6.2.a

Faculty Qualifications

For each of its educational programs, the institution:

   a. justifies and documents the qualifications of its faculty members.

Judgment

☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Report from the Off-Site Committee

Several faculty are unqualified to teach their assigned courses as noted in the attached form. The institution referred to SACSCOC policies, however no institution-specific policies or other documents were provided as evidence of compliance.

Focus Report Response

Albany State University (ASU) appreciates the fact that the Off-Site Reaffirmation Committee found us in compliance with 389 sets of faculty credentials. We acknowledge 14 faculty members for whom additional justification is required and appreciate the fact that these exceptions were disbursed across multiple disciplines and degree types. The requested additional information and/or corrective action is provided on the Faculty Roster Form – Qualifications of Full-Time and Part-Time Faculty, for all 14 individuals. **[01]**

In most of the 14 cases, ASU officials concurred with the Committee's preliminary findings of insufficient qualifications. Six of the cases have been resolved in that the individuals are no longer employed at ASU. In a couple of instances, the individuals remain employed, but will not be permitted to teach certain courses for which they appear unqualified. In a few instances, ASU provided additional information and justifications showing that the faculty members were qualified for their questioned teaching assignments. An overall summary of those responses in the linked Faculty Rosters are as follows:

Education
• Bonnie Anderson – Qualified but no longer employed at ASU.

Psychology
• Colleen Rae Bennett -Additional justification provided.
• Pamela Brown - Additional justification provided. **[Brown_01]**

Occupational Therapy Assistant
• Tonya Curles - Additional justification provided. **[Curles_01][Curles_02]**

Biology
• Alexandra Hall – Not qualified in biology--No longer employed at ASU.

Military Science
• Matthew Joseph Jouett – MILS issue--No longer employed at ASU.
• Matthew Miller – MILS issue--No longer employed at ASU.

Political Science/History
• Dafene Jahrasti Brown – Not qualified to teach history, qualified to teach political science.
• Godwin Chinedum Ihemeje – Not qualified--No longer teaching history at ASU.
• Jamaul R. Kennedy – No longer teaching at ASU.

Business Administration
• Marsha Ree Lawrence - Additional justification provided.

Nursing
• Paige Long - Now qualified with the MSN degree.

Health Information Technology
• Misty Culpepper Neal **[Neal_01]**

Mathematics
• Sonya Parker – Not qualified in math--No longer teaching mathematics at ASU.

Determining Faculty Credentials

Albany State University is obligated to adhere to SACSCOC policies, as explained in the Resource Manual and as described in the Faculty Roster [02] and Faculty Credentials [03]. ASU must also adhere to the policies of its governing board, the Board of Regents of the University System of Georgia which state [04]:

8.3.1.2 Minimum Qualifications for Employment
Minimum faculty employment qualifications for all USG institutions and all academic ranks within these institutions shall be:

1. Consistent with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)'s requirements for institutional accreditation;
2. Evidence of ability as a teacher;
3. Evidence of activity as a scholar and ability in all other duties assigned;
4. Successful experience (which will necessarily be waived for those just entering the academic profession who meet all other requirements); and,
5. Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations.

The SACSCOC Resource Manual for Standard 6.2.a requires institutions to justify and document each faculty member's teaching qualifications as follows:

"It is the institution's obligation to justify and document the qualifications of its faculty. Determining the acceptability of faculty qualifications requires judicious use of professional judgment, especially when persons do not hold degrees in the teaching discipline or are qualified based on criteria other than their academic credentials. Similarly, persons holding a degree at the same or lower level than the level at which the course is taught require additional qualifications and the application of professional judgment. Additional justification is needed for these cases as compared to cases where the academic credentials are a "perfect match" for the teaching assignments. Appropriate qualifications may also differ depending on whether a course is generally transferable to other institutions; qualifications for teaching nontransferable technical courses depend heavily on professional experience and appropriate certifications or work experience."

SACSOC also provides the following credential guidelines which apply to Albany State University:

1. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

2. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

3. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

4. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

5. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

To document compliance with SACSCOC, each department chair or dean must make a clear and compelling case to support faculty hire using appropriate supporting documentation when necessary.

Sources

[PDF] 01_Focus_Report_SACSCOC_Justification_02.19.2020

[PDF] 02_FR_SACSCOC_Faculty_Roster

[PDF] 03_FR_SACSCOC_Faculty_Credentials

[PDF] 04_FR_BOR_8.3.1.2 Minimum Qualifications

[PDF] Brown_01_SOCI_3553_Syllabi

[PDF] Curles_01_FR_ACOTE _ Review of Program Director Credentials - Albany State University-West Campus (OTA)

Curles_02_FR_Pages from 2018-ACOTE-Standards-Interpretive-Guide

Neal_01_Syllabi_HITE 2400 Fall 2019

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The following pages contain Supporting Documentation

Focus Report Response - Faculty Roster Form

Department Name	Faculty Name	Class Teaching	Credential	Comment Submitted to SACSCOC	Inadequate Academic Qualifications (SACSCOC Response)	Insufficient Justification of Other Qualifications (SACSCOC Response)	SACSCOC Reviewer Comment	ASU's Focused Report Response
Teacher Education	Anderson, Bonnie L	Fall 2018 EDUC 2199, Orient. to Education, 0 (UT) EDUC 5199, Orientation to Adv Prof Educ, 0 (G) Spring 2019 EDUC 2199, Orient. to Education, 0 (UT) EDUC 5199, Orientation to Adv Prof Educ, 0 (G)	Master's degree: M.S. (Higher Education) (Walden University)	Meet Faculty credential guidelines for teaching assessment courses because the instructor served as the Director of Assessment and had the most recent and prevalent information on the assessment system of the Division of Education. EDUC 2199 and EDUC 5199 focus on the assessment system of the Division of Education. EDUC 2199-Orientation to Teacher Education provides students with the training and information needed to successfully navigate ASU teacher preparation program requirements. Students will receive training on the College of Education's Conceptual Framework; the requirements needed to successfully complete teacher preparation programs; learn to navigate Degreeworks to complete academic program plans of study; and learn to navigate LiveText for purposes of assessment and evaluation of Key Unit and Program specific assessments. All students will be required to purchase a LiveText account and have an active ASU account prior to participation in the course. EDUC 5199-This course is for Master of Education students entering an education program. The Orientation to Graduate Education provides students with the training and information needed to successfully navigate ASU teacher preparation program requirements. Students will receive training on the College of Education's Conceptual Framework; the requirements needed to successfully complete teacher preparation programs; learn to navigate Degreeworks to complete academic program plans of study; and learn to navigate LiveText for purposes of assessment and evaluation of Key Unit and Program specific assessments. All students will be required to purchase a LiveText account and have an active ASU account prior to participation in the course.	X		Does not have terminal degree required to teach graduate-level courses. **EDUC 5119**	Please note that Bonnie Anderson will no longer be teaching these courses at ASU. Nevertheless, ASU respectfully defends her qualifications to teach these courses, although the institution admits that it failed initially to provide appropriate details and arguments in its original Faculty Roster for her assignments. First of all, ASU erred in not categorizing these courses properly. Both are not transferrable since they are unique orientation courses which apply only to ASU's College of Education's programs and carry zero semester hours of credit. They are akin to ASU 1101, an orientation course for new undergraduate students designed to facilitate student success at ASU, but at the college level and with no credit awarded. The contents of EDUC 2199 and 5199 are not specific to a particular field of study in Education, but pertain instead to the processes and procedures for successfully navigating and completing the requirements of ASU's degree programs in Education. Ms. Anderson had an appropriate graduate degree and experience in administering various aspects of the College of Education's degree programs to be the instructor of record for these non-credit, non-transferrable advisement/orientation courses.

Focus Report Response - Faculty Roster Form

Department Name	Faculty Name	Class Teaching	Credential	Comment Submitted to SACSCOC	Inadequate Academic Qualifications (SACSCOC Response)	Insufficient Justification of Other Qualifications (SACSCOC Response)	SACSCOC Reviewer Comment	ASU's Focused Report Response
Sociology and Psychology	Bennett, Colleen Rae	Fall 2018 ASU 1101, First Yr Exp: Pthwy to Succ, 1 (UN) SOCI 1101, Introduction to Sociology, 3 (UT) SOCI 2034, Social Org of Health Care, 3 (UT) SOCI 2637, Sociology of the Body & Health, 3 (UT) SOCI 3320, Global Health Disparities, 3 (UT) SOCI 4308, Health Disparities, 3 (UT) Spring 2019 PSYC 2282, Hum Behavior & the Enviornment, 3 (UT) SOCI 1101, Introduction to Sociology, 3 (UT) SOCI 1160, Intro to Social Problems, 3 (UT)	Master's degree: M.A. (Applied Sociology) (University of Maryland Baltimore County) Master's degree: M.S. (Gerontology) (Marywood University) ☐	Meets Faculty Credentials Guidelines for teaching baccalaureate courses in the field of Sociology with a related master's in Applied Sociology and 18 hours in Sociology. ASU 1101 is a first-year experience course which orients the new undergraduate student to college life and the services at ASU. A master's degree in any field is appropriate for this baccalaureate teaching assignment in addition to successful completion of a baccalaureate degree and knowledge of ASU's operations. The faculty member teaching this course has completed the training and professional development series for ASU 1101 instructors	X		Sociology degree does not qualify this person to teach psychology. **PSYC 2282**	Albany State University respectfully does not concur with the preliminary findings of the Off-Site Committee, although the institution admits that it failed initially to provide appropriate details and agruments in its original Faculty Roster for her qualifications. Ms. Bennett earned two Master's degrees in Applied Sociology and Gerontology and is qualified to teach because of the nature of psychology within the context of the social environment. Sociology is a study of society, patterns of social relationships, social interaction and culture of everyday life. Social psychology examines factors that cause human behaviors to unfold in a given way in the presence of others and societal and cultural conditions. The catalog course description for this course reads: "PSYC 2282. Human Behavior and The Environment. (3 Credits) Examines the ecological approach to human behavior, enabling the student to identify the stages and characteristics of normal human growth and development within the context of the social environment. Covered is psycho-social development from before birth to old age, the impact of environment, family functioning and group functioning." This is a social psychology course in which course content substantially overlaps the fields of sociology and psychology. Although she would not be qualified to teach courses in other specializations within the field of psychology, she is qualified to teach the content of this introductory level undergraduate social psychology course.
History and Political Science	Brown, Dafene Jahrasti	Fall 2018 POLS 1101, American Government, 3 (UT) Spring 2019 HIST 1112, Survey of World History II, 3 (UT) POLS 1105, Current World Problems, 2 (UT)	Master's degree: M.A. (Political Science) (Florida A&M University) 18 credit hours related courses are as follows: ISS 5939- International Seminar ISS 6305- Research Methods ISS 6942 - Internship POS 5208 Psy of Political Behavior POS 5277 Elect & Pols Participant POS 6427 Sem in Legislatures	Mr. Dafene Brown's graduate degree remains an interdisciplinary academic field similar to global studies, which focus on humanities disciplines. His coursework, research/ scholarship provide the basis to teach the survey of world history. Mr. Brown has 18 hours in area of instruction.	X	X	Credentials and coursework does not qualify this person to teach political science or history. **POLS 1101, 1105; HIST 1112**	Albany State University expresses regret that such documentation was not more clear initially and Mr. Brown meets the Commission's credential guidelines for teaching these political science courses. Albany State Univeristy concurs with the Committee that he is not academically qualified to teach world history and he will not be assigned to teach history courses in the future or until he has earned 18 graduate semester hours in history.

Focus Report Response - Faculty Roster Form

Department Name	Faculty Name	Class Teaching	Credential	Comment Submitted to SACSCOC	Inadequate Academic Qualifications (SACSCOC Response)	Insufficient Justification of Other Qualifications (SACSCOC Response)	SACSCOC Reviewer Comment	ASU's Focused Report Response
Sociology and Psychology	Brown, Pamela Pitman	Fall 2018 PSYC 4300, Behavioral Statistics, 3 (UT) SOCI 1101, Introduction to Sociology, 3 (UT) SOCI 1160, Intro to Social Problems, 3 (UT) SOCI 3341, Sociology of Education, 3 (UT) SOCI 4300, Behavioral Statistics, 3 (UT) SOCI 4451, Social Theory, 3 (UT) SOCI 4454, Sociology Seminar, 3 (UT) Spring 2019 PSYC 3353, Counseling the Aged, 3 (UT) PSYC 4304, Behavioral Research, 3 (UT) SOCI 3322, Social Institutions, 3 (UT) SOCI 3353, Counseling and the Aged, 3 (UT) SOCI 3456, Women of Health, 3 (UT) SOCI 4304, Behavioral Research, 3 (UT) SOCI 4454, Sociology Seminar, 3 (UT)	Doctorate degree: Ph.D. (Social Gerontology) (Miami University) Master's degree: M.A. (Sociology) (University of South Alabama)	Meets Faculty Credentials Guidelines for teaching baccalaureate courses in the field of Sociology and Psychology with a Master's degree in Sociology and a Ph.D. in Social Gerontology. The faculty has over 30 hours of classroom training that qualifies her to teach these courses. As well, the earned Social Gerontology Ph.D. is based in the Sociology department with a focus on the social constructs of aging from a sociology theoretical perspective. Faculty is also responsible for teaching various cross-listed courses; Statistics and Research being two of those courses. These courses are shared social science research orientation courses between psychology and sociology; suitable to be taught together. The faculty member teaching the course has the requisite skills to teach these courses from a social science perspective. The content of the PSYC/SOCI 3353 course falls within the context of a doctorate in social gerontology.	X	X	No indication of graduate-level coursework in psychology. **PSYC 4300, 3353, 4304**	The institution concurs with the preliminary findings of the Off-Site Committee that Dr. Brown's academic degrees in sociology do not, as stated initially in the Roster, qualify her to each all courses in psychology. ASU thanks the Off-Site Committee for recognizing that Dr. Brown is academically qualified to to all of the SOCI courses assigned to her in 2018-2019, including SOCI 3353, 4300, and 4304. Off-Site Committee please note these three sociology courses were cross-listed as PSYC 3353, 4300, 4304 because there content was largely common and appropriate for studies in the undergraduate psychology program as well as the undergraduate sociology program. Psychology and sociology share the same approach to statistical analysis (SOCI/PSYC 4300) and research methods (SOCI/PSYC 4304) because they are two related disciplines in the social sciences which empirically examine human behavior in its social context in similar ways, justifying the cross-listing in statistics and research methods. A more in-depth analysis of the content of the SOCI 3353 course in question should also justify its cross-listing with PSYC 3353. The catalog course description for it states: "SOCI 3353. Counseling the Aged. (3 Credits) A survey of problems in later life and an overview of related counseling techniques. Prerequisites: PSYC 1101 OR SOCI 1101 OR SOCI 2011 (Principles of Sociology ASU)." Despite the course title's use of the word "counseling, this is not a clinical psychology or counseling psychology course. It is a course which provides undergraduates with a general overview of the problems faced by the elderly in society, and how seniors can be helped, advised, or counseled in general terms to a find solutions to those problems. A linked syllabus is attached. Dr. Brown's doctoral degree makes her well-qualified to teach such an undergraduate survey course in social gerontology and its content can be justified for inclusion in an undergraduate psychology program given its social psychological content.

Focus Report Response - Faculty Roster Form

Department Name	Faculty Name	Class Teaching	Credential	Comment Submitted to SACSCOC	Inadequate Academic Qualifications (SACSCOC Response)	Insufficient Justification of Other Qualifications (SACSCOC Response)	SACSCOC Reviewer Comment	ASU's Focused Report Response
Health Science	Curles, Tonya	Fall 2018 OTAS 1100, Introduction to OTA, 2 (UN) OTAS 1111, Functional Anat and Kines, 4 (UN) OTAS 2410, Fieldwork Exp. Level II A, 5 (UN) OTAS 2412, Occupational Therapy Seminar, 2 (UN) Spring 2019 OTAS 1131, Phys. Function in Occupation I, 4 (UN)	Master's degree: M.Ed. (Adult and Career Education) (Valdosta State University) Bachelor's degree: B.S. (Health Services Administration) (Middle Georgia State College) Associate's degree: AS (Occupational Therapy Assistant) (Darton College) OTAS 1100 Introduction to Occupational Therapy (2) OTAS 1111 Anatomy & Kinesiology (4) OTAS 1131 Physical Function in Occupation I (4) OTAS 1132 Physical Function in Occupation II (3) OTAS 2200 Assistive Techniques & Technology (3) OTAS 2260 Treatment Methods & Management for the OTA (4) OTAS 2412 OT Seminar (2) Total Semester Hours: 22	Certifications Georgia Board of OT-Certified OTA GA License # OTA000939 Licensed and Certified Occupational Therapy Assistant Comments Meets Faculty Credentials Guidelines for teaching UN associate degree courses in occupational therapy with an earned master's degree in education and an associate's degree in occupational therapy and extensive professional experience (13 years) as licensed occupational therapy assistant, 10 years of teaching experience, 8 years of experience as the Academic Fieldwork Coordinator, and 1.5 years of experience as the Occupational Therapy Assistant Program Director.	X	X	No graduate coursework in the discipline. **COURSES IN QUESTION: OTAS 1100, 1111, 1131, 2410, 2412**	Albany State University respectfully disagrees with the preliminary finding that she is unqualified to teach these nontransferable career associate degree courses for occupational therapy assistants without graduate coursework in the discipline.. OTAS 1100, OTAS 1111, OTAS 1131, OTAS 2410 and OTAS 2412 are courses included in the Associates of Science Degree in Occupational Therapy Assistant. These courses are considered nontransferable toward a bachelor's degree. The SACSCOC Guidelines for Faculty Credentials indicate otherwise when it states: "faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: must hold a bachelor's degree in teaching discipline, or associates degree and demonstrated competencies in the teaching discipline." Mrs. Curles has an earned Associates degree in Occupational Therapy Assistant, her compentencies in this field are well documented and longstanding. Mrs. Curles has 13 years of experience as a licensed Occupational Therapist Assistant, 10 years of professional teaching experience in Occupational Therapy, and 8 years of experience as the Academic Fieldwork Coordinator for the Occupational Therapy Assistant Program. Mrs. Curles has also met the program director qualifications for the Occupational Therapy Assistant Program Accrediting body the "Accreditation Council for Occupational Therapy Education" (ACOTE) ACOTE program director standards and letter of Mrs. Curles approval as director included in the attached documents. Additionally, Mrs. Curles has a Master's degree in Adult and Career Education and a Bachelor of Science degree in Health Services Administration.
Biological Sciences	Hall, Alexandra	Fall 2018 BIOL 2108K, Principles of Biology II, 4 (UT) Spring 2019 BIOL 2108K, Principles of Biology II, 4 (UT)	Master's degree: M.Ed. (Secondary Ed) (Piedmont College)	Dr. Hall teaches one intro course a semester. Dr. Hall's transcript from Piedmont indicates a Master of Arts degree in Teaching with a major in Broadfield Social Science. She is a certified teacher and teaches at a local high school. She had a masters level course in Microbiology at ASU. She also did some doctoral work at UGA: Research Techniques, Doctoral Research, Pathogen Bacteriology, and Topics in Microbiology.	X		Credentials and coursework does not qualify this person to teach biology. **BIOL 2108**	Albany State University concurs with the Off-Site Committee, Ms. Hall is not academically qualified to teach these biology courses, and she will no longer be teaching the biologycourse.

Focus Report Response - Faculty Roster Form

Department Name	Faculty Name	Class Teaching	Credential	Comment Submitted to SACSCOC	Inadequate Academic Qualifications (SACSCOC Response)	Insufficient Justification of Other Qualifications (SACSCOC Response)	SACSCOC Reviewer Comment	ASU's Focused Report Response
History and Political Science	Ihemeje, Godwin Chinedum	HIST 1002, Intro to African diaspora, 2 (UT) POLS 1101, American Government, 3 (UT), POLS 2101, Intro to Political Science, 3 (UT)	Doctorate degree: Ph.D. (Political Science) (Obafemi Awolowo University) Master's degree: M.A. (Political Science) (Obafemi Awolowo University)	Meets Faculty Credentials Guidelines for teaching general education and baccalaureate courses in the field of Political Science with a doctorate in Political Science. Social Sciences are any discipline that study human behaviors. History as a discipline is considered as marginal to Social Sciences and Humanities. The study of History is inseparable with Political Science. The course in titled Introduction to African Diaspora as a History course could have been offered as a Political Science course principally because the content bear striking similarities to a host of courses subsumed under the African Government and Politics. Dr. Ihemeje is duly Qualified academically to teach African Diaspora. He has over five years of teaching experience in several colleges and Universities.	X	X	Credentials and coursework does not qualify this person to teach history. HIST 1002, 1111	Albany State University concurs with the Off-Site Committee that Dr. Ihemeje is not academically qualified to teach these history courses, and she will no longer be teaching the courses.
History and Political Science	Kennedy, Jamaul R.	Fall 2018 POLS 1101, American Government, 3 (UT) Spring 2019 POLS 1105, Current World Problems, 2 (UT)	Doctorate degree: Ed.D. (Curriculum & Instruction) (Columbus State University) Educational Specialist degree: Ed.S. (Curriculum & Instruction Management Administration) (Nova Southeastern University) Master's degree: M.P.A. (Public Administration) (Albany State University)	Comments Meets Faculty Credentials Guidelines for teaching general education and courses in the field of Political Science with a master degree closely related to political science. Instructor has earned advanced degrees in Curriculum & Instruction. Given the fact that the study of Politics as a Social Science is broad, Public Administration is a sub-field of Political Science. While Political Science involves the creation of Policy and strategy. The Public Administration involves "the implementation of that strategy in a manner that is as effective to as many people as possible. Dr. Kennedy is duly qualified to teach course in Political Science. He has Licenses in Reading, Language Arts and Social Science.	X	X	Credentials and coursework does not qualify this person to teach political science.	Albany State University concurs with the findings of the Off-Site Committee, Dr. Kennedy is not qualified to teach history courses. Dr. Kennedy is no longer teaching at ASU.
Business	Lawrence, Marsha Ree	BUSA 1105, Introduction to Business, 3 (UT) MGHC 3110, Intro to Health Care Org, 3 (UT) Spring 2019 MGHC 3411, Quality Mgmt in Hlth Care Org, 3 (UT) MGMT 3105, Legal Env of Business, 3 (UT)	Doctorate degree: Ph.D. (Healthcare Administration) (Capella University) Master's degree: M.P.A. (Healthcare Administration) (Albany State University)	BUSA 1101 is an introduction to business course which introduces students to the functions of a business. A masters degree in any business administration related degree (e.g., business disciplines, economics, public administration, health care administration, hospitality management, etc.) is qualified to teach this course. Meets Faculty Credentials Guidelines for teaching baccalaureate courses in the field of Health Care Management with a doctorate degree in Healthcare Administration. Faculty only taught for one semester and will not be teaching MGMT 3105 again.	X	X	Need more information about how other qualifications are sufficient for teaching BUSA. **BUSA 1105**	Albany State University respectfully does not concur with the preliminary findings of the Off-Site Committee, although the institution admits that it failed initially to provide appropriate details and agruments in its original Faculty Roster for her qualifications. Dr. Lawrence is qualified to teach the course. Her Ph.D. in Healtcare Administration included the following courses: Health Care Operations and Management, Quality Improvement, Managing Human Capital in HC, Ethics and Decision Making, Managing Change, and Health Care Finance. While these courses are applied to the health care environment, they have business coverage to teach a lower divsion introductory course.

Focus Report Response - Faculty Roster Form

Department Name	Faculty Name	Class Teaching	Credential	Comment Submitted to SACSCOC	Inadequate Academic Qualifications (SACSCOC Response)	Insufficient Justification of Other Qualifications (SACSCOC Response)	SACSCOC Reviewer Comment	ASU's Focused Report Response
Nursing	Long, Paige	Spring 2019 NURS 2117, Nursing Leadership (ASN), 1 (UN) NURS 2311, Nursing Care/WmnChild (Bridge), 4 (UN)	Master's of Science in Nursing.Bachelor's degree: B.S.N. (Nursing) (Georgia Southwestern State University) Associate's degree: ASN (Nursing) (Darton State College)	Certifications Registered Professional Nurse since 2011 Registered Professional Nurse since 2011 Comments Meets Faculty Credentials Guidelines for teaching (UN) associate degree courses in nursing with a bachelor's degree in Nursing.	X	X	Credentials and coursework does not qualify this person to teach nursing courses. **NURS 2117, 2311**	Albany State University respectfully does not concur with the preliminary findings of the Off-Site Committee, although the institution admits that it failed initially to provide appropriate details and agruments in its original Faculty Roster for her qualifications. Ms. Long earned a Master's of Science in Nursing in May 2019 from Georgia Southwestern State University and is qualified to teach the courses. Courses include 1) NURS 6104 Theory of Nursing Pracice, 2) NURS 6107 Advanced Pahtophysiology, 3) NURS 6110 Prinicples of Education in Nursing, 4) NURS 6105 Evidence Based Research, 5) NURS 6108 Advanced Health Assessment, 6) NURS 6220 Effective Teaching and Learning Strategies in Nursing
Military Science	Miller, Matthew Repine	Fall 2018 MILS 1111, Leadership & Personal Developm, 1 (UT) MILS 2211, Innovative Team Leadership, 2 (UT) MILS 2901, Leadership Development, 2 (UT) MILS 4411, Developing Adaptive Leaders, 3 (UT) Spring 2019 MILS 1121, Intro to Tactical Leadership, 1 (UT) MILS 2221, Foundations of Tactical Leader, 2 (UT) MILS 2901, Leadership Development, 2 (UT) MILS 3321, Leadership in Changing Environ, 3 (UT) MILS 4421, Leadership in a Complex World, 3 (UT)	Master's degree: M.S. (Geography) (University of Tennessee) Bachelor's degree: B.A. (Geography) (University of Montana)	Meets Faculty Credentials Guidelines for teaching baccalaureate courses in the field of Military Science with his experience in USARMY.	X	X	Credentials are insufficient, and other qualifications need further explanation. **MILS Courses**	Please note that Mr. Miller will no longer teach these courses at Albany State University. ASU respectfully defends his qualifications to teach these courses. These courses are taught by officers assigned to ASU by the Department of the Army. As military officers, the Army deems Mr. Miller qualified to teach military courses.

Focus Report Response - Faculty Roster Form

Department Name	Faculty Name	Class Teaching	Credential	Comment Submitted to SACSCOC	Inadequate Academic Qualifications (SACSCOC Response)	Insufficient Justification of Other Qualifications (SACSCOC Response)	SACSCOC Reviewer Comment	ASU's Focused Report Response
Health Science	Neal, Misty Culpepper	Fall 2018 HITE 2100, Health Record Content & Struct, 3 (UN) HITE 2137, Fund of Health Info Mgmt, 3 (UN) HITE 2400, Pathophysiology & Pharmacology, 3 (UN) HITE 2500, Health Info System Appl, 3 (UN) HITE 2600, Professional Practice I, 2 (UN) Spring 2019 HITE 2110, Organ & Super in HIM, 2 (UN) HITE 2137, Fund of Health Info Mgmt, 3 (UN) HITE 2200, Healthcare Statistics, 2 (UN) HITE 2250, Legal & Ethical Issues in HITE, 2 (UN) HITE 2600, Professional Practice I, 2 (UN)	Master's degree: M.S. (Business Administration in Healthcare) (Albany State University) Bachelor's degree: B.S. (Health Information Management) (Middle Georgia State College) HITE 2100 Health Record Content and Structure (3) HITE 2400 Pathophysiology and Pharmacology (3) HITE 2137 Fundamentals of Health Information Management (3) HITE 2250 Legal and Ethical Issues in HIM (3) HITE 2110 Organization and Supervision in HIM (2) HITE 2600 Professional Practice I (2) Total Semester Hours: 10 Associate's degree: AS (Health Information Technology (Darton State College)	Certifications Registered Health Information Administrator (RHIA) Registered Health Information Technician (RHIT) Comments Meets Faculty Credentials Guidelines for teaching UN health information technology courses with an earned bachelor's and associate's degree in health information.	X	X	Credentials do not show this person is qualified to teach Pathophysiology and Pharmacology. **HITE 2400**	Albany State University concurs with the findings of the Off-Site Committee, Ms. Neal's credentials do not qualify her to teach HITE 2400. The content of this course in Pathophysiology and Pharmacology typically requires instructors with entirely different credentials from a health information manager. HITE 2400 description stated "The study of the nature and cause of disease including the etiology, signs, symptoms, diagnostic evaluation, clinical treatment and pharmacology management of disease processes". This course description did not represent what was taught in the course. The course description has been updated to reflect what is being taught in the course. The updated description from the syllabus is attached. The HITE 2400 Pathophysiology and Pharmacology course name and description was change better defines the course content as it relates to the field and program of Health Information Technology (HITE). The change was needed to distinctly define the HITE 2400 Pathophysiology & Pharmacology course to meet the needs of program students and continue to foster student success. This change was also help to better align the Health Information Technology Program with the accreditation requirements from the American Health Information Management Association. Ms. Neal is academically qualified to teach the updated description of the course.
Math and Computer Science	Parker, Sonya M	Fall 2018 MATH 0997, Support/Quantitative Reasoning, 2 (D) MATH 1001, Quantitative Reasoning, 3 (UT) Spring 2019 MATH 1001, Quantitative Reasoning, 3 (UT)	Bachelor's degree: B.A. Chemistry (Albany State University) ☐	This instructor is qualified to teach developmental math courses She does not teach any courses higher than Quantitative Reasoning and Quantitative Reasoning Support which are all very low-level math courses. She learned how to teach these courses by working in the Math Lab and helping students for 19 years.	X	X	Credentials and coursework does not qualify this person to teach math courses. **MATH 0997, 1001**	Albany State University concurs with the Off-Site Committee, Ms. Parker is not academically qualified to teach the math courses. Ms. Parker is no longer teaching mathematics at ASU.

Focus Report Response - Faculty Roster Form

Department Name	Faculty Name	Class Teaching	Credential	Comment Submitted to SACSCOC	Inadequate Academic Qualifications (SACSCOC Response)	Insufficient Justification of Other Qualifications (SACSCOC Response)	SACSCOC Reviewer Comment	ASU's Focused Report Response
Military Science	Jouett, Matthew Joseph	Fall 2018 MILS 3311, Adaptive Team Leadership, 3 (UT)	Bachelor's degree: B.A. (Criminal Justice) (Lindenwood University)	Meets Faculty Credentials Guidelines for teaching baccalaureate courses in the field of Military Science with his experience in USARMY.	X	X	Credentials are insufficient, and other qualifications need further explanation. **MILS 3311**	Please note that Mr. Jouett will no longer teach these courses at Albany State University. ASU respectfully defends his qualifications to teach these courses. These courses are taught by officers assigned to ASU by the Department of the Army. As military officers, the army deems Mr. Jouett qualified to teach military courses.

General Instructions for Completing the Faculty Roster Form

1. These instructions apply to the use of the Faculty Roster Form* for all institutions responding to Comprehensive Standard 3.7.1 (Faculty Competence) or as requested in relation to substantive change.

2. Information requested on the form should be provided for all full-time and part-time faculty teaching credit or developmental/remedial courses. Teaching assistants should be included only if they are the instructor of record.

3. Faculty should be grouped by department, academic program, or discipline (do not group by broad areas such as social sciences or humanities, or by broad degree categories like Associate in Arts or Bachelor of Science). Faculty with teaching assignments in more than one academic area should be listed in the primary department, academic program, or discipline in which they teach, along with all of the courses taught, to avoid repeated entries for the same person.

4. For the submission of the Compliance Certification, a Track A institution (offering only undergraduate degrees) should submit rosters for fall term of the current academic year and spring term of the previous academic year. A Track B institution (offering graduate degrees) should submit rosters for fall and spring term of the previous academic year.

Providing Information That Establishes Qualifications

1. Institutions completing the Faculty Roster Form should review Comprehensive Standard 3.7.1 and the Commission guidelines on "Faculty Credentials," which can be found on the Commission website under the Policies and Publications link. The guidelines represent commonly-accepted good practice for the academic qualifications of faculty; however, the Commission recognizes that qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses.

2. The Commission usually accepts common collegiate practice in recognizing an academic discipline, concentration, and/or field of study. Examples include history, mathematics, chemistry, English, sociology, finance, accounting, marketing, and management. For faculty teaching in these areas, it is expected that the institution will provide information that justifies and documents each faculty member's qualifications relevant to the specific courses they are assigned to teach. For faculty teaching interdisciplinary courses, it is expected that the institution will provide information that justifies and documents the faculty member's qualifications relevant to the disciplines that are components of the course.

3. When completing the Faculty Roster Form, it may become obvious that only one of the faculty member's degrees need be cited in order to justify his/her qualifications to teach a specific course. In that case, cite only that one degree. In other cases, it will be necessary to list two or more degrees and to list the specific course titles and number of semester hours in those degrees relevant to the courses assigned. It may also be necessary to indicate additional qualifications such as diplomas or certificates earned (with discipline indicated); related work or professional experience; licensure and certifications; continuous documented excellence in teaching; honors and awards; scholarly publications and presented papers; and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Indicate the dates for these additional qualifications and *clearly describe the relationship between these qualifications*

and the course content and/or expected outcomes of the courses assigned to the faculty member.

4. Institutions are expected to maintain appropriate justification and documentation in the files of all faculty that establish qualifications, including those listed in columns three and four of the Faculty Roster Form. These should be readily available for the consideration of On-Site Evaluators.

Instructions for the Columns
Of the Faculty Roster Form

Column One. Provide the name of the instructor and indicate full or part-time status: (F) or (P). A full-time faculty member is usually defined as one whose major employment is with the institution, whose primary assignment is in teaching or research, and whose employment is based upon a contract for full-time employees. If a significantly different definition is used for full-time faculty, please provide that definition.

Column Two. List from the catalog the course prefix, course number, and course title of all credit courses taught by term during the requested time period. For each course indicate whether it is developmental (D), undergraduate transferable (UT) undergraduate non-transferable (UN) or graduate (G). Information should be provided—separate from the roster—summarizing the content of the courses listed on the roster. Appropriate information might be provided through a catalog or other description of the content of these courses.

Column Three. List the earned academic degrees, diplomas, and certificates that help qualify the instructor to teach the listed courses. Indicate the discipline (concentration or major) of each degree, the institution that awarded the degree. Listing

additional qualifications such as other specific course titles and number of semester hours awarded at the undergraduate or graduate level relevant to the courses assigned could also be helpful in building a case for qualified faculty.

Column Four. If necessary to establish adequate qualifications of faculty for courses assigned, list additional qualifications such as related work or professional experience, licensure and certifications; continuous documented excellence in teaching; honors and awards; scholarly publications and presented papers; and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Indicate the dates for these additional qualifications and *clearly describe the relationship between these qualifications and the course content and/or expected outcomes of the courses assigned to the faculty member.* As necessary, provide this information on additional pages.

January 2007
Updated : January 2011

* The Faculty Roster form can be found at www.sacscoc.org under Institutional Resources.

2

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: *ABC College*

Name of Primary Department, Academic Program, or Discipline: *XXXX*

Academic Term(s) Included: *Fall 20XX, Spring 20XX*   **Date Form Completed:** *mm/dd/yyyy*

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught,
Joe Alvarez (F)	**Fall 2009** BUS 1001 Fundamentals of Accounting, 3 (UN) BUS 2001 Principles of Accounting I, 3 (UT) **Spring 2010** BUS 1001 Fundamentals of Accounting, 3 (UN) BUS 2002 Principles of Accounting II, 3 (UT)	MBA (General), Good University included the following coursework: BUS 516 Cost Accounting (3) BUS 572 Federal Income Tax (3) BUS 573 Accounting Information Systems (3) Total: 9 Graduate Semester Hrs BBA (Accounting), Greenhill University	Current CPA license, NC 1999-2009 Accountant, Big Four Accounting Inc., Durham, NC 3 years Auditing experience 7 years Income Tax experience
Yolanda Bing (F)	**Fall 2009** HIS 101, Western Civilization I, 3 (UT) HIS 110, American Society and Culture, 3 (UT) GEO 222, Latin America, 3 (UT) **Spring 2010** HIS 102, Western Civilization II, 3 (UT) KIN 103, Karate, 1 (UT)	MA (History), Good University Included the following coursework: GEO 512, Hist of Cartography GEO 516, Latin American Geography GEO 640, Geo Info Sys GEO 651, Migration GEO 670, Europe GEO 680, 20th Century US Total: 18 Graduate Semester Hrs	Holds black belt and was first alternate to US Olympic team in Karate
Steig Cederholm (P)	**Spring 2010** Music Composition (UT)	BM (Music Composition), University of Louisville	Published composer, including four produced symphonies and one opera, which debuted last winter at the Houston Metropolitan Opera Formerly the composer in residence for the Atlanta Symphony Orchestra

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

FACULTY CREDENTIALS

- Guidelines -

Standard 6.2.a (*Faculty qualifications*) of the *Principles of Accreditation* reads as follows:

> For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

a.   Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

b.   Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

c.   Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

d.   Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

e.   Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

f.   Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Approved: College Delegate Assembly, December 2006
Updated for Revised Principles: April 2018

Search Manual

8.3 Additional Policies for Faculty

8.3.1 Faculty Employment

8.3.1.1 Recruitment and Appointment

Each University System of Georgia (USG) institution shall publish comprehensive, clearly stated, written policies and procedures for the recruitment and appointment of faculty members. These policies and procedures shall conform to guidelines promulgated by the USG Chief Academic Officer and the USG Human Resources Administrative Practices Manual (HRAP).

8.3.1.2 Minimum Qualifications for Employment

Minimum faculty employment qualifications for all USG institutions and all academic ranks within these institutions shall be:

1. Consistent with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)'s requirements for institutional accreditation;
2. Evidence of ability as a teacher;
3. Evidence of activity as a scholar and ability in all other duties assigned;
4. Successful experience (which will necessarily be waived for those just entering the academic profession who meet all other requirements); and,
5. Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations.

ALBANY STATE UNIVERSITY
Arts & Science
Sociology & Psychology

COURSE: **PSYC/SOCI 3353**
COURSE TITLE: **Counseling and the Aged**
CRN
CREDIT HOURS   3 semester hours
PREREQUISITES: SOCI 3350: Social Gerontology
Co-REQUISITES (if applicable)

INSTRUCTOR   **Dr. Pamela Pitman Brown**
                                    Pamela.brown@asurams.edu
                                    *NEW OFFICE PHONE 229-500-2165
                                    229.288.7305 (Text Only Please…include your name/class)
                                    Office Hours TBD

CLASS MEETING TIMES/LOCATION: Online

COURSE REQUIREMENTS
Textbook:
Williams, A. M. (2017). *Helping Relationships with Older Adults: From Theory to Practice*
SAGE Publications.
eText ISBN: 9781506347240, 150634724X

Additional Readings and Videos Provided by Professor

Course Description: A survey of problems in later life and an overview or related counseling techniques.

Institutional Student Learning Outcomes (ISLOs)
The outcome for communication:
PLO 4: Communicate sociological knowledge in the discipline appropriate oral, written, and graphic forms.

The outcome for problem solving:
PLO 5 : Students will be able to apply "sociological imagination," sociological theories, and concepts to analyzing current events, political, economic, and cultural news from reputable news or scholarly sources.

The outcome for critical thinking:
PLO 3: Exhibit critical thinking skills within the evaluation and construction of sociological research, including assumptions, appropriateness of methods used, and the strength of outcomes.

Course Objectives (COs)
CO 1: Students will gain an understanding of societal perceptions of older adults. (SLO 1; SLO2;
CO 2: Students will grasp the significance of professional standards and ethics in counseling older adults. (SLO3)
CO 3: Students will study how an older adult's personal issues, situations, or statuses help or hinder their ability to have successful counseling sessions/treatment. (SLO 4; SLO 5; SLO6)
CO 4: Students will study competencies, skills, strategies, and the challenges of gerontological counseling. (SLO 7; SLO 8)

CO 5: Students will learn how to present their work to future employers, professors, or their colleagues. (SLO 9).

Student Learner Outcomes (SLOs)

As a result of completing this course, the student should be able to:

SLO1: Discuss and identify society's perceptions of older adults, including stereotyping and ageism.

SLO2: Recognize and reflect upon their personal biases of older adults.

SLO3: Identify professional standards/ethics and Competencies for counseling older adults (CACREP, and identify the professions that work with older adults in therapeutic settings.

SLO4: Understand how issues (physical/mental/relationships/other) hinder/help the older adult's therapy or treatment plan, and incorporate this information into a modified plan based on the case study.

SLO5: Understand and reflect upon how substance abuse affects older adults and their relationships.

SLO6: Identify multicultural issues in counseling older adults.

SLO7: Identify strategies in counseling older adults, and locate resources available for older adults in your area.

SLO 8: Examine the common issues that cause older clients to seek counseling/therapy.

SLO9: Construct an ePortfolio using GoogleSites as a way to present their work to the professor, their colleagues, and future employers.

Course Objectives (COs)

CO 1: Students will gain an understanding of societal perceptions of older adults. (SLO 1; SLO2;

CO 2: Students will grasp the significance of professional standards and ethics in counseling older adults. (SLO3)

CO 3: Students will study how an older adult's personal issues, situations, or statuses help or hinder their ability to have successful counseling sessions/treatment. (SLO 4; SLO 5; SLO6)

CO 4: Students will study competencies, skills, strategies, and the challenges of gerontological counseling. (SLO 7; SLO 8)

CO 5: Students will learn presentation skills needed as they enter the workforce or graduate school (SLO 9).

Course Activity Components & Course Assessment Components

Activities: Five activities. **Required*
- ❖ *Activity 1: Aging in the Media (SLO 1)*
- ❖ *Activity 2: Substance Abuse Exercise & Reflection (SLO 5)*
- ❖ *Activity 3: Hospice & Palliative Care (SLO 4)*
- ❖ *Activity 4: Visit to Area Agency on Aging. Identify services offered for older adults. (SLO 7)*
- ❖ *Activity 5: Identify Competencies for counseling older adults (CACREP) and identify the professions that work with older adults in therapeutic settings. (SLO 3)*

Guided Exercises: There are 22 Guided Exercises. You will complete 20. Ten (10) are marked **Required*
You may choose the other 10.
- ❖ *Guided Exercise #1: Older Adult Interview (SLO 4) *Required*
- ❖ *Guided Exercise #2: Personal Modification (SLO 4)*
- ❖ *Guided Exercise #3: Dispelling Myths (SLO 1)*
- ❖ *Guided Exercise #4: Personal Bias (SLO 2) *Required*
- ❖ *Guided Exercise #5: Privacy in Family Systems (SLO 4)*
- ❖ *Guided Exercise #6: Older Adult Strategies (SLO 7) *Required*
- ❖ *Guided Exercise #7: Diabetes Knowledge (SLO 4; SLO 7)*

- *Guided Exercise #8: Vision Disorder Simulation(SLO 4; SLO 7)*
- *Guided Exercise #9: HIV in Older Adults (SLO 1; SLO 2; SLO 3; SLO 4; SLO 7; SLO 8) *Required*
- *Guided Exercise #10: Substance Abuse in Older Adults (SLO 1; SLO 2; SLO 3; SLO 5; SLO 7; SLO 8) *Required*
- *Guided Exercise #12: Caregiving (SLO 4; SLO 6; SLO 8)*
- *Guided Exercise #13: Grandparents as Caregivers (SLO 4; SLO 6; SLO 8)*
- *Guided Exercise #14: Loss (SLO 4; SLO 5; SLO 6: SLO7; SLO 8)*
- *Guided Exercise #15: Disengagement Theory (SLO 8)*
- *Guided Exercise #16: Ageism in the Workplace (SLO 1; SLO 2;SLO 4; SLO 7; SLO 8) 16 or 17 *Required*
- *Guided Exercise #17: Older Client or Family?(SLO 2; SLO 4; SLO8) 16 or 17 *Required*
- *Guided Exercise #18: Comprehensive Gerontological Psychosocial Assessment (SLO 3; SLO 4; SLO 8) *Required*
- *Guided Exercise #19: Final Plans (SLO 7; SLO 8) *Required*
- *Guided Exercise #20: Continuum of Care (SLO 7; SLO 8) *Required*
- *Guided Exercise #21: Therapy Approach (SLO 3; SLO 7) *Required*
- *Guided Exercise #22: Needs & Challenges of Geriatric/Gerontological counseling. Are you up for the challenge? (SLO 3; SLO 7)*

ePortfolio: (SLO 9) *Required*

Your ePortfolio is constructed so that you can share your work with others (colleagues, employers, graduate school). Additionally, you will use GoogleDrive & GoogleDocs. This may mean that you will need to construct a professional email in gmail (if you don't already have one). I always suggest maintaining a professional email in addition to your university email. That way when you graduate you have all of your contact information and projects available. Make your email something such as your name@ gmail.com

EXAMPLE:
Mine is pamelapitmanbrownphd@gmail.com
My husband's is e.w.brownjd@gmail.com

Do not use cutiepiefluffybunny@ gmail.com as a professional email.
Consider this as part of your job interview!! Be professional!!

You will construct the following areas (folders) within your ePortfolio:
1) Guided Exercises 1-21
2) Activities in the Course
3) Any Presentations you construct during course
4) Any readings that you have used (you can add the readings into each folder such as Guided Exercises or Activities.
5) Any additional area you wish to construct
    **Reflections: I suggest keeping reflections in a separate folder marked "Reflections"…that way you can make these private and share the remaining work. HOWEVER, if you chose to do it this way, it must be where I can view the materials. You can then change the viewing after the course.

For an example on how to set up your work:
https://drive.google.com/drive/folders/1I5X3Ek83Kl6DXfXGHsgDnMqOmjJstLsi?usp=sharing

How will I be graded on my ePortfolio?
Understand that ePortfolios are difficult to grade as they are as individualized as each person/student. However, you must create the above areas, and be organized.
See Rubric on required components for minimal grade.

I. Course Schedule (this can be as detailed as is appropriate for student learner level)

	Assignments		
Date	Topics Aligned with Student Learning Outcomes	Activity	Assignments
Week 1 & 2 **January 14-27**	*Section 1:* *Overview of the Aging Process,* *Aging Theories,* *Positive Aging, and the Helping Process* *Chapter 1: Introduction* *Chapter 2: Historical Perspectives & Changing Attitudes Toward Older Adults*	*Activity 1: Aging in the Media Project* *Due February 10th at 5PM* (red)	*Guided Exercise 1:* *Chapter 1* **REQUIRED* *Due January 27th at 5pm* (red) *Guided Exercise 2:* *Chapter 1* *Due February 10th at 5pm* *Guided Exercise 3:* *Chapter 2* *Due February 10th at 5pm* *Guided Exercise 4:* *Chapter 2* **REQUIRED* *Due February 10th at 5pm* (red)
Week 3 & 4 **January 28-February 10**	*Chapter3: Characteristics of Positive Older Adults and the Helping Process* *Section ll: Common Issues and Problematic Behaviors Experienced by Older Adults* *Chapter 4: Health Challenges That Impact the Well-Being of Older Adults*		*Guided Exercise 5:* *Chapter 2* *Due February 24th at 5pm* *Guided Exercise 6:* *Chapter 3* **REQUIRED* *Due February 24th at 5pm* (red) *Guided Exercise 7:* *Chapter 3 & 4* *Due February 24th at 5pm* *Guided Exercise 8:* *Chapter 4* *Due February 24th at 5pm*
Week 5 & 6 **February**	*Chapter 5: Challenging Conditions Experienced by Older Adults*	*Activity 2: Substance Abuse Exercise &*	*Guided Exercise 9:* *Chapter 4 & 5*

11-24	Chapter 6: Family Issues & Support Systems	*Reflection* *Due March 18th at 5PM*	*REQUIRED* *Due March 10th at 5pm* *Guided Exercise 10: Chapter 5* *REQUIRED* *Due March 10th at 5pm* *Guided Exercise 11: Chapter 5* *Due March 10th at 5pm* *Guided Exercise 12: Chapter 6* *Due March 10th at 5pm*
Week 7 & 8 **February 25-March 10th**	Chapter 7: Loss & Its Effect on Older Adults Chapter 8: Opportunities in Later Life	*Activity 3: Hospice & Palliative Care* *Due March 18th at 5PM*	*Guided Exercise 13: Chapter 6* *Due March 31st at 5pm* *Guided Exercise 14: Chapter 7* *Due March 31st at 5pm* *Guided Exercise 15: Chapter 8* *Due March 31st at 5pm*
	Spring Break March 11th -15th		

Week 9 & 10 **March 18-31**	***Section III: Professional Practice in Working with Older Adults*** *Chapter 9: Skills, Attitudes, and Knowledge of Effective Practitioners* *Chapter 10: Professional Practice with Goals for Older Adults*	*Activity 4: Area Agency on Aging* ***Due April 14th at 5PM***	****You are*** ***REQUIRED to complete either GE 16 or GE 17*** ***Guided Exercise 16: Chapter 9*** ***Guided Exercise 17: Chapter 9*** ***Due April 10th at 5pm***
			Guided Exercise 18: Chapter 9 & 10 ****REQUIRED*** ***Due April 10th at 5pm***
Week 11 & 12 **April 1-14**	*Chapter 11: Therapeutic Approaches & Appropriateness for Older Clients* *Chapter 12: Future Trends*	*Activity 5:* **CACREP and Professions** ***Due April 28th at 5PM***	***Guided Exercise 19: Chapter 7, 9, & 10*** ****REQUIRED*** ***Due April 28th at 5pm*** ***Guided Exercise 20: Chapter 10*** ****REQUIRED*** ***Due April 28th at 5pm*** ***Guided Exercise 21: Chapter 11*** ****REQUIRED*** ***Due April 28th at 5pm*** ***Guided Exercise 22: Chapter 12*** ***Due May 2nd at 5pm***
Week 13 & 14 **April 15-28th**	*Wrap up*		*This is a time to ask questions concerning your ePortfolio work if you need assistance.*
Week 15	*ePortfolio Submission*		*ePortfolio must be*

April 29th-May 5th.			*submitted prior to the last day of class (within that week). Bonus points will be given for early turn in*

	Activity and/or Description	Maximum Possible Score
Assignments		
1	Activity #1: ***Aging in the Media Project*** *Required*	20
2	Activity #2: ***Substance Abuse Exercise & Reflection*** *Required*	20
3	Activity #3: ***Hospice & Palliative Care Visit*** *Required*	20
4	Activity #4: *Area Agency on Aging Visit* *Required*	20
5	Activity #5: ***CACREP and Professions*** *Required*	20
6	**Guided Exercise #1: Older Adult Interview** *Required* Interview your grandparent or other older adult in your family and inquire regarding the changes they noticed as they aged. Ask them how they felt regarding the changes and how they adjusted to them. Write a short (less than 3 page) paper on your interview and align the knowledge from the interview, with what you have learned so far in your text from Chapter 1. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
7	**Guided Exercise #2: Personal Modification** Numerous physiological changes occur as people age. Identify two of the major systems that change as one ages and discuss ways to adjust to these changes. What modifications in your current behavior will enable you to adjust more positively to these natural and inevitable changes? Use your text (**Chapter 1**) and outside material to complete the modifications section. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
8	**Guided Exercise #3: Dispelling Myths** Many individuals fear growing older and there exists stereotypes and myths associated with aging. Identify ways you would dispel myths and stereotypes of aging. At what levels would you suggest target areas? How would you suggest integrating aging content into a curriculum at an early developmental stage? Use your text (**Chapter 2**) and outside material to complete the integration into curriculum section. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40

9	**Guided Exercise #4: Personal Bias** *Required* What are your views regarding older adults, and what experiences or events led to the views you currently hold? Remember to examine various aspects as they pertain to older adults, which include, but are not limited to, finances, relationships, values, religion/spirituality, and work. Do you perceive your views as promoting or impeding your ability to working constructively with older adults? Are any of your views modifiable, and how would you modify them? Use your text (**Chapter 2**) and outside material complete your responses. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
10	**Guided Exercise #5: Privacy in Family Systems** Elderly individuals have been taught to maintain private matters within their family systems. This belief interferes with their ability to access the services of mental health counselors. As a new professional, how would you address the reluctance to pursue counseling services? What specific strategies would you employ? What resources would you need to increase their level of involvement? What information, skills, or abilities would you need to cultivate to work effectively with elderly clients? Use your text (**Chapter 2**) and outside material complete your responses. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
11	**Guided Exercise #6: Older Adult Strategies** *Required* You have been trained to provide counseling services to clients from young adulthood through middle age. Your knowledge of older adults comes primarily from your experiences with your grandparents and their friends. You are now expected to provide counseling services to an older clientele (65+). How would you prepare yourself to work with this client population? Do you believe you can use the same strategies and interventions you have used previously with these older clients? Use your text (**Chapter 3**) and outside material complete your responses. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
12	**Guided Exercise #7: Diabetes Knowledge** Diabetes is a chronic disease that affects many older persons. This disease is managed by altering one's diet, exercise, and/or medication. Many older persons live comfortable lives and manage this chronic disease effectively. Your elder client has just completed his assessment, and you have discovered that diabetes is one of his many medical problems. As a mental health counselor, how do you proceed in examining the complications related to this diagnosis? Is there a need to coordinate services with health care providers, and if so, which providers will you contact? How does the diagnosis of diabetes and its complications affect the mental status and emotional health of your client? Find ways to convince your resident of the necessity in following a diabetic diet to decrease his or her potential for insulin injections. Make sure you have thoroughly researched the topic and obtained data pertinent to diabetes management and older adults. What did you learn from this experience and how will it help you when working with older clients? Use your text (**Chapter 3 & Chapter 4**) and outside material complete your responses. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40

13	**Guided Exercise #8: Vision Disorder Simulation** Go to a nearby dollar store and purchase a pair of eyeglasses. Take a bar of soap and rub against the lenses, which should leave a cloudy residue. Now place the glasses on in the comfort of your home. How does it feel to navigate around your environment? Are you experiencing any difficulty in performing your ADLs (e.g., dressing, bathing, combing your hair)? Can you imagine what older persons experience when they have severe visual impairment? Use your text (**Chapter 4**) and outside material complete your responses. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
14	**Guided Exercise #9: HIV in Older Adults** *Required* Complete the work within your HIV & Older Adults folder in D2L. Complete all questions. Additionally, locate information from outside sources to include within your ePortfolio. (**Chapter 4**) Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
15	**Guided Exercise #10: Substance Abuse in Older Adults** *Required* You are to conduct extensive research on substance abuse in older adults. You will then narrow your research to one particular substance abused by older adults. Identify difficulties in functioning into different categories (i.e., psychological, cognitive, social, occupational, physical). Once categorized, review different psychotherapeutic approaches to address the challenges identified from your research. Use your text (**Chapter 5**) and outside material complete your research. Write a short (3 page) paper on your findings. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
16	**Guided Exercise #11: Alzheimer's & Other related Dementias** Visit an Alzheimer's or dementia care unit of a local nursing facility. Interview the facility manager or the Geriatric Care Manager. What are your observations regarding the environmental modifications to ensure the residents' safety? What is unique regarding the environment and what qualifications are needed to work there? How did you feel entering the unit and what were your perceptions of this experience? Use your text (**Chapter 5**) and outside material complete your research. Write a short (3 page) paper on your findings. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
17	**Guided Exercise #12: Caregiving** Caregiving can be viewed as an opportunity or a burden. There are many advantages and challenges in providing care to a loved one. Interview an adult who has been a caregiver and examine his/her role in providing care to his/her children and his/her views on receiving care from his/her adult children. What type of services did the adult receive and how did his/her view his/her role as a caregiver? Finally, identify a time in which you were placed in the role of caregiver. Was caregiving provided to a sibling, parent, grandparent, or friend? What services did you provide and how did you feel about your involvement? How would you go about counseling an adult who is a caregiver? Use your text (**Chapter 6**) and outside material complete a short (3 page) paper on your findings and your interview. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40

18	**Guided Exercise #13: Grandparents as Caregivers** Many older adults look forward to becoming a grandparent. However, when the grandparent unexpectedly assumes full responsibility for raising a grandchild, the relationship changes in many ways. Many grandparents may feel uncomfortable with this unanticipated role. Identify five circumstances that can lead to a grandparent caring for a grandchild. Identify the challenges faced by the grandparents providing care on a daily basis. Use your text (**Chapter 6**) and outside material complete a short (3 page) paper on your research findings. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
19	**Guided Exercise #14: Loss** Identify and describe five losses that older persons experience as they age. Address each of the losses you have identified as a geriatric counselor or social worker. What resources would you need to assist in this process? . Use your text (**Chapter 7**) and outside material complete a short (3 page) paper on your research findings. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
20	**Guided Exercise #15: Disengagement Theory** Think about the disengagement theory. Disengagement was thought to allow older adults to maintain a sense of self-worth through withdrawal to the loss of prior roles. Can you identify any positive consequences associated with disengagement? What are the negative consequences associated with withdrawal from previous roles? Are you familiar with older adults who disengaged from various roles in society and later adopted the same roles as previously held and/or new ones? Explain your response in detail. Use your text (**Chapter 8**) and outside material. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
21	**Guided Exercise #16: Ageism in the Workplace** *Required 16 or 17* Older adults are increasing their expectations of an active and productive lifestyle, which, for some, means continuing their employment into the later years. You are fully aware of the positive and negative attributes perceived by employers in the field. However, to meet the challenges of the current workplace, it remains essential that older workers retain their employment and for some to return to various types of positions. You are to develop a survey and distribute to a convenient sample (10 people) of older persons and determine their interest in work. Some of the areas that you can cover include, but are not limited to, types of positions, salary requirements, job search strategies and outcomes, and any other feedback that they voluntarily provide. Compile the results create a research presentation using Prezi or Powerpoint. Make sure that you complete a voiceover and place the project in your ePortfolio. Use your text (**Chapter 9**) and outside material. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40

22	**Guided Exercise #17: Older Client or Family?** *Required 16 or 17* Imagine a group in interaction consisting of the counselor, older adult, and family members. The family has raised the issue that they do not feel their mother should remain in her home because her neighborhood has declined in recent years. As the counselor, is it your obligation to the older client or to the family members? Do you agree or disagree with the family's decision? What additional information do you need to position yourself to make a decision? Is your role to advocate for your older client (who wants to remain independent) or succumb to the desires of the adult children? How would you handle this situation? What ethical principles are you confronted with? Use your text (**Chapter 9**) and outside material to complete a short (3 page) paper on your research findings. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
23	**Guided Exercise #18: Comprehensive Gerontological Psychosocial Assessment** *Required* A comprehensive gerontological assessment provides valuable information that help you better understand and work therapeutically with an older client. This type of assessment is time-consuming and may be exhausting for some older clients. Using the given case study, complete an assessment. The forms are located in the Assessments Folder in D2L. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
24	**Guided Exercise #19: Final Plans** *Required* PERSONAL: As a counselor of older adults you may be placed in the situation to assist them in planning their funeral or that of their spouse/child. For this exercise you will consider the following: What type of ceremony or funeral rituals would you prefer? Why did you choose this particular type of ritual? What would you want your obituary to say? What arrangements can you make on an individual level to decrease anxiety for yourself and your family members? Create a plan and include your obituary. NOW As the COUNSELOR: Elisabeth Kübler-Ross (1969) identified five stages individuals work through when they face death and dying. The stages are denial, anger, bargaining, depression, and acceptance. Relate how these stages can help you (the counselor) in working with your terminally ill older client and his or her family. What do you view as your role in this situation? Identify issues that arise in each of these stages and ways to address them. Additionally, be sure to include the information in your ePortfolio. Use your text (**Chapter 7, 9, & 10**) and outside material Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40

25	**Guided Exercise #20: Continuum of Care** *Required* As a future counselor who wishes to work effectively with older clients, you must be knowledgeable regarding the continuum of care. Different living environments are required for older persons at different points in their lives based upon a variety of factors. Conduct research on the continuum of care for older persons to understand their structure, eligibility requirements, costs, and locations. Now identify which environments would be acceptable for older adults who are independent and highly functional, those who require some minimal assistance with activities of daily living, and those who have numerous medical problems and require daily supervision. Now identify resources for the older client who has a diagnosis of dementia in the later stages. Use your text (**Chapter 10**) and outside material Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
26	**Guided Exercise #21: CHOOSE ONLY ONE THERAPY APPROACH** *Required* At this point you should know a great deal about yourself and your strengths/weaknesses. Go to the folder on D2L marked Therapy Approach and choose only one folder. Complete the activity in that folder. You only complete one folder! You may enter and read all of the folders prior to completion. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
27	**Guided Exercise #22: Needs & Challenges of Geriatric/Gerontological counseling. Are you up for the challenge?** Go to the folder on D2L marked Geriatric/Gerontological Counseling. Complete the exercise in the folder. Don't forget to include the material in your ePortfolio after it is graded! You can make corrections for your ePortfolio!	40
28	**ePortfolio**	100

II. Method of Student Evaluation
Provide a description of graded assessments that are aligned to the student learning outcomes.

A. Course Grading Policy
Provide a statement on your grading policy and procedures. Be clear and concise so all students understand what each is being graded on.

B. ASSESSMENT   The final grade in the course will be determined as follows: (modify as needed)

Activities (5 Activities & Reflections) (20 points each)	100 pts
Guided Exercises (20 @ 40 points each)	800 pts
ePortfolio	100 pts
Total Points	1000 pts

C. COURSE GRADES   The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	Below 60

III. Course Policies

A. Course Information and Instructor Expectations

You should cover any rules and regulations in this section. If you want the students to know your expectations be clear about what you want (cell phone usage, tardy, attendance, etc.)

B. Academic Honesty/Integrity

Provide the instructor statement on academic honesty, plagiarism, etc.
(See ASU Student Handbook for rules on academic honesty/integrity Page 62)
https://www.asurams.edu/student-affairs/student-handbook/2017-handbook/

The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment. Add any additional information related to your discipline.

C. Students with Disabilities

a. Please refer to the following link for Counseling and Disability Services:
https://www.asurasm.edu-student-affairs/counseling-disability -services/

> **Students with Disabilities:**
> **If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.**

D. Campus Carry Information

a. Please refer to the following link for Campus Safety Information:
https://www.asurams.edu/police-policy-procedures/

E. Sexual Misconduct Policy (Harassment Policy)

a. Please refer to the following link for Title IX: Sexual Misconduct Policy:
https://www.asurams.edu/adminstration/title-ix/sexual-misconduct-policy/

F. University Math and Writing Centers Reinforcement Policy

a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.

b. Writing Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center/ OR https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/

c. Math Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/ OR https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/

d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

G. Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, https://www.asurams.edu/Technology/ , https://www.asurams.edu/Technology/getting-started-students/ OR https://www.asurams.edu/Technology/?s=student+support for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

> ***NOTE: "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university's official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb."**

H.   Course Attendance Policy
Provide a statement of your attendance policy OR use the ASU Policy from the most recent policy handbook. **Please refer to the following link for attendance policy**: https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/

I.   Class Cancellation Policy
Provide a statement of your class cancellation policy OR use the ASU Policy from the most recent policy handbook.

J.   Important University Dates
    a.   Please refer to the online calendar for additional information:
    https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar/

IV. Directions and Rubrics
(Provide students with a rubric for each graded assignment or opt for a general rubric to grade your assignments)

Category	Rubric for Assignment X		
	Unacceptable – 1	Acceptable - 3	Target – 5
Scale	19 points and below	25 – 20 pts	30 - 26 points

Syllabus Acknowledgement

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Student Name: (Print)   _____

Student Signature: _____

Date: _____

Bibliography/References

Add your reference list with appropriate and current references.

Dear Ms. Curles,

At its meeting on November 30-December 3, 2017, ACOTE reviewed the credentials of Tonya Curles, COTA/L, MEd, Program Director of the Occupational Therapy Assistant Program at Albany State University-West Campus, Albany, Georgia.

ACOTE voted that Ms. Curles' credentials indicate compliance with Standards A.2.1, A.2.2, and A.2.3 of the 2011 *Accreditation Standards for an Associate-Degree-Level Educational Program for the Occupational Therapy Assistant.* No further report regarding these Standards is required at this time.

Program Status: Accreditation

Please feel free to contact AOTA Accreditation staff (accred@aota.org) should you have any questions.

Neil Harvison, PhD, OTR, FAOTA
Acting Director of Accreditation/Chief Professional Affairs Officer
American Occupational Therapy Association, Inc.
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
(301) 652-2682 (ext 2202)
nharvison@aota.org
www.acoteonline.org

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	• Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information. • Agree to a site visit date before the end of the period for which accreditation was previously awarded. • Demonstrate honesty and integrity in all interactions with ACOTE. • Comply with the current requirements of all ACOTE policies.	• Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information. • Agree to a site visit date before the end of the period for which accreditation was previously awarded. • Demonstrate honesty and integrity in all interactions with ACOTE. • Comply with the current requirements of all ACOTE policies.	• Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information. • Agree to a site visit date before the end of the period for which accreditation was previously awarded. • Demonstrate honesty and integrity in all interactions with ACOTE. • Comply with the current requirements of all ACOTE policies.	• Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information. • Agree to a site visit date before the end of the period for which accreditation was previously awarded. • Demonstrate honesty and integrity in all interactions with ACOTE. • Comply with the current requirements of all ACOTE policies.
A.2.0. **ACADEMIC RESOURCES**				
A.2.1. Program Director				
A.2.1.	• The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. • The program director must be an initially certified occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a doctoral degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education (USDE). The doctoral degree is not limited to	• The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. • The program director must be an initially certified occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a doctoral degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education (USDE). The doctoral degree is not limited to	• The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. • The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education	• The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. • The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education

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	a doctorate in occupational therapy.
	
	For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.
	
	• The program director must have a minimum of 8 years of documented experience in the field of occupational therapy. This experience must include:
	
	   o Clinical practice as an occupational therapist.
	   o Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.
	   o Scholarship (e.g., scholarship of application, scholarship of teaching and learning).
	   o Understanding of the role of the occupational therapy assistant.
	   o At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postbaccalaureate level.
	
	• The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.
	
	• The program director position cannot be shared.
		a doctorate in occupational therapy.
		
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		   o Clinical practice as an occupational therapist.
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		   o Scholarship (e.g., scholarship of application, scholarship of teaching and learning).
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		• The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.
		
		• The program director position cannot be shared.
			(USDE). The master's degree is not limited to a master's degree in occupational therapy.
			
			For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.
			
			• The program director must have a minimum of 5 years of documented experience in the field of occupational therapy. This experience must include:
			
			   o Clinical practice as an occupational therapist or occupational therapy assistant.
			   o Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.
			   o Scholarship (e.g., scholarship of application, scholarship of teaching and learning).
			   o Understanding of and experience with occupational therapy assistants.
			   o At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.
			
			• The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.
			
			• The program director position cannot be shared.
				(USDE). The master's degree is not limited to a master's degree in occupational therapy.
				
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				   o Understanding of and experience with occupational therapy assistants.
				   o At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.
				
				• The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.
				
				• The program director position cannot be shared.

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	A DOCTORAL OR MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME. *A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL OR NATIONAL ACCREDITATION SINCE THAT TIME.*			
A.2.2. FTE Faculty Composition				
A.2.2.	*(No related Standard)*	*(No related Standard)*	The program must have at least three full-time equivalent (FTE) faculty positions at each accredited location where the program is offered. At a minimum, each program must have a core faculty who is an occupational therapist and a core faculty who is an occupational therapy assistant.	The program must have at least two full-time equivalent (FTE) faculty positions at each accredited location where the program is offered. At a minimum, each program must have a core faculty who is an occupational therapist and a core faculty who is an occupational therapy assistant.
			IN ORDER TO DEMONSTRATE COMPLIANCE WITH THIS STANDARD, THERE MUST BE ONE CORE FACULTY MEMBER WHO IS PRIMARILY PRACTICING AS AN OCCUPATIONAL THERAPIST AND ONE CORE FACULTY MEMBER WHO IS PRIMARILY PRACTICING AS AN OCCUPATIONAL THERAPY ASSISTANT. FOR THE PURPOSE OF THIS STANDARD, PRACTICE IS CONSIDERED EITHER OTA CLINICAL PRACTICE OR OTA EDUCATION.	
A.2.3. Program Director and Faculty Qualifications				
A.2.3.	The program director and faculty must possess: • The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution. • Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.	The program director and faculty must possess: • The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution. • Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.	The program director and faculty must possess: • The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution. • Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.	The program director and faculty must possess: • The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution. • Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.

Darton College of Health Professions
Health Science Division
Health Information Technology
Syllabus
Fall 2019

Course Number: HITE 2400

Course Name: Pathophysiology & Pharmacology for the HIT Professional

CRN: 82601

Credits: 2-2-3

Class Times: Online

Instructor: Misty C. Neal, MBA, RHIA

Office: J-248

Phone: 229-500-2244

Email: Misty.Neal@asurams.edu

Office hours: (Monday-Thursday 10:00 a.m.-12:00 p.m.)

Pre-requisites: BIOL 110K, HITE 2100, or permission of instructor

Co-Requisites: HITE 2150

Course Description: This course includes the management of health information as it relates to the nature and cause of the disease process of the human body; including the etiology, signs, symptoms, diagnostic evaluation, clinical treatment and pharmacologic management of disease processes to understand and abstract health information data for application of medical diagnostic and procedural codes and management of patient health information.

Learning Outcomes:
1. Define general medical diagnoses used to discuss and classify diseases as related to accurate application of medical billing and coding guidelines.
2. Define the basic terminology relevant to human disease.
3. Discuss the pathogenesis of disease.
4. Identify predisposing factors to human disease.
5. Describe significant pathological changes occurring in the structure and function of tissues and organs.
6. Explain causes and symptoms of specific disease processes.
7. Report the various diagnostic tests utilized in the diagnosis of disease.
8. Describe the typical course and management of common system disorders.
9. Outline the laboratory and radiological diagnostic findings to support specific disease processes.
10. Describe the modes of treatment (medical, surgical and pharmaceutical) for specific disease processes.

Learning Assessments:
- Homework assignments (1,2,3,4,5,6,7,8,9)
- Exams (1,2,3,4,5,6,7,8,9)
- Student Project(1,2,3,4,5,6,7,8,9)

Course Objectives:

- Utilize the general vocabulary used to discuss and classify diseases as related to accurate application of medical billing and coding guidelines
- Comprehend the fundamental mechanisms of disease processes as related to accurate application of medical billing and coding guidelines
- Identify the most frequent and serious problems/diseases affecting major organ systems, as well as the relevant symptoms, signs, and tests as related to accurate application of medical billing and coding guidelines
- Determine diseases that frequently involve more than one organ system as related to accurate application of medical billing and coding guidelines
- Describe the different types of treatment used to diagnose and treat diseases through the use of pharmacology as related to accurate application of medical billing and coding guidelines

Required Text(s): Turley, Susan. *Medical Language: Immerse Yourself*, 4th ed. (Upper Saddle River, NJ: Pearson, 2017) ISBN-13: 9780134318127

References: *Mosby's Dictionary*, Mosby, 7th edition, 2006. *Pathophysiology Made Incredibly Easy*, Lippincott Williams & Wilkins, Fifth edition, 2013.

http://www.merckmanuals.com/home
http://www.webmd.com/
http://www.mayoclinic.org/
http://medical-dictionary.thefreedictionary.com/

Other Requirements: None

Method of Instruction: This is an online course that utilizes assignment quizzes, PowerPoint, and a student project.

GAView Support: Please visit online learning for instructions on how to navigate GAView at https://www.asurams.edu/Academics/asuonline/. Please access GAView on a weekly basis for discussion postings and all assignments. If you experience technical difficulties with any GAView course component, please contact the Web HelpDesk at Albany State University for technical assistance. Submit a tech support request online at: https://www.asurams.edu/Technology/, contact the WebHelp Desk by phone at 229- 430-4909(local), or email www.helpdesk.asurams.edu.

Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, https://www.asurams.edu/technology/, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit

assignments.

Evaluation:

Assignment Quizzes (9):	30%
Tests (3):	35%
Discussions	20%
Student Project:	15%

Grading Scale:
A = 100-90%
B = 89-80%
C = 79-75%
D = 74-70%
F = below 70%

Specific Course policies:

Instructor Specific Policies:

Attendance Policy: Attendance in online classes is verified in terms of participation, time spent in a particular unit or other part of online courseware, time spent in chats and online discussion, quality and quantity of chat and online discussion content, quality and quantity of e-mail, quality and quantity of course work, test participation, and other considerations. Students are expected to engage actively in the course content, participate in student-teacher and student-student communications, and complete assignments and tests according to the requirements and schedule of the course instructor. Failure to participate, communicate, or meet course requirements within the time frame required by the instructor may reduce the grade for the course or initiate faculty-withdrawal procedures.

Tardiness Policy: None

Work Policy: Please complete your assignments in the timeframe allotted and please review assignment policies. Each student is required to complete his/her own work. Failure to do so will result in disciplinary action including removal from the course.

Assignments Policy: Assignments are due by the date and time specified on the assignment. Even though late assignments may still be accepted, it is not wise to wait until the last day to submit your work in case of failed internet connections, computer problems or unforeseen circumstances. All assignments are due by 11:59 p.m. on the date specified. Late assignments will be accepted until 1:00 p.m. of the following day; however, the grade will automatically be lowered by 10%. The assignment link goes down at the 11:59 p.m. on the due date. If you submit the assignment after the due date, you must email me the answers by 1:00 p.m. the day following the due date, and the student must ask permission from the instructor to submit assignments after that time. An additional penalty of an automatic 20% deduction in grade will result in later accepted submissions. Assignments over one week late will not be accepted.

If you have any questions regarding the grading of any quiz/test/discussion/assignment, you must notify the instructor within (4 days) of grade release. Please provide the entire question and answer choices (if any), what the quiz, test, etc. considered the correct answer, and what you consider the correct answer

and why. After 96 hours, the grade will be considered correct and will stand as is.

Make up Exam Policy: Exams are to be taken on the scheduled day and during the specified hours. If a student is unable to take an exam at the scheduled time, the student must notify the instructor prior to the scheduled time. Although there is no guarantee that an exam can be made up, no make-up exam will be allowed if the student fails to notify the instructor prior to the scheduled day and time.

Social Media Policy: Social media refers to any content posted to sites such as Twitter, Facebook, LinkedIn, and other sites viewable by multiple people. The following policies will apply to information posted to these types of sites. Students are personally responsible for any material or comments posted to such sites. Students must not post any materials that are obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive, hateful or embarrassing to another person or entity. Students are prohibited from posting material about the HIT program or any clinical affiliate of the program unless such information is approved by the program faculty. Students must not post information critical of the program, any of its clinical affiliates, or the college. Information that is posted must clearly indicate it is the student's own opinion or ideas and does not necessarily reflect the opinions of the program, faculty, clinical affiliates or the college. Failure to abide by this policy may result in disciplinary action up to and including removal from the program.

Academic Dishonesty: Academic dishonesty is a serious matter and will not be tolerated. Penalties for academic dishonesty are outlined in the Albany State University Student Handbook. Students should also consult the PTA program Student Handbook for additional information and Program policies regarding academic dishonesty.

(See ASU Student Handbook for rules on academic honesty/integrity Page 62)
https://www.asurams.edu/academic-affairs/dchealthprof/docs/2018-2019-Undergraduate-Student-Handbook-ASN.pdf

The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment. Add any additional information related to your discipline.

ADA: In compliance with the Americans with Disabilities Act (ADA), Albany State University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose their disability to the office of Disability Services before academic accommodations can be implemented.

Students with Disabilities

   a.   **Please refer to the following link for Counseling and Disability Services:**
https://www.asurams.edu/student-affairs/counseling-disability-services/rights-and-responsibilities.php

Students with Disabilities: **If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 500-2013, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.**

- **It is the student responsibility to discuss accommodations needed with the instructor before class assignments begin.**

- **Student should keep in contact with instructor to ensure accommodations are being met and student is able to ascertain comprehend course material and that accommodations and modifications are increasing students' progression in the course.**

Confidentiality: As a general rule confidential information will not be presented in this class, however students are required to observe confidentiality rules in the event confidential information may be presented. Students will be required to complete a HIPPA training session as part of this course.

Zero Tolerance Policy - ASU's Alcohol and Drug Policy:

A zero-tolerance policy is one which requires a severe penalty to be imposed which is unbending in its imposition, and often does not give allowance for extenuating circumstances. It is, as it states, completely intolerant of the behavior for which it requires consequences, no matter what. As part of a "zero tolerance policy", ASU will take disciplinary action for any and every alcohol, weapons, drug, sexual misconduct, hazing or gang activity related violation on campus. ASU will also take disciplinary action for many of the violations reported off campus, provided these violations have a connection to the campus. This would include violations that endanger students or may cause harm to the campus community. **Please read and refer to this code in its entirety at:** https://www.asurams.edu/docs/legal-affairs/policies/student-code-of-conduct.pdf

House Bill 280-Campus Carry Gun Policy

This policy applies to all members of the ASU Community; which includes faculty, staff, students, and the public while on property owned or leased by ASU. It allows anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions. It is the responsibility of the license holder to know the law and understand any restrictions pertaining to this law.***Please refer to the following link for Campus Safety Information:** https://www.asurams.edu/docs/legal-affairs/policies/HB-280-Campus-Carry-Policy-at-ASU.pdf

Sexual Misconduct Policy (Harassment Policy)

Please refer to the following link for Title IX: Sexual Misconduct Policy: https://www.asurams.edu/legal-affairs/title-ix/sexual-misconduct-policy/

University Math and Writing Centers Reinforcement Policy
   a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
   b. Writing Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center.php OR https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center.php OR https://www.asurams.edu/academic-affairs/asuonline/online-writing-center/
   c. Math Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-math-center.php OR https://www.asurams.edu/academic-affairs/learning-centers/west-math-center.php
   d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

Academic Honor Code (Statement):

Student Academic Honor Code: The Albany State University Student Code of Conduct and the Academic Honor Pledge establish standards of conduct designed to foster the development of well-educated, mature, ethical, and responsible citizens. As a student of Albany State University, you are responsible for upholding these standards of conduct and living up to the principles of the Academic Honor Code.

Academic Honor Code Policy

The Albany State University Student Code of Conduct and the Academic Honor Pledge establish standards of conduct designed to foster the development of well-educated, mature, ethical, and responsible citizens. As a student of Albany State University, you are responsible for upholding these standards of conduct and living up to the principles of the Academic Honor Code. *It is understood that all students are required to abide by the ASU Academic Honor Code as stated in the Student Code of Conduct.* Lack of awareness is not a legitimate reason for failure to abide by the Student Code of Conduct. By signing the acknowledgement agreement at the end of this syllabus, I understand that if I fail to uphold the principles of this Academic Honor Code, I will accept any penalty that may be imposed upon me following due process.

The entire Academic Honor Code and Student Code of Conduct can be found at: https://www.asurams.edu/docs/legal-affairs/policies/Academic-Honor-Code-Policy.pdf

ASU Final Grade Appeal Policy

Students may appeal grades but an appeal is only applicable for final course grades.

Any student who believes that he/she has been assigned a final grade for a course which is unfair, biased, miscalculated, or which is based upon an unwarranted deviation from the established grading procedures may appeal to his/her course faculty for assistance in the resolution of academic problems. The student should make

every effort to resolve the problem(s) with the instructor(s) before the semester ends. If the grievance is unresolved at that level, the student should utilize the following chain of command:

1. Confer with the program coordinator and the academic advisor within 10 days following the meeting with the instructor(s). If unresolved, the student may appeal as necessary to the following
2. Department Chairperson within 10 days following the above meeting. If unresolved,
3. Dean of the College within 10 days following the meeting with the Chairperson. If unresolved, make an appeal to the
4. The Individual College's Student Grievance committee within 10 days following the meeting with the Dean. If unresolved, the student can make an appeal to the
5. Provost for Academic Affairs or Vice President for Student Affairs (depending on the situation) within 10 days following the meeting with the College Grievance Committee. If unresolved, make an appeal to the
6. President of the University within 10 days following the meeting with the Provost. If unresolved,
7. Board of Regents, University System of Georgia.

This entire policy can be found at: https://www.asurams.edu/catalogs/2017-2018/Undergraduate-Catalog.pdf

Important University Dates:

Please refer to the online calendar for additional information: https://www.asurams.edu/docs/academic-affairs/master/FY-19-to-FY-23.pdf

For full information regarding ASU course policies: Student Code of Conduct (ex: Disability Statement, Academic Honor Code, Drug and Alcohol Policy, etc.), please review the college policies available at: https://www.asurams.edu/docs/legal-affairs/policies/2017-2018-Student-Code-of-Conduct.pdf

Also, please review the ASU Student Handbook available at:

https://www.asurams.edu/wp-content/uploads/handbooks/students/2017-Student-Handbook.pdf

Students are responsible for accessing this information online; however, if you would like a print copy of this information, please contact your instructor. Instructor-specific course policies are listed in this syllabus.

*****You will be held accountable for the content on the 2 links listed above.

Course Schedule: Please see next page for tentative course schedule.

Module	Assignment	DUE by 11:59 p.m. Eastern Time
Syllabus	**Syllabus Acknowledgement Quiz**	**August 20th**
Chapters 2-3 Module	Assignment Quiz Chapter Discussions	August 29th
Chapters 4-5 Module	Assignment Quiz Chapter Discussions	September 5th
Chapters 6-7 Module	Assignment Quiz Chapter Discussions	September 12th
EXAM 1: Chapters 1-7	**EXAM 1: Chapters 1-7**	**September 19th**
Chapters 8-9 Module	Assignment Quiz Chapter Discussions	October 3rd
Chapters 10-11 Module	Assignment Quiz Chapter Discussions	October 10th
Chapters 12-13 Module	Assignment Quiz Chapter Discussions	October 17th
EXAM 2: Chapters 8-13	**EXAM 2: Chapters 8-13**	**October 24th**
Student Project	**See Project Instructions**	**October 31st**
Chapters 14-15 Module	Assignment Quiz Chapter Discussions	November 7th
Chapters 16-17 Module	Assignment Quiz Chapter Discussions	November 14th
Chapters 18-19 Module	Assignment Quiz Chapter Discussions	November 28th
EXAM 3: Chapters 14-19	**EXAM 3: Chapters 14-19**	**December 3rd**

Albany State University
Darton College of Health Professions
Student Syllabi Signature Page

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Student Name: (Print)   _____

Student Signature: _____

Date: _____