6.2.b

Program Faculty

For each of its educational programs, the institution:

b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Report from the Off-Site Committee

The institution provided several of its policies, as well as policies from the University System of Georgia, describing definitions of full- and part-time faculty. A policy from the Board of Regents describes the authority of the University President, administrative officers, and staff to prescribe teaching loads, determine maximum and minimum numbers of students in a class, and establishing and maintaining academic records.

The institution provided its Faculty Workload Policy, which delineates how the nine-month, full-time faculty can use the annual allotment of 30 credit hours in pursuit of teaching, research, and/or service. Twelve-month faculty receive a mix of responsibilities including teaching, clinical instruction, administrative tasks, research, scholarship, creative activities, and/or other responsibilities as required by the department, college, accreditor, and institution. When administering overload courses, full-time faculty should be given priority when assigning courses, and overloads must be distributed evenly.

The institution provided information about numbers of full-time and part-time faculty, disaggregated by academic department. This chart showed each department's numbers of faculty, how many courses taught by the faculty, and the total student credit hours generated by the faculty. Most of these departments employ only full-time faculty members, and all departments have at least 50% full-time faculty.

The institution provided an explanation for why some academic departments had higher numbers of part-time faculty. Teacher education, for example, uses part-time faculty in the field experience components of their programs. Some programs use part-time faculty to only teach a few courses, which produce fewer semester credit hours.

Another chart provided information about numbers of full-time and part-time faculty, disaggregated by online courses, off-campus instructional sites, and dual enrollment sites. Percentages of part-time employees at some sites seemed high, however some faculty members teach at multiple sites. Also, these sites offer only a few courses.

The institution provided narrative describing faculty's role in program review, however there was no documentation provided. It states, "...faculty are expected to be involved in the educational program's oversight, including the creation, development, and implementation of curricula and related activities." At the institutional level, faculty members are involved in program reviews through external audits and participation in various committees. Documentation regarding curricular development and program review would make this standard compliant.

Focus Report Response

Albany State University (ASU) thanks the Off-Site Committee for finding us compliant in that our disaggregated faculty data demonstrates that the institution employs as appropriate number of full- and part-time faculty to ensure the quality and integrity of the curriculum. Additionally, you noted that Albany State University described the faculty's role in program and curriculum review. The University agrees with the Off-Site Committee that providing additional documentation regarding curricular development and program review would make this standard compliant.

Evidence the ASU Curriculum and New Programs Committee reviews, evaluates, and makes recommendation to the Faculty Senate relative to new programs of instruction including offerings, revised catalog descriptions, and changes in course number, content or credit hours **[01][02]**. Prior to review by the Curriculum and New Programs (CNP) committee, faculty participate in the review at multiple points in the process. The cover sheet of the Curriculum Review Form **[08]** reflects the flow of the review process. A proposal starts with the academic department and upon approval moves forward for review by the college committee. From the college committee, the proposal with be reviewed by either the Graduate Curriculum Committee (GCC) or the Undergraduate Curriculum Committee (UCC). Approved proposals move from the GCC or UCC to CNP for approval and from CNP to Faculty Senate. Once Faculty Senate has approved the proposal, it is returned to the Provost's office for signature and notification to the Registrar, Financial Aid, the University of Georgia System (USG) Office and the SACSCOC liaison.

During consolidation institutions were charged by the USG with internally managing their own program reviews. As part of consolidation, ASU reviewed all of the programs owned by both former institutions to eliminate duplication and ensure sustainability of operations. At that time, ASU reduced the total number of programs managed by the two former institutions **[03]**. In 2018, the USG identified 13 low producing programs through the comprehensive program review process **[04]**. Many programs have been realigned such as the graduate program in secondary education (formerly English, mathematics, health and physical education and science); undergraduate program in music education (formerly Bachelor of Arts in art, music and speech/theater) and the Bachelor of Science in secondary education (formerly Bachelor of Science in secondary education, math education, and health and physical education). Other programs with national accreditation such as education and chemistry will continue to have significant recruitment strategies that focus on pre-college recruitment/visits, summer and weekend workshops for high school students and teachers, scholarships and dual-enrollment online or hybrid courses. In

addition, ASU is aggressively marketing and recruiting students for all low producing programs as well as all graduate programs. The institution is also developing articulation agreements with many two-year colleges in state and within the surrounding border areas as part of our recruiting plan. The University System of Georgia has transferred oversight of program reviews from the System Office to the individual institutions. ASU has updated the program review process to a seven year cycle **[07]**.

In addition, many academic degree programs also carry their own discipline-specific accreditation and undergo comprehensive program reviews every five to ten years based on their national specialized program organization **[05][06]**.

Sources

- 01_FR_Curriculum and New Program Meeting Minutes 11.2019
- 02_FR_Curriculum and New Program Meeting Minutes 01232020
- 03_FR_ConsolidatedProgramReview
- 04_FR_ASU productivity
- 05_FR_PTA_Program_Review_2018 Annual Report
- 06_FR_OTA_Program_Review_Annual Accreditation Report 2018
- 07_FR_ASU Program Review Schedule
- 08_FR_Curriculum Approval-Post-Bac in Pedagogy Only

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The following pages contain Supporting Documentation

Curriculum and New Proposal Meeting Minutes (CNP)
November 22, 2019
BCB 172
2:00-3:00 pm

Attendees: Melanie Hatch, Deborah Bembry, Tonya Curles, Peter Ngwafu, Barbara Nowak, Charles Ochie, Zephyrinus Okonkwo, Sandra Washington, Cathy Williams, Charles Washington, Laxmi Paudel, Michael Rogers, Alicia Jackson, Kelly McMurray

Absentees: Angela Peters (excused), Sarah Brinson (excused), Babafemi Elufiede, Timothy Hughley, Patrick Ibe, Jeffery Mack, Earnell Seay, Seong Seo, Deborah Handelman, Kameron Causey, Taylor Wars, Sybil Smith

1. Welcome – Dr. Hatch opened the meeting by noting a quorum was not present. She asked the members present to consider electronic voting to move proposals forward.

2. Report from VP of Institutional Effectiveness – Dr. Kelly McMurray reported on notification to SACSCOC regarding program and certificate deactivation. The following list was sent to SACSCOC effective 10/21/19:

    - Certificate of Graphic Arts
    - Certificate of Church Music
    - Certificate of Criminal Justice Management
    - Certificate of Paralegal Studies
    - Associate of Applied Science in Legal and Paralegal Studies

No students were enrolled in the certificate programs while the AAS had 8 students. No new students are being admitted and the Criminal Justice Department has filed a teach-out plan for the current students.

The Teacher Education department is considering adding a Master's degree in teaching (MAT) because of an application to the NOYCE Foundation. Dr. Hatch asked Dr. McMurray to investigate is this would qualify as a significant departure under SACSCOC guidelines.

3. Discussion of CNP membership and curriculum review process:

    - Dr. Hatch is investigating the use of Georgia View to help automate the approval process
    - Ms. England is talking to Courseleaf. They have a module for curriculum approval. Ms. England is to give Dr. Hatch the price. We already have a database.
    - Academic Affairs has historical meeting notes and approvals scanned to their office share drive.
    - Proposed voting membership: each department would have one voting member and name one alternate member
    - Jackson-They were looking at deeper university issues. She thinks deans should stay on as voting members.

- Dr. Hatch-the next document is proposed change to view itself. Some people wanted to see the flow. The idea will be minor changes (will not need approval at all levels/to major changes). The committee will be notified of all changes, but will only meet on major changes.
- Jackson-Doesn't want all revisions of current programs on new forms.
- Bembry-Asked should proposals indicate what level they are and Dr. Jackson said the UCC or GCC can make that decision.
- Dr. Ochie-stated that proposals will be incomplete if it goes to the Senate before the CNP.
- Dr. Hatch-there has not been talk about recommended changes/if questions should go back to proposals by the Senate. CNP is the final reviewer.
- Dr. Ochie-wondered what the Senate's role is? Dr. Jackson said she is not sure.
- Dr. Okonkwo-stated that it is an approval concept with shared governance.
- Dr. Hatch-thinks it is redundancy with having both Senate and CNP looking at CNPs. She is to talk to Frank Malinowski about this. The Senate has 30 days to read and 30 days to vote on CNPs.
- Dr. Ochie-timeline with submitting-the problem has been getting with the Senate. They will meet in the spring, the fourth week of the month.
- Dr. Okonkwo-noted that the Provost can call for a meeting to make the Senate have the paperwork get done quicker.
- Dr. Hatch-herself, Dr. Ochie and Dr. Brinson will get together in the spring to talk. Asked if two weeks prior to the CNP meeting acceptable and the answer was yes.
- Dr. Bembry-would like to know about final approval. The Registrar is to start sending it to Dr. Hatch. Dr. Hatch will ask her to cc the proposer. The system office has changed their procedure and financial aid is to be added. She would like to know does disapprovals mean notifying about minors and the answer was yes.
- Dr. Cathy Williams-they are still having problems with courses having duplicate numbers. Dr. Hatch will look into it.
- Dr. Bembry-will the masters in Leadership be okay with Financial Aid since the prefix changed.

Dr. Hatch ended the meeting stating she will send out dates after Dr. Ochie and Dr. Brinson meet and she will send out the proposal for electronic voting.

Curriculum and New Proposal Meeting Minutes (CNP)
January 23, 2020
JPL 114
3:00 pm - 4:00 pm

Attendees: Deborah Handelman, Jianchuan Zhou, Brian McAllister, Timothy Hughley, Cathy Williams, Patrick Ibe, Laxmi Paudel, Kameron Causey, Frank Malinowski, Trace Griffen, Pam England, Sandra Washington, Charles Williams, Barbara Nowak, Robert Owor, Seong Seo, Rhonda Porter, Alicia Jackson, Babafemi Elufiede

Absentees: Deborah Bembry, Sarah Brinson, Tonya Curles, Zephyrinus Okonkwo, Earnell Seay, Michael Rogers, Taylor Wars, Sybil Smith, Michelle Appling, Angela Peters

Recorder: Theresa Phillips

Dr. Hatch opened the meeting by having the minutes from the last meeting approved. Dr. Ochie moved to approve the minutes and Dr. Alicia Jackson seconded it. The minutes were unanimously approved. A discussion concerning information in the meeting minutes were moved to new business.

New Proposals

- There are three new proposals from the Teacher Education department for review. A proposal from Dr. Brinson will be tabled to provide additional information.
- Dr. Hatch explained the Sharepoint site she created for the CNP. In this site, there are folders for minutes, the agendas and for proposals. She would like to continue to place items there when they come for review. The actual paperwork will still be sent to the Registrar's office with the appropriate signatures.
- Dr. Porter explained their proposals respond to authorization from the Georgia Professional Standards Committee which accredits their programs. The first proposal was a M.Ed. in Secondary Education with Pedagogy Only Initial Certification (36 credit hours). There was a motion to approve from Dr. McAllister and seconded by Dr. Ochie. All were in favor and no one opposed. This proposal was approved.
- The second proposal was a Revision to the Minor in Education (17/20 credit hours). Professor Malinowski questioned the additional credits and Dr. Porter explained the additional 3-credit hours are needed to Middle Grades students only. There was a motion to approve from Dr. Charles Williams. All were in favor and no one opposed. This proposal was approved.
- The Post-Bac in Pedagogy Certification (29/32 credit hours) is available for students who have completed a bachelor's degree. It is similar to the minor with the addition of student teaching hours required. There was a motion to approve from Dr. Cathy Williams. All were in favor and no one opposed. This proposal was approved.

New Business

- The previous minutes had areas that were clarified by Frank Malinowski regarding the process used by Faculty Senate. New Business is posted for review and is voted on at the next senate meeting after a 30-day review period.

Old Business

- Dr. Hatch proposed to reduce the voting membership of CNP. She proposed that each department designate one member and one alternate member. The alternate would be available to attend meetings if the first delegate is unable to attend. Non-voting members include; the Registrar, Director of Admissions, and Director of Financial Aid. Discussion of membership was tabled after Professor Malinowski noted that membership is delineated in Faculty Senate by-laws.
- Dr. Hatch opened a second discussion of electronic voting. Dr. McAllister ask about virtual attendance, via Webex, etc. Dr. Hatch said it is something we should consider. A vote on electronic voting was tabled pending the outcome of committee members.
- Dr. Hatch opened discussion of the new approval process for curriculum proposals. Moving forward, proposals will be slotted into one of three levels depending on the nature of the proposal. The new process will streamline the approval process as only larger proposals and new programs need to go through the entire approval process.
- Dr. Hatch asked for a motion to approve the proposal. Dr. Brinson made the motion. It was seconded by Dr. Jackson. All were in favor and no one opposed. This proposal was approved.

The next meeting date will be February 27, 2020 at 3:00 pm in JPL 114.

Combined Inventory Albany State University
12/16/2016

CIP Code	Degree Program	Status
24010101	Associate of Arts, Core Curriculum	Active
51100801	Associate of Applied Science in Histologic Technician	Active
22030202	Associate of Applied Science in Legal Assistant/Paralegal	Active
24010101	Associate of Science, Core Curriculum	Active
51060201	Associate of Science in Dental Hygiene	Active
51091001	Associate of Science in Diagnostic Medical Sonography	Active
51090401	Associate of Science in Emergency Medical Services	Active
51070701	Associate of Science in Health Information Technology	Active
51100401	Associate of Science in Medical Laboratory Technology	Active
51380101	Associate of Science in Nursing	Active
51080301	Associate of Science in Occupational Therapy Assistant	Active
51080601	Associate of Science in Physical Therapy Assistant	Active
51090801	Associate of Science in Respiratory Therapy	Active
51091101	Associate of Science in Radiologic Science	Active
22030201	Bachelor of Arts with a Major in Legal Assistant Studies (collaboration with Valdosta State University)	Deactivated
11040102	Bachelor of Applied Science with a Major in Computer Information Systems	Deactivated
43020201	Bachelor of Applied Science with a Major in Fire Services Administration	Deactivated
52020302	Bachelor of Applied Science with a Major in Supply Chain and Logistics Management	Deactivated
52029901	Bachelor of Applied Science with a Major in Technology Management	Active
23010104	Bachelor of Arts with a Major in English	Active
54010141	Bachelor of Arts with a Major in History	Active
9010242	Bachelor of Arts with a major in Mass Communication	Active
45100108	Bachelor of Arts with a Major in Political Science	Active
42010109	Bachelor of Arts with a Major in Psychology	Active
45110100	Bachelor of Arts with a Major in Sociology	Active
500101	Bachelor of Arts with a Major in Visual & Performing Arts	Active
30000001	Bachelor of Interdisciplinary Studies	Active
44070100	Bachelor of Social Work	Active
51380101	Bachelor of Science in Nursing	Active
51380105	Bachelor of Science in Nursing, RN to BSN	Active
52030100	Bachelor of Science with a Major in Accounting	Active
26010112	Bachelor of Science with a Major in Biology	Active
52120113	Bachelor of Science with a Major in Business Information Systems	Active

Combined Inventory Albany State University
12/16/2016

40050114	Bachelor of Science with a Major in Chemistry	Active
11010115	Bachelor of Science with a Major in Computer Science	Active
43010416	Bachelor of Science with a Major in Criminal Justice	Active
13121043	Bachelor of Science with a Major in Early Childhood Education	Active
43019917	Bachelor of Science with a Major in Forensic Science	Active
13999921	Bachelor of Science with a Major in Health and Human Performance	Active
52020118	Bachelor of Science with a Major in Management	Active
52140119	Bachelor of Science with a Major in Marketing	Active
27010106	Bachelor of Science with a Major in Mathematics	Active
13120320	Bachelor of Science with a Major in Middle Grades Education	Active
131205	Bachelor of Science with a Major in Secondary Education	Active
52020301	Bachelor of Science with a Major in Supply Chain and Logistics Management	Active
51070601	Bachelor of Science with a Major in Health Information Management	Active
52021300	Bachelor of Science with a Major in Organizational Leadership (e-major collaborative partner)	Active
52040101	Bachelor of Science with a Major in Office of Administration and Technology (collaborative partner Valdosta	Deactivated
13121044	Master of Education with a Major in Early Childhood Education	Active
13040129	Master of Education with a Major in Educational Administration and Supervision	Active
13120330	Master of Education with a Major in Middle Grades Education	Active
13110131	Master of Education with a Major in School Counseling	Active
13100132	Master of Education with a Major in Special Education	Active
131205	Master of Education with a Major in Secondary Education	Active
52020128	Master of Business Administration	Active
44040100	Master of Public Administration	Active
44070101	Master of Social Work	Active
43010438	Master of Science in Criminal Justice	Active
51380101	Master of Science in Nursing	Active
13040140	Education Specialist with a Major in Education Administration and Supervision	Active
22030202	Certificate of Less than One Year In Legal Assistant/Paralegal	Active
13050101	Certificate of Less than One Year In Instructional Technology	Active
34010401	Certificate of Less than One Year In Addiction Counseling	Active
39050101	Certificate of Less than One Year In Church Music	Active
50040201	Certificate of Less than One Year In Graphic Arts	Active
51070701	Certificate of Less than One Year In Medical Coding	Active
51090401	Certificate of Less than One Year In Emergency Medical Technician	Active

51091101	Certificate of Less than One Year In Computed Tomography	Active
51100801	Certificate of Less than One Year In Histology	Active
51100901	Certificate of Less than One Year In Phlebotomy Technician	Active
52130101	Certificate of Less than One Year In Management	Deactivated
52130102	Certificate of Less than One Year In Advanced Management	Deactivated
11010101	One-Year Certificate In Computer Technology	Active
43010301	One-Year Certificate In Criminal Justice Management	Active
51090401	One-Year Certificate In Emergency Medical Service	Active

2018 Degree Productivity

Degree Type	Degree Abbreviation	Degree Name	CIP Code (2010, 6 Digit)	FY15 Awards	FY16 Awards	FY17 Awards	FY18 Awards	FY19 Awards	3 Year Average (FY 2017-19)	EffectiveDate
Bachelors	BA	Bachelor of Arts with Major in History	540101	3	7	10	0	3	4.3	Unknown
Bachelors	BAS	Bachelor of Applied Science with Major in Technology Management	520299	0	0	3	6	4	4.3	11/17/2004
Bachelors	BA	Bachelor of Arts with Major in Visual and Performing Arts	500101	2	1	3	16	10	9.7	Unknown
Bachelors	BA	Bachelor of Arts with Major in Sociology	451101	21	28	11	7	9	9	Unknown
Bachelors	BA	Bachelor of Arts with Major in Political Science	451001	16	19	8	8	4	6.7	Unknown
Bachelors	BS	Bachelor of Science with Major in Chemistry	400501	7	4	2	4	5	3.7	10/10/2003
Bachelors	BIS	Bachelor of Interdisciplinary Studies	300000	0	0	1	4	7	4	11/11/2014
Bachelors	BS	Bachelor of Science with Major in Mathematics	270101	12	12	9	9	0	6	02/08/2013
Bachelors	BA	Bachelor of Arts with Major in English	230101	2	3	6	3	6	5	Unknown
Bachelors	BS	Bachelor of Science with Major in Middle Grades Education	131203	29	9	12	9	6	9	Unknown
Masters	MED	Master of Education with Major in Middle Grades Education	131203	8	6	10	8	4	7.3	Unknown
Masters	MED	Master of Education with Major in Counselor Education	131101	10	2	8	5	5	6	Unknown
Masters	MED	Master of Education with Major in Educational Administration and Supervision	130401	1	2	0	3	1	1.3	Unknown

2018 Annual Report - Albany State University - PTA

Confirmation of Contact and Other Information

1.1. Verify that the following URL is correct and points directly to the program's accreditation statement. If not, replace with corrected URL before moving to question 1.2	https://www.asurams.edu/Academics/dchealthprof/programs/associate-of-science/physical-therapist-assistant/accreditation/
1.1b. Verify that the following URL is correct and points directly to the program's main web page. If not, replace with corrected URL before moving to question 1.2	https://www.asurams.edu/Academics/dchealthprof/programs/associate-of-science/physical-therapist-assistant/
1.2. Is the information on the program's contact info page on the CAPTE Portal correct? If NO, e-mail correct information to accreditation@apta.org	No

Degree To Be Awarded

1.3. Is a cohort of students scheduled to graduate in 2018?	Yes
1.4. Month/Year that the graduating Class of 2018 is scheduled to graduate:	12/2018

Program Length

2.1. Overall format of the curriculum (i.e., 1 + 1, .5 + 2, 0 + 2 (integrated 2-year)):	1 + 1
2.2. The institutional academic calendar is based on:	Semester
2.3. Number of terms (semesters, quarters, trimesters) required for completion of the curriculum:	5
2.4. Total length (in weeks) of the complete program:	80
2.4a. If the total program length exceeds 80 academic weeks, provide evidence that the additional length is required to address problems with student outcomes.	
2.5. Number of semester CREDITS required for completion of the program:	
2.5a. General education credits; including pre-requisites:	26
2.5b. Technical Education credits: Classroom/Laboratory courses (including independent study, distance learning courses, etc.):	36
2.5c. Technical Education credits: Clinical Education courses:	12
2.6. Length of full-time clinical education:	
2.6a. Total number of weeks spent in FULL-TIME (35 or more hours per week) clinical education:	14
2.6b. Length (in weeks) of the terminal clinical education experience(s):	14

Scheduling Format and Curriculum Model

3.1. Indicate which one of the following most closely describes the curriculum model:	Hybrid

Cost to Student

4.1. Indicate the ANNUAL TUITION for a full-time student enrolled in the technical phase of the program, utilizing September 1 through August 31 timeframe to calculate the annual tuition; enter 0 if not applicable:	
4.1a. Public institution, in-district student:	$5,991.00
4.1b. Public institution, out-of district student:	$15,286.00
4.1c. Private institution:	$0.00
4.2. Indicate the annual institutional fees for a full-time student enrolled in the technical phase of the program:	$2,500.00
4.3. Indicate the total cost of other program-related expenses:	$1,600.00
4.4. Indicate the total cost of the program for students scheduled to graduate in 2018:	
4.4a. Public institution, in-district student:	$14,085.00
4.4b. Public institution, out-of district student:	$35,000.00
4.4c. Private institution:	$0.00

Program Budget

5.1. Is this an AAR for an Expansion program? Yes/No If No, skip to question 5.2.	No
5.1a. Does the expansion program have a separate budget? Yes/No If Yes, continue with 5.2. If No, skip to question 6.1.	No
5.2. Has there been a decrease (10% or more) in the past year in the total program budgeted salary expenses (excluding benefits)?	No
5.2a. Has there been a decrease (25% or more) in the past three years in the total program budgeted salary expenses (excluding benefits)?	No
5.2b. If Yes to either 5.2 or 5.2a, indicate the impact of the change on the program:	
5.2c. If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:	
5.3. Has there been a decrease (10% or more) in the past year in the total program budgeted operating expenses (excluding salary and benefits)?	No
5.3a. Has there been a decrease (25% or more) in the past three years in the total program budgeted operating expenses (excluding salary and benefits)?	No
5.3b. If Yes to either 5.3 or 5.3a, indicate the impact of the change on the program:	

5.3c. If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

Program Director Qualifiers

6.1 Does the Program Director have a minimum of a master's degree?	True
6.2 Does the Program Director have a current license/certification to practice as a PT or PTA in any US jurisdiction?	True
6.2a Does the Program Director have a minimum of five years (or equivalent), full-time, post licensure experience that includes a minimum of three years (or equivalent) of full-time clinical experience?	True
6.2b Does the Program Director have didactic and/or clinical teaching experience?	True
6.2c Does the Program Director have experience in administration/management?	True
6.3a Does the Program Director have experience in educational theory and methodology, instructional design, student evaluation and outcome assessment, including the equivalent of nine credits of coursework in educational foundations?	True
6.3b If any answer in section 6 is no, describe the processes to come into compliance.	

Space Allocation

7.1a. Has there been a decrease in the square footage of laboratory space routinely used by the program of 25% or more	No
7.1b. If Yes, indicate the impact of the change on the program:	

7.1c. If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

Clinical Education

8.1. Number of clinical education sites with which the program had a clinical education agreement as of September 1, 2018:	72
8.2. Is the depth and breadth of clinical education sites used by the program sufficient to provide every student experiences necessary to achieve entry-level competence?	Yes
8.2a. If No, indicate the impact on the program and explain how it is being addressed.	
8.3. Were students placed in clinical education experiences during the last academic year? If no, skip questions 8.4 - 8.6f and go to section 9	Yes
8.4. Of the clinical instructors who worked with your students during the 2017-2018 year, what	14

percent (%) were Credentialed Clinical Instructors?	
8.5. Of the clinical instructors who worked with your students during the 2017-2018 year, what percent (%) held some type of certification of advanced clinical skill (e.g., ABPTS, FAAOMPT, other, but not first aid/CPR):	8
8.6. Since October 2017...:	
8.6a. ...Are you experiencing difficulty in maintaining access to sufficient clinical education sites for student placements?	No
8.6b. ...Have students been placed in clinical sites for which they have not had prior didactic instruction?	No
8.6c. ...Have any students had a clinical instructor who has had less than one year of clinical experience?	No
8.6d. ...Have any students been assigned a CI of record who is not a PT or PTA?	No
8.6e. ...Have you delayed student(s) graduation due to cancellation or difficulty in making clinical education placements?	No
8.6f. If Yes to any of the above #8.6 Questions, briefly explain:	

Applicant Admission Information

9.1. How many times per year do you matriculate a new cohort of students in the TECHNICAL PHASE of the program?	1

	Month Admitted	Planned Class Size
Cohort #1	9.2a. 08	9.2b. 20
Cohort #2	9.2c.	9.2d. 0
Cohort #3	9.2e.	9.2f. 0
Cohort #4	9.2g.	9.2h. 0

9.3. Has the planned class size of any cohort increased by 10% or more from the last academic year?	Yes

Cohort Details - Cohort #1

10.1. Number of applicants:	45
10.2. Number of applicants who met all admission requirements, including timely submission of required documentation:	35
10.3. Number of applicants offered a place in the class:	23
10.4. Number of accepted students who enrolled in the program:	23

10.5. Was there an increase or decrease (of 10% annually or more than greater 25% over three years), whether temporary or permanent, in the size of class enrolled this year into the TECHNICAL PHASE of the program?	Yes
10.5a. If Yes, indicate the impact of the change on the program:	No Perceivable Impact

10.5b. If Yes, indicate the change, identify if the change is temporary or permanent, and describe how the program is addressing the impact of increased enrollment, faculty workload, faculty numbers, classroom and laboratory resources (space, equipment, supplies) and clinical education sites:

10.6. Average age of students who enrolled in the technical phase of the program:	24

Enrollment Information

11.1. Indicate the enrollment as of October 1, 2018, for each class of students IN THE TECHNICAL PHASE OF THE PROGRAM:

Men			
Freshman:	14	**Sophomore:**	12
Total:	26		
Women			
Freshman:	9	**Sophomore:**	12
Total:	21		
Other/Choose Not to Answer			
Freshman:	0	**Sophomore:**	0
Total:	0		

11.2. Indicate the total number of students enrolled IN THE TECHNICAL PHASE OF THE PROGRAM (as of October 1, 2018) who are of the following race or ethnic origin:

Hispanic/Latino of any race:	7	**American Indian/Alaskan Native:**	0
Asian:	0	**Black or African-American:**	6
Native Hawaiian/other Pacific Islander:	0	**White:**	32
Two or more races:	2	**Unknown:**	0
Total:	47		

11.3. Indicate the total number of students enrolled in the technical program (as of October 1, 2018) who, upon entering the professional program, held the following highest earned degree:

11.3a. Baccalaureate degree:	18
11.3b. Master's degree:	1
11.3c. Doctoral degree:	0

Program Graduates

12.1. Number of students who graduated or are expected to graduate in 2018:	24

12.2. Number of 2018 graduates who are of the following race or ethnic origin:

12.2a. Hispanic/Latino of any race:	0
12.2b. American Indian/Alaskan Native:	0
12.2c. Asian	0
12.2d. Black or African-American:	2
12.2e. Native Hawaiian/other Pacific Islander:	0
12.2f. White:	21
12.2g. Two or More Races:	1
12.2h. Unknown:	0
12.3. Based on current enrollments and average attrition rates to date, and in consideration of changes in applicant pools, please estimate the number of graduates expected over the next five years. If No graduates in a given year, enter "0" (zero):	
12.3a. 2019:	22
12.3b. 2020:	22
12.3c. 2021:	22
12.3d. 2022:	22
12.3e. 2023:	22

Graduation Rate

Class Year	Graduation Rate (%)
2016	100.0
2017	100.0
2018	96.0

Class Year - 2016

G1.1. Cohort Graduating	Yes
G1.1a. If Yes, how many cohorts graduated in the year being reported?	1

2016 - Cohort 1

Number of Students Matriculated:	
G1.2. Number of students matriculated 1st term after Add/Drop	21
Number of Students In Original Cohort Who:	
G1.3. Graduated on Time	21
Number of Students In Original Cohort Who Did Not Complete the Program Due To:	
G1.4a. Academic Deficit	0
G1.4b. Clinical Deficit	0
G1.4c. Died/Severely Disabled/Active Military Duty	0
G1.4d. Health/Family Issues	0
G1.4e. Other Reasons	0
G1.5. Graduation Rate	100

G1.6. If students left for other reasons (G1.4e), identify the reasons, the number of students involved for each reason and briefly describe the assessment of changes needed/taken, if any:

Class Year - 2017

G1.1. Cohort Graduating	Yes
G1.1a. If Yes, how many cohorts graduated in the year being reported?	1

2017 - Cohort 1

Number of Students Matriculated:	
G1.2. Number of students matriculated 1st term after Add/Drop	22
Number of Students In Original Cohort Who:	
G1.3. Graduated on Time	22
Number of Students In Original Cohort Who Did Not Complete the Program Due To:	
G1.4a. Academic Deficit	0
G1.4b. Clinical Deficit	0
G1.4c. Died/Severely Disabled/Active Military Duty	0
G1.4d. Health/Family Issues	0
G1.4e. Other Reasons	0
G1.5. Graduation Rate	100

G1.6. If students left for other reasons (G1.4e), identify the reasons, the number of students involved for each reason and briefly describe the assessment of changes needed/taken, if any:

Class Year - 2018

G1.1. Cohort Graduating	Yes
G1.1a. If Yes, how many cohorts graduated in the year being reported?	1

2018 - Cohort 1

Number of Students Matriculated:	
G1.2. Number of students matriculated 1st term after Add/Drop	25
Number of Students In Original Cohort Who:	
G1.3. Graduated on Time	24
Number of Students In Original Cohort Who Did Not Complete the Program Due To:	
G1.4a. Academic Deficit	1
G1.4b. Clinical Deficit	0
G1.4c. Died/Severely Disabled/Active Military Duty	0
G1.4d. Health/Family Issues	0
G1.4e. Other Reasons	0

G1.5. Graduation Rate	96
G1.6. If students left for other reasons (G1.4e), identify the reasons, the number of students involved for each reason and briefly describe the assessment of changes needed/taken, if any:	

Employment Licensure Information

Employment Rate

14.1. Did the program have graduates last year? If NO, skip to Question 14.4.	Yes
14.2. If yes, what percentage of those who graduated last year and who sought employment in physical therapy (full-time or part-time) were employed within 1 year following graduation? Enter percentage as a whole number (i.e. "25", not "0.25") and do NOT enter a % sign.	100
14.3. What data is used to determine employment rate (for example, graduate surveys)?	Graduate surveys, follow-up phone calls, social media

Licensure Rate

14.4. Verify that the following URL is the correct, direct link to the program's web posting of graduation, licensure and employment rates. If not, replace with the correct URL before moving to the next question.

https://www.asurams.edu/Academics/dchealthprof/programs/associate-of-science/physical-therapist-assistant/outcomes/

Faculty General Information - Core Faculty

15.1a. PT FULL-TIME positions allocated to the program:	2
15.1b. PT PART-TIME positions allocated to the program:	2
15.1c. Non-PT FULL-TIME positions allocated to the program:	0
15.1d. Non-PT PART-TIME positions allocated to the program:	0
15.1e. FTEs the above number of core faculty represent:	3.15

Faculty General Information - Current Vacancies

15.2a. Number of current (2018-2019) vacancies in currently allocated (budgeted) core faculty positions:	0
15.2b. Are 30% or more of the core faculty positions allocated to the entry-level program vacant or filled temporarily with adjunct faculty?	No
15.2c. If Yes, indicate the impact of the vacancy on the program:	

15.2d. If Yes, describe how the program is addressing the impact of the vacancies:

15.2e. Has there been a decrease of 25% or more over the most recent three years of the FTEs of core faculty positions allocated to the entry-level program?	No
15.2f. If Yes, indicate the impact of the FTE decrease on the program:	
15.2g. If Yes, describe how the program is addressing the impact of the FTE decrease:	
15.2h. Is the position of Program Administrator currently vacant or occupied by an interim or acting administrator?	No
15.2i. Is the position of ACCE/DCE currently vacant or occupied by an interim or acting ACCE/DCE?	No

Faculty General Information - Turnover

15.2j. Percent of core faculty positions turned over since October 2017:	0

Faculty General Information - Projected Vacancies

15.3a. Projected vacancies in currently allocated core faculty positions:	0
15.3b. Projected vacancies due to new core faculty positions, if any:	0
15.3c. Is the position of Program Administrator projected to be vacant at the end of the current academic year?	No
15.3d. Is the position of ACCE/DCE projected to be vacant at the end of the current academic year?	No

Faculty General Information - Faculty to Student Ratios

15.4a. What is the core faculty to student ratio?	12
15.4b. Average faculty to student ratio during laboratory experiences?	12

Faculty General Information - Associated Faculty

15.5a. Associated/Adjunct faculty who teach at least half the contact hours of a course:	2
15.5b. FTEs represented by the previous number of associated/adjunct faculty?	0.15
15.5c. Other associated/adjunct faculty who teach in the program:	0

Faculty List - Summary

Last Name	First Name	Type
Brinson	Sarah	Core
Causey	Kameron	Core

Gosa	Laura	Adjunct/Associated
Johnson	Kerri	Adjunct/Associated
Martin	Heath	Core

Core Faculty Details - Brinson , Sarah

Core Faculty Information

Credentials:	PTA, Ed.D	**Position:**	Director
FTE (for Institution):	1.33	**FTE (for Program):**	1.33
Rank:	Assistant Professor	**Tenure Status:**	Tenured
Sex:	Female	**Race:**	White (not of Hispanic origin)
Year of Birth:	1975	**PT or PTA:**	PTA
Highest Earned Clinical (PT/PTA) Degree (include tDPT):	Associates	**Certified Clinical Specialist:**	Yes
Highest Earned Academic Degree (don't include tDPT):	Professional Doctorate (EdD, DRPH, DSc, etc.)	**Discipline of Highest Earned Degree:**	Education
Primary Area of Expertise Taught in Program:	Geriatrics	**Secondary Area of Expertise Taught in Program:**	Integumentary
Total Years as Faculty:	16	**Total Years As Faculty in Program:**	14
Enrolled in Degree Program:	Yes (Other Doctoral Program)	**Scholarship Productivity:**	Not involved...

Core Faculty Workload

Teaching (%)

Entry-Level Program:	40	**Other Programs:**	0

Service (%)

Clinical Practice:	5	**Committee Work, General Advising, Etc:**	20

Other (%)

Administrative:	35	**Scholarship:**	0
Enrolled in Degree Program:	0	**Months Appointed Per Academic Year:**	12

Core Faculty Details - Causey , Kameron

Core Faculty Information

Credentials:	PT, DPT	**Position:**	Clin Ed Coordinator

FTE (for Institution):	1.33	**FTE (for Program):**	1.33
Rank:	Assistant Professor	**Tenure Status:**	Non-tenured (on tenure track)
Sex:	Female	**Race:**	White (not of Hispanic origin)
Year of Birth:	1982	**PT or PTA:**	PT
Highest Earned Clinical (PT/PTA) Degree (include tDPT):	DPT	**Certified Clinical Specialist:**	No
Highest Earned Academic Degree (don't include tDPT):	Professional Doctorate (EdD, DRPH, DSc, etc.)	**Discipline of Highest Earned Degree:**	Physical Therapy
Primary Area of Expertise Taught in Program:	Clinical Education	**Secondary Area of Expertise Taught in Program:**	Musculoskeletal
Total Years as Faculty:	3	**Total Years As Faculty in Program:**	3
Enrolled in Degree Program:	No	**Scholarship Productivity:**	Not involved...

Core Faculty Workload

Teaching (%)

Entry-Level Program:	60	**Other Programs:**	0

Service (%)

Clinical Practice:	5	**Committee Work, General Advising, Etc:**	5

Other (%)

Administrative:	20	**Scholarship:**	0
Enrolled in Degree Program:	10	**Months Appointed Per Academic Year:**	12

Associated Faculty Details - Gosa , Laura

Associated Faculty Information

Race:	White (not of Hispanic origin)	**Sex:**	Female
Total Teaching Contact Hours Per Academic Year:	3	**PT or PTA:**	PTA
Highest Earned Clinical (PT/PTA) Degree (include tDPT):	Associates	**Highest Earned Academic Degree (don't include tDPT):**	Masters (advanced)
Discipline of Highest Earned Degree:	Education	**Total Years As Faculty:**	6
Total Years As Faculty in Program:	6	**Primary Area of Expertise Taught in Curriculum:**	Other
Secondary Area of Expertise Taught in Curriculum:	Other	**Enrolled in Degree Program:**	No

Certified Clinical Specialist:	No	**Credentials:**	PTA, MSN

Associated Faculty Details - Johnson , Kerri

Associated Faculty Information

Race:	White (not of Hispanic origin)	**Sex:**	Female
Total Teaching Contact Hours Per Academic Year:	2	**PT or PTA:**	PT
Highest Earned Clinical (PT/PTA) Degree (include tDPT):	Master's + Transition DPT	**Highest Earned Academic Degree (don't include tDPT):**	Masters (advanced)
Discipline of Highest Earned Degree:	Physical Therapy	**Total Years As Faculty:**	19
Total Years As Faculty in Program:	17	**Primary Area of Expertise Taught in Curriculum:**	Other
Secondary Area of Expertise Taught in Curriculum:	Administration/Management	**Enrolled in Degree Program:**	No
Certified Clinical Specialist:	Yes	**Credentials:**	PT, DPT

Core Faculty Details - Martin , Heath

Core Faculty Information

Credentials:	PTA, DPT	**Position:**	Other Faculty
FTE (for Institution):	0.5	**FTE (for Program):**	0.5
Rank:	Instructor	**Tenure Status:**	No Tenure Track
Sex:	Male	**Race:**	White (not of Hispanic origin)
Year of Birth:	1982	**PT or PTA:**	PTA
Highest Earned Clinical (PT/PTA) Degree (include tDPT):	DPT	**Certified Clinical Specialist:**	No
Highest Earned Academic Degree (don't include tDPT):	Bachelor's	**Discipline of Highest Earned Degree:**	Physical Therapy
Primary Area of Expertise Taught in Program:	Neuroscience	**Secondary Area of Expertise Taught in Program:**	Electrotherapy/Modalities
Total Years as Faculty:	20	**Total Years As Faculty in Program:**	20

Enrolled in Degree Program:	No	**Scholarship Productivity:**	Not involved...

Core Faculty Workload

Teaching (%)

Entry-Level Program:	100	**Other Programs:**	0

Service (%)

Clinical Practice:	0	**Committee Work, General Advising, Etc:**	0

Other (%)

Administrative:	0	**Scholarship:**	0
Enrolled in Degree Program:	0	**Months Appointed Per Academic Year:**	10

ACOTE Accreditation Council for Occupational Therapy Education

Tonya Curles
Albany State University
Occupational Therapy Assistant Program

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Section I: General Program Information

(1) Please respond using the timeframe indicated in each question. "REPORTING PERIOD" refers to 1/1/2018-12/31/2018. "CURRENT/CURRENTLY" refers to information as of the time you complete the Annual Report.
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I.1 Degree currently awarded:*

Note: Check all that apply.

- AAS
- AS

(Previously Checked)

- AHS
- Other, please specify

I.2 Program options currently offered:*

Note: Select one.

Previous answer: Full-time only

- Full-time only
- Part-time only
- Full-time & part-time options
- Other, please specify

I.3 Did you make any changes in the full-time or part-time program options offered during this reporting period?*

Note: Select one.

Previous answer: No

Yes

No

If yes, please explain.

I.4 Current program format(s):*

Note: Check all that apply.

Weekdays

(Previously Checked)

Weekends

Evenings (after 5 pm)

Weekends & evenings

Distance Education

Other, please specify

I.5 Did you make any changes in the program formats (weekdays, weekends, evenings, distance education) offered during this reporting period?*

Previous answer: No

Yes

No

If yes, please explain.

I.6 Did you make any changes in the length of the program during this reporting period?*

Previous answer: No

Yes

No

If yes, please explain.

I.7 Did you make any changes in the number of student cohorts admitted during this reporting period?*

Previous answer: No

Yes

No

If yes, please explain.

I.8 Did you make any changes in the degree awarded during this reporting period?*

Previous answer: No

Yes

No

If yes, please explain.

I.9 Not including fieldwork, what percentage of your courses are offered by distance education?

Note:

The USDE defines distance education as ALL education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:
(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Previous answer: 25-49%

25-49%

I.10 Did the percentage of your program offered by distance education increase in this reporting period as compared with the prior year?*

Previous answer: No

Yes

No

If yes, please explain.

I.11 Do any of your students receive the didactic portion of their education via distance education?

Previous answer: No

Yes

No

I.12 If yes, how many of the total students receive the didactic portion of their education via distance education?

I.13 What percentage of your total students receive the didactic portion of their education via distance education?

Note: Please answer, if your answer to I.11 is "yes"

75-100%

I.14 Are any students receiving greater than 50% of the didactic portion of the program through distance education?

Previous answer: No

Yes

No

I.15 During this reporting period, were any changes made to space available for classrooms, laboratories, offices, or private advising of students?

Previous answer: No

Yes

No

If yes, please explain:

ACOTE Accreditation Council for Occupational Therapy Education

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Albany State University
Occupational Therapy Assistant Program

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Section II: Applicants & Enrollment

(1) Please respond using the timeframe indicated in each question. "REPORTING PERIOD" refers to 1/1/2018-12/31/2018. "CURRENT/CURRENTLY" refers to information as of the time you complete the Annual Report.
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II.1 What was the number of slots available for admission to the program during this reporting period?*

Previous answer: 24

Albany State University (Main Campus)

II.2 For the slots indicated in question II.1, what was the number of completed applications for admission to the program?*

Previous answer: 19

Albany State University (Main Campus)

II.3 For the slots indicated in question II.1, what was the number of students who were admitted and entered into the program?*

Previous answer: 19

Albany State University (Main Campus)

II.4 Indicate the total enrollment (head count) of all students CURRENTLY enrolled in the program. Include students from all current cohorts, including fieldwork students if they are considered enrolled during fieldwork:*

Previous answer: 19

Albany State University (Main Campus)

II.5 Did the total headcount increase by 25% or more from the number last approved by ACOTE through a report (e.g., substantive change reporting, self-study)?

Previous answer: No

Yes

No

If yes, please explain and describe the impact on faculty and resources and indicate if this increase was reported to ACOTE as a significant program change.

Required if you answered "yes"

II.6 Did the total headcount increase by 50% or greater over this reporting period?*

Previous answer: No

Yes

No

If yes, please explain and describe the impact on faculty and resources.

II.7 Please indicate the total number of currently enrolled students in the program (all current cohorts) that belong to the following ethnic groups:*

Note: Enter numbers only for this question, which addresses ethnicity rather than race. For example, one student could be Hispanic and also white; another could be Hispanic and also African American.The total of the numbers entered should equal the head count of your program, including all locations (total of the numbers entered for question II.4). For none, enter 0. Please note the categories are those required by USDE. Individual students are not identified.

Previous answer: 2

Hispanic/Latino

Previous answer: 17

Non-Hispanic/Non-Latino

Other:

II.8 Please indicate the total number of currently enrolled students in the program (all current cohorts) that identify with the following racial groups:*

Note: Enter numbers only for this question, which addresses race rather than ethnicity. For example, some African Americans (race) are also Hispanic (ethnicity).The total of the numbers entered should equal the head count of your program, including all locations (total of the numbers entered for question II.4). For none, enter 0. Please note the categories are those required by USDE. Individual students are not identified.

American Indian or Alaska Native

Asian

Previous answer: 7

Black or African American

Native Hawaiian or Other Pacific Islander

Previous answer: 10

White

Previous answer: 2

Other

II.9 Please indicate the gender (as self-identified by the student) of all students currently enrolled in the program.*

Note: Enter numbers only. The total of the numbers entered should equal the head count of your program, including all locations (total of the numbers entered for question II.4).

Previous answer: 1

Male

Previous answer: 18

Female

Other:

II.10 Please indicate how many student admission cycles your program offered during the reporting period:*

Previous answer: 1

II.11 Please indicate the student cohort size (number of students admitted) per admission cycle:

Previous answer: 19

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Albany State University
Occupational Therapy Assistant Program

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Section III: Faculty

(1) Please respond using the timeframe indicated in each question. "REPORTING PERIOD" refers to 1/1/2018-12/31/2018. "CURRENT/CURRENTLY" refers to information as of the time you complete the Annual Report.
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III.1 Indicate the CURRENT number of OTA program faculty positions in FTE's:*

Note: FTE is defined as an equivalent position for a full-time faculty member (as defined by the institution). The numbers you enter should be rounded off to the first decimal place -- for example, 5.59 to 5.6. Enter 0 if there are no faculty in a specific group. Core faculty are resident faculty, including the program director, appointed to and employed primarily in the OTA program. Adjunct faculty are responsible for teaching at least 50% of a course.

Previous answer: 2

Full-time Core Faculty Positions

Part-time Core Faculty Positions

Previous answer: 3

Adjunct Faculty Positions

III.2 Indicate the CURRENT number of OTA program faculty vacancies in FTE's:*

Full-time Core Faculty Vacancies

Part-time Core Faculty Vacancies

Adjunct Faculty Vacancies

III.3 Have there been any faculty changes in this reporting period?*

Previous answer: Yes

Yes

No

Previous answer: The Program Director position was vacated by Dr. Jeff Etheridge. Tonya Curles was promoted to this position (previous Academic Fieldwork Coordinator). Kemesha Spears was hired as the new Academic Fieldwork Coordinator. Ashley Maxwell and Bethany Bearden were hired as a adjunct faculty members to ensure OTR involvement in the program. Tonya Curles, M.Ed., COTA/L--Program Director/Assistant Professor Kemesha Spears, COTA/L--Academic Fieldwork Coordinator/Instructor Ashley Maxwell, MS OTR/L--Adjunct Instructor Bethany Bearden, MS, OTR/L--Adjunct Instructor Stacey Sanders, MS OTR/L--Adjunct Instructor

If yes, please list new faculty, credentials, and title.

III.4 Indicate the program's average faculty-student ratio in lecture courses during this reporting period:*

Note: For an average ratio of 1 faculty member per 10 students, enter 1:10. For an average ratio of 2 faculty members per 30 students, enter 1:15. For an average ratio of 2.5 faculty members per 30 students, enter 1:12.

Previous answer: 1:20

Albany State University (Main Campus)

III.5 Indicate the program's average faculty-student ratio in lab courses during this reporting period:*

Note: For an average ratio of 1 faculty member per 10 students, enter 1:10. For an average ratio of 2 faculty members per 30 students, enter 1:15. For an average ratio of 2.5 faculty members per 30 students, enter 1:12.

Previous answer: 1:10

Albany State University (Main Campus)

III.6 For the most recent academic year, indicate the average teaching load that was assigned to the OTA program's full-time faculty whose primary responsibility is teaching:*

Previous answer: 7.0

Previous answer: Credit hours

The above number is calculated in: (select as appropriate to your program)

Credit hours

Contact hours

Clock hours

III.7 For the most recent academic year, indicate the average teaching load assigned to the OTA program director:*

Previous answer: 4.3

Previous answer: Credit hours

The above number is calculated in: (select as appropriate to your program)

Credit hours

Contact hours

Clock hours

III.8 For the most recent academic year, indicate the average teaching load assigned to the OTA academic fieldwork coordinator:*

Previous answer: 9.8

Previous answer: Credit hours

The above number is calculated in: (select as appropriate to your program)

Credit hours

Contact hours

Clock hours

III.9 Are all core faculty who are occupational therapists or occupational therapy assistants currently licensed or otherwise regulated in the state or jurisdiction in which the program is located?

Previous answer: Yes

Yes

No

If no, please explain:

III.10 Do all full-time faculty in the OTA program hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body?

Previous answer: No

Yes

No

Previous answer: Our new hire for the Academic Fieldwork Coordinator position currently has an Associate of Science in Occupational Therapy Assistant degree. She is in the process of obtaining a baccalaureate degree.

If No, please explain:

III.11 Indicate the number of CORE FULL-TIME faculty (including the program director) holding the following degrees. List only one (highest) degree per person.

Note: The degree must be awarded - do NOT list ABD's. (Enter numbers only, e.g. "5", and if not applicable, enter "0")

Post-professional Doctorate (e.g., PhD, EdD, DSc, DHS)

Post-professional Doctorate in Occupational Therapy (e.g., DrOT, OTD)

Entry-level Clinical Doctorate (e.g., OTD, DrPH, PsyD, MD, JD)

Previous answer: 1

Masters

Baccalaureate

Previous answer: 1

Associate

III.12 Indicate the number of CORE PART-TIME FACULTY holding the following degrees. List only one (highest) degree per person.

Note: The degree must be awarded - do NOT list ABD's. (Enter numbers only, e.g. "5" and if not applicable, enter "0")

Post-professional Doctorate (e.g., PhD, EdD, DSc, DHS)

Post-professional Doctorate in Occupational Therapy (e.g., DrOT, OTD)

Entry-level Clinical Doctorate (e.g., OTD, DrPH, PsyD, MD, JD)

Masters

Baccalaureate

Associate

III.13 Indicate the number of ADJUNCT FACULTY holding the following degrees. List only one (highest) degree per person.

Note: The degree must be awarded - do NOT list ABD's. (Enter numbers only, e.g. "5" and if not applicable, enter "0").

Post-professional Doctorate (e.g., PhD, EdD, DSc, DHS)

Post-professional Doctorate in Occupational Therapy (e.g., DrOT, OTD)

Entry-level Clinical Doctorate (e.g., OTD, DrPH, PsyD, MD, JD)

Previous answer: 3

Masters

Baccalaureate

Associate

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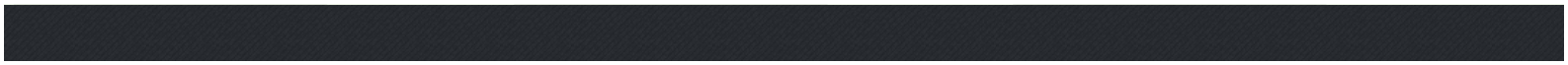

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Occupational Therapy Assistant Program

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Section IV: Program Operations

(1) Please respond using the timeframe indicated in each question. "REPORTING PERIOD" refers to 1/1/2018-12/31/2018. "CURRENT/CURRENTLY" refers to information as of the time you complete the Annual Report.
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IV.1 Briefly describe how any budget changes have impacted on the program during this reporting period:*

Previous answer: The ACOTE accreditation fees continue to be paid from a separate Darton College of Health Professions budget account, not the OTA Program funds. Changes during the reporting period include an increase of $750 per full-time faculty member in the stipend to assist with the cost of continuing education and conferences, and/or travel associated with those pursuits. This change allows program faculty to enhance their teaching effectiveness as well as meet licensure requirements for state licenses and national certification requirements. Course fees that were implemented in a previous reporting period resulted in the program having access to an increase in assessments and assistive technologies used in the clinic.

ACOTE Accreditation Council for Occupational Therapy Education

Tonya Curles
Albany State University
Occupational Therapy Assistant Program

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Section V: Outcomes

(1) Please respond using the timeframe indicated in each question. "REPORTING PERIOD" refers to 1/1/2018-12/31/2018. "CURRENT/CURRENTLY" refers to information as of the time you complete the Annual Report.
(2) As indicated by the asterisk, all fields are required, so you must answer all questions.
(3) Many questions with yes/no choices ask you to complete a text field if you answer yes. You must enter text in this field for the system to recognize your answer as complete.
(4) Some questions ask you for numbers. For these, enter zero rather than leaving an entry empty.
(5) You can complete the survey in several sittings. Just remember to click Save or Next at the end of every page to save what you have done.
(6) Error and warning messages will be displayed both within the survey and on the top of every survey page.
(7) Incomplete sections will be noted section by section on the Annual Report tab.
(8) When all sections are complete, you will see a Submit button on the Home tab. Click this button to submit your report to ACOTE.

V.1 Please indicate how many students graduated from the program during the reporting period.*

Previous answer: 19

Albany State University (Main Campus)

V.2 Counting all students who graduated from the program in calendar year 2017, what percentage responded that they were employed in an OT/OTA or OT/OTA-related position within 1 year of graduating?

Previous answer: 1

Albany State University (Main Campus)

75-100%

Previous answer: 1

What is the total number of students who graduated from the program in calendar year 2017?

enter a number (0 for none)

Please indicate the employment status of each of the 2017 graduates using the following categories. If your program did not have graduates in 2017, please enter "0" in each response box and explain in the comment box.

Previous answer: 1

Number of graduates employed in an OT/OTA or OT/OTA-related position FULL-TIME.

Enter Zero "0" if not applicable

Previous answer: 1

Number of graduates employed in an OT/OTA or OT/OTA-related position PART-TIME.

Enter Zero "0" if not applicable

Previous answer: 1

Number of graduates EMPLOYED IN HEALTHCARE in a non-OT/OTA or OT/OTA-related position (e.g., PRN):

Enter Zero "0" if not applicable

Previous answer: 1

Number of graduates STILL SEEKING EMPLOYMENT in an OT/OTA or OT/OTA-related position:

Enter Zero "0" if not applicable

Previous answer: 1

Number of graduates who will be CONTINUING THEIR HIGHER EDUCATION:

Enter Zero "0" if not applicable

Previous answer: 1

Number of graduates whose employment status is UNKNOWN:

Enter Zero "0" if not applicable

Previous answer: 1

Comment:

V.3 Please enter the following information so that we can calculate your attrition rate.*

Previous answer: 22

a. What was the total head count of students who newly enrolled in the program in academic year 2017/2018?

Previous answer: 20

b. How many of the students newly enrolled in 2017/2018 returned to the program in academic year 2018/2019?

Previous answer: One student withdrew within the first few days of classes starting due to a medical issue. One student withdrew within a couple of weeks of classes starting due to being accepted into a Master's level OT program in a different state. It is also important to note that one student who was a newly enrolled student in 2016 had to place her 2017 level 2 placements on hold secondary to a medical issue. She is completing her level 2 rotations Jan-April 2018, so she does not count for the 2017 graduate rates. The situations listed above are the reasons by there were only 19 graduates for Dec 2017.

Comment

V.4 Fieldwork Level II placement:*

Previous answer: 19

Indicate the total FW Level II placements PASSED during this reporting period:

Where applicable, give aggregate number for all campuses.

Indicate the total FW Level II placements FAILED during this reporting period:

Where applicable, give aggregate number for all campuses.

Previous answer: 1

Indicate the total FW Level II placements from which students were WITHDRAWN (without failing) during this reporting period:

Where applicable, give aggregate number for all campuses.

V.5 Provide at least one example of an additional, measurable outcome monitored by your program that led to a change in your program during this reporting period:*

Previous answer: OUTCOME BEING MONITORED:First time NBCOT pass rates was chosen as an outcome to monitor for the 2017 year. PROBLEM: While the OTA program is consistently above the three year threshold for the overall yearly NBCOT pass rate, the last TWO cohorts of students have struggled on their first time pass rate. Repeat NBCOT pass rates indicate success each year with ultimately above threshold yearly pass rates. SOURCES OF OUTCOMES DATA/ANALYSIS: Student data in the form of surveys and qualitative feedback in small group sessions indicated that unsuccessful first time NBCOT taking students routinely lack a cohesive preparatory approach for their studies specifically geared for the NBCOT examination. The students indicated that they were receiving the education that they needed from a content perspective, but were lacking in the ability to prepare themselves for the examination. PROGRAM RESPONSE TO DATA/CHANGE: The OTA program has contracted on behalf of the students to have an outside provider offer a day long NBCOT preparatory course, (based on the challenges stated above and the results of other OTA programs attempting this approach) with the first such course held in November 2016. RESULTS: The results of students attempting the NBCOT examination for the first time in 2017 was studied to determine potential effectiveness of the approach. Data indicates that there was a 1% increase in first-time pass rates. Surveys will be sent to graduates of 2016 and 2017 to determine opinions regarding effectiveness of outside provider course in increasing first time passing of NBCOT exam. ---------- OUTCOME BEING MONITORED:Student performance of effective analytical problem solving skills PROBLEM: While the OTA program is consistently above the three year threshold for the overall yearly NBCOT pass rate, the last TWO cohorts of students have struggled on their first time pass rate. Repeat NBCOT pass rates indicate success each year with ultimately above threshold yearly pass rates. Students continue to state that they feel didactic content is sufficient. However, first time test taking pass rates are still low. SOURCES OF OUTCOMES/DATA ANALYSIS: Improved performance on didactic mock exams to determine if students are sufficiently prepared for analytical problem solving and clinical reasoning skills. PROGRAM RESPONSE TO DATA/CHANGE: The OTA Program restructured its OTAS 2412 mock exam requirements to enhance student learning of the content as well as increased the student's education on how to effectively identify the key components in a question. RESULTS: For the OTAS 2412 course, pass rates on the mock exams (scores of 75 or better out of 100) improved from 17% to 40%. Average grade for the final test increased from 66.3 to 72.7 within 1 year. This information will be compared to the first time pass rates for 2018.

V.6 For those students who graduated from your program in 2017, what was the average student loan debt at the time of graduation? (This includes all other student loan debt.)

Previous answer: $0 - 20,000

Average student debt

$0 - 20,000

Previous answer: 18

Number of students reporting

Previous answer: .95

Percentage of students reporting (enter as decimal)

V.7 For those students who graduated from your program in 2017 and are employed in an OT/OTA or OT/OTA-related position, please indicate the average graduate's full-time starting salary:

Previous answer: $40,001 - $60,000

Average student salary

$40,001 - $60,000

Previous answer: 13

Number of students reporting

Previous answer: 0.57

Percentage of students reporting (enter as decimal)

V.8 For those students who graduated from your program in 2017 and are employed in an OT/OTA or OT/OTA-related position, what are the graduates' initial areas of practice?

Previous answer: 1

Number of graduates in Early Intervention practice

Enter Zero "0" if not applicable

Previous answer: 0.04

Percentage of graduates in Early Intervention practice (please enter as a decimal):

Enter Zero "0" if not applicable

Number of graduates in Community practice

Enter Zero "0" if not applicable

Percentage of graduates in Community practice (please enter as a decimal):

Enter Zero "0" if not applicable

Previous answer: 5

Number of graduates in Outpatient practice

Enter Zero "0" if not applicable

Previous answer: 0.22

Percentage of graduates in Outpatient practice (please enter as a decimal):

Enter "0" if not applicable

Previous answer: 2

Number of graduates in Home Health practice

Enter Zero "0" if not applicable

Previous answer: 0.09

Percentage of graduates in Home Health practice (please enter as a decimal):

Enter Zero "0" if not applicable

Previous answer: 1

Number of graduates in Hospital (Non-Mental Health) practice

Enter Zero "0" if not applicable

Previous answer: 0.04

Percentage of graduates in Hospital (Non-Mental Health) practice (please enter as a decimal):

Enter Zero "0" if not applicable

Number of graduates in Inpatient Rehabilitation Facility (IRF) practice

Enter Zero "0" if not applicable

Percentage of graduates in Inpatient Rehabilitation Facility (IRF) practice (please enter as a decimal):

Enter Zero "0" if not applicable

Previous answer: 11

Number of graduates in Long-Term Care Facility/Skilled Nursing Facility practice

Enter Zero "0" if not applicable

Previous answer: 0.48

Percentage of graduates in Long-Term Care Facility/Skilled Nursing Facility practice (please enter as a decimal):

Enter Zero "0" if not applicable

Number of graduates in Mental Health practice

Enter "0" if not applicable

Percentage of graduates in Mental Health practice (please enter as a decimal):

Enter Zero "0" if not applicable

Number of graduates in Schools practice

Enter Zero "0" if not applicable

Percentage of graduates in Schools practice (please enter as a decimal):

Enter Zero "0" if not applicable

Number of graduates in Other Settings

Enter Zero "0" if not applicable

Percentage of graduates in Other Settings (please enter as a decimal):

Enter Zero "0" if not applicable

PREVIOUS HOME NEXT »

ACOTE Accreditation Council for Occupational Therapy Education

Tonya Curles
Albany State University
Occupational Therapy Assistant Program

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Section VI. Access to Information

(1) Please respond using the timeframe indicated in each question. "REPORTING PERIOD" refers to 1/1/2018-12/31/2018. "CURRENT/CURRENTLY" refers to information as of the time you complete the Annual Report.
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VI.1 Provide the addresses (URLs) to the following information on your Web site.*

Previous answer: https://www.asurams.edu/Academics/dchealthprof/programs/associate-of-science/occupational-therapy-assistant/

URL of your program's Web page that includes the link to NBCOT Exam Data (https://secure.nbcot.org/data/schoolstats.aspx)

Provide a valid URL (www.yoursite.edu/page.html).

Previous answer: Yes

I have verified that this web page meets all of the requirements of Standard A.4.2.

Yes

No

Previous answer: I would like to note that the OTA Program has multiple web pages that include all of the required links and data per Standards A.4.1., A.4.2., and A.4.3. --Homepage is: https://www.asurams.edu/Academics/dchealthprof/programs/associate-of-science/occupational-therapy-assistant/ --Accreditation is: https://www.asurams.edu/Academics/dchealthprof/programs/associate-of-science/occupational-therapy-assistant/accreditation/ --Admission Criteria is: https://www.asurams.edu/Academics/dchealthprof/programs/associate-of-science/occupational-therapy-assistant/admission/ --Applications is: https://www.asurams.edu/Academics/dchealthprof/wp-content/uploads/2017/06/OTA-Program-Application-Packet.pdf --Program Outcomes is: https://www.asurams.edu/Academics/dchealthprof/programs/associate-of-science/occupational-therapy-assistant/program/outcomes/

If no, please explain:

Previous answer: https://www.asurams.edu/Academics/dchealthprof/programs/associate-of-science/occupational-therapy-assistant/accreditation/

URL of the page listing ACOTE contact information (address, phone number, and Web link)

Provide a valid URL (www.yoursite.edu/page.html).

Previous answer: Yes

I have verified that this web page meets all of the requirements of Standard A.4.3.

- Yes
- No

If no, please explain

VI.2 Person completing the survey:*

Previous answer: Tonya Curles

First & Last Name:

Previous answer: Albany State University Darton College of Health Professions

College/University

Previous answer: tonya.curles@asurams.edu

Email address

Enter a valid email address (name@example.com).

PREVIOUS

HOME

Albany State Universtiy
Program Review Schedule

Degree	Degree and Major	CIP Code	Review 2019-20	Review 2020-21	Review 2021-22	Review 2022-23	Review 2023-24	Review 2024-25	Review 2025-26
Bachelor of Arts	BA in Mass Communication	09010242		X					
Bachelor of Science	BS in Computer Science	11010115			X				
Bachelor of Science	BS in Middle Grades Education	13120320	X						
Bachelor of Science	BS in Early Childhood Education	13121043		X					
Bachelor of Science	BS in Secondary Education	13131627	X						
Bachelor of Science	BS in Health and Human Performance	13999921					X		
Bachelor of Arts	BA in English	23010104							X
Bachelor of Science	BS in Biology	26010112			X				
Bachelor of Science	BS in Mathematics	27010106	X						
Bachelor of Science	BIS in Interdisciplinary Studies	30000001			X				
Bachelor of Science	BS in Chemistry	40050114							X
Bachelor of Arts	BA in Psychology	42010109				X			
Bachelor of Science	BS in Criminal Justice	43010416				X			
Bachelor of Science	BS in Forensic Science	43019917			X				
Bachelor of Social Work	BSW in Social Work	44070100					X		
Bachelor of Arts	BA in Political Science	45100108	X						
Bachelor of Arts	BA in Sociology	45110100				X			
Bachelor of Arts	BA in Visual and Performing Arts	50070503	X						
Bachelor of Science	BS in Nursing	51380101					X		
Bachelor of Science	BS in Management	52020118			X				
Bachelor of Science	BS in Accounting	52030100			X				
Bachelor of Science	BS in Business Information Systems	52120113				X			
Bachelor of Science	BS in Marketing	52140119				X			
Bachelor of Arts	BA in History	54010141							X
Bachelor of Science	BSNC in BSN-Nursing	51380105					X		
Bachelor of Science	BSSCLM in Supply Chain & Logistics Mgt	52020301				X			
Bachelor of Applied Science	BAS in Technology Management	52029901							X
Bachelor of Science	BS in Organizational Leadership	52021300						X	
Specialist in Education	EDS in Educ Leadership	13040140					X		
Master of Education	MED in Educational Leadership	13040129							X
Master of Education	MED in Special Education	13100132		X					
Master of Education	MED in School Counseling	13110131							X
Master of Education	MED in Middle Grades Education	13120330	X						
Master of Education	MED in Early Childhood Education	13121044		X					
Master of Education	MED in Secondary Education	13131637	X						
Masters of Science	MS in Criminal Justice	43010438				X			

Albany State Universtiy
Program Review Schedule

Degree	Degree and Major	CIP Code	Review 2019-20	Review 2020-21	Review 2021-22	Review 2022-23	Review 2023-24	Review 2024-25	Review 2025-26
Master of Public Administration	MPA in Public Administration	44040100						X	
Master of Social Work	MSW in Social Work	44070101					X		
Master ofScience	MSN in Nursing	51380101					X		
Master of Business Administration	MBA in Business Administration	52020128			X				
Associate of Arts, Core Curriculum	Associate, Core, AA	24010101		X					
Associate of Science, Core Curriculum	Associate, Core, AS	24010101		X					
Associate of Applied Science	AASPS in Paralegal Studies	22030202							X
Associate of Science	ASDH in Dental Hygiene	51060201						X	
Associate of Science	ASHI in Health Information Technology	51070701		X					
Associate of Science	ASOTA in Occupational Therapy Assistant	51080301						X	
Associate of Science	ASPTA in Physical Therapist Assistant	51080601		X					
Associate of Science	ASEMS in Emergency Medical Services	51090401				X			
Associate of Science	ASRPT in Respiratory Care	51090801						X	
Associate of Science	ASDMS in Diagnostic Medical Sonography	51091001			X				
Associate of Science	ASRS in Radiologic Science	51091101						X	
Associate of Science	ASMLT in Medical Laboratory Technology	51100401						X	
Associate of Applied Science	AASHT in Histology	51109901						X	
Associate of Science	ASN in Nursing	51380101					X		
Certificate (< 1 Year)	Addiction Counseling	34010401				X			
Certificate (< 1 Year)	Computed Tomography	51091101						X	
Certificate (< 1 Year)	Emergency Medical Technician	51040401				X			
Certificate (< 1 Year)	Histology	51100801						X	
Certificate (< 1 Year)	Instructional Technology	13050101	X						
Certificate (< 1 Year)	Medical Coding	51070701							X
Certificate (< 1 Year)	Phlebotomy Technician	51100901		X					
One-year Certificate	Comptuer Technology	11010101			X				
One-year Certificate	Emergency Medical Service	51040401				X			
Total		*63*	*8*	*9*	*9*	*11*	*8*	*10*	*8*

Albany State University

Curriculum Approval Form

This form should serve as the cover and routing page for all curriculum approvals. In addition to this cover page, the Department Chair or initiator should attach all required forms and appendices.

Program/Discipline: Post-Bac in Pedagogy; Certification-Only (29/32 student credit hours)	
College Professional Studies	Department: Teacher Education

Action ☒ Course related ☒ Program related ☐ SACS ☐ USG

Department Chair

Name	Signature	Date
Rhonda Porter	Rhonda Porter	11/19/2019

College Review Committee Chair

Name	Signature	Date
Rhonda C. Porter	Rhonda Porter	11/19/2019

Dean

Name	Signature	Date
ALICIA J JACKSON	Alicia Jackson	11/22/19

Graduate or Undergraduate Programs Review Committee

Name	Signature	Date

Faculty Senate Representative

Name	Signature	Date

Curriculum and New Programs Committee or Provost/Vice President for Academic Affairs

Name	Signature	Date

Date copy sent to Registrar for program changes	Date
	Date

Revised 2/3/17 –TK/ OF

(Use for Submissions to University Curriculum & New Programs Committee)

PROGRAM: Minor in Education LEVEL: Undergraduate

COLLEGE: Professional Studies DEPARTMENT: Teacher Education

DEAN: Dr. Alicia Jackson CHAIR: Dr. Rhonda Porter

DATE OF SUBMISSION: ___10/30/2019_____PROPOSED IMPLEMENTATION DATE __Fall 2019__

A) New Program/New Major __Post-Bac in Pedagogy—Certification Only_____
B) Program Revision _____
C) Program Elimination/Deactivation _____
D) Response to Strategic Plan (Goal #) _____
E) Other_____(explain)

RATIONALE FOR PROPOSAL AND DOCUMENTATION OF NEED:
(Needs assessment studies, market studies, national/local trends, expert recommendations)

The Department of Teacher Education at Albany State University (ASU) proposes to add a non-degree program to grant certification to those who already have content mastery AND revise the course the description of EDUC 3378. No new courses will be needed.

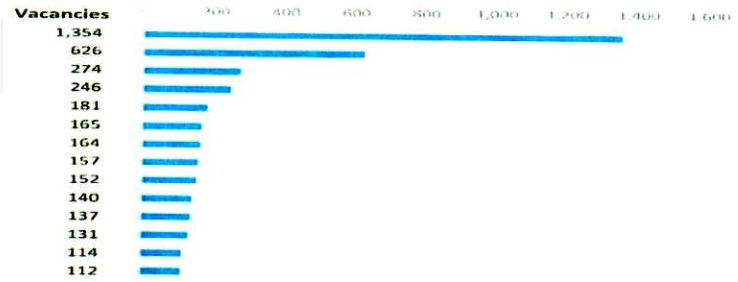
Rationale
According to the study in the April 2019, neaToday, a highly reputable journal from the National Education Association, Walker (2019), wrote, "the teacher shortage is 'real and growing, and worse than we thought.'" It is a well-documented fact that teacher shortages are nationwide. The Economy Policy Institute (EPI) also addressed the growing issue with Teacher shortages, stating, "While the teacher shortage is being felt across many states and school districts, its impact is not shared equally along socioeconomic lines...". Garcia and Weiss co-authored the EPI report and pointed out that our current teachers are not meeting the education, experience, and certification requirements needed to be a "highly qualified teacher." The premise of the argument was that when usually these inequality problems exist, they severely impact low-income students. Subsequently, in the Atlanta Journal-Constitution, Marlon Walker (2019), wrote in July of 2019 that Metro Atlanta school districts were "still struggling to keep teachers amid a national teaching shortage, despite significant progress on increasing teacher salaries in recent years." He stated that more than 3,000 teachers left their jobs during the 2018-2019 school year.

Meeting Georgia's Need for Teachers

High-Need Fields: First Look

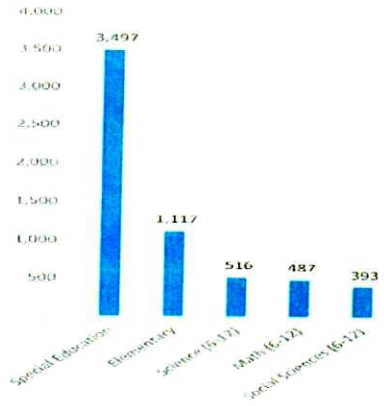
Vacant teaching positions reported, average of most recent two years (AY 2018 and 2019)

Field	Vacancies
Early Childhood Education	1,354
Special Education General Curriculum	626
English (6-12)	274
Mathematics (6-12)	246
Middle Grades Language Arts (4-8)	181
Middle Grades Social Science (4-8)	165
Middle Grades Math (4-8)	164
Science (6-12)	157
Middle Grades Science (4-8)	152
Spanish	140
Health and Physical Education	137
History	131
Art	114
Music	112



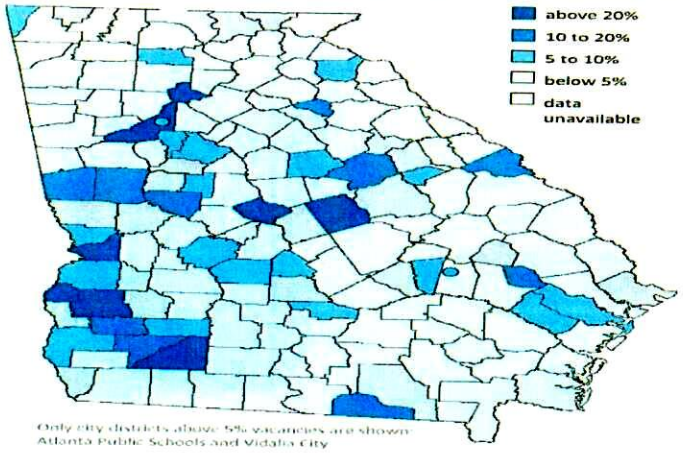
High-Need Fields: Another Look

Positions filled by teachers without certification, with a waiver, or still in a program, academic year 2019

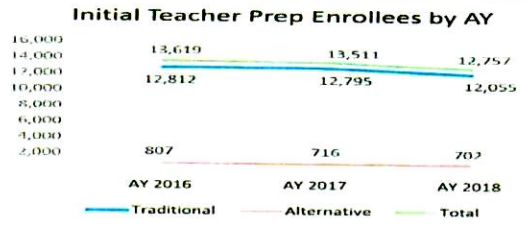


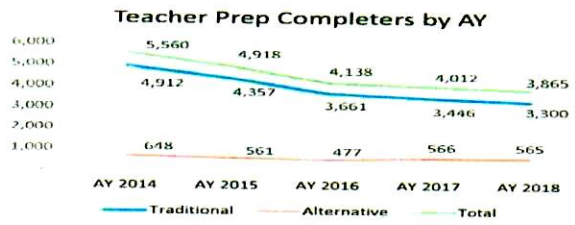
Hard-to-Staff Districts

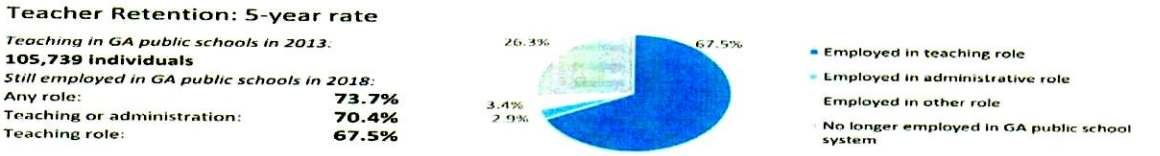
Most recent reported vacancies compared to district size (2019 positions)

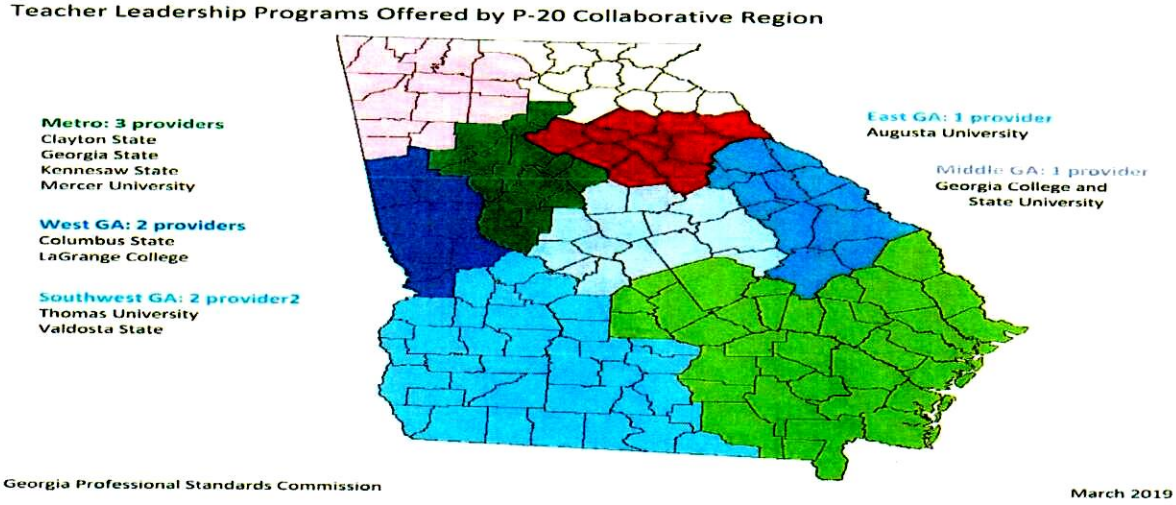


Only city districts above 5% vacancies are shown:
Atlanta Public Schools and Vidalia City









Locally, we have seen that almost 100% of our ASU Educational Preparation Program (EPP) completers are employed immediately after graduation (see table below).

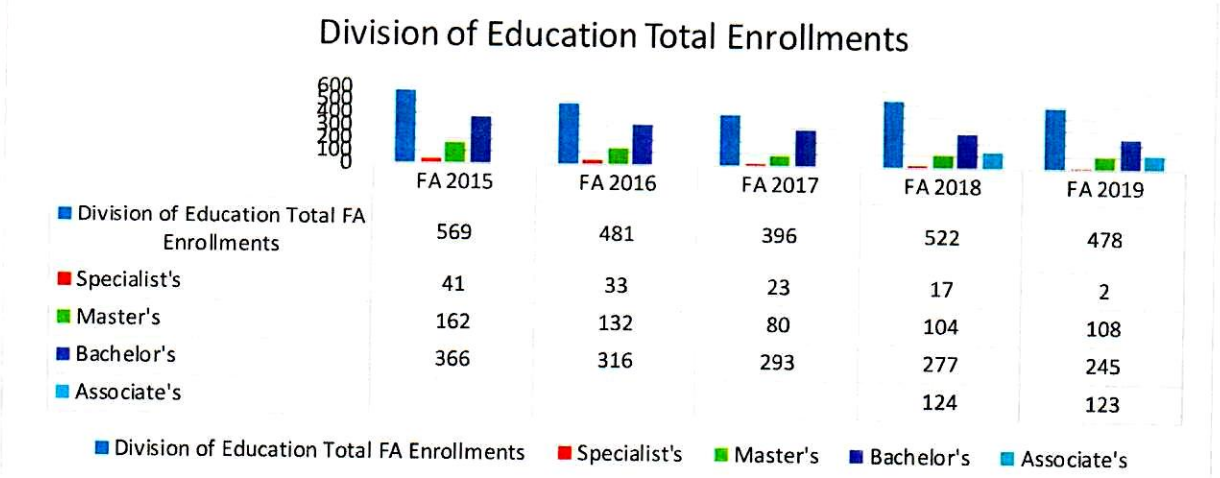
Report type: Program Completer Placement Report
School system: Albany State University
Report based on CPI data from March 2019 and recent Certification transactions

Provider	Completion Year	Total Initial Completers	Employed As Teachers	Employed As Leaders	Degree Upgraded	Teaching Year 3	Teaching Year 3%	Teaching Year 5	Teaching Year 5%	Teaching Year 9	Teaching Year 9%
Albany State University	2014	57	52	1	20	38	66.67	6	10.53	0	0.00
Albany State University	2015	94	83	0	34	65	69.15	0	0.00	0	0.00
Albany State University	2016	58	55	0	11	8	13.79	0	0.00	0	0.00

Albany State University	2017	68	62	0	6	0	0.00	0	0.00	0	0.00
Albany State University	2018	38	35	0	1	0	0.00	0	0.00	0	0.00

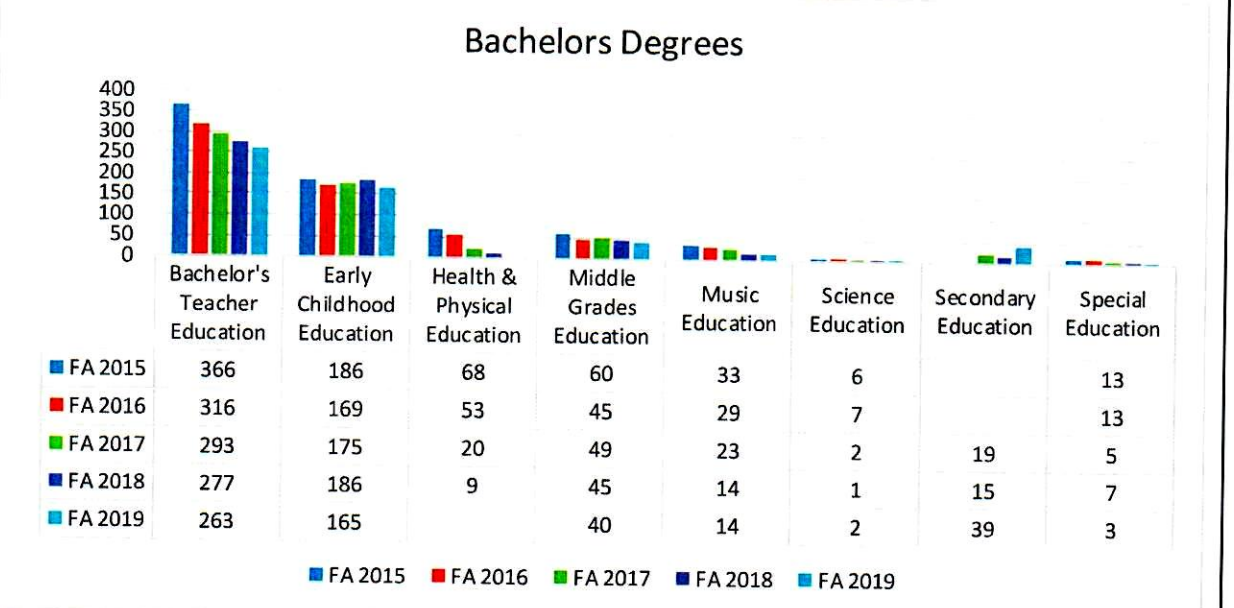
Ironically, with this high demand and low-production model in place, the enrollment in the ASU Department of Education has not increased over the last few years (see below table).

Enrollment Report for the Department of Teacher Education from 2015-2019
October 30, 2019
Figure 1. Chart and Table of Division of Education Total Fall Enrollments for 2015-2019



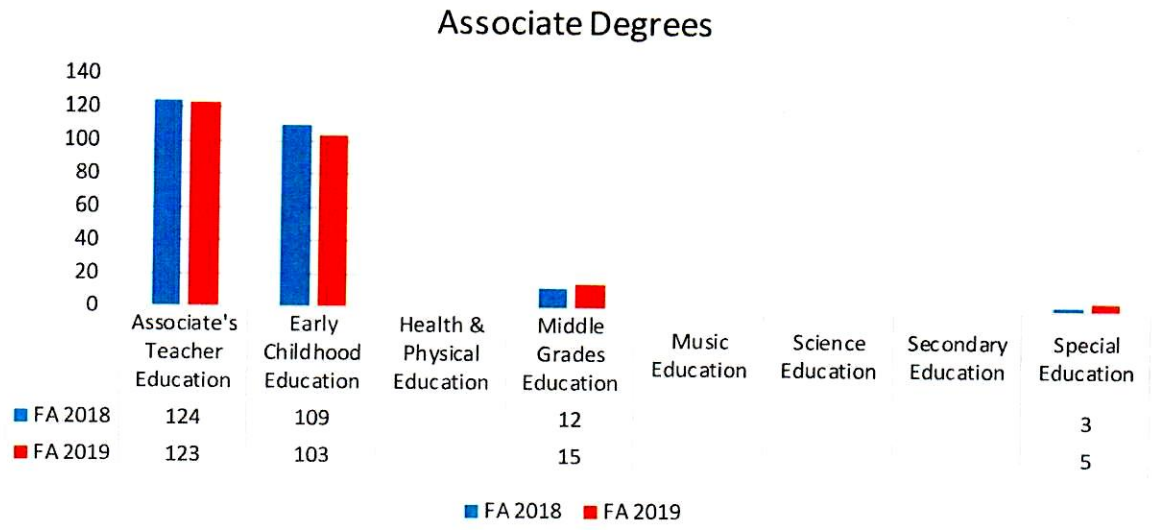
	FA 2015	FA 2016	FA 2017	FA 2018	FA 2019
Division of Education Total FA Enrollments	569	481	396	522	478
Specialist's	41	33	23	17	2
Master's	162	132	80	104	108
Bachelor's	366	316	293	277	245
Associate's				124	123

Figure 2. Division of Education – Fall Enrollments for Teacher Education Bachelor's



	Bachelor's Teacher Education	Early Childhood Education	Health & Physical Education	Middle Grades Education	Music Education	Science Education	Secondary Education	Special Education
FA 2015	366	186	68	60	33	6		13
FA 2016	316	169	53	45	29	7		13
FA 2017	293	175	20	49	23	2	19	5
FA 2018	277	186	9	45	14	1	15	7
FA 2019	263	165		40	14	2	39	3

Figure 3. Division of Education – Fall Enrollments for Teacher Education Associate's



Note

Our internal study is not the University official report, and we use it for informational purposes. We complete our report before the final draft of the University Factbook is released, but we may further reconcile the enrollment numbers for Fall 2019 at a later date. Also, note we count the Associate's program Fall enrollments starting Fall 2018. However, we provide the other Fall semesters for the Bachelor's programs starting at an earlier later date.

But, despite decreased enrollment, our students are still employed immediately after graduation at a very high rate. To that end, the Department of Teacher Education proposes this new Pedagogy-Only Certification to support enrollment growth and meet national, state, and local service area needs for more "highly qualified teachers."

This program will lead to certification in **Middle Grades fields (Math, Reading, Science, ELA, Social Science), Secondary fields (Mathematics, English, History, Economics, Geography, Political Science, Science, Speech, Agriculture, Business, Family/Consumer Science, Healthcare, Marketing, Engineering/Technology)** , or **all P-12 fields (Art, Music, Dance, Theater, ESOL, Foreign Language, Computer Science, and Health/PE**) except special education. This program cannot lead to certification in Elementary Education or Birth-K.

Indicate how the proposal supports Albany State University's mission and purpose.

The first sentence of the mission reads:

Albany State University...elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online.

This new program supports the opportunity for a student to broadening their academic portfolio to include a minor that has excellent employment opportunities.

EXPLANATION: (state the specific Strategic Plan Goal to which this proposal is responding.)

This proposal responds directly or indirectly to the Albany State University Strategic Plan 2016-2019 Guiding Principles 1-6, as stated below:

1. **Guiding Principle One: Realize the Power of Better Together** - Integrate programs, policies, procedures, and cultural traditions in ways that build synergistically on the strengths of ASU and DSC to ensure a smooth and seamless institutional consolidation, out of which a new ASU emerges that is more efficient, effective, and successful than ever.

   The certification will support other academic programs, supplying an opportunity for employment in a high demand profession.

2. **Guiding Principle Two: Aspire to Excellence** - in teaching and learning, thus becoming the first-choice institution for students from southwest Georgia and garnering recognition as a premier southern regional university.

   The pedagogy-only certification will provide opportunities for ASU to address regional teacher shortages.

3. **Guiding Principle Three: Embrace Diversity** - As a historically black institution and led by a highly-diverse faculty and staff, Albany State University will embrace diversity in all its forms - including age, gender identity, race and ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status – and seek to foster a similar acceptance and celebration of that diversity.

   The pedagogy-only certification will provide opportunities for ASU to address regional teacher shortages where diversity is needed.

4. **Guiding Principle Four: Expand Access to Higher Education** - As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.

   The pedagogy-only certification will provide opportunities for ASU to address regional teacher shortages where diversity is needed.

5. **Guiding Principle Five: Elevate Historically Underserved Populations** - Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first-generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.

The minor pedagogy-only certification will provide opportunities for ASU to address regional teacher shortages where diversity is needed.

6. **Guiding Principle Six: Promote Economic Development** - As part of its commitment to teaching and learning, Albany State University will promote economic development in Albany and throughout southwest Georgia by engaging in applied research, aligning its resources in support of identified needs, developing and enhancing academic programs to meet evolving needs, forming broad strategic partnerships, supplying a trained workforce, and fostering a sense of entrepreneurship.

The pedagogy-only certification will provide opportunities for ASU to address regional teacher shortages where diversity is needed.

DESCRIPTION OF PROPOSED PROGRAM REVISION:
(Course and catalog descriptions, purpose, objectives, career role targeted, a listing of required courses and electives for majors, etc.)

Pedagogy-Only Certification Only
(Post-Bac Certification—29-32 hours)

This program will lead to certification in **Middle Grades fields (Math, Reading, Science, ELA, Social Science), Secondary fields (Mathematics, English, History, Economics, Geography, Political Science, Science, Speech, Agriculture, Business, Family/Consumer Science, Healthcare, Marketing, Engineering/Technology)** , or **all P-12 fields (Art, Music, Dance, Theater, ESOL, Foreign Language, Computer Science, and Health/PE**) except special education. This program cannot lead to certification in Elementary Education or Birth-K.

Admission to the Program
1. In addition to meeting all program admission requirements specified in Rule 505-3-.01, candidates must meet prior to enrollment the following requirements: **(GPA, GACE Program Admissions, Ethics, Pre-Service Certificate..)**
(i) Candidates must hold a minimum of a bachelor's degree from a GaPSC-accepted, accredited institution of higher education; and
(ii) Candidates must provide evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three options:

(I) A major in the field of certification sought earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education, or

(II) (II) A passing score on the Georgia state-approved content assessment in the field of certification sought, or

(III) (III) Evidence of successful completion of a specified number of semester hours of content area coursework earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education. The number of semester hours of content area coursework required for secondary (6-12) and P-12 fields (excluding Special Education) is twenty-one (21) semester hours; and for Middle Grades (4-8) fields, fifteen

(15) semester hours of coursework is required in one of the content areas of Language Arts, Math, Reading, Science, or Social studies.

Program of Study

Middle Grades Option (Reading, ELA, Mathematics, Science, Social Science)

EDUC 2120	3
EDUC 2199	0
EDUC 3403	2
MGED 4439	3
MGED 3315	3
EDUC 4451	3
SPED 3231	3
Methods	3

(Select one: MGED 3314, MGED 4423, MGED 4434, MGED 4422)

MGED 4461	
Or	
MGED 4481	
& MGED 4482	12
Total	32

Secondary & P-12 Option (Secondary—Mathematics, English, History, Economics, Geography, Political Science, Science, Speech, Agriculture, Business, Family/Consumer Science, Healthcare, Marketing, Engineering/Technology; P-12—Art, Music, Dance, Theater, ESOL, Foreign Language, Computer Science, and Health/PE)

EDUC 2120	3
EDUC 2199	0
EDUC 3403	2
MGED 3315	3
EDUC 4451	3
SPED 3231	3
EDUC 3378	3
EDUC 4412	
Or	
EDUC 4481	
& EDUC 4482	12
Total	29

EDUC 2120—Exploring Socio-Cultural Perspectives on Diversity 3
Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy.

EDUC 2199—Orientation to Education 0
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. Prerequisite: EDUC 2110 and EDUC 2120 and EDUC 2130. Prerequisite: Admission to Teacher Education.

EDUC 3403—Practicum 3 2
An individually arranged introductory course of classroom observation during field placement in public schools.

MGED 4439—Teaching Reading in the Middle School 3
Course designed to focus attention on reading instruction as it relates to the particular needs of the early adolescent in the middle grades. The goal is to prepare prospective teachers to teach reading across the curriculum and as a separate subject.

MGED 3315—Curriculum Needs 3
This course is designed to provide pre-service teachers with an overview of the curriculum needs and characteristics of middle grade children, along with program rationale goals, principles of curriculum development, organizational designs and teaching strategies. The candidate must earn a minimum grade of 'C' to receive credit on the program of study for this course.

EDUC 4451—Instruction & Assessment 3
This course examines curriculum, instruction, and assessment in the context of standards based education. It explores theories, methods, and procedures that are applicable to the development and design of curriculum and instruction, the interrelationships among curriculum, instruction, and assessment and presents researched best practices for developing curriculum and instruction that will meet the needs of an inclusive environment. The history of curriculum development and evaluation; the importance of aligning learning theory and learner variables; removal of barriers to student achievement and how to meet diverse student needs are discussed. Grading, use of assessment data, planning, and collaboration are also addressed. Students will learn how data driven decision making and

the integration of technology can lead to improved academic achievement for all students. Prerequisite: Admission to Teacher Education.

MGED 3314 - Mathematics in the Middle Grades. 3
Basic concepts in algebra are stressed with emphasis placed upon a structural development of the real number system. This course offers a review of the real number system as well as a review of the Mathematics Curriculum normally found in Grades 4 – 8. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

MGED 4422. Social Studies in the Middle Grades. 3
This course teaches principles and practices of teaching concepts and skills in Social Studies.

MGED 4423. Language Arts in the Middle Grades. 3
This course is designed to give prospective teachers of middle grade students the knowledge and skills necessary to assist youth in becoming efficientin their use of the six linguistic skills of listening, speaking, reading writing, viewing (visually representing), and illustrating for the overall purpose of effective communication in our culturally diverse society. This in turn will ensure wise decision-making and responsible citizenship in our democratic society. As such, the course is an integrated overview of the principles, practices, and materials used in teaching language arts for verbal, non-verbal and written communication. Additionally, it offers prospective teachers the opportunity to assist certified teachers in the public schools.

SPED 3231—Contemp Perspectives on Students w/Exceptionalities 3
A study of the characteristics, identification and educational needs of children and youth with exceptionalities. Prerequisite: Admission to Teacher Education.

EDUC 3378—Creative & Effective 3
Course of study for early childhood education majors only. Course would be for all education majors and would also remain applicable to early childhood majors. Course focuses on creative activities. Students should be prepared to improve the learning of students from diverse backgrounds with an emphasis on the teaching and learning process.

EDUC 3378 – Creative & Effective (Requested New Description) 3
Course focuses on creative and effective pedagogical strategies for diverse learners in P-12 school settings. Coursework includes differentiated instruction and assessment that meets the needs of all learners. Students should be prepared to improve the learning of students from diverse backgrounds with an emphasis on the teaching and learning process. Prerequisite: Admitted to Teacher Education

MGED 4461 - Student Teaching in Middle Grades 12
Observation and teaching for one semester under the direction of an approved supervising teacher in selected middle school centers. A seminar component is included.

MGED 4481 - Internship in Middle Grades Education 6
Teaching middle school children in appropriate classroom settings under supervision. Designed for in-service classroom teachers only.

MGED 4482 - Intern II in Middle Grades 6
Teaching middle school children in appropriate classroom settings under supervision. Designed for in-service classroom teachers only.

EDUC 4412 - Student Teaching in Senior High School 12
Observation and teaching for one semester under the direction of an approved supervising teacher in selected high school centers. Seminar component included

EDUC 4481 - Internship in Secondary School 6
Classroom teaching of high school age youth in the content area of certification under supervision. Designed for in-service classroom teachers only. Prerequisite: Departmental Approval.

EDUC 4482 - Internship in Secondary School 6
Classroom teaching of high school age youth in the content area under supervision. Designed for in-service classroom teachers only. Prerequisite: Departmental Approval.

PREDICTING THE COST OF THE PROPOSAL

RESOURCES REQUIRED						
Resources Needed	**Yes**			**No X**		
	Year 1		Year 2		Year 3	
	Number	Cost	Number	Cost	Number	Cost
A. Faculty Needs						
N/A						
B. Instructional Materials						
N/A						
D. Space						
1. Adequate	Yes _X__ No ___					
2. Needs Renovation (describe below)	Yes ___ No _X__					
3. Need New Space (describe below)	Yes ___ No _X__					
E. Projected Enrollment						

We expect to see an increase of completers. That table is shown below.
Report type: Program Completer Placement Report
School system: Albany State University
Report based on CPI data from March 2019 and recent Certification transactions

Provider	Completion Year	Total Initial Completers	Employed As Teachers	Employed As Leaders	Degree Upgraded	Teaching Year 3	Teaching Year 3%	Teaching Year 5
Albany State University	2014	57	52	1	20	38	66.67	6
Albany State University	2015	94	83	0	34	65	69.15	0
Albany State University	2016	58	55	0	11	8	13.79	0
Albany State University	2017	68	62	0	6	0	0.00	0
Albany State University	2018	38	35	0	1	0	0.00	0

Our 2019 results show 49 completers, an increase of 29% from the 2018 year, without this program. And, based on our research, a 10% increase of completers by 2021 is a minimal and reasonable expectation.

D. Space (describe, if needed)

None

OUTLINE PLANS FOR SECURING THESE RESOURCES

No additional resources needed

(Include a listing of specific New Journal Titles – print and non-print should be included in the resources needed. The source of payment for these items should also be designated.)

PROGRAM IMPACT: Explain the long- and short-term impact of the proposed program on:

Are there similar programs/courses at Albany State University? University System of Georgia? How is the proposed program unique?

No. There are no similar programs at Albany State University. Yes, the University of Georgia System offers similar programs. This program is not unique but allows our EPP to better address the exponentially growing teacher shortage.

What impact will accreditation standards have on the program? Identify the accrediting agency?

Because our EPP already offers a certification-only or an MAT program in one of the appropriate fields, we are eligible to apply for approval for the pedagogy-only program through an enhanced substantive change process, responding to the following components in PRS-II for the Georgia Professional Standards Commission (GaPSC):

- 1.1a and 1.1b (program of study and key assessments);
- 1.3 (key assessments aligned to the standards for this program – InTASC);
- 6.1 (admission requirements); and
- 6.6 (field experiences).

We are prepared to address these standards.

PROGRAM IMPLEMENTATION: Outline the plan for program implementation, indicating milestones, key actors and timeframes.

Spring 2020 – obtain approval, plan for any new courses
Summer 2020 – plan for any new courses
Fall 2020 – Launch program

PROGRAM EVALUATION: How will the proposed program be evaluated? What decisions will be made on the basis of evaluation?

We will evaluate our program using our current key assessments, aligned to our national inTASC standards (listed below) in place and the strength of the completer numbers. We will make decisions to modify or recommend discontinuation.

Courses	INTASC	Key Assessments	Other Information
EDUC 2120	1. Learner Development 2. Learner Differences	Dispositions	Early Field Experiences
EDUC 2199	10. Leadership & Collaboration		
EDUC 4451	6. Assessment 8. Instructional Strategies	D.I. Lesson Plan	edTPA Tasks 1, 2, 3
MGED 3315	7. Planning for Instruction		edTPA Task 1
MGED 4439	8. Instructional Strategies		
EDUC 3403	3. Learning Environment 9. Professional Learning and Ethical Practice	Dispositions	edTPA Task 3 Field Experiences
SPED 3231	2. Learner Differences 8. Instructional Strategies		
EDUC 3378	4. Content Knowledge 5. Application of Content Knowledge	GACE Content Technology	

EDUC 4412	5. Application of Content Knowledge 10. Leadership & Collaboration	Dispositions edTPA Intern Keys	Clinical Experiences

Department of Teacher Education Key Assessments

1. edTPA (Valid & Reliable)
2. Dispositions (Valid & Reliable)
3. Intern Keys (Valid & Reliable)
4. GACE (Valid & Reliable)
5. Technology Assignment/Survey
6. Differentiated Instruction Lesson Planning