need to be looked into, and that once those details have been satisfied, The Committee will be ready to pursue administrative and faculty approval of its proposal. Dave Cook has agreed to spearhead the details in question.

Time having expired, but in consideration of the nature of its task, the chair has called for the next meeting of The Committee at 1:15pm in the B Conference Room on Wednesday, 15 February 1989.

Copy: Dr. Walraven
Harold Boyd
Adrian Bowers
The Library
Each Academic Division/Department



A Two-Year Unit of the University System of Georgia

Floyd College

P.O. Box 1864, Rome, Georgia 30163-1801

Harold Boyd

16 February 1989

MEMORANDUM

FOR: Members of The Admissions & Academic Placement Committee

FROM: Bruce Pound *[Signature]*

RE: Minutes of 15 February 1989

The Committee met at 1:15pm in the B Conference Room. Members present were Sims, Blalock, Nolen, Johnston, Burton, Kemper, Wright III, Strucher, D. Cook, and Pound. Jerry Shelton and Adrian Bowers were present as guests of The Committee.

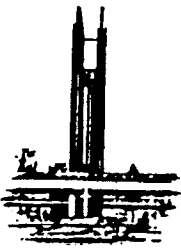
Chairman Cook surrendered the floor to Jerry Shelton, who discussed factors involved in enhanced student retention, and efforts in The University System to promote the same. Mr. Shelton explained that student success was obviously the most important factor in student retention. He added that good academic advising and quality orientation programs, such as the one being developed by The Committee, also rank high as factors contributing to enhanced retention.

Mr. Shelton's presentation was interspersed with Committee discussion of his more salient points.

Ultimately, The Committee turned its attention to the sub-committee proposal for an extended (one quarter) orientation course. Several modifications were proposed and accepted. A consensus was reached that Bruce Pound is to re-draft the draft, and that David Cook is to obtain Committee approval of the same. After Committee blessing, the proposal is to be presented to Dr. McCorkle, Dr. Walraven, and Mr. Boyd. Assuming they approve, it will then be presented to the faculty for adoption.

The Chair called for adjournment at 2:00pm, and directed The Committee to meet again at his call.

Copy: Dr. Walraven
Harold Boyd
Adrian Bowers
Jerry Shelton
The Library
Each Academic Division/Department



A Two-Year Unit of the University System of Georgia

Floyd College

P.O. Box 1864, Rome, Georgia 30163-1801

3 March 1989

MEMORANDUM

FOR: Dr. David B. McCorkle
Dr. Wesley W. Walraven
✓ Mr. J. Harold Boyd *for DC*

FROM: Dr. David Cook, Chairman
The Admissions and Academic Placement Committee

RE: Course Proposal

The Admissions and Academic Placement Committee recommends that a course of the nature described below be proposed to the faculty for implementation at Floyd College, with implementation on a trial basis proposed for the 1989 Summer Quarter.

Assuming the recommendation meets with your approval, it is my intention to distribute copies to the faculty for its study, and, subsequently, to solicit a faculty vote for adoption. I would hope the vote can be taken in April. To meet the intended schedule, I am asking for your response by 17 March 1989.

THE PROPOSAL:

1. GENERAL:

a. The course will be titled Floyd College Studies 101 (FCS 101): A Guide to Student Success (or something similarly appropriate). The intent of the course will be to:

- (1) Expose the students to the purposes of higher education and their roles therein;
- (2) Enhance the students' abilities to adapt to and cope with the college experience, by aiding in the development, improvement, and refinement of those generic and special skills needed for college success, and;
- (3) Increase students' awareness of college and community resources which are available to enhance the educational experience, and to encourage students' use of those resources.

3 March 1989

FOR: Dr. David B. McCorkle
Dr. Wesley W. Walraven
Mr. J. Harold Boyd

(Page 2)

- b. This will be a two quarter credit hour elective. Transferability will be at the discretion of the receiving institution.
- c. In those transfer programs which require six physical education courses (12 hours) for the Associate Degree, FCS 101 may be substituted for a PED elective, except PED 106 (First Aid). Transfer students who do not elect to take FCS 101 in lieu of a PED elective will be required to complete six PED courses for a degree. Students in career programs who have a more restricted PED requirement, and who wish to take FCS 101, may have to take the latter as an elective, with no reduction in the number of required PED courses.
- d. FACULTY/STUDENT RATIO WILL NOT EXCEED 1:20. FACULTY PARTICIPATION IS VOLUNTARY.
- e. Ten and five week sessions will be scheduled each quarter. Offerings during the second half of the quarter may be provided in part as a "safety net" for those students whose experiences during the first half of the quarter demonstrate the need for such a course. We may also want to consider summer quarter offerings for local high school graduates who intend to enter other institutions in the Fall, but for whom such a course is potentially beneficial.

2. COURSE CURRICULUM AND FACULTY TRAINING:

- a. The curriculum will consist of a combination of specified and elective subjects. The former will consist of subjects which address the needs of the general student population, such as time and stress management; study skills; note and test taking; college and community resources; relationships; and creativity. Electives will be chosen by students in each section, as dictated by their needs, and could include subjects such as developing family support; decision making; balancing academic and job demands; the transition from high school to college; role of the academic advisor; and personal values.

3 March 1989

FOR: Dr. David B. McCorkle
Dr. Wesley W. Walraven
Mr. J. Harold Boyd

(Page 3)

b. An extensive selection of resource/text materials is available to support such a course. Examples include:

College is Only the Beginning: A Student Guide to Higher Education, Gardner and Jewler

Becoming a Master Student, Ellis

Time for College: When you work, have a family, and want more from life, Siebert and Gilpin

Floyd College Catalog, for Academic Year 19 ____.

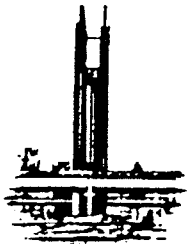
c. A member of the faculty will be designated as the course coordinator. The coordinator's duties will evolve with experience, but will initially include the development of the curriculum and training of participating faculty. Training sessions will be conducted several times during the academic year. The major training effort will be held just prior to Fall Quarter in-service.

3. OTHER STUDENT OUTCOMES:

Intended results of FCS 101 are detailed in Paragraph 1a of this memorandum. In addition, several by-products of such a course have been statistically documented at other institutions. They include:

- a. Satisfactory completion of more credit hours.
- b. Higher GPAs.
- c. A reduction in drop-outs; better retention and persistence.

Copy: Each member, Admissions and Academic Placement Committee
Mr. Jerry Shelton
Ms. Adrain Bowers



A Two-Year Unit of the University System of Georgia

Floyd College

P.O. Box 1864, Rome, Georgia 30163-1801

29 November 1989

MEMORANDUM

FOR: Ken Anderson Margaret Johnston
 Dondra Casey Phil Kerr
 Mike Burton Larry Moshier
 Tim Green Betty Nolen
 Jo Ann Jackson Chet Wright III

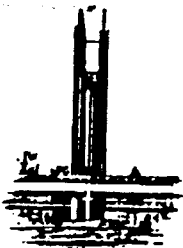
FROM: Bruce Pound *[Signature]*

The Chair has called a meeting of the Admissions and Academic Placement Committee for 2:30pm on Tuesday, 5 December 1989, in the B Conference Room.

The agenda will center around a presentation, by Phyllis Weatherly, of the philosophy, concept, intent, and methodology of College 101; appropriate committee discussion, if any; and guidance from the chair concerning actions by this committee needed to initiate such a course at Floyd College.

A memorandum of 3 March 1989, from the chair to Drs. McCorkle and Walraven and Mr. Boyd, proposed the inception of College 101 at Floyd College, and incorporated information relative to curriculum, faculty training, and possible student outcomes. You should have a copy, and I would suggest that you review the document prior to our meeting on 5 December. Please call if you need a copy.

Copy: Dr. Walraven
 Dr. D. Cook
 ✓Mr. Boyd
 Mr. Shelton
 Ms. Weatherly
 Ms. Bowers



A Two-Year Unit of the University System of Georgia

Floyd College

P.O. Box 1864, Rome, Georgia 30163-1801

Harold Lloyd

8 December 1989

MEMORANDUM

FOR: Ken Anderson Tim Green Larry Moshier
Mike Burton JoAnn Jackson Betty Nolen
Dondra Casey Margaret Johnston Chet Wright III
David Cook Phil Kerr

FROM: Bruce Pound *[Signature]*

RE: Admissions & Academic Placement Committee Minutes of 5 Dec. 1989

The committee met at 2:30pm in the B Conference Room. All members were present except Ms. Nolen, who was represented by Dr. Berry. Ms. Phyllis Weatherly attended as a guest of the committee.

In dealing initially with old business, Mr. Moshier asked that the minutes of the previous meeting be corrected to reflect his attendance, so that he could prove to Dr. Dillard that he was, in fact, present. In tribute to individual memories or extent of Mr. Moshier's plea, his attendance at the referenced meeting was verified, and the minutes are so corrected. Mr. Moshier can now ask Dr. Dillard to set aside the latter's slings and arrows.

Turning to new business, the chair introduced Ms. Phyllis Weatherly, Floyd College's new -- and first -- counselor. The floor was surrendered to Ms. Weatherly, who led a rather lively discussion of College 101. The discussion, which lasted for an hour, covered details too numerous to incorporate in this memorandum, but some of the more salient included:

How such a course gets started, and who coordinates the effort;

Course content, texts, and teaching techniques;

Instructor training and compensation (if any); and,

Possible outcomes for faculty and students.

The floor was returned to the chair, who then asked for a motion as to whether or not the committee should recommend such a course be implemented at Floyd College. The motion was made that a previous memorandum of 3 March 1989, from the chair to the President, Dean, and Director of Student Affairs, recommending the inception of such a course, be amended as appropriate and re-submitted. The motion carried.

The chair asked Ms. Weatherly to assist in revising the referenced memorandum; Ms. Weatherly agreed to do so.

M E M O R A N D U M

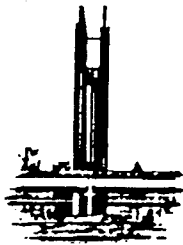
8 December 1989

RE: Admissions and Academic Placement Committee Minutes of 5 Dec 1989

(Page 2)

There being no further business, the chair announced that the committee would meet again, at his call, and entertained a motion to adjourn. The motion, and adjournment, came at 4pm.

Copy: Dr. Walraven
Dr. Dillard
✓ Mr. Boyd
Mr. Shelton
Ms. Bowers
Ms. Weatherly
The Library
Each Division/Department



A Two-Year Unit of the University System of Georgia

Floyd College

P.O. Box 1864, Rome, Georgia 30163-1801

26 January 1990

MEMORANDUM

FOR: Dr. Phillip Dillard
Dr. Richard Trimble
Dr. George Pullen
Dr. Thomas Berry
Mr. James McKeel
Ms. Belen Nora
Mr. Jerry Shelton
Mr. Hubert Whitlow

FROM: Dr. David Cook, Chairman
The Admissions & Academic Placement Committee

RE: Course Proposal

On 12 January 1990, I submitted the enclosed course proposal to Drs. McCorkle and Walraven and Mr. Boyd. I asked that they approve the recommendation, which they have done, and added that I would subsequently solicit faculty support/adoption of the proposal if their approval was obtained. I also intend to seek Curriculum Committee approval of the proposal, provided it is first supported by the faculty. This approach is dictated, I feel, because implementation and success of such a course will require faculty support and participation to be realized.

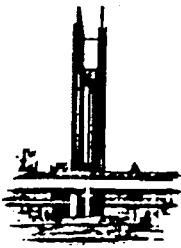
Having said that, I would ask that you see that the enclosed proposal is circulated among your faculty for its review and discussion. Should you need the presence of someone with knowledge of such a course, please let me know.

I plan to ask the Dean to call a faculty meeting in early February for the purpose of discussing the proposal further, if necessary, and, hopefully, soliciting a vote for adoption. Should time or other events preclude the latter action, a vote will be taken later, preferably within 10-14 days, either by ballot or at another meeting of the faculty.

Please call if you have questions. And thanks.

Enclosure: as

Copy (w/d Encl.): Dr. David McCorkle
Dr. Wesley Walraven
✓ Mr. Harold Boyd
Ms. Margaret Davis
Ms. Phyllis Weatherly
Each member, The Admissions & Academic Placement Committee



A Two-Year Unit of the University System of Georgia

Floyd College

P.O. Box 1864, Rome, Georgia 30163-1801

*Harold Boyd
(Student Affairs)*

5 April 1990

MEMORANDUM

FOR: Ken Anderson JoAnn Jackson Larry Moshier
Mike Burton Margaret Johnston Betty Nolen
Dondra Casey Phil Kerr Chet Wright III
Tim Green

FROM: Bruce Pound *[Signature]*

RE: Admissions & Academic Progress Committee Minutes of 3/29/90

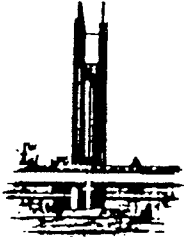
The Committee met in the President's Conference Room at 2:00pm. Members present were Anderson, Burton, Casey, Green, Kerr, Moshier, Nolen, Wright III, Cook, and Pound. Phyllis Weatherly was present as a guest of the Committee.

Purpose of the meeting was to discuss divisional input relative to the College 101 proposal. After a discussion of that input, the chair asked for permission to place a course proposal before the Curriculum Committee. The proposal would incorporate the salient points raised by the divisions. Providing the Curriculum Committee supports the course proposal, the chair will request the Dean call a faculty meeting for the purpose of approving the course. A copy of that proposal will be sent to each Committee member. The chair's request was approved.

The meeting adjourned at 3:30pm.

Enclosure: Course proposal

Copy (w/d Enclosure): Dr. Walraven
Dr. D. Cook
✓ Mr. Boyd
Mr. Shelton
Ms. Weatherly
Ms. Bowers
Ms. Davis
The Library
Ea. Academic Division



A Two-Year Unit of the University System of Georgia

Floyd College

P.O. Box 1864, Rome, Georgia 30163-1801

3 July 1990

MEMORANDUM

FOR: Ken Anderson JoAnn Jackson Larry Moshier
Mike Burton Margaret Johnston Betty Nolen
Dondra Casey Phil Kerr Chet Wright III
Tim Green

FROM: Bruce Pound *B. Pound*

RE: Minutes of The Admissions & Academic Placement Committee
Meeting of 19 June 1990.

In response to directions from the chair, a sufficient number of committee members met, and a quorum was declared, at 2:00pm in the B Conference Room. In the absence of the chair, Mr. Kerr directed the meeting. Members present, in addition to Mr. Kerr, were Ms. Johnston, Ms. Nolen, Mr. Moshier, Mr. Wright, and Mr. Pound.

Purpose of the gathering was to determine what action should be taken on the request of Mr. Roshan Patel for admission to Floyd College this Fall. Mr. Patel, who attended West Rome High School, was awarded a Certificate of Completion rather than a diploma, because he has not satisfactorily completed the writing portion of the Georgia Basic Skills Test.

Mr. Kerr advised that similar conditions at other units in the University System have resulted in denial of admissions.

The committee recommended that Mr. Kerr advise Mr. Patel to attempt the GED, as successful completion of that task would meet the institutional admission requirement of a high school diploma or its equivalent. Should Mr. Patel not make it through the GED, the matter will be re-wrestled by the committee.

Short discussions of other items not included in the agenda followed. They, in turn, were followed by adjournment at 1:45pm. The committee will meet again at the call of the chair.

Copy: Dr. Walraven	Social Science	Nursing
Mr. Boyd	Natural Science	Mental Health
The Library	Developmental Studies	HPER
Humanities	Division of Business	Dr. David Cook

Pletcher

Minutes
Admissions and Academic Placement Committee
May 13, 1993

The Committee met at 3:00 p.m. on Thursday, May, 13, 1993, in the Student Affairs Conference Room. Present were Babin, Bowers, Casey, Davis, Hershey, Kerr, Nolen, Pletcher, Pound, and Welch.

Bruce Pound called the meeting to order and promptly surrendered the floor to Phil Kerr.

Mr. Kerr discussed the college preparatory diploma discrepancies throughout the state. He has been advised to accept those diplomas from the creditable high schools. SACS has recommended that we take a critical look at our admission policies annually. Floyd College will continue to abide by its strict joint enrollment program.

Marsha Welch distributed a handout of topics for consideration for the Committee. The following topics were discussed:

1. Technical schools credit

Kennesaw and Southern Tech are accepting credits from Chattahoochee Technical Institute. Students become upset when advised that we do not accept these credits. At this time, we are not accepting credits from CTI because their program is not yet in place. Betty Nolen said that these students are given the option of taking the final exam in accounting. So far, only one student has taken advantage of the testing option.

2. College transcript evaluations

Ms. Welch asked if it would be feasible to send transcripts and evaluations to the academic divisions for final evaluations if there are credits which may be accepted by the division but not admissions. Ms. Bowers commented that she sees all transfer students first and then assigns them an advisor. An orientation for transfer students was suggested.

3. Hourly credits

Kennesaw is now offering QCH courses for three hours credit, such as HIS 151 and 152. Southern Tech courses carry four QCH per course. Georgia Tech's freshman composition is divided into three, three hour courses.

These three and four hour courses cause a shortage of hours for graduation at Floyd. Mr. Kerr feels that we should consider changes concerning

transfer credits. The Committee will consider the matter and discuss this issue further when we convene in July.

Mr. Kerr surrendered the floor to Ms. Bowers. Ms. Bowers has put together a very useful tool for advisors, The Advisor's Adviser. She shared her informative advising manual with the Committee. Ms. Bowers feels that we owe training and recognition to advisors. Her goal is to train all divisions in the use of the manual. Ms. Bowers has communicated with the senior colleges and has contact people at most of the colleges. She feels this communication is very important.

Ms. Bowers wants this committee to sponsor an advisor's questionnaire. Advising is more than signing students up for classes. Mentoring will be addressed on the questionnaire. Mr. Pound advised us to be thinking about additional input for the questionnaire. Ms. Bowers thanked the committee and said that she would welcome our comments on the manual. The Committee applauds her efforts.

Mr. Pound adjourned the meeting at 4:45. We plan to meet again in July.

Respectfully submitted,

A handwritten signature in cursive script that reads "Dondra Casey". The signature is written in dark ink and is positioned above the printed name and title.

Dondra Casey
Secretary

+ SMW

From: "LAURA MUSSELWHITE" <FLOYD/LMUSSELW>
To: FACULTY ON ALL CAMPUSES
Date: Mon, 3 Mar 1997 11:00:37 EST5EDT
Subject: Academic Progress Minutes

Minutes of the Academic Progress Committee -- 2-25-97

The meeting was called to order at 1:00pm. Present were Vera Brock, Dondra Casey, Catherine King, Frank Minor, Laura Musselwhite.

Special guest Phil Kerr explained that Floyd College will soon have to submit a plan outlining our implementation of the new admission policies. Dr. Elifson wants this committee to review these policies and procedures. Mr. Kerr explained that the new policies were created out of the chancellor's worry that Georgia students are unprepared for the college experience. The chancellor hopes to funnel students through two-year institutions in preparation for transfer to four-year institutions (the policies, for now, only address transfer students). However, even the two-year schools will be tightening admission requirements.

Our first topic was the college prep curriculum. The new policy states that a student must follow this curriculum for admission to college. A student may only have three course deficiencies out of a sixteen course curriculum (this will be in place by 2001; our transition plan starting in 1997 will accept four course deficiencies out of a fifteen course curriculum -- another math course is going to be required). The Prep program held at Floyd for seventh graders will inform the students and their parents of these new standards.

Our second, and related, topic was the new Freshman Index (SAT V + SAT M + HS GPA x 500). Starting in 2001, a student must have a FI of 1830 to get into a two-year institution, and a 1940 to get into a senior college (our transition FI starting in 1999 will be 1640).

Our last topic was limited admission. We will be allowed 30% (@ 1000 students) limited admission for those students who do not meet the new standards. Mr. Kerr said we would probably allot 800 of those for Fall, 100 for Winter, and 100 for Spring. He stressed that this number of students is more than high enough to take care of our usual number of deficient students.

A discussion followed of the committee's concerns. We asked about the procedure for GED and homeschooled students. Mr. Kerr stated that Regents' policy applies the new guidelines to "recognized schools". That leaves it up to them to define what that means. Independent, non-SACS accredited schools and schools with religious affiliations will also have to be addressed. The students who do not go to a "recognized school" will still have to meet CPC requirements by taking SATII subject tests. Ms. Casey raised the subject of our Disability Support students. Mr. Kerr said this area still needs to be addressed.

Following Mr. Kerr's departure, the committee wrote a response to Dr. Elifson stating that we had analyzed the new policies, and voicing our concerns.

There were two more items for discussion. The first concerned the student who has never attended classes and wished to withdraw after mid-term. These students must follow the same procedures as any student. When they withdraw after mid-term, if hardship is granted, the instructor has the option of granting them a W or a WF. If the student makes no move to withdraw, however, the instructor cannot initiate withdrawal procedures for them. The student will receive an

F at the end of the quarter. That is not to say that the instructor cannot attempt to contact that student and advise them to withdraw before mid-term.

The second item concerned Developmental Studies and eligibility for the Dean's List. Since Developmental Studies courses are not figured into the GPA, this should not be an issue. Discussion was held as to whether a student taking Developmental Studies should be eligible for Dean's List (for example, should the student taking two Developmental Studies courses and an HPER course, in which he or she makes an A in the HPER course, be eligible for Dean's List?). The discussion was tabled until Ms. King could speak further with Dr. Elifson on the matter.

Our next meeting will be March 27 at 10:00am to go over Winter Quarter grades.

Respectfully submitted,

Laura Musselwhite

From: "Candace Clifton" <FLOYD/CCLIFTON>
Organization: FLOYD COLLEGE - ROME, GA -USA-
To: EVERYONE ON ALL CAMPUSES
Date: Thu, 6 Mar 1997 16:32:01 EST5EDT
Subject: Minutes

Minutes of the March 6, 1997 meeting of the Campus Conflict
Resolution Committee:

Present: Tom Berry (chair), Amelia Billingsley, Chris Lee, Dana
Marko, Dorothy Morgan, Sadie Rush and Brenda Weeks. (100% present!!)

OUR GOAL: TO RESOLVE DISPUTES AT THE LOWEST LEVEL (alternative
dispute resolution needs to be a bottom up process)

The committee agreed that the following should be our jurisdiction:

1. Relationships which have been broken down
2. Improvements of relationships
3. Voluntary participation by both parties
4. Avoidance of legal action resulting in mutual agreement
5. Security of the availability of a neutral third party
6. Opportunity to make one's concerns known

We all agreed to avoid those conflicts which were violations of law,
along with those management prerogatives which rise above the lowest
level disputes.

Our Motto: A Stitch in Time Saves ...
Candace L. Clifton
Division of Biz
Ext. 6327

"Taking care of business"

The Curriculum Committee
Minutes
November 30, 1979

Dr. Kristie Kemper

The Curriculum Committee met in the President's Conference Room at 2 PM on Thursday, November 29, 1979. Present were: Walraven, Akin, Boyd, Bradshaw, Browder, J. Cook, Hays, Nora, Pullen, Shelton, C. Smith, and Whitlow. Messrs. D. Cook, Hobgood, McKeel, and Trimble attended as guests of the Committee. It was a full house.

The gathering was called in heed of a letter from the chairman of the University System Core Curriculum Committee. The letter mandates that the FJC core curriculum be updated and submitted for review.

The first problem, in a sense, was the last problem, in a sense. It was Speech. Speech, it seems, is listed as an Area I elective in some programs but not in others. One suggestion made on a Pullen-Akin motion would delete Speech from Area I of Core Curriculum electives but permit the Curriculum Committee to render blanket approval in all programs approved by the Committee. But it won't. The motion went down in a blazing 2-0 defeat.

A Charles Smith motion would list Speech as an Area I elective in all programs, but it won't. There was no second.

An Akin-Hays motion to list Speech 200 on the core summary page of the catalog as an Area I elective with an asterisk to footnote applicable programs carried. The courses will be Agriculture, Agricultural Engineering, Pre-Forestry, Pre-Cytotechnology, Pre-Dental Hygiene, Pre-Dentistry, Pre-Engineering, Pre-Medical Technology, Pre-Optometry, Pre-Physicians' Assistant, Pre-Physical Therapy, Pre-Radiologic Technology, Pre-Respiratory Therapy, and Pre-Technology.

An Akin-Pullen motion passed, listing Speech on the applicable page of the catalog for individual programs affected.

The following motions did the following things to Area IV's for the programs specified:

Art: Akin-Boyd

Add Art 113.

Biology: D. Cook-Hays

Eliminate French 201 and Mathematics 253,254

from Area IV. Change Biology option to read:

"Biology 224 and other Biology course -- 10 hours."

Business Education: Bradshaw-Nora

Add Art 113.

Elementary Education: Bradshaw-Whitlow

Add Art 113 and Psychology 211.

English: Akin-Whitlow

Add English 205 to the ten hours to be taken in English 203 and 204 and to the "ten hours to be chosen from" section adding Art 113, English 203, and English 204, English 215, and Theatre 200.

Foreign Languages: Akin-Bradshaw

Add Art 113 and Theatre 200.

Journalism: Akin-Pullen

Move Art 111, 112, 113 and Music 101 from ten hour section and moving it to the "20 hours to be taken from" section to which is added English 215, Political Science 203; eliminate the course numbers by "History", thus indicating that all history courses are permissible.

Pre-Occupational Therapy: Pullen-Smith

Replace Biology 212 and 213 with Chemistry
121 and 122.

Pre-Technology: Hays-Bradshaw

Add "or Physics 230" to the Physics line.

Speech and Drama: Akin-Bradshaw

Add English 215 to the "15 hours to be taken from..."
category.

A Pullen-Akin motion passed, approving a slate of new and modified Human Services and Mental Health courses. They are attached. Underlines represent new titles and descriptions.

There was a seasonal flurry of course substitutions.

A Sherry Green (Mental Health) request to substitute Education 110 (3 Hours) and MHT 130 (3 Hours) for Psychology 258 was approved on a successful Pullen-Nora motion.

A Karen E. Kennedy (Mental Health) request to substitute English 102 for MHT 220 was approved on a successful Smith-Nora motion.

An Eva Ann Leonard (Art) request to substitute Art 219 for Art 216 was approved on a successful Akin-Nora motion.

A Peggy Welsh (Early Education) request to substitute CEX 290 and 295 for Education 290 and 291 was approved on a successful Pullen-Bradshaw motion.

A C. Smith request to change Transportation in the American Economy to Principles of Transportation was approved on a successful Smith-Bradshaw motion.

The meeting adjourned at 3:45 PM.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Hubert H. Whitlow".

Hubert H. Whitlow
Secretary to the Committee

HUMAN SERVICES 261. FIELD WORK (PRACTICUM)

0-10-5 Prerequisite: Human Services 260

Working under professional supervision in a human service agency, students are expected to develop a working knowledge of that agency and apply the knowledge and skills they are learning in course work. In keeping with developing competencies as a human service professional, students experience a more intense involvement with their agency in this field placement. Students, who are placed in accord with their interest and area of concentration, are under the supervision of an agency employee. The placement is coordinated by mental health faculty.

HUMAN SERVICES 262. FIELD WORK (PRACTICUM)

0-10-5 Prerequisite: Human Services 261

Students will follow the same procedures as described in Human Services 260 and 261. However, in this third quarter of their placement, students are expected to assume more and more responsibility and deal with progressively more difficult and complex helping situations.

HUMAN SERVICES 263. FIELD WORK (PRACTICUM)

0-20-10-0-10-5/0-30-15 Prerequisite: Permission of the instructor

This course provides additional field experiences for mental health students wanting credit for experiences beyond the fifteen credit quarter hours required. It also presents the opportunity for a more intensive field experience. The student may repeat this course at the discretion of the instructor.

MENTAL HEALTH 105. ORIENTATION TO HUMAN SERVICES

0-2-1 Prerequisite: Permission of Instructor

This course is an overview of human service agencies, the nature of human service work, and career opportunities in the field. The course is primarily laboratory work which includes field trips into the community to visit and tour local human service agencies.

MENTAL HEALTH 110. INTRODUCTION TO SOCIAL SERVICES AND THE HUMAN SERVICE PROFESSION

4-0-4 Prerequisite: None

The course provides an indepth study of the social service system, past and present. Considerable attention is given to the nature of human service work and the various types of workers in the field. The development of social services at the state and federal levels is linked with the current services in the local community. This course is intended to be taken in conjunction with Mental Health 105, Orientation to Human Services (1 credit hour).

[INTRODUCTION TO INTERVIEWING AND CLIENT MANAGEMENT]

MENTAL HEALTH 120. INTERVIEWING IN HUMAN SERVICES *Interviews*

4-3-5 Prerequisite: Mental Health 110 or permission of the instructor

This course is an introduction to the techniques of interviewing, note taking, record keeping and writing the psychosocial history. The structure of the interview and the management of difficult situations is covered. Techniques for establishing rapport and the attitude of the interviewer are stressed. Accompanying the classwork is a laboratory experience which provides each student an opportunity to involve themselves in role playing exercises in which they are both the interviewer and the interviewee. Practical experiences are also provided in recording and writing of the interview. Video tape equipment is used for the purpose of feedback and discussion of the simulated interview experiences.

✓ 0.1/11.1

[CRISIS INTERVENTION AND SHORT TERM COUNSELING]

MENTAL HEALTH 130. CRISIS INTERVENTION

Crisis Inter

4-0-4 Prerequisite: Mental Health 120 or permission of the instructor

This course presents the theories underlying crisis intervention but concentrates on the development of skills and techniques. Extensive experiential activities (including role playing) are employed in the development of these skills.

[MENTAL HEALTH SEMINAR I [130]]

MENTAL HEALTH 132. PERSONAL AWARENESS AND GROWTH

1-0-1 Corequisite: Mental Health 120 or permission of the instructor

The primary focus of this course is on an understanding and clarification of personal values and an understanding of one's self in relationship to the helping process.

MENTAL HEALTH 222. HELPING SKILLS I [MENTAL HEALTH SEMINAR II [130]]

1-0-1 Prerequisite: Mental Health 120 or permission of the instructor

The primary focus of this course is on generic helping skills. The study and practice of an eclectic model of counseling begins in this course and continues through MH 232 and MH 242.

[DYNAMICS]

MENTAL HEALTH 230. GROUP PROCESS AND GROUP TREATMENT METHODS

4-0-4 Prerequisite: Mental Health 130 or permission of the instructor

This course focuses on the dynamics of groups and on the group as a mode of treatment. It includes an examination of various models and understandings of group interaction but special attention is devoted to the development of specific group facilitation and leadership skills. The course also deals with various methods of group treatment, e.g. occupational therapy, psychodrama and others.

MENTAL HEALTH 232. HELPING SKILLS II [MENTAL HEALTH SEMINAR III]

2-0-2 Prerequisite: Mental Health 222 _____ [or permission of instructor]

In this course the student continues to develop helping skills and an understanding of the eclectic counseling model began in MH 222. Extensive role play and real helping situations are experienced. These situations are frequently videotaped and critique provided.

MENTAL HEALTH 240. FOUNDATIONS OF BEHAVIOR CHANGE

4-0-4 Prerequisite: Mental Health 230 or permission of the instructor

This course centers around the development of competency in the use of techniques and principles of behavior change based upon learning theory. In addition to lecture and audio visual instruction, each student designs and carries through self-behavior change projects under the supervision of the instructor.

MENTAL HEALTH 242. HELPING SKILLS III [MENTAL HEALTH SEMINAR IV]

2-0-2 Prerequisite: Mental Health 232 [Permission of Instructor]

This course is a continuation of MH 222 and MH 232. A more intensive experience in the use of the model and skills learned in these courses is designed on an individual basis. In most instances students work in pairs and engage in an indepth counseling relationship which is video-taped and used as a vehicle for more highly developing their skills.

COURSE DESCRIPTIONS THAT WILL CHANGE SUBSTANTIALLY

MENTAL HEALTH 222. MENTAL HEALTH SEMINAR II

1-0-1 Prerequisite: Mental Health 130 or permission of the instructor

Seminar is designed to allow an opportunity for exploring relevant topics in the mental health field and for participation as an active and contributing member in a small group setting. The primary focus of this seminar is on beginning generic helping skills. This seminar is designed to be taken in conjunction with Human Services 260 Field Work Practicum.

MENTAL HEALTH 232. MENTAL HEALTH SEMINAR III

2-0-2. Prerequisite: Mental Health 222 or permission of the instructor

Seminar is designed to allow an opportunity for exploring relevant topics in the mental health field and for participation as an active and contributing member in a small group setting. This seminar will concentrate in 2 areas: (1) the development and understanding of therapeutic attitude and basic generic helping skills (a continuation of Mental Health 222) and (2) professional development as a mental health worker (ethics, job procurement).

MENTAL HEALTH 240. FOUNDATIONS OF BEHAVIOR CHANGE

4-0-4. Prerequisite: Mental Health 230 or permission of the instructor

This course will center around the development of competencies in techniques and principles of behavior change as related to specific population groups. An emphasis will be placed upon the integration of helping skills and techniques in rendering treatment for a given client population.

MENTAL HEALTH 242. MENTAL HEALTH SEMINAR IV

2-0-2. Prerequisite: Permission of the instructor

Seminar IV is designed to allow an opportunity for exploring relevant topics in the mental health field and for participation as an active and contributing member in a small group setting. This course will be devoted to the exploration of the development of specific skills in one contemporary treatment modality. (Possible topics include "Behavior Modification Techniques," "Techniques of Reality Therapy" and other related to these areas.)

COURSE DESCRIPTIONS TO BE OMITTED

MENTAL HEALTH 220. FOUNDATIONS OF BEHAVIORAL ASSESSMENT

4-0-4. Prerequisite. Mental Health 120 and 130 or permission of the instructor.

This course is an in-depth study of various procedures of behavior assessment, including observation and recording, psychological testing and mental status examinations. Case studies will be utilized. The observation of verbal and non-verbal behavior will be covered.

PSYCHOLOGY 262. INDIVIDUAL DIFFERENCES

5-0-5. Prerequisite: 10 hours of Psychology

This course is an in-depth survey of the relatively persistent differences and inter-relationships of psychological traits and behavior of persons.

Floyd Junior College
Curriculum Committee Meeting
Minutes

Kemper

The Curriculum Committee met at 3 PM, Monday, January 14, 1980, in the Presidents' Conference Room. Present were Walraven, Akin, Boyd, Bradshaw, Browder, J. Cook, Hays, King, Nora, Pullen, Shelton, and Whitlow. Guests, active and vocal, were Berry, D. Cook, Dillard, and Trimble.

At a request for early adjournment the Committee took up first the proposal of a new course to be called BA 201/ Computer Science 201 -- Introduction to Computers. Discussed were the course number, the course title, the course description, the course prerequisite, and some eight catalog changes that this new course would provoke. Really provoked were those stalwart defenders of Speech 208 in its present format. Advisory attitudes were weighed and, I blush to report, found wanting. Administrative lines of authority were questioned and answered. The course, it seems, will be taught jointly between Business and Natural Science faculty, and the administration thereof will be a joint affair. Computer parameters were discussed. The present course title will not fit into our computer. Catalog printing schedules were considered. The only thing resolved was that there would be no early adjournment. When the smoke cleared there was consensus that more homework must be done by the principals before bringing the document back to Committee. For the record, it should be stated that no one spoke against a course on computers.

A small flurry of course substitutions ensued. A Beverly Ashmore (Elementary Education) request to substitute CHD201 for an Area IV elective was granted on a successful Hays-Bradshaw motion.

A Julie A. Henderson (Business Administration) request to substitute Biology 101 & 102 for three PED electives was granted on a successful Trimble-Hays motion. Dr. Trimble was voting Mr. Browder's proxy. Mr Browder had to leave the room.

2

An Angela Brown (Secondary Education) request to substitute Biology 212 and 213 for Jacksonville States' Biology 101 and 102 was granted on a successful Hays-Akin motion.

A Carole Zabeiskie (Elementary Education) request to substitute PE 201 for two PE electives was tabled.

The meeting adjourned at 4:45 PM and both members and guests fled into the gray light of day.

Respectfully submitted,



Hubert H. Whitlow
Secretary to the Committee

Floyd Junior College
Curriculum Committee Meeting
Minutes

Kemper

The Curriculum Committee met at 2 PM on Wednesday, January 16, 1980 in the President's Conference Room. Members present were: Wlaraven, Akin, Doyd, Bradshaw, Browder, J. Cook, Hays, King, Nora, Pullen, and Whitlow. Others present were: Berry, D. Cook, Dillard, and Trimble.

The first, and very nearly the last, item of business was the consideration of a revamped computer course, this time called BA 204 - Principles of Computer Programming. Title and description are as follows:

BA 204 - "Principles of Computer Programming"

Description:

BA 204 - "Principles of Computer Programming": 5-0-5.

Prerequisite: MAT 105 or satisfactory placement scores.

Basic concepts in the areas of equipment; software; programming and applications; computer logic and design; information representation; introduction to BASIC.

Debate swirled around such issues as: Will the equipment be ready by the time the new college catalog takes effect? Will the program be ready for use by the time the new equipment is ready for use? Isn't it dangerous to advertise and promote (via the catalog) a course before it is known for sure that the course will be offered in the Fall of 1980? What is the difference in this proposed course and a soon to be proposed course by the Natural Sciences Division? The latter question was answered: The difference is in applicability. By consensus the prerequisite was changed to read "MAT 105 or eligibility for MAT 111." A successful King-Hays motion carried, accepting the course number, title, description, and the prerequisite as changed above. The motion adds the course to Area IV of the Business curriculum.

104

A Pullen-Akin motion carried, adding History 271 as an elective in Area III of the core curriculum.

A Pullen-J. Cook motion carried, listing BA 204 as an alternative to History 271 in Area IV of the Business Transfer program. Students may choose either BA 204 or HIS 271.

A Pullen-Whitlow motion carried adding BA 204 as one of the optional courses in the Business Administration career program.

A King-Pullen motion carried, adding BA 204 to the list of electives in the Business Certificate program.

At this point the Dean, blue with the cold, shifted to a cooler running gear. An Akin-Hays motion to accept Computer Science 201 carried. The description is:

Computer Science 201. Introduction to Computing 4-3-5.
Prerequisite: A credit level mathematics course.

An introduction to the operation of a digital computer including its design and logic, equipment, and capabilities. Applications will be explored using programming in the BASIC language.

A Pullen-Akin motion to add Computer Science 201 to the elective category in Area IV for the Sociology and History carried.

D. Cook in Hays name moved that Computer Science 201 be required in Area IV of Forestry instead of MAT 200. The motion carried after a Bradshaw second.

There was a return to the Business Administration proposal. A Boyd-King motion to change the prerequisite for BA 203 carried after a successful Akin-Whitlow motion altered the proposal to read: "English 101 recommended; Eligibility for English 101 required."

A King-Boyd motion carried, listing BA 203 as an alternative to SPC 203 in Area IV of the Business Transfer program. Then a successful Pullen

2

motion passed the following resolution: "The Business Communication course shall be planned and administered jointly by the Business and Humanities Divisions." The Committee appeared a bit uncertain. It had never passed a resolution before and seemed uncomfortable with this new offspring.

A J. Cook-Hays motion carried, dropping the following Physical Education courses from the Curriculum and changing the titles of certain others:

Dropped:

- (1) Physical Education 141. Social Dance.
- (2) Physical Education 142. Jazz Dance.
- (3) Physical Education 143. Beginning Modern Dance.
- (4) Physical Education 144. Intermediate Modern Dance.
- (5) Physical Education 155. Canoeing and Sailing.

Title Changes:

- (1) Change PED 160 from Outdoor Education to Outdoor Education: Backpacking and Camping.
- (2) Change PED 161 from Outdoor Education to Outdoor Education: Hunter Education and Wildlife Management.
- (3) Change PED 162 from Outdoor Education to Outdoor Education: Angling and Casting.
- (4) Change PED 163 from Outdoor Education to Outdoor Education: Canoeing and Sailing.

And there were course substitutions.

A Joe R. Simms (Career Business) request to substitute BA 255, CEX 290, and CEX 295 for comparable courses in the 1976-77 catalog was granted on a successful J. Cook-Akin motion.

The case of Carole Zabeiskie (Elementary Education), tabled at the last meeting was reconsidered, and her request to substitute PE 201 for two PE electives was granted on a successful Akin-Browder motion.

The Committee adjourned at 4 PM.

Respectfully submitted,



Hubert H. Whitlow
Secretary to the Committee

Floyd Junior College
Curriculum Committee

Minutes

The Curriculum Committee met at 2:10 PM, Wednesday, October 8, 1980, in the President's Conference Room. Present were Walraven, Boyd, Berry for King, J. Cook, Green, Nora, Shelton, and Whitlow.

Dr. Walraven, lamenting numerous absences, forged ahead with the announcement of the day: ROTC may come to FJC. Ours will be a spinoff from the Berry post. Jerry Shelton, appropriately, is surveying student interest. If all this should come to pass, the Curriculum Committee will be asked to approve numerous new courses.

Mr. Shelton, bristling with power, introduced a new course for committee approval: Physical Education 164: Outdoor Education: Snow Skiing. The description follows.

PHYSICAL EDUCATION 164. Outdoor Education: Snow Skiing
1-2-2 Elective
This course is designed to teach the basic knowledge and skills of snow skiing. An orientation will be conducted on the Floyd Junior College Campus prior to the concentrated week of on-the-site instruction. The course requires an additional fee for the specialized instruction, lodging and equipment.

After a few comments regarding mountain moving and failure of lake rental payment, the course was approved on a successful Shelton-Boyd motion.

Mr. Berry, acting for Mr. King, countered with a less glamorous AGB 203: Agricultural Economics, 5-0-5. A course description follows.

AGB 203 - AGRICULTURAL ECONOMICS. 5-0-5. A study of economic principles and their application to the agricultural environment. Economic analysis of farm business problems including production, government policy, and agricultural market operations. Prerequisite: None.

A successful Whitlow/Nora motion approved the course.

There was a flurry of student course substitutions requests.

Ms. Betty Kathryn Byars' request to substitute BA 204 for rarely taught Accounting 230 was granted on a successful Boyd-Berry motion. Ms. Byars is a Data Processing major, and the course substitution is needed for graduation. The same motion approved a second request from Ms. Byars to substitute PED 201 for PED 106.

Ms. Ola Mae Luke requested the substitution of PED 110 for PED 102 because of scheduling problems. The request was granted on a successful Berry-Nora motion. Ms. Luke is an Elementary Education major.

Ms. Bridget Bramon, a Special Education major, requested the substitution of Biology 212-213 for a ten hour laboratory sequence since anatomy suits her major. The request was granted on a successful Boyd-Nora motion.

Dr. Walraven again lamented the numerous absences. He had hoped to present a series of Area IV changes approved by various University System advisory committees. The changes, therefore, will be presented at a later meeting.

Adjournment came at 3:10 P. M.

Respectfully submitted,



Hubert H. Whitlow
Secretary

FLOYD JUNIOR COLLEGE

CURRICULUM COMMITTEE

MINUTES

The Curriculum Committee met in the President's Conference Room at 3:00 P.M. on Tuesday, February 3, 1981. Present were Walraven, Whitlow, Smedema, Shelton, Pullen, Nora, McCoy, King, Green, J. Cook, D. Cook, Bradshaw and Boyd.

Mr. Robert Jay Smedema, for those who don't know, is an FJC student and is not part-time faculty. Mr. Smedema's plea, tabled from the previous meeting, was to substitute Military Science 105 (Florida Southern College) and Military Science 101 (Stetson University) for two physical education courses. The discussion went something like this:

Shelton: The courses are not equivalent.

Walraven: Colonel Brownlee (FJC's liason with Berry's ROTC) reports that the courses do not usually substitute.

Shelton: The courses are not equivalent. ROTC wouldn't let a PE course substitute for MS.

King: Are substitutions made on the basis of intent or content?

Shelton: No substitution represents the setting of policy.

Walraven: What is the situation?

Smedema (in essence): I intend to transfer to a four year institution. Having the associate degree in hand will facilitate the transfer. The requested substitution will accelerate my FJC progress. Without the substitution I will leave Floyd Junior College sooner and make up the credits at the four year institution.

A J. Cook-McCoy motion to grant the plea carried.

Ms. McCoy muttered that French once substituted for PE, so it was no big deal.

Dr. Walraven reported on the Capstone program, a joint program being worked out with Coosa Valley Tech in business. This program is important in itself. Its importance also lies in that it sets up the machinery for future cooperative endeavors with that institution.

A McCoy-Bradshaw motion carried, adding Music 111 to the curriculum. Description:

Music 111: Chorus (1-2-2)

Chorus is designed for those who enjoy singing a variety of selected choral literature. Membership is open to all interested persons. Past experience in chorus is not required. A total of six quarter hours may be earned.

A Nursing Department proposal, which would add Art 113 and 115, Philosophy 101, and Theater 200 to the Humanities Electives for the Associate in Science in Nursing Program, was approved on a successful McCoy-J. Cook motion.

Dr. Walraven distributed a sheet on distributive education. FJC students can take a core of specific courses which will count toward a Bachelor of Science degree in education, with a major emphasis in distributive education. The degree will be awarded by the University of Georgia.

Dr. Walraven presented for Committee approval four ROTC courses, a program to be worked out in conjunction with Berry College. ROTC instructors will teach the students, but FJC will pocket the tuition. The courses are:

Military Science 101

Army Organization. 1-1-2.

A study of the U.S. Army and the ROTC organization

Prerequisites: None

Military Science 102

Basic Weapons and Military Skills. 1-1-2.

A study of characteristics of basic military weapons, the principles and fundamentals of rifle marksmanship, the elements of first aid, and the employment of individual camouflage, cover, concealment and field fortifications.

Prerequisites: None

Military Science 104

Basic Military Skills. 1-1-2.

A study of the basic military skills essential for the contemporary soldier with emphasis on individual training in first aid, intelligence information and field preparedness.

Prerequisites: None

Military Science 201

Map and Aerial Photograph Reading. 1-1-2.

A study of basic map reading as applied by the unit leader.

Prerequisites: MIL 102 and 104 or approval of PMS.

Military Science 204

Military Communications. 1-1-2.

A study of military communications equipment and procedures with emphasis on FM radios and field telephone equipment available to the tactical commander at company and platoon level.

Prerequisites: MIL 101, 102, 104

On this matter, the discussion went something like this:

Walraven: This program does not actually fit anywhere into our curriculum. It will not substitute for anything. It will transfer to Berry College or to the University of Georgia.

Everybody: There would be all kinds of weird requests for substitutions.

D. Cook: The full faculty should consider this.

King: We should footnote the description of these courses and indicate that the courses cannot be substituted.

Shelton: The Committee should have policies for this sort of thing.

Walraven: The Committee should have no policies. Each matter should be considered on its own merits.

King: Which Division will coordinate Military Science?

D. Cook: I think this should go before the full faculty.

After much further discussion, a King-Whitlow motion carried, approving the courses and adding the program to the FJC curriculum but with the following prescriptive note: "Credit earned in military science courses will not apply toward any degree at Floyd Junior College unless specified in Area IV of those programs."

That took care of everything but the proposed policy statement on the substitution of ROTC courses in other programs. Dr. Walraven assigned Mr. Shelton the task of drafting a proposed policy statement for presentation to the Curriculum Committee at its next meeting.

An unnamed student requested by letter to substitute three years of army service for three PE courses. Dr. Walraven ruled that this request should go before the Executive Committee since it involved a waiver of courses.

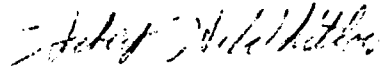
A Vickie E. Pilgrim request to substitute Education 111 for Speech 208 was granted on a King-Shelton Motion. Ms. Pilgrim, a secondary education major, plans to graduate as a Deaf Education major and finds Education 111 (Sign Language) more appropriate.

A Debra R. Hunt request to substitute Philosophy 101 for a Humanities elective, was granted on a D. Cook-Nora motion. The motion merely follows new policy set above.

Dr. Walraven announced that the baccalaureate program in Nursing has been approved and will be offered in conjunction with a yet unnamed four year institution. The Basic Literacy for Adults program, however, is going to Berry. Five courses will be taught at Summerville during the Spring Quarter. Three of these will be history courses taught via videotape. A program in Early Education for Paraprofessionals will be taught at Adairs-ville.

The meeting adjourned at 4:35 P.M.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Hubert H. Whitlow".

Hubert H. Whitlow
Secretary to the Committee

FLOYD JUNIOR COLLEGE

CURRICULUM COMMITTEE

MINUTES

The Curriculum Committee met at 3PM, Thursday, March 5, 1981 in the President's Conference Room. Present were Walraven, Boyd, Bradshaw, J. Cook, Dillard, Green, King, Nora, Pullen, Shelton, and Whitlow.

The Nurses want to re-do Maternity Nursing--but only slightly and only in terminology. A Whitlow-Bradshaw motion carried, adopting the following:

NURSING 120. Maternity Nursing
5-10-10. Prerequisite: Nursing 102. Corequisite: Biology 261

This course is designed to provide the student with an understanding of family adjustment to pregnancy and to parenthood. The major focus is upon the normal aspects of maternal and newborn health; however, complications occurring in the maternity cycles as well as deviations in the newborn are included. The family centered approach is used with emphasis upon health supervision, anticipatory guidance, and family relationships. Appropriate clinical experience is provided in the antepartal, intrapartal, and newborn areas.

Dr. Walraven discussed a letter received from Dr. Mario J. Goglia which indentified certain Area IV's in the FJC catalog that have no corresponding Area IV's approved by the Board of Regents. This problem, responded the Dean, will be dealt with over a period of time. One possible solution is to call Area IV's major fields.

Humanities 105 was added to the curriculum on a successful Pullen-Whitlow motion. Description follows:

HUMANITIES 105: Humanities Through the Arts
5-0-5. Prerequisite: None

This course introduces the student to awareness and appreciation of the humanities through seven art forms: film, drama, music, literature, painting, sculpture, and architecture. The course utilizes approximately 40 video tapes, tests on various components, writing assignments, discussion sessions, and a final exam. Clearer self-awareness and increased enjoyment of life through the arts are the objectives of this course.

With no description and no discussion, a Julie Brinson Milliman request to substitute MAT 253 for BIO 102 for purposes of graduation was approved on a successful King-Bradshaw motion. Ms. Milliman is a Business major.

A Kimberly Tyson Howard request to substitute MAT 235 for MAT 200 for graduation purposes was granted on a successful King-J. Cook motion despite written mutterings of D. Cook, which implied that the whole world wants to graduate. Ms. Howard is a Data Processing major.

A Sidney Ann Blackstock request to substitute BA204 for ACT 231 was granted on a successful Pullen-Nora motion. Ms. Blackstock, a Data Processing major, is seeking a course more in line with her major. She is also seeking a course that is taught.

A Thelma Louise Osborne request to substitute Science 102 and 103 for Biology 101 and 102 respectively was granted on a successful Boyd-Bradshaw motion. Ms. Osborne, a Deaf Education major, wishes to transfer to Berry College. The Committee applauded her ambitions.

The Committee adjourned at 3:50 PM.

Respectively submitted,



Hubert H. Whitlow
Secretary to the Committee

HHW/bjt

FLOYD COLLEGE
CURRICULUM COMMITTEE
MINUTES

The Curriculum Committee met at 9:00 AM, Wednesday, December 9, 1987, in the President's Conference Room. Present were Trimble (Acting Chair), D. Cook, Harrison, Hays, Kerr, Johnson for Nolen, Nora, Shelton, Starnes, and Whitlow.

Dr. Trimble called first for a consideration of course substitution requests.

A Retha Gail Stagg request to substitute Biology 212 and 213 as a laboratory science was approved on a successful Whitlow-Harrison motion. Ms. Stagg is now a major in Elementary Education who took Biology 212 and 213 before changing her major from something else.

A Pamela Rae Smith request to substitute Journalism 125 as an elective in area four was approved on a successful Shelton-Harrison motion. Ms. Smith is majoring in secondary education, wishes to teach high school English, and feels that Journalism is a more appropriate elective than other scheduling alternatives. Besides, there have been scheduling difficulties.

The course called Human Services 151, proffered for consideration at the meeting of December 3rd and not passed for lack of time, was approved on a successful Harrison-Kerr motion.

Three Human Services Associate in Science Career Programs designed by Jim McKeel were submitted for consideration. The three programs offer three options: Mental Health Technology, Correctional Counseling, and Hearing Impaired Counseling. They are devised to meet the new career core. There were questions. Dr. Trimble stipulated that no one could speak unless they had a thought. A telephone call was placed to Mr. McKeel to answer certain questions. There was a long period of silence while the committee awaited the emergence of information from Mr. McKeel. The courses, as finally approved, are appended to these minutes. The three programs were approved on a successful Whitlow-Harrison motion that incorporated a modification that allowed the substitution of English 101 for English 171.

A Harrison-Kerr motion to approve an Associate in Applied Science degree in Art carried after a lengthy discussion of the differences and similarities between Art 216, 219, and 220. Mr. Mott, it seems, can teach all three of these courses at the same time in the same place. A description of the curriculum of this degree is attached to these minutes.

Dr. David Cook presented descriptions for five new courses in Biology: 103, General Botany; 104, General Zoology; 121, Principles of Biology; 122, Principles of Biology again; and 205, Environmental Studies. Descriptions are attached. The whole package was approved on a successful Harrison-Whitlow motion.

Page Two

Dr. Cook presented descriptions for three more biology courses, Biology 170, 171, and 172. The courses were approved on a successful Whitlow-Starnes motion. Descriptions are attached.

The relentless Dr. Cook presented course descriptions for two additional courses, Chemistry 171, Chemistry in and Around the House; and Computer Science 171, Use of the Computer in the Home. Once again descriptions are attached. It was stated that credit for these courses will be allowed only in certificate programs. Both courses passed on a successful Harrison-Whitlow motion.

Dr. Cook presented three certificate programs for approval: Science, Mathematics, and Home Management. A description is attached. Mr. Shelton discussed several perceived problems regarding all certificate programs: the need for a minimum number of hours required, the relationship of these courses to Public Service, the problem of proliferation, and the problem of the proper way to advertise such programs. Mr. Shelton felt and felt successfully that these broad issues should be resolved before the passage of any more specific certificate programs. A Shelton-Hays motion to table the three programs carried.

With this sudden and decisive action, the Committee ajourned at 10:45 AM.

Respectfully submitted,



Hubert H. Whitlow
Secretary

HHW/hs

Enclosures

November 30, 1987

MEMO

TO: Curriculum Committee

FROM: Jim McKeel

RE: Request for approval of Certificate Program in Human Services

Please consider and act on the following:

Human Services
Advising Division: Mental Health, Division of Social Science

This Certificate Program is designed for those seeking entry level positions in various human and social service agencies. With less than the Associate degree. In addition to meeting the basic requirements for admission to Floyd College Certificate Programs, applicants to the Human Services Certificate Program must complete two satisfactory interviews with Mental Health faculty members.

Course Number and Title		Credit Hours
ENG 171	English at Work	5
MATH 171	M ath at Work	5
HIS 100	US and GA History	5
HS 260	Field Work I	5
PSY 120	Interpersonal Communications & Interviewing	5
PSY 201	General Psychology	5
SOC 101	Principles of Sociology	5
SOC 110	Introduction to Social Services	5
SOC 230	Group Process	5
PSD 102	Concepts of Health Education	2
PED 106	First Aid	2
Total Required Hours		49