SACSCOC
Focus Report

Division of Institutional Effectiveness

SACSCOC

Focus Report

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6.2.a

Faculty Qualifications

For each of its educational programs, the institution:

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

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Report from the Off-Site Committee

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

Focus Report Response

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

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

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

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

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

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

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

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

Business Administration
• Marsha Ree Lawrence - Additional justification provided.

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

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

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

Determining Faculty Credentials

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

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

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

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

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

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

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

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

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

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

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

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

Sources

- 01_Focus_Report_SACSCOC_Justification_02.19.2020
- 02_FR_SACSCOC_Faculty_Roster
- 03_FR_SACSCOC_Faculty_Credentials
- 04_FR_BOR_8.3.1.2 Minimum Qualifications
- Brown_01_SOCI_3553_Syllabi
- Curles_01_FR_ACOTE _ Review of Program Director Credentials - Albany State University-West Campus (OTA)

Curles_02_FR_Pages from 2018-ACOTE-Standards-Interpretive-Guide

Neal_01_Syllabi_HITE 2400 Fall 2019

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The following pages contain Supporting Documentation

Focus Report Response - Faculty Roster Form

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

Focus Report Response - Faculty Roster Form

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

Focus Report Response - Faculty Roster Form

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

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

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

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

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

Focus Report Response - Faculty Roster Form

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

FACULTY ROSTER
Instructions for Reporting the Qualifications of
Full-Time and Part-Time Faculty

General Instructions for Completing the Faculty Roster Form

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

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

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

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

**Providing Information
That Establishes Qualifications**

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

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

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

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FACULTY ROSTER
Instructions for Reporting the Qualifications of
Full-Time and Part-Time Faculty

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

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

Instructions for the Columns
Of the Faculty Roster Form

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

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

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

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

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

January 2007
Updated : January 2011

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

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

Name of Institution: *ABC College*

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

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

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES& COURSEWORK** **Relevant to Courses Taught, Including Institution & Major** **List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS** **Related to Courses Taught,**

Joe Alvarez (F)	**Fall 2009**
	 BUS 1001 Fundamentals of Accounting, 3 (UN)
	 BUS 2001 Principles of Accounting I, 3 (UT)
	
	 Spring 2010
	 BUS 1001 Fundamentals of Accounting, 3 (UN)
	 BUS 2002 Principles of Accounting II, 3 (UT)
		MBA (General), Good University included the following coursework:
		 BUS 516 Cost Accounting (3)
		 BUS 572 Federal Income Tax (3)
		 BUS 573 Accounting Information Systems (3)
		  Total: 9 Graduate Semester Hrs
		
		 BBA (Accounting), Greenhill University
			Current CPA license, NC
			
			 1999-2009 Accountant, Big Four Accounting Inc., Durham, NC
			  3 years Auditing experience
			  7 years Income Tax experience

Yolanda Bing (F)	**Fall 2009** HIS 101, Western Civilization I, 3 (UT) HIS 110, American Society and Culture, 3 (UT) GEO 222, Latin America, 3 (UT) **Spring 2010** HIS 102, Western Civilization II, 3 (UT) KIN 103, Karate, 1 (UT)	MA (History), Good University Included the following coursework: GEO 512, Hist of Cartography GEO 516, Latin American Geography GEO 640, Geo Info Sys GEO 651, Migration GEO 670, Europe GEO 680, 20th Century US Total: 18 Graduate Semester Hrs	Holds black belt and was first alternate to US Olympic team in Karate
Steig Cederholm (P)	**Spring 2010** Music Composition (UT)	BM (Music Composition), University of Louisville	Published composer, including four produced symphonies and one opera, which debuted last winter at the Houston Metropolitan Opera Formerly the composer in residence for the Atlanta Symphony Orchestra

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

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

FACULTY CREDENTIALS

- Guidelines -

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

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

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

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

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

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

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

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

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

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

Search Manual 🔍

Home

Policy Revisions

Comparison Chart (2009)

1. Officers of the Board of Regents +

2. Institutional Governance +

3. Academic Affairs +

4. Student Affairs +

5. Public Service +

6. Campus Affairs +

7. Finance and Business +

8. Personnel ✕

8.0 Introduction & Contents

8.1 Personnel Categories +

8.3 Additional Policies for Faculty

8.3.1 Faculty Employment

8.3.1.1 Recruitment and Appointment

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

8.3.1.2 Minimum Qualifications for Employment

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

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

ALBANY STATE UNIVERSITY
Arts & Science
Sociology & Psychology

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

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

CLASS MEETING TIMES/LOCATION: Online

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

Additional Readings and Videos Provided by Professor

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

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

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

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

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

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

Student Learner Outcomes (SLOs)

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

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

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

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

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

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

SLO6: Identify multicultural issues in counseling older adults.

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

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

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

Course Objectives (COs)

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

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

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

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

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

Course Activity Components & Course Assessment Components

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

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

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

ePortfolio: (SLO 9) *Required*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Course Policies

   A. Course Information and Instructor Expectations

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

   B. Academic Honesty/Integrity

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

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

   C. Students with Disabilities

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

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

   D. Campus Carry Information

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

   E. Sexual Misconduct Policy (Harassment Policy)

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

   F. University Math and Writing Centers Reinforcement Policy

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

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

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

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

   G. Integration of Technology

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

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

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

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

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

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

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

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

SOCI/PSYC 3353 Counseling

Syllabus Acknowledgement

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

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

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

Student Name: (Print)   _____

Student Signature: _____

Date: _____

SOCI/PSYC 3353 Counseling

<u>Bibliography/References</u>

Add your reference list with appropriate and current references.

From:	ACOTE Online Staff
To:	Curles, Tonya; kerri.johnson@darton.edu; richard.carvajal@darton.edu
Cc:	ACOTE Admin; nharvison@aota.org; srm40@live.com; barbara_seguine@owens.edu
Subject:	ACOTE : Review of Program Director Credentials - Albany State University-West Campus (OTA)
Date:	Thursday, December 14, 2017 12:19:40 PM

Dear Ms. Curles,

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

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

Program Status: Accreditation

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

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

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

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

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

Albany State University

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

Course Number: HITE 2400

Course Name: Pathophysiology & Pharmacology for the HIT Professional

CRN: 82601

Credits: 2-2-3

Class Times: Online

Instructor: Misty C. Neal, MBA, RHIA

Office: J-248

Phone: 229-500-2244

Email: Misty.Neal@asurams.edu

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

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

Co-Requisites: HITE 2150

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

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

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

Course Objectives:

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

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

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

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

Other Requirements: None

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

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

Integration of Technology

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

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

assignments.

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

Evaluation:

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

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

Specific Course policies:

Instructor Specific Policies:

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

Tardiness Policy: None

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

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

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

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

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

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

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

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

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

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

Students with Disabilities

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

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

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

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

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

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

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

House Bill 280-Campus Carry Gun Policy

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

Sexual Misconduct Policy (Harassment Policy)

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

University Math and Writing Centers Reinforcement Policy

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

Academic Honor Code (Statement):

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

Academic Honor Code Policy

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

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

ASU Final Grade Appeal Policy

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

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

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

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

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

Important University Dates:

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

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

Also, please review the ASU Student Handbook available at:

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

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

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

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

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

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

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

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

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

Student Name: (Print)   _____

Student Signature: _____

Date: _____

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.

<u>Old Business</u>

- 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. <u>This proposal was approved.</u>

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

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

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 Valdost	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

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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

ACOTE
Accreditation Council for Occupational Therapy Education

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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.

(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.

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.7

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:

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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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Tonya Curles
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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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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(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.

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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.

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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.

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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

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

Enter Zero "0" if not applicable

Number of graduates who will be CONTINUING THEIR HIGHER EDUCATION:

Enter Zero "0" if not applicable

Number of graduates whose employment status is UNKNOWN:

Enter Zero "0" if not applicable

Comment:

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

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

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

Comment

V.4 Fieldwork Level II placement:*

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

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

Enter "0" if not applicable

Number of graduates in Home Health practice

Enter Zero "0" if not applicable

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

Enter Zero "0" if not applicable

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

Enter Zero "0" if not applicable

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

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

Enter Zero "0" if not applicable

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

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Section VI. Access to Information

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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).

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	Albany State Universtiy								
	Program Review Schedule								
Degree	**Degree and Major**	**CIP Code**	Review	Review	Review	Review	Review	Review	Review
			2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**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		
Rhonda Porter	*[signature]*	11/19/2019

College Review Committee Chair

Name	Signature	Date
Rhonda C. Porter	*[signature]*	11/19/2019

Dean

Name	Signature	Date
ALICIA J JACKSON	*[signature]*	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
Date copy sent to Registrar for program changes	
	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.
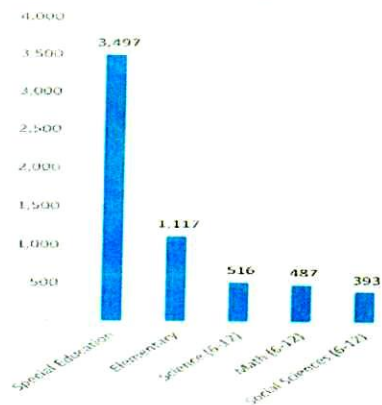
Meeting Georgia's Need for Teachers

High-Need Fields: First Look
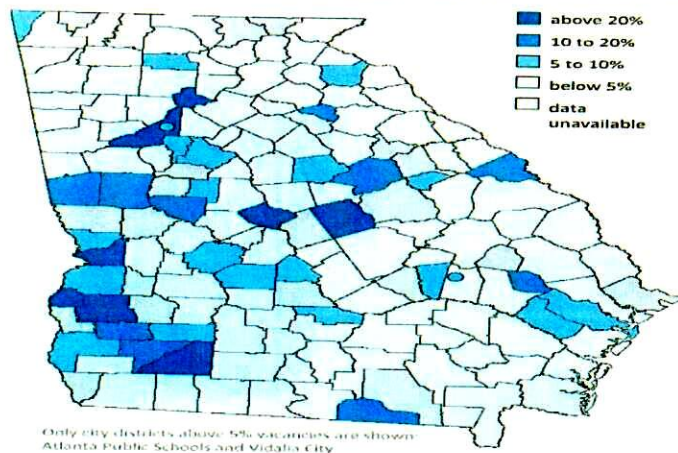Vacant teaching positions reported, average of most recent two years (AY 2018 and 2019)

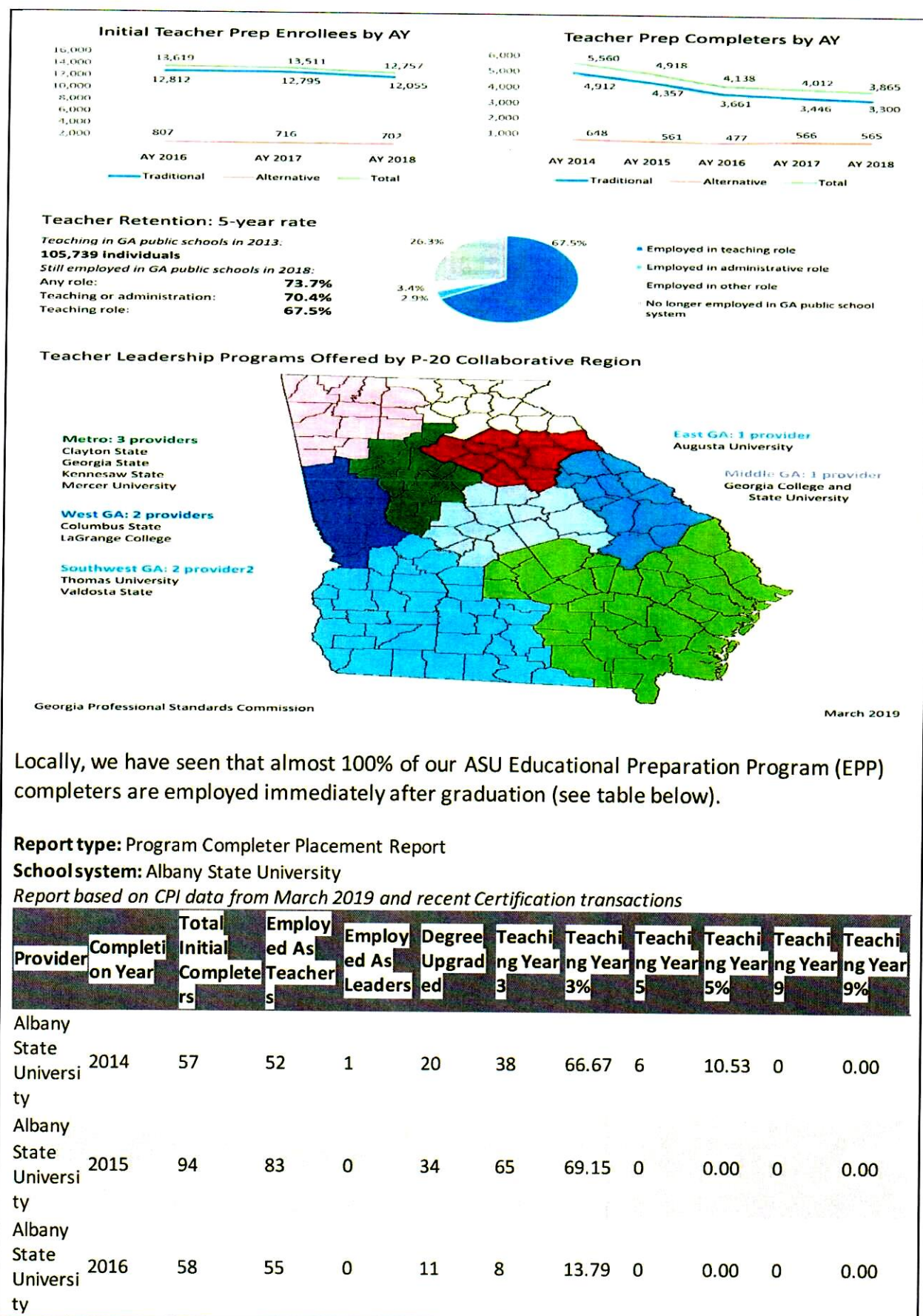| Field	Vacancies
Early Childhood Education	1,354
Special Education General Curriculum	626
English (6-12)	274
Mathematics (6-12)	246
Middle Grades Language Arts (4-8)	181
Middle Grades Social Science (4-8)	165
Middle Grades Math (4-8)	164
Science (6-12)	157
Middle Grades Science (4-8)	152
Spanish	140
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

Special Education: 3,497
Elementary: 1,117
Science (6-12): 516
Math (6-12): 487
Social Sciences (6-12): 393

Hard-to-Staff Districts
Most recent reported vacancies compared to district size (2019 positions)

Legend:
- above 20%
- 10 to 20%
- 5 to 10%
- below 5%
- data unavailable

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

Initial Teacher Prep Enrollees by AY

	AY 2016	AY 2017	AY 2018
Total	13,619	13,511	12,757
Traditional	12,812	12,795	12,055
Alternative	807	716	702

Teacher Prep Completers by AY

	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018
Total	5,560	4,918	4,138	4,012	3,865
Traditional	4,912	4,357	3,661	3,446	3,300
Alternative	648	561	477	566	565

Teacher Retention: 5-year rate

Teaching in GA public schools in 2013:
105,739 individuals
Still employed in GA public schools in 2018:

Any role:	73.7%
Teaching or administration:	70.4%
Teaching role:	67.5%

- Employed in teaching role
- Employed in administrative role
- Employed in other role
- No longer employed in GA public school system

Teacher Leadership Programs Offered by P-20 Collaborative Region

Metro: 3 providers
Clayton State
Georgia State
Kennesaw State
Mercer University

West GA: 2 providers
Columbus State
LaGrange College

Southwest GA: 2 provider2
Thomas University
Valdosta State

East GA: 1 provider
Augusta University

Middle GA: 1 provider
Georgia College and State University

Georgia Professional Standards Commission

March 2019

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

Division of Education Total Enrollments

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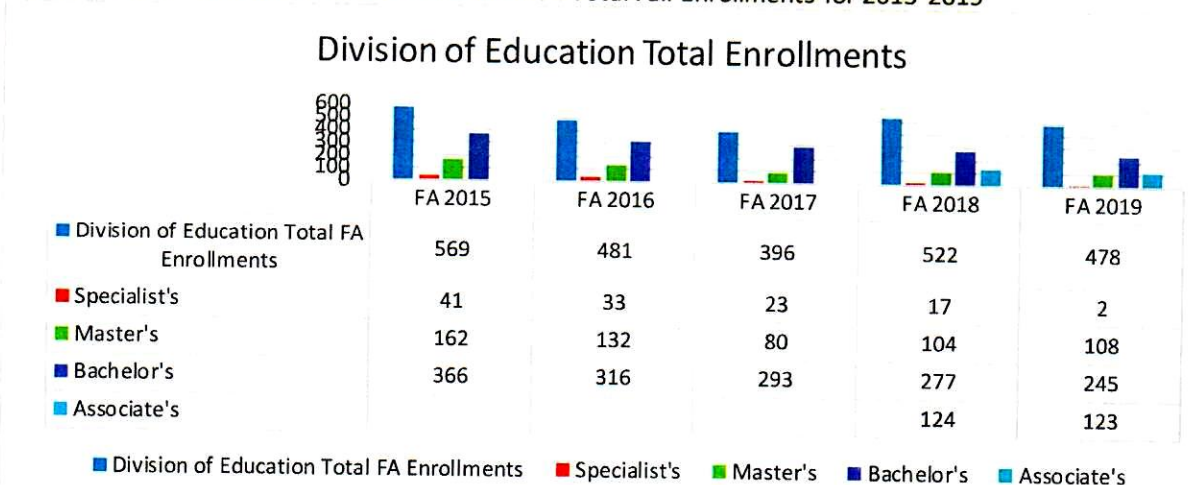
Figure 2. Division of Education – Fall Enrollments for Teacher Education Bachelor's

Bachelors Degrees

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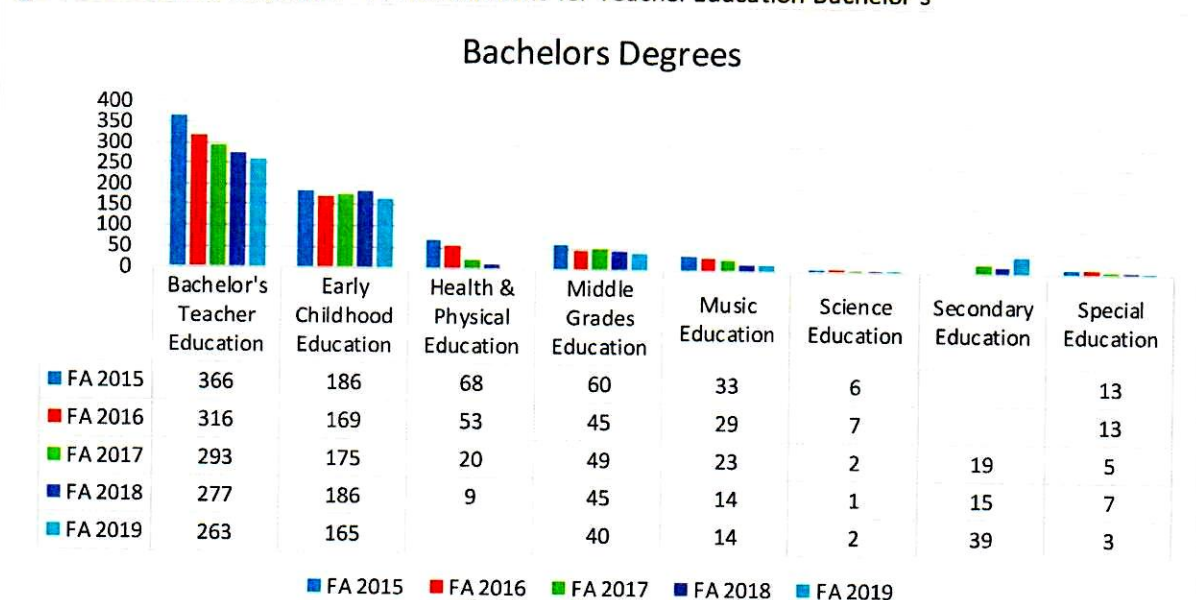
Figure 3. Division of Education – Fall Enrollments for Teacher Education Associate's

Associate Degrees

	Associate's Teacher Education	Early Childhood Education	Health & Physical Education	Middle Grades Education	Music Education	Science Education	Secondary Education	Special Education
■ FA 2018	124	109		12				3
■ FA 2019	123	103		15				5

■ FA 2018　■ FA 2019
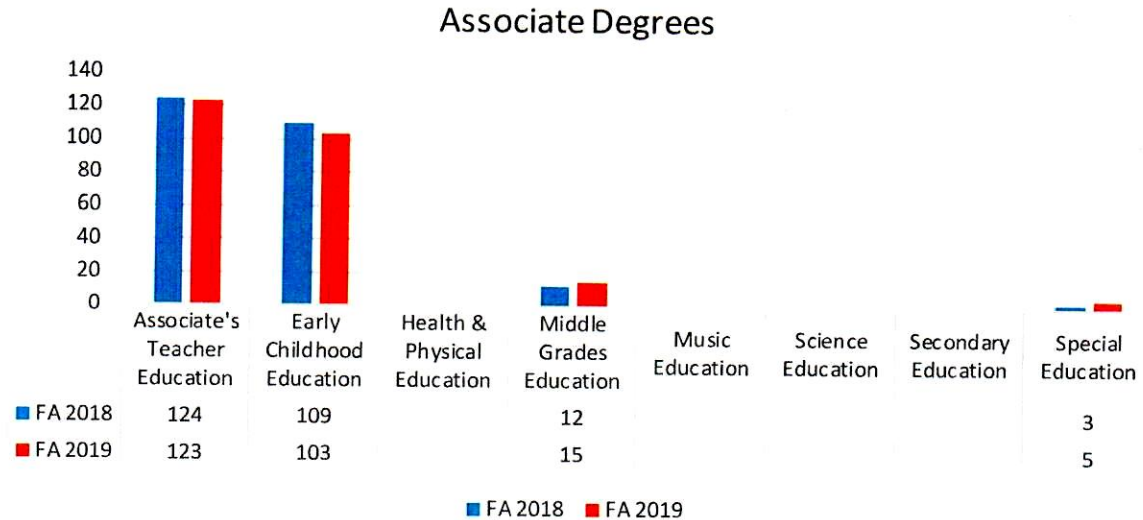
Note

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 efficient in 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

7.2

Quality Enhancement Plan

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.

Judgment

☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Albany State University (ASU) is in compliance with this principle. ASU has identified a topic, Guiding Persistence to Success (#GPS), through its ongoing, comprehensive planning and evaluation processes. The QEP has broad-based support of institutional constituencies, and focuses on improving student learning and student success outcomes. Additionally, the institution has committed resources to inititiate, implement and complete the QEP and includes a plan to assess achievement. **[01]**

Sources

01_Albany_State_University_QEP_Final_Version

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The following pages contain Supporting Documentation

Quality Enhancement Plan

QEP is
GPS

Guiding Persistance to Success.

Preparing for the On-Site Visit of the

Southern Association of Colleges and Schools Commission on Colleges

Albany State University

UNIVERSITY SYSTEM OF GEORGIA™

Contents

Executive Summary

The *"Guiding Persistence to Success (#GPS)* Quality Enhancement Plan (QEP) is designed to strengthen progression to completion rates. The QEP is a five-year, university-wide quality improvement plan focusing on student success. We will accomplish this through five strategies progress reports, advising model, study tables, peer mentoring and course redesign. The four outcomes of ASU's QEP are

> Outcome 1: Decrease the DFW rates in the top 11 courses with high enrollment.
>
> Outcome 2: Decrease the number of students on probation, suspension, and dismissal.
>
> Outcome 3: Increase the retention rates of students.
>
> Outcome 4: Increase student awareness of academic policies and resources that are
>
> relevant to student progression and degree completion.

The key elements to implementing ASU's QEP are an early alert system, a collaborative advising model, study tables, peer mentors and course redesign of both high D/F/W courses and the First Year Experience (FYE) course. Early alert is proactive system of **early** warning and follow-up for students identified as having academic difficulties **early** in the semester and a feedback procedure for all faculty regarding the specific actions taken by their identified students. The advising model will utilize professional success coaches for lower division students who have earned fewer than 60 credit hours and faculty for upper division students. Study tables will provide tutoring services from faculty who teach the course. Course redesign includes the redesigning the top 10 of high enrollment and high DFW rates including the first year experience course, ASU 1101. Peer mentors provide support through early engagement with new students. These components are intended to work in concert to ensure that students are on the path to completion.

The success of *Guiding Persistence to Success (#GPS)* is measured through an assessment plan that addresses student success and learning outcomes, and is aligned to the institutional mission and strategic plan. Direct and indirect measures, which gather quantitative and qualitative data, assist in assessing student success outcomes. Annual formative reports will enable the QEP Committee to make modifications as necessary and to ensure continuous improvement and advancement toward meeting the goals of the QEP. Additionally, the University has developed an itemized budget to ensure institutional capability for the sustainability of the QEP.

Albany State University: An Overview

Albany State University (ASU) is a nationally recognized Historically Black College and University (HBCU), located in Albany, GA, a progressive city with a population of 75,00. ASU has been a catalyst for change in the region from its inception as Albany Bible and Manual Training Institute to its designation as a University. Founded in 1903 to educate African American youth, the University proudly continues to fulfill its historic mission while also serving the educational needs of an increasingly diverse student population. In December 2016, the University System of Georgia granted approval for the consolidation of Albany State University with Darton State College, an access institution into the new Albany State University effective January 2017. The new ASU builds upon the HBCU mission to serve increasingly diverse student populations and will continue to serve the access mission of Darton State College by offering workforce related degrees and certificates.

The primary mission of ASU is to educate students to become outstanding contributors to society. Offering certificates, transfer associate degrees, professional associate degrees, bachelor's, master's and specialist degrees along with continuing education programs, the University emphasizes the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and natural sciences. Global learning is fostered through a broad-based curriculum, diverse student activities and expanding use of technology. ASU encompasses three colleges, the College of Arts and Sciences; the College of Professional Studies; and the Darton College of Health Professions.

The University has one main campus, ASU East, and one full-service satellite campus, ASU West, both with on-campus housing. The University operates three other off-site locations in Cairo, Waycross and Cordele, GA. The University services more than 6,200 traditional and non-traditional students where 84% of the students are minority, 7 out of 10 are female and the 94% are in-state residents.

Section A: Topic Identified through its ongoing, comprehensive planning and evaluation processes

Albany State University chose to use a two-phased process to identify and select the topic of the QEP. A small group, known as the Topic Selection Team (TST), was charged with the initial research effort to identify a small group of topic areas to bring forward to the Leadership Team and the institution. The TST (Table 1) was charged with overseeing the process of developing a set of topics that were relevant to the mission and strategic direction of ASU.

Table 1. Topic Selection Team

Member	Title	Area	Affiliation
Melanie Hatch	Associate Provost	Academic Affairs	Administration Chair, TST
Hema Davis	Associate Professor	Psychology	Department Chair Faculty
Frank Malinowski	Associate Professor	Computer Science	Faculty
Timothy Hughley	Associate Professor	Health and Human Performance	Department Chair Faculty
Shavecca Snead	Assessment Coordinator	Institutional Research	Staff
Mary Washington	Director, Learning Resource Center	Library Services	Staff
Devi Akella	Professor	Business	Faculty
Erica Decuir	Associate Professor	Education	Faculty

The TST followed a deliberate process of analyzing ASU's student progression, retention and demographic information, benchmarking other universities and research of high impact practices to generate a set of topics for further review. The process steps are outlined below;

1. Identify small team to research potential topic areas
2. Analyze ASU demographic and success data
3. Benchmark other institutions
4. Research high impact practices
5. Present topic ideas within TST
6. Present final set of 4 – 6 topic areas to Leadership Team for feedback
7. Present 3 topic areas to broader institution for feedback
8. Select final topic area
9. Communicate selection to university

During the timeframe that the TST was conducting its research, ASU initiated the process of creating a new strategic plan. Members of the TST attended the strategic planning open forums to gather additional information regarding the visioning process and to confirm the continuation of institutional priorities surrounding student success and engagement. Additionally, Dr. Hema Davis served as co-chair of the strategic planning steering committee which helped to ensure alignment between the QEP topic and ASU's strategic direction.

Analysis of Success Data

Student Demographics – Fall 2018

Albany State University enrolled 6,371 students in the Fall 2018 semester with 524 students pursuing a career associate degree, 2,889 pursuing a transfer associate degree, 2,577 pursuing a bachelor's degree, 366 in a master's degree program and 4 students enrolled in the education specialist program. Students who enter ASU through the access pathway are automatically placed in the transfer associate degree program.

ASU's student population in the Fall of 2018 included 4,614 females and 1,757 males, 72% of ASU students are Black or African American, 16% White, 4% Hispanic or Latino and 7% Other. Additionally, 69% of ASU students attend full-time with the highest percentage of part-time students enrolled in the career associate and graduate programs. The majority (6,023) of ASU students reside in Georgia.

ASU awarded 1,315 degrees in the 2017-2018 academic year with 21% of students earning an associate degree, 28% earning a career associate degree, 37% earning a bachelor's degree and 11% earning a graduate degree. Approximately 23% of ASU undergraduate students are first generation college students and 62% of entering freshmen are Pell recipients.

Retention Rates

Student success is a priority for the University System of Georgia (USG) and Albany State

University. Student progression, retention and graduation rates are monitored and reported each

semester by all institutions within the USG. Table 2 shows the one-year retention rates for first-

time freshmen associate-degree and bachelor-degree students at Albany State University while

Table 3 shows the rates of students who graduate within 150% of time for degree. Students in

the 2017 cohort year are the first group of students enrolled in the new consolidated university.

Table 2. One-year Retention Rates

		Retention Rate	
Degree Type	Cohort Year	Institution Specific	System-Wide*
Associate	2016	50.0	53.6
Associate	2017	47.2	51.8
Associate	2018	58.1	63.1
USG Peer Average	2018	62.5	67.9
Bachelor	2016	70.0	74.5
Bachelor	2017	60.6	67.4
Bachelor	2018	60.4	68.7
USG Peer Average	2018	71.1	78.6

*Students who transfer to another USG institution, Source: USG Cognos Report

Table 3. Graduation Rates

		Graduation Rate	
Degree Type	Cohort Year	Three-Year	Six-Year
Associate	2014	14.5	
Associate	2015	10.7	
Associate	2016	9.9	
USG Peer Average	2016	11.2	
Bachelor	2012		34.7
Bachelor	2013		36.2
USG Peer Average	2013		42.4

Source: USG Cognos Report

Albany State University adopted a new student success model in the fall semester of 2018 to

address the complexities introduced by consolidation. As an institution with a blended function,

Albany State enrolls students with varying degrees of academic preparation. To serve all of ASU's students, the success model involves collaboration among the divisions of Academic Affairs, Student Affairs and Enrollment Management.

Student success coaches shepherd undergraduate students through their first 60 credit hours at Albany State. Faculty advisors help bachelor-degree students navigate the remainder of their upper division coursework. Faculty also track attendance and academic performance and report any issues through a software platform as part of an early alert system. Tutoring services are available to on-ground and online students and ASU piloted a more intensive tutoring experience through evening study tables during the spring and fall 2019 semesters. Peer-mentors attend first year seminar classes to help to offer advice and guidance to the new freshmen students.

Benchmark Other Institutions

The Topic Selection Team reviewed the QEP executive summaries of other universities posted on the SACSCOC website (http://www.sacscoc.org/QEPSummaries.asp). The team created an initial topic list for further review based on the connection to ASU's mission, vision and priority of student success. Table 4 shows the initial set of topic areas.

Table 4. Initial QEP Topics

Topic Area	Potential Impact	Connection to Institution
Retention, Progression, Graduation	All students – with initial focus on Gateway courses	SP: Objective 4.4, 5.2*
Experiential Learning	All students – with initial focus on General Education courses	SP: Objective 6.2, 6.3, mission and vision
Career Preparation	All students – with initial focus on rising seniors (BS) and sophomores (AS)	SP: Objective 2.2, 6.2, mission
Critical Thinking/Problem Solving	All students – with initial focus on first-year students	Institutional SLO's[+]
Student health and well-being	All students – with initial focus on first-year students	SP: Objective 5.2

Advising and academic preparation	All students – with initial focus on Gateway courses	SP: Objective 4.4, 5.2
Ethics and Leadership	All students – with initial focus on first-year students	SP: Objective 4.4, 5.3, 6.5
Societal Responsibility and Community Engagement	All students – with initial focus on first-year students	SP: Objective 6, mission
Written/Verbal Communication	All students – with initial focus on first-year students	Institutional SLO's
Integrative Learning	All students – with initial focus on rising seniors and capstone courses	Mission
Information and Technology literacy	All students – with initial focus on first-year students	Mission

*SP = Strategic Plan

+ SLO = Student Learning Outcomes

Each member of the Topic Selection Team was assigned a topic area from Table 4 for additional review and research. The team created a standardized checklist to guide the review process and assist with narrowing the list for presentation to the Leadership Team.

Present to Leadership Team

The team considered factors from the checklist to evaluate each topic area and narrow the list for presentation to the Leadership Team. The top six topic areas with the highest potential impact on student success and that could be sustained beyond the initial five-year plan were chosen for further evaluation.

1) <u>Integrative Learning</u> - An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex solutions within and beyond the campus." (AAC&U)
2) <u>Experiential Learning</u> – a teaching methodology where faculty members combine classroom learning with direct experience and reflective assignments to foster deeper learning.
3) <u>Health and Wellness</u> – There is a linkage between student health and academic performance. Students make many lifestyle choices during their time in college and develop habits that may persist throughout their life.
4) <u>Retention/Progression/Graduation</u> – "an evidence-based process to create an institutional plan for improving student learning and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes especially for

low-income, first-generation and historically underrepresented students. This multi-year process helps institutions create and implement a plan for course redesign that supports teaching, learning, success, completion, and retention." (www.jngi.org)

5) Career Preparation – Traditional-aged students often come to college without a deep understanding of various career fields or the competencies needed to have a successful career.

6) Social Responsibility – "the impacts of decisions on society and the environment through transparent and ethical behavior … and is integrated throughout the organization and practiced in relationships." (www.asq.org)

Feedback from University

Initial feedback from university faculty, staff and students supported the topic of Experiential Learning. However, ASU was concurrently participating in a system-wide effort called Gateway to Completion® (G2C) through the Gardner Institute (www.jngi.org/gateways-to-completion). The G2C initiative asks universities to explore high enrollment courses where a large number of students earn a grade of "D", "F" or withdraw from the course. ASU selected four courses, ENGL 1101 (Composition 1), ENGL 1102 (Composition 2), MATH 1001 (Quantitative Reasoning), MATH 1111 (College Algebra) for evaluation. Our baseline information showed DFW rates of 29% for ENGL 1101, 29% for ENGL 1102, 34% for MATH 1001 and 39% for MATH 1111.

Conversations with respect to student success have been part of the strategic planning process, cabinet meetings, and enrollment management stand-up meetings. Given the institutional priority of student success and the need for cross-functional involvement to improve our DFW rates, ASU ultimately selected Retention, Progression and Graduation (RPG) as our QEP topic.

Communication to University

Progress on the QEP topic selection and development was reported to the university at Faculty/Staff conference in August 2019. A workshop describing the need for a QEP, what it represents and topics under consideration was facilitated by the Associate Provost. The final

topic of RPG has been discussed at President's Cabinet meetings, Dean's and Chair's meetings and University Marketing has developed an internal communications plan.

Section B: Broad-based Support

Albany State University is taking a holistic approach to improving student success through increasing retention, progression and graduation rates. The divisions of Academic Affairs, Enrollment Management and Student Success and Student Affairs are collaborating to assist students through a variety of success strategies as part of QEP implementation. A QEP Committee comprised of members from each division (Appendix D) has been created to guide and coordinate strategy development and implementation. A detailed description of the five key strategies that are part of the QEP is listed below.

The division of Academic Affairs includes the College of Arts and Sciences, the College of Professional Studies, the Darton College of Health Professions, the Center for Faculty Excellence, First Year Experience and the Tutoring Center. The division of Enrollment Management and Student Success is comprised of the Advising Center, Financial Aid, Admissions and the Registrar's Office while Student Affairs includes Student Conduct, Student Life, Housing, and the Wellness Center.

Progress Reports

Academic Affairs and the Advising Center are piloting a new alert system using the Education Advisory Board (EAB) Navigate platform (https://eab.com/products/navigate-for-four-year-institutions) in the spring 2020 semester. Faculty will be identifying students who are at risk for potential failure at four-week intervals throughout the semester and entering this information into the Navigate software platform. We have identified the following alert reasons for faculty to enter; 1) class absences or missed activity deadlines for online students, 2) disposition and

attitude, 3) failed quiz or exam, 4) late or missing assignments, 5) D/F/W at mid-term, 6) no

books or missing materials, and 6) other. The alerts are then routed to the academic advisors

and/or the tutoring center to engage students in support services.

The subset of students included in the pilot effort are students on academic probation after the

fall 2019 semester. Faculty have been notified if any of these students are enrolled in their

classes and the first alert notifications are due during Week 4 of classes (February 3, 2020).

Faculty enter one or more of the reasons identified above which helps to determine which

department receives the alert. The receiving department (advising or tutoring) then reaches out

to the student to determine what additional services are needed to help the student become

successful in the class. We believe these strategic interventions will positively impact both year-

to-year retention and the percentage of students who are moved to suspension.

We will be expanding progress reporting to include all freshmen students starting in the fall 2020

semester and to add all sophomore students starting in the fall 2021 semester. We will continue

to include all students on probation during this time.

Advising Model

Albany State has adopted a collaborative approach to academic advising that utilizes professional

success coaches for lower division students who have earned fewer than 60 credit hours and

members of the faculty for upper division students. ASU has recognized that advising

encompasses more than registering students for course work and our new advising framework

has created a new culture for academic advising.

New undergraduate students who come into the institution with fewer than 60 credit hours are

assigned to a success coach within the advising center. The success coach helps students

navigate the core curriculum requirements to stay on track to graduate. The success coaches

ensure that students are aware of their rights and responsibilities and they explain ASU policies

and procedures. They direct at-risk students to academic and student support services and they

serve as the main touch point for lower division students. Once students attain 60 credit hours,

they transition to a faculty advisor in the major.

As the faculty are the experts in the content area, students receive more in-depth mentoring,

information on career, internship and graduate school opportunities from the faculty advisors.

Additionally, the faculty advisor helps the student navigate the major coursework and they can

offer guidance on courses that should be taken concurrently and faculty may work directly with

students on research and projects or help place students in undergraduate research programs to

work with other faculty members.

There are many benefits to this type of advising model. Dedicated professional advisors offer

increased availability to students during the critical time when they are new to the college

environment. ASU's Success Coaches help students identify and overcome challenges to create

a foundation for short and long-term success in college. The Success Coach is more involved in

the student's college life and does wellness checks if the students misses too many consecutive

days from class, serves as a mentor, connects students with peer or faculty tutors, counsels and

builds a more personal relationship with the students they advise to give them a better sense of

belonging after entering into a place that is very unfamiliar to them. Since faculty have fewer

advisees, they are able to interact more deeply with the student which allows them to write

meaningful recommendation letters to employers and graduate schools.

Study Tables

As an institution with a blended function, students enter Albany State University with varying

levels of preparation and types of academic mindset. For many students, the first year of college

can be incredibly challenging as they experience greater independence than they had before,

higher expectations from Professors and an increasing number of ways to spend their time. For

this reason, ASU offered evening study tables for introductory math and science courses during

the fall 2019 semester to augment the capacity of the Tutoring Center.

Students can seek help from instructors and peer-tutors in a supportive environment through one-

on-one or group sessions. The study tables were offered twice a week from 6:00 – 8:00 pm and

students could visit one or more study table. Upon arrival, students sign in through an automated

entry point and indicate which study table they will visit. At the end of the session, students

return to the entry point and they may either leave completely or sign in again to visit a different

study table. This system allowed us not only to track which study table each student visited but

also how long they spent with the instructor or peer-tutor.

Initial findings for the 213 students who participated in the study tables (see Table 1):

- The number passing at midterm before Study Table=126 or 59.15%
- The number passing at the end of semester after Study Table=170 or 79.81%
- Increase from midterm to finals=170-126 =44 or 20.66%
- Number of students whose grades improved from midterm to final exams=102 (that is, a student who made "C" by midterm and made "B" by finals has improved)
- Number of students who grades decreased from midterm to finals=20.
- Net improvement: 82
- Number of students whose grades did not change from midterm to finals= 91.

Table 5. Study Table Results

Number passing at midterm (with "C" or better)	% (with "C" or better)	Number failing at midterm	% failing at midterm (F,D,W)	Number passing at the end of fall 2019 (with "C" or better)	% (with "C" or better)	Number failing at end of semester	% failing	Positive Change in Numbers	%(+)
126	59.15%	87	40.85%	170	79.81%	43	20.19%	44	20.66%

Since the effort was successful, ASU will be expanding the study table effort for the spring 2020

semester to additional courses. In the fall 2020 semester, we plan to offer study table session to

all at-risk freshmen students who are admitted with a GPA less than 2.3.

Course Redesign

Gateway Courses

Albany State University has been participating in a system-wide effort in partnership with the

Gardner Institute (www.jngi.org) called Gateways to Completion®. In 2018, ASU selected the

following courses: MATH 1001 (Quantitative Reasoning); MATH 1111 (College Algebra);

ENGL 1101 (English Composition I); and ENGL 1102 (English Composition II) based on the

DFW rates and the high course enrollment. All students must take both English courses as part

of the General Education Core requirements and they select one of the two math courses.

ASU formed a faculty committee for each of the four courses to analyze direct and indirect

assessments of each class and to make recommendations for change including curriculum

structure and course redesign. Any revisions to the course will be applied to all instructional

modalities (face-to-face, online or hybrid). The charge from the University System of Georgia

(USG) regarding Gateways to Completion® (G2C) is "to provide institutions – more

specifically, faculty – with processes instructional and curricular guidance, and analytics tools to

redesign teaching, learning and success in gateway courses."

Analysis of data across the Georgia system shows that if a student fails one course during the

first year, his/her chances of graduating decreases by 50%. Additionally, if a student fails two

courses in the first year, his/her chances of graduating decreases by 80%. For this reason, ASU

will expand our efforts to redesign additional courses with high enrollment and high DFW rates.

Table 6. D/F/W Rates

Courses	Enrollment	DFW	Enrollment	DFW	Enrollment	DFW	Enrollment	DFW	Enrollment	DFW
ENGL 1101-English Composition I	1,570	30.6%	458	42.1%	1,558	28.2%	431	43.2%	1,004	36.0%
MATH 1111-College Algebra	1,345	40.6%	563	47.1%	842	29.1%	470	25.3%	805	35.5%
COMM 1110-Public Speaking	412	25.2%	574	23.3%	760	27.6%	551	25.8%	574	25.5%
BIOL 2411K-Human Anatomy/Physiology I	489	35.8%	363	63.4%	577	33.4%	363	31.1%	448	40.9%
MATH 1001-Quantitative Reasoning	187	34.8%	70	42.9%	551	22.9%	334	29.0%	286	32.4%
ENGL 1102-English Composition II	421	26.8%	1,119	26.3%	371	21.3%	1,124	24.6%	759	24.7%
MUSC 1100-Music Appreciation	283	39.9%	201	22.4%	370	22.4%	351	15.1%	301	25.0%
ENGL 2111-World Literature I	383	32.6%	252	27.8%	335	22.7%	221	20.8%	298	26.0%
MATH 2411-Introduction to Statistics	285	30.2%	2,411	27.8%	284	31.3%	355	31.0%	834	30.1%
BIOL 1111K-Intro to Biological Sciences	375	32.3%	238	38.7%	270	27.8%	241	36.1%	281	33.7%
BUSA 1105-Introduction to Business	198	30.8%	138	34.8%	255	27.1%	150	32.0%	185	31.2%

Fall 2017 - Spring 2019 Pass Rates										
	Fall 2017		Spring 2018		Fall 2018		Spring 2019		Average	
Courses	Enrollment	Pass Rates	Enrollment	Pass Rates	Enrollment	Pass Rates	Enrollment	Pass Rate	Enrollment	Pass Rates
ENGL 1101-English Composition I	1,570	69.4%	458	57.9%	1,558	71.8%	431	56.8%	1,004	64.0%
MATH 1111-College Algebra	1,345	59.4%	563	52.9%	842	70.9%	470	74.7%	805	64.5%
COMM 1110-Public Speaking	412	74.8%	574	76.7%	760	72.4%	551	74.2%	574	74.5%
BIOL 2411K-Human Anatomy/Physiology I	489	64.2%	363	36.6%	577	66.6%	363	68.9%	448	59.1%
MATH 1001-Quantitative Reasoning	187	65.2%	70	57.1%	551	77.1%	334	71.0%	286	67.6%
ENGL 1102-English Composition II	421	73.2%	1,119	73.7%	371	78.7%	1,124	75.4%	759	75.3%
MUSC 1100-Music Appreciation	283	60.1%	201	77.6%	370	77.6%	351	84.9%	301	75.0%
ENGL 2111-World Literature I	383	67.4%	252	72.2%	335	77.3%	221	79.2%	298	74.0%
MATH 2411-Introduction to Statistics	285	69.8%	2,411	72.2%	284	68.7%	355	69.0%	834	69.9%
BIOL 1111K-Intro to Biological Sciences	375	67.7%	238	61.3%	270	72.2%	241	63.9%	281	66.3%
BUSA 1105-Introduction to Business	198	69.2%	138	65.2%	255	72.9%	150	68.0%	185	68.8%

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First Year Experience Course (ASU 1101)

The goal of the First Year Experience (FYE) is to provide an initial success model for students and to contribute to the overall well- being of incoming freshmen. The FYE is crucial to the retention, progression, and completion of students and is currently being redesigned to be impactful far beyond year one. Students will become a part of a focus area that is related to their area of study or career aspirations. Although student success is the objective, the course will focus on academic success, institutional policy and traditions, physical and emotional wellness, financial literacy, community building and awareness, and personal and professional development.

The curriculum that is currently being developed has a common syllabus with common learning outcomes, yet it will be flexible enough to address particular activities for each focus group that will enhance learning and further engage students. The FYE program will include a lecture series designed around focus areas. Development for selected instructors will not only provide extensive course training, but will include training on working with peer tutors (P 3s) to enhance student learning and student success. Assessment will include the course topics and materials, instructor, and P3 effectiveness.

The Center for Faculty Excellence (CFE) at Albany State University supports excellence in teaching and learning by promoting professional development opportunities focused on high-quality instruction. Over the last year faculty have received training on topics such as assessment of learning, relationship building and academic mindset. Additionally, faculty attended conferences on high impact practices, project-based learning and experiential learning

with funding provided by the center. As we move through the course redesign process for the gateway classes, the CFE will assist faculty with training.

Peer Mentors

Albany State University recognizes the importance of early student engagement and the connection it has to retention. For this reason, ASU has created a peer mentoring program, sponsored by the Division of Student Affairs, for students to start building relationships before the semester begins. Peer Mentors take part in the Weekend of Welcome (WOW) orientation for new undergraduate students. New students are more likely to engage with a Peer Mentor who is close in age and who has recently "walked in their shoes."

Peer Mentors receive training in communication and relationship building and in knowing the resources that are available at ASU to help students who are struggling. With the redesign of the FYE course, a Peer Mentor will be assigned to each class section and will be expected to attend the class. The students in each section will become the mentees for the remainder of their first year at ASU. The Peer Mentors will assist will wellness checks of the new students, will encourage new students to engage in social activities and will advise students on topics ranging from textbook purchases to bus schedules.

Literature Review

Higher education has experienced a changing student body which has led to a changing set of issues when trying to support student success. The students currently enrolling in, and attending, our colleges represent differences in fiscal stability, demographics, and family challenges (Berger et al., 2012; Morrison & Silverman, 2004). These differences have resulted in challenges in student retention, progression, and completion. Nearly one third of students have not

completed an academic program after six years and approximately 50% have dropped out

(https://nces.ed.gov/fastfacts/display.asp?id=40).

The highest number of students not completing are from first generation and/or low income

families. Students who withdraw or drop out of school, experience consequences, which are not

limited to financial, personal, and future productivity (Greenstone et al., 2013). However,

retention, progression, and completion are the most commonly used benchmarks to determine the

success of colleges and universities. One of the most pressing questions for colleges and

universities then becomes: how can we best support the education of our undergraduate students?

Current research supports specific interventions which can have a significant impact on all three

benchmarks.

 There is a great need for planning support programs which will better prepare students to

succeed in higher education, specifically focusing on students who are first generation and/or

low income. As ASU's mission includes an access pathway, an increasingly important issue is

ensuring the entering students are ready to meet the challenge of higher education. Tinto (2010)

indicates that only 1 in 10 students who enter a public 2-year college complete an academic

programs for low income and first generation students. Albany State University has selected the

five success strategies outlined above with the expectation they will have the greatest impact on

student success measured in terms of year-to-year retention, passing high failure-rate courses and

percentage of students on probation, suspension or dismissal.

Although the literature examining student success models as measured by retention is readily

available and abundant, key research studies and resources provided important insights for

Albany State University's QEP planning team. Gaps still exist concerning an understanding on

which institutional process impacts student withdrawal/dropout rate (Tinto, 2010). Barnett et al.

(2012) indicate that higher education can support student success by identifying high risk

students early in their academic process, including providing summer bridge programs to high

risk students, and additional mathematics and writing support in their first year. Impact on

student success, however, has been mixed (Barnet et al., 2012).

The *early intervention model* provides support for students through a variety of activities,

including identifying students who may be academically underprepared early in the education

experience. One component of this model includes early academic support, which is especially

important for underprepared students (Sneyers & DeWitte, 2018). This support must start in the

classroom since student that is where student learning occurs. When support is associated with

specific courses, and aligned to the learning outcome, student learning is improved (University

of New South Wales-Sydney, 2020) as a result of contextualizing the content for the students.

This can be done with co-requisite courses, embedding support within the course, or learning

communities. As with other intervention models, there are common activities that support

students, including using early, frequent, and formative assessment aligned to specific learning

outcomes. Early intervention models focus heavily on early alert processes (Hanover Research,

2014). While the systems are becoming more accepted in higher education, solely implementing

early alert is not an effective retention strategy. To complement early alerts systems, colleges

and universities need to implement effective intervention strategies to insure positive results.

After using the early alert intervention, having a "strategic, intrusive, and individualized

intervention" (Hanover Research, 2014) is most effective. It should be noted, however, that,

according to The Gardner Institute using early alert alone as an intervention has mixed results.

One effective strategy that can be added to early alert to support student success could be

student-faculty mentoring (Sneyers & DeWitte, 2018). Using the student-faculty mentoring

activity provides students with information, structured advisement, and a social sense of

belonging at the college or university.

Another intervention model that has been successful includes a *tiered intervention model*. Tiered

intervention is defined as a multi-tiered approach to the early identification and support of

students with learning needs (National Center for Learning Disabilities, RTI Action Network,

n.d.). When designing a tiered intervention, several components are essential in the design.

These include incorporating high-quality, research based classroom instruction, linking

assessment and feedback, and student engagement. When examining each, high-quality,

research based instruction is supported by changes in pedagogy to include more active learning.

First, to support student learning in higher education, class instruction needs to focus on

strategies that concentrate on assisting students learning during the course of the transition from

high school to higher education (Baer & Duin, 2014). Tiered intervention uses progress

monitoring, teach/reteach, and aligning assessments with feedback (Hughes & Dester, 2015;

Hutchings, 2016). Secondly, feedback is essential to the early, frequent, and formative

assessment. Assessment should also take a variety of forms to assess all levels of student

learning, as well as align to the content from the course. Examples could include using lab

activities as alternative assessment types as well as designing alterative assessments that are

project based. Finally, student engagement includes three specific types of engagement:

academic, social, and student/faculty. These forms of engagement support the new student

develop a sense of belonging in higher education. Research links students' belongingness from

these three perspectives (academic, social, student/faculty/campus) to college completion

(persistence in completing college) and to their overall well-being (Supiano, 2018). This is more

evident for minority students or members of underrepresented groups. Supiano's article (2018)

goes on to report on transition programs for first-generation and low-income students, highlighting the article "Learning Communities, Mattering, and Sense of Belonging: Structural Equation Modeling from Year 1 of a Longitudinal Study," from Cole, Newman, Park, and Hypolite (2018).

These expectations can be introduced and defined during the early activities, they can be reinforced through a strong advisement program. Support is essential to achieving the defined expectations. In turn, the early success leads to students' self-evaluation that they belong in higher education (Berger et al., 2012). Having social activities during this program supports students forming new social relationships, proving a sense of belonging to the higher education social community (Berger et al., 2012). This social belonging might be further developed through counseling, mentoring, advising, and peer interactions (Filkins & Doyle, 2002; Kuh & Love, 2000). When students develop a sense of institutional support, they are more likely to stay in school. The support must include academic, social, and financial to be most effective for first generation and students from low-income families.

As noted in (Eagan & Jaeger, 2008), student performance in "gatekeeper courses" has been studied for several decades. Quite often gatekeeper courses are large classes that are taught using a traditional lecture format and they are part of the general education curriculum or are part of a pre-requisite chain of classes in areas like math and science (Tobias, 1992). The Gardner Institute (www.jngi.org) has developed a methodology to improve student pass rates for traditional gatekeeper courses through the Gateway to Completion® initiative. Institutions collect data related to the teaching and learning environment and then use this information to redesign courses to improve pass rates.

Using these findings, the QEP at ASU has identified specific interventions that will be

coordinated through our new QEP, including focusing on the four institutional conditions that are

associated with supporting students to continue in school: expectations, support, feedback and

involvement (Tinto, 2010).

Section C: Focuses on Improving Specific Student Learning Outcomes and/or Student Success

The overarching goals of Albany State University's QEP are to increase our student's successful

progression through their courses and degree programs which will in turn, increase graduation

rates. Successful progression is a function of many different variables such as earning passing

grades in courses, understanding the most appropriate pathway to degree completion, knowing

where to ask for help and maintaining a healthy lifestyle.

Many organizations, National College Attainment Network (www.ncan.org), The Education

Advisory Board (www.eab.org) and the Community College Survey of Student Engagement

(www.ccsse.org), publish lists of common success measures. Typically, these lists include

retention rates, graduation rates, time to complete degree and academic performance. After a

careful review of outcome measures, ASU has defined four student success and learning

outcomes that impact the overall goals of the QEP.

QEP Goals:

Goal 1: Encourage student progression through courses and degree programs
Goal 2: Strengthen graduation rates

QEP Outcomes:
Outcome 1: Decrease D/F/W rates in 11 high enrollment courses
Outcome 2: Decrease percentage of students on probation and suspension
Outcome 3: Increase fall-to-fall first-year retention rates
Outcome 4: Increase student awareness of academic policies and resources that are relevant to
         student progression and degree completion.

Each of these outcome measures contributes to the QEP's overall goals of progression and graduation rates. Decreasing D/F/W rates of high enrollment courses will directly improve course progression and indirectly improve degree progression as students will not have to repeat courses. Deceasing probation and suspension rates directly impact graduation rates. Albany State University has two levels of suspension; 1) students must sit out one semester upon the first suspension and 2) students must sit out one year upon the second suspension. Being placed on suspension adds time to degree completion and a subset of students who are on suspension do not return to complete a degree. Increasing retention rates also directly impacts both progression and graduation rates. Similar to suspension, students who return the following year have a higher chance of completing a degree. Finally, increasing student awareness of support resources will impact course completion.

Table 7 below lists the current baseline for each of the above outcomes and the target we would like to achieve by the end of the QEP. The baseline D/F/W rate is the average across all 11 courses. Although the Gardner Institute uses 30% as their threshold, ASU has set a target D/F/W rate of 20% across our high-enrollment courses as several of our courses already have a D/F/W rate below 30 percent.

The baseline measure for first-year retention at the associate degree and bachelor's degree levels are the 2018 rates listed in Table 2. The retention targets for each degree level are the average rates from ASU's state university peer institutions within the University System of Georgia. The probation and suspension baseline percentages represent the average rates between fall 2017 and fall 2019. We hope to improve the baseline metric by 1% per year which gives a five-year target of 10 percent. Finally, the student learning outcome from the new FYE course does not have a baseline as the revised course will be offered for the first time in fall 2020.

Table 7. Outcome baseline and target measures

Outcome	Baseline	5-Year Target
D/F/W Rates	32.7%	20%

Retention
  Associate degree students
  Bachelor degree students
	
	58.1%
	60.4%
		
		62.5%
		71.1%

Percentage
  Probation
  Suspension
 	
Total
	
	12.6%
	2.9%
	
	15.5%
		
		10%

Identify academic policies, processes and resources that are relevant to progression and degree completion	N/A	75% of students will meet or exceed expectations on rubric

Section D: Resources

Organization Structure

In consultation with the VP Institutional Effectiveness and the QEP Committee, the QEP Director will be hired to provide leadership, management, assessment, and supervision for the university's QEP. The QEP Committee (Appendix D) includes directors and coordinators who are either currently managing a pilot of the key strategies or will be managing a new strategy. The QEP Committee meets monthly and the QEP Director will maintain weekly contact with the VP Institutional Effectiveness.

Figure 1 shows the organizational structure for the division of Institutional Effectiveness. The new QEP Director will report to the VP of Institutional Effectiveness and will manage the implementation of the plan over the five-year period.

Figure 1. Institutional Effectiveness Organizational Chart
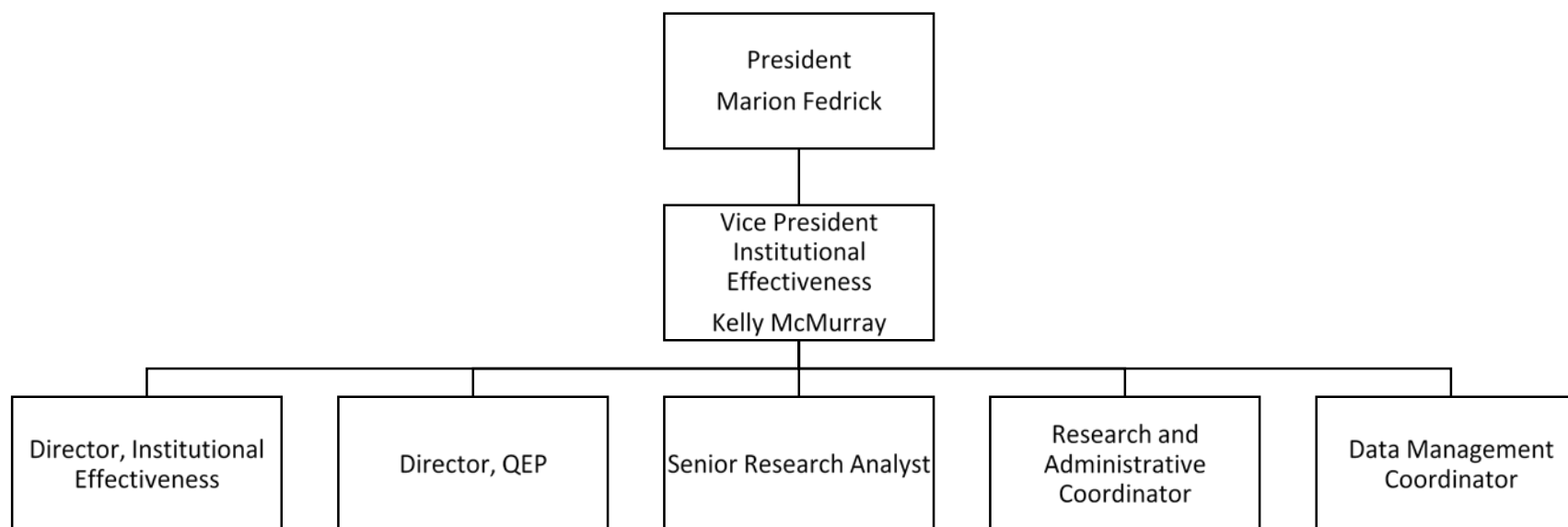
Five-Year QEP Budget

The Albany State University QEP, *Guiding Persistence to Success (#GPS)*, is the cornerstone of

the student success framework utilized by the institution. For this reason, ASU has invested

significant resources into achieving the goals and outcomes of the QEP. Over the five-year life

cycle of the plan, ASU will commit approximately $1.2 million dollars to the implementation of

the QEP. Table 8 lists the five-year budget for the QEP.

Albany State University has two funding sources to support the strategies detailed in this QEP.

A detailed budget outlining total costs, along with projected funding from the university and

grants is included in the following table. Funds listed in the "State" column are currently part of

the institution's operating budget while funds listed in the "Grant" column have been secured

through two separate Title IIIB grant activities. The first activity is supporting the Study Table

strategy which will be sustained by the institution at the end of the grant. The second activity is

supporting the expansion of the Course Redesign strategy as well as equipment, supplies and

travel needs for the QEP Director.

Since the new QEP Director will report to the Vice President of Institutional Effectiveness,

office space has been allocated in IE suite located in the Billy C. Black building, BCB 283. The

suite is adequately equipped with technology and other physical resources the QEP Director will

need to implement the plan.

Table 8. Five-Year Budget

Salary and Benefits	Year 1		Year 2		Year 3		Year 4		Year 5	
	State	Grant	State	Grant	State	Grant	State	Grant	State	Grant
Direct Support										
QEP Director	91,300		93,126		94,989		96,888		98,826	
Admin Assistant					45,220		46,124		47,046	
Study Tables		47,500		47,500		47,500		47,500		47,500
Course Redesign		6,000		6,000						
Indirect Support										
Director, CFE		10,000		10,000		10,000		10,000		10,000
Advising	35,000		35,000		35,000		35,000		35,000	
Travel										
QEP Director		3,000		3,000		3,000		3,000		3,000
Faculty	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Equipment		3,500		3,500		3,500		3,500		3,500
Other										
Marketing		6,500		6,500		6,500		6,500		6,500
Professional Memberships		1,200		1,200		1,200		1,200		1,200
Library Resources		1,000		1,000		1,000		1,000		1,000
Website Development		5,000		1,250		1,250		1,250		1,250
Speakers		5,000		5000		3,000				
Total	131,300	93,700	133,126	89,950	180,209	81,950	183,013	78,950	185,873	78,950
Five-year Total	1,237,020									

Website

The QEP Committee worked with Information Technology to develop the QEP website. Website development grew out of conversations with QEP Committee and Information Technology. The QEP website serves various purposes. First, it houses relevant information about the QEP timeline, student success and learning outcomes, and SACSCOC accreditation. Second, it serves as the focal point to report progress on implementation of the QEP and to disseminate any changes to the strategies that are part of the QEP.

Section E: Plan to Assess Achievement

Since the ultimate objective of Albany State's QEP is to help students persist until degree attainment, we will use common performance metrics to gauge the overall success of our initiatives: (1) the percentage of D's, F's and W's students earn in common first and second year courses (D/F/W rates), (2) percentage of students on probation and suspension due to academic performance, (3) year-to-year retention rates and 4) percentage of students who meet or exceed expectations on graded assignments in FYE course.

ASU will employ both formative and summative evaluations on each of the student outcomes to gauge the success of the five strategies. The formative assessments occur through evaluation of in-process measures while summative evaluation will happen annually. This assessment methodology will allow for revision of the current strategies or identification of additional strategies if necessary. Table 9 illustrates the relationship among the strategies, the in-process measures and the student outcomes.

Students in the First Year Experience (FYE) course will a homework assignment and an exam question related to increasing their awareness of policies and resources related to progression.

These student work-products will be graded using a three-point rubric (exceeds expectations, meets expectations or needs improvement).

Table 9. Relationship Matrix

Strategy	In-Process Measures	Student Outcome
Progress Reports	- Number of alerts sent - Number of cases closed - Number of alerts by type	Reduction in percent on probation or suspension rates
Advising Model	- Percentage of appointments missed - Number of referrals made to student support services - Percentage of support appointments kept - Student satisfaction	Increased retention rates
Course Redesign – High enrollment classes	- Mid-term grades - Graded assignments - Final grades	Reduction in D/F/W rates
Study Tables	- Number of visits - Mid-term grades - Final grades	Reduction in D/F/W rates Reduction in percent on probation or suspension
Peer Mentors	- Student satisfaction - Number of mentoring sessions	Improved retention rate
Course Redesign – First Year Experience	- Grade on homework assignment - Grade on exam question	Improved awareness of policies and resources

Progress Reports

Faculty, using the EAB system, will identify students who are at risk of failure in their classes at four-week intervals during the semester. The alerts will then be forwarded to the student's academic or professional advisor who will help determine the reason for the student's performance and assist the student throughout the remainder of the semester. We will track the students' performance from the first alert notice to the final grades received during the semester, the number of alerts and the frequency of each alert category (class absence, attitude, failure on

quiz or exam, late or missing assignments, D/F/W at midterm, no textbook, and other) and whether students used tutoring or other support resources through the EAB software.

The progress reporting system has been implemented during spring 2020 to monitor the 446 students on probation from fall 2019. The first four-week reporting period occurred during the week of February 3rd 2020 and the data is being analyzed to validate the current reporting process and verify the alerts were sent to the appropriate individuals. The next reporting period will happen after mid-term week of March 4th 2020.

Advising Model

During a student's first two years, professional success coaches provide him/her with information regarding progression through the general education core, selecting a major, and navigating university policies and procedures. Additionally, they proactively connect with students to assess their general health and wellness and refer students to support services as needed. Students transfer to faculty advisors after they have earned 60 credit hours, where they receive information related to their majors and career decisions.

We will survey students at the end of their first year and senior year using the National Survey of Student Engagement (nsee.indiana.edu) and an internal survey during sophomore and junior years to acquire qualitative data on how effective students feel their advisors were and whether they benefitted from having an advisor. Additionally, data regarding missed appointments with advisors, referrals the advisors are making to tutoring and other students services and if students are using those services will be tracked through the EAB platform.

Study Tables

Student visits to the study tables will continue to be tracked using a swipe-card system. Students indicate which tutors they will be visiting when they first arrive to the check-in area. Students

must return to the check-in before visiting another tutor. This allows for collecting data on both the type of tutoring students are requesting as well as the length of time students spend with a particular tutor. We will use mid-term grades and final pass rates in the identified classes of students that use the study tables as an in-process and final measure for this strategy.

Course Redesign

Since ASU ultimately wants to improve the D/F/W rates in gatekeeper courses, we will track student performance throughout the semester. With the assistance of Institutional Effectiveness, faculty will analyze current learning data to help determine where students may need additional support. As faculty grade student work-products, they will look for patterns in the data that may point to course topics that need additional clarification or where students may need more practice assignments. The Center for Faculty Excellence will also provide training on ways faculty can improve pedagogy, classroom management or student engagement. For this reason, mid-term and assignment grades serve as in-process measures.

ASU is also revising the First Year Experience (FYE) course to foster academic success, connect students to the institution and promote personal, financial and social wellbeing. To support the learning outcome of increasing student awareness of policies, processes and resources related to student progress, faculty will give a homework assignment and a test question on this topic. Student performance on these assignments will serve as in-process measures for this outcome.

Peer Mentors

Since the Peer Mentoring strategy is dependent on building relationships between the mentors and the new students, effectiveness of this strategy will be evaluated using a satisfaction survey along with the number of mentoring sessions that are being held. An internal survey will be

administered prior to the end of fall 2020 semester which will ask students how the mentor helped them throughout the semester.

Table 10 shows the frequency of the in-process and formative assessments by student success and learning outcome. Instructional faculty will be responsible for reporting all in-process measures relating to the classroom. Both faculty advisors and success coaches are the points of contact for receiving an early alert through the progress reporting and staff within Institutional Effectiveness will assist with analyzing the data.

Table 10. Assessments by Strategy

Outcome	Strategy	In-Process Measure	Frequency of Analysis	Formative Measure	Frequency of Analysis	Responsible Person/Office
Decrease D/F/W rates	Course Redesign – high enrolled	Mid-term grades	Semester	Final grades	Annual	Faculty
	Study Tables	Number of visits Mid-term grades	Semester	Final grades	Annual	Faculty Tutors
Decrease probation, suspension	Progress Reports	Number of alerts Number of cases closed Alerts by type	Every four weeks	Number on probation or suspension	Annual	Faculty
	Study Tables	Mid-term grades	Semester	Final Grades	Annual	Faculty Tutors
Increase year-to-year retention	Advising Model	Percentage of appointments missed Referrals made Services used	Semester	Year-to-year retention Student Satisfaction	Annual Every three years (NSSE)	Advisors Institutional Effectiveness
	Peer Mentors	Mentoring sessions	Semester	Student Satisfaction	Every other year (Internal survey)	Institutional Effectiveness
Increase awareness of policies and resources related to progression	Course Redesign – FYE	Performance on Class assignments	Semester	Percent meets or exceeds expectations	Annual	FYE Instructors

Timeline

The following tables outline the actions steps set forth within the QEP to implement the

strategies and satisfy the associated goals and outcomes. The year-by-year timeline proposes

categorical milestones and expectations to fully implement and complete the plan within five

years. Associated actions details, budgets, and responsibilities have been described previously in

this document.

We refer to the Academic Year 2019-2020 as Year Zero for the plan. During this year, we have

conducted pilots of the Study Tables, Course Redesign and Progress Report strategies. We will

use all in-process data to refine the strategies as they are expanded moving forward throughout

the life-cycle of the QEP. Progress toward our goals and outcomes will be shared across the

institution in person and on the website.

Table 11. Timeline of QEP Activities 2019 – 2020

Year 0 Activities (2019 - 2020)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Institutional Milestones											
Hire QEP Director								X	X	X	
Submit QEP								X			
SACSCOC On-Site Visit											
Marketing/Awareness							X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Pilot Study Tables											
Piloting Progress Reports - Probation only							X	X	X	X	X
Analyze data of first 4 classes in course redesign							X	X	X	X	X
Develop data collection plan										X	X
Develop faculty committes by course										X	X
Assessment Actions											
Administer NSSE Survey								X	X		
Course Redesign											
ENGL 1101-English Composition I		X	X	X	X	X	X	X	X	X	X
MATH 1111-College Algebra		X	X	X	X	X	X	X	X	X	X
MATH 1001-Quantitative Reasoning		X	X	X	X	X	X	X	X	X	X
ENGL 1102-English Composition II		X	X	X	X	X	X	X	X	X	X
ASU 1101 - First Year Experience		X	X	X	X	X	X	X	X	X	X
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

Table 12. Timeline of QEP Activities 2020 – 2021

Year 1 Activities (2020 - 2021)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Assessment Actions											
Course Redesign											
COMM 1110-Public Speaking							X	X	X	X	X
BIOL 2411K-Human Anatomy/Physiology I							X	X	X	X	X
MUSC 1100-Music Appreciation							X	X	X	X	X
ENGL 2111-World Literature I		X	X	X	X	X					
MATH 2411-Introduction to Statistics		X	X	X	X	X					
BIOL 1111K-Intro to Biological Sciences		X	X	X	X	X					
BUSA 1105-Introduction to Business		X	X	X	X	X					
Build Assessment Rubrics	X	X									
Measure Success Toward QEP Outcome 1							X				
Number enrolled in courses		X									
DFW Rates in the 12 courses							X				
Study Table Participant Number		X	X	X	X	X	X	X	X	X	X
Pass Rates of Study Table Participants	X						X				
DFW Rates	X						X				
Measure Success Toward QEP Outcome 2							X				
Percentage of students warning/suspension							X				X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
Measure Success Toward QEP Outcome 3											
Fall-to-Fall Retention				X							
Number of advising visits	X	X	X	X	X	X	X	X	X	X	X
Percentage of advising appointment change/no shows	X	X	X	X	X	X	X	X	X	X	X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
NSSE/Homegrown Survey								X	X	X	X
Measure Success Toward QEP Outcome 4											
Class Assignment			X	X	X	X	X	X	X	X	
Overall Assessment Evaluations	X										

Year 1 Activities (2020 - 2021)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Marketing/Awareness	X		X	X	X	X	X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Study Tables		X	X	X	X	X	X	X	X	X	X
Progress Reports		X	X	X	X	X	X	X	X	X	X
Analyze Initital data of course redesign							X	X	X	X	X
Develop data collection plan										X	X
faculty committes by course meetings		X	X	X	X	X	X	X	X	X	X
Workshops/Webinars/conference	X		X	X	X			X	X	X	
Faculty Training			X	X	X			X	X	X	
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

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Table 13. Timeline of QEP Activities 2021 – 2022

Year 2 Activities (2021 - 2022)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Assessment Actions											
Course Redesign Assessment											
ENGL 1101-English Composition I							X				
MATH 1111-College Algebra							X				
COMM 1110-Public Speaking							X				
BIOL 2411K-Human Anatomy/Physiology I							X				
MATH 1001-Quantitative Reasoning							X				
ENGL 1102-English Composition II							X				
MUSC 1100-Music Appreciation							X				
ENGL 2111-World Literature I							X				
MATH 2411-Introduction to Statistics							X				
BIOL 1111K-Intro to Biological Sciences							X				
BUSA 1105-Introduction to Business							X				
ASU 1101 - First Year Experience							X				
Build Assessment Rubrics	X	X									
Measure Success Toward QEP Outcome 1							X				
Number enrolled in courses		X									
DFW Rates in the 12 courses							X				
Study Table Participant Number		X	X	X	X	X	X	X	X	X	X
Pass Rates of Study Table Participants	X						X				
DFW Rates	X						X				
Measure Success Toward QEP Outcome 2							X				
Percentage of students warning/suspension							X				X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
Measure Success Toward QEP Outcome 3											
Fall-to-Fall Retention				X							
Number of advising visits	X	X	X	X	X	X	X	X	X	X	X
Percentage of advising appointment change/n	X	X	X	X	X	X	X	X	X	X	X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
NSSE/Homegrown Survey								X	X	X	X

Year 2 Activities (2021 - 2022)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Measure Success Toward QEP Outcome 4											
Class Assignment			X	X	X	X	X	X	X	X	
Overall Assessment Evaluations	X										
Marketing/Awareness	X		X	X	X	X	X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Study Tables		X	X	X	X	X	X	X	X	X	X
Progress Reports		X	X	X	X	X	X	X	X	X	X
Analyze Initital in course redesign							X	X	X	X	X
Develop data collection plan										X	X
faculty committes by course meetings		X	X	X	X	X	X	X	X	X	X
Workshops/Webinars/conference	X		X	X	X			X	X	X	
Faculty Training			X	X	X			X	X	X	
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

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Table 14. Timeline of QEP Activities 2022 – 2023

Year 3 Activities (2022 - 2023)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Assessment Actions											
Courses											
ENGL 1101-English Composition I							X				
MATH 1111-College Algebra							X				
COMM 1110-Public Speaking							X				
BIOL 2411K-Human Anatomy/Physiology I							X				
MATH 1001-Quantitative Reasoning							X				
ENGL 1102-English Composition II							X				
MUSC 1100-Music Appreciation							X				
ENGL 2111-World Literature I							X				
MATH 2411-Introduction to Statistics							X				
BIOL 1111K-Intro to Biological Sciences							X				
BUSA 1105-Introduction to Business							X				
ASU 1101 - First Year Experience							X				
Build Assessment Rubrics	X	X									
Measure Success Toward QEP Outcome 1							X				
Number enrolled in courses		X									
DFW Rates in the 12 courses							X				
Study Table Participant Number		X	X	X	X	X	X	X	X	X	X
Pass Rates of Study Table Participants	X						X				
DFW Rates	X						X				
Measure Success Toward QEP Outcome 2							X				
Percentage of students warning/suspension							X				X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
Measure Success Toward QEP Outcome 3											
Fall-to-Fall Retention				X							
Number of advising visits	X	X	X	X	X	X	X	X	X	X	X
Percentage of advising appointment change/n	X	X	X	X	X	X	X	X	X	X	X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
NSSE/Homegrown Survey								X	X	X	X

Year 3 Activities (2022 - 2023)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Measure Success Toward QEP Outcome 4											
Class Assignment			X	X	X	X	X	X	X	X	
Overall Assessment Evaluations	X										
Marketing/Awareness	X		X	X	X	X	X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Study Tables		X	X	X	X	X	X	X	X	X	X
Progress Reports		X	X	X	X	X	X	X	X	X	X
Analyze Initital data course redesign							X	X	X	X	X
Develop data collection plan										X	X
faculty committes by course meetings		X	X	X	X	X	X	X	X	X	X
Workshops/Webinars/conference	X		X	X	X			X	X	X	
Faculty Training			X	X	X			X	X	X	
Overall Assessment Evaluations											
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

Table 14. Timeline of QEP Activities 2023 – 2024

Year 4 Activities (2023 - 2024)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Assessment Actions											
Courses											
ENGL 1101-English Composition I							X				
MATH 1111-College Algebra							X				
COMM 1110-Public Speaking							X				
BIOL 2411K-Human Anatomy/Physiology I							X				
MATH 1001-Quantitative Reasoning							X				
ENGL 1102-English Composition II							X				
MUSC 1100-Music Appreciation							X				
ENGL 2111-World Literature I							X				
MATH 2411-Introduction to Statistics							X				
BIOL 1111K-Intro to Biological Sciences							X				
BUSA 1105-Introduction to Business							X				
ASU 1101 - First Year Experience							X				
Build Assessment Rubrics	X	X									
Measure Success Toward QEP Outcome 1							X				
Number enrolled in courses		X					X				
DFW Rates in the 12 courses							X				
Study Table Participant Number		X	X	X	X	X	X	X	X	X	X
Pass Rates of Study Table Participants	X						X				
DFW Rates	X						X				
Measure Success Toward QEP Outcome 2							X				
Percentage of students warning/suspension							X				X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
Measure Success Toward QEP Outcome 3											
Fall-to-Fall Retention				X							
Number of advising visits	X	X	X	X	X	X	X	X	X	X	X
Percentage of advising appointment change/n	X	X	X	X	X	X	X	X	X	X	X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
NSSE/Homegrown Survey								X	X	X	X

Year 4 Activities (2023 - 2024)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Measure Success Toward QEP Outcome 4											
Class Assignment			X	X	X	X	X	X	X	X	
Overall Assessment Evaluations	X										
Marketing/Awareness	X		X	X	X	X	X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Study Tables		X	X	X	X	X	X	X	X	X	X
Progress Reports		X	X	X	X	X	X	X	X	X	X
Analyze Initial data of first 4 classes in course redesign							X	X	X	X	X
Develop data collection plan										X	X
faculty committes by course meetings		X	X	X	X	X	X	X	X	X	X
Workshops/Webinars/conference	X		X	X	X			X	X	X	
Faculty Training			X	X	X			X	X	X	
Overall Assessment Evaluations											
Institutional Oversight and Endorsement											
Overall Assessment Evaluations											
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

Table 15. Timeline of Activities   2024 – 2025

Year 5 Activities (2024 - 2025)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Assessment Actions											
Courses											
ENGL 1101-English Composition I							X				
MATH 1111-College Algebra							X				
COMM 1110-Public Speaking							X				
BIOL 2411K-Human Anatomy/Physiology I							X				
MATH 1001-Quantitative Reasoning							X				
ENGL 1102-English Composition II							X				
MUSC 1100-Music Appreciation							X				
ENGL 2111-World Literature I							X				
MATH 2411-Introduction to Statistics							X				
BIOL 1111K-Intro to Biological Sciences							X				
BUSA 1105-Introduction to Business							X				
ASU 1101 - First Year Experience							X				
Build Assessment Rubrics	X	X									
Measure Success Toward QEP Outcome 1							X				
Number enrolled in courses		X									
DFW Rates in the 12 courses							X				
Study Table Participant Number		X	X	X	X	X	X	X	X	X	X
Pass Rates of Study Table Participants	X						X				
DFW Rates	X						X				
Measure Success Toward QEP Outcome 2							X				
Percentage of students warning/suspension							X				X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
Measure Success Toward QEP Outcome 3											
Fall-to-Fall Retention				X							
Number of advising visits	X	X	X	X	X	X	X	X	X	X	X
Percentage of advising appointment change/n...	X	X	X	X	X	X	X	X	X	X	X
Percentage of progress report flags	X	X	X	X	X	X	X	X	X	X	X
NSSE/Homegrown Survey								X	X	X	X

Year 5 Activities (2024 - 2025)	Jun - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Measure Success Toward QEP Outcome 4											
Class Assignment			X	X	X	X	X	X	X	X	
Overall Assessment Evaluations	X										
Marketing/Awareness	X		X	X	X	X	X	X	X	X	X
Awarness Campaign							X	X	X	X	X
Develop marketing materials							X	X	X	X	X
Website development/updates							X	X	X	X	X
Meeting with campus groups							X	X	X	X	X
Programming											
Study Tables		X	X	X	X	X	X	X	X	X	X
Progress Reports		X	X	X	X	X	X	X	X	X	X
Analyze Initital data of first 4 classes in course redesign							X	X	X	X	X
Develop data collection plan										X	X
faculty committes by course meetings		X	X	X	X	X	X	X	X	X	X
Workshops/Webinars/conference	X		X	X	X			X	X	X	
Faculty Training			X	X	X			X	X	X	
Overall Assessment Evaluations											
Institutional Oversight and Endorsement											
SACSCOC Liaison	X	X	X	X	X	X	X	X	X	X	X
QEP Committee	X	X	X	X	X	X	X	X	X	X	X

Conclusion

This Quality Enhancement Plan, *Guiding Persistence to Success (#GPS)*, meets all of the requirements of the Southern Association of Colleges and Schools Commission on Colleges. The topic of Retention, Progression and Graduation in relation to Student Success is clearly defined, related to on-going planning and institutional priorities. The QEP has broad-based institutional support through the development and implementation of key strategies relating to student success. ASU has defined clear student success and learning outcomes that are specific and measurable and has committed significant resources to support the plan. Outcomes will be measured over the course of the plan to analyze the effectiveness of the five key strategies and to revise the plan if needed.

In summary, this QEP reinforces Albany State University's commitment to the mission of creating opportunities for personal and professional success and providing students with the foundation they need to succeed.

Appendices

Appendix A. Reference List

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Appendix B. Strategic Principles

Strategic Principles
2016 – 2019

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.

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.

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.

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.

5. **Guiding Principle Five: Elevate Historically Undeserved 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 undeserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.

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.

7. **Guiding Principle Seven: Attract and Retain Talented Personnel** - Recruit and sustain a highly talented and expert team of faculty, staff, and administrators who collaborate effectively and efficiently with each other to achieve the vision, mission and strategic goals of the university.

Appendix C. Checklist for QEP Topics

Proposed Topic

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Operational Definition of Terms

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Is the topic perceived to be significant to ASU and a major enhancement to student learning? In what ways?

- _____
- _____

What impact does this proposed topic have on the future of the institution and its students?

- _____
- _____

In what ways does the topic's goals and strategies ensure broad-based support?

- _____
- _____

Is the proposed topic based on a needs assessment or other empirical data explaining best practices in higher education?

- _____
- _____

Explain the ways in which the goals and evaluation strategies are clearly and directly linked to 1) improving the quality of student learning and/or success and 2) ASU's strategic principles

- _____
- _____

Is the topic focused enough to provide a manageable framework for development and implementation?

- _____
- _____

Can the initiative be sustained beyond the five-year plan?

- _____
- _____

Appendix D. QEP Implementation Committee Roster

Name	Title/Position	Division
Carolyn Brown	Director, Advising Center	Enrollment Management and Student Success
Anilkumar Devarapu	Associate Professor	Academic Affairs
Geneva Diamond	Associate Professor	Academic Affairs
Danyelle Gary	Senior Director	Marketing and Communications
Melanie Hatch	Associate Provost	Academic Affairs
Marcia Hood	Department Chair	Academic Affairs
Alicia Jackson	Dean	Academic Affairs
Kenyatta Johnson	Vice President	Enrollment Management and Student Success
Brian McAllister	Department Chair	Academic Affairs
Kelly McMurray	Vice President	Institutional Effectiveness
Dorene Medline	Director, Center for Faculty Excellence	Academic Affairs
William Moore	Vice President	Information Technology Services
Octavia Parker	Manager	Enrollment Services Center
Laxmi Paudel	Assistant Professor	Academic Affairs
Angela Peters	Provost	Academic Affairs
Dedra Williams	Associate Dean	Student Affairs
Wendy Wilson	Interim Vice President	Student Affairs

8.2.b

Student Outcomes: General Education

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Report from the Off-Site Committee

The USG's policy on the core curriculum states that it should contain 42 hours, and it designates what disciplinary areas each institution should include in its general education core. Institutions may use their own discretion when choosing the subject area of five of the required credit hours. ASU uses two of those hours to require a diversity course and the other three to require a communication course. The student learning outcomes for each of the five areas of the core curriculum are listed in the Undergraduate Catalog.

Due to the consolidation of ASU with another institution in January 2017, the general education core curriculum was updated to align the two institutions. The narrative referred to a General Education Committee and a General Education Assessment Plan; however, there was insufficient documentation. Including the assessment plan would have been helpful, as well as meeting minutes, a committee charge, or some other documentation of this committee's activity.

The narrative included no description of data collection procedures for assessment. How are the artifacts assessed, exactly? Do instructors report data, or is there a committee that examines samples of artifacts? A chart of assessed courses indicated assignments and assessment tools for those assignments, however there was no corresponding documentation.

The institution provided as evidence a survey to graduates that asks about achievement of general education student learning outcomes, and this serves as an indirect measure of the core curriculum.

The institution provided a brief list of continuous improvement measures taken as a result of examining the assessment data, however, there was no corresponding evidence, except for an updated syllabus for one course. It is unclear how continuous improvement measures are identified and implemented. Evidence of continuous improvement measures in all areas of the core curriculum was missing.

Focus Report Response

The Off-Site Committee was correct in noting the general education core curriculum was updated with the consolidation. Prior to consolidation, Darton State College and Albany State University conducted independent assessment processes for administrative assessment, student support assessment, student learning outcomes assessment, and general education assessment. The institution consolidated in 2017, student learning outcomes assessment and administrative and student support assessment began in fall 2017 and were led by Institutional Effectiveness and Academic Affairs. General education assessment was led by Academic Affairs and during this time the institution experienced several changes with academic leadership positions. In June 2018, an interim Provost was hired. The Interim Provost recognized a plan for comprehensive and simultaneous assessment of General Education learning outcomes was needed, requiring oversight and guidance by a General Education Committee. The General Assessment Committee was formed in Fall 2018 at the directive of the interim Provost **[01]**.

The General Education Committee membership was comprised of faculty who taught core courses **[01]**. The general education core consists of five areas; 1) Area A - Written Communication and Quantitative Reasoning, 2) Area B - Institutional priorities which are Diversity and Communication for ASU, 3) Area C - Humanities, 4) Area D - Science and Technology and 5) Area E - Social Sciences. These five areas have been translated into seven general education learning outcomes. The Committee met a few times in Fall 2018 to establish a general education review process **[03]**. Data collection began in Spring 2019 and focused on two of the seven general education core outcomes:

1. Written communication: Students will communicate effectively by crating documents that demonstrate adequate content development, clarity of organization and appropriate style, usage and documentation.
2. Mathematics: Students will demonstrate the ability to express and apply mathematical information symbolically, graphically, numerically or verbally to solve a variety of problems.
3. Diversity: Students will demonstrate an understanding of diverse peoples, cultures and perspectives within a global society.
4. Communication:: Students will demonstrate and understanding and proficiency of verbal and non-verbal communication through preparation and presentation in a variety of contexts.
5. Humanities: Students will critically analyze forms of artistic and social expressions that reflect values from a cultural or an informed personal perspective.
6. Science and Technology: Students will demonstrate an understanding of the physical or biological perspectives of the universe using the scientific method, mathematical concepts or logical reasoning.
7. Social Science: Students will analyze historical, political, social, spatial and psychological processes and how they impact the diversity of the human experience

The two general education outcomes of focus were written communication and mathematics. These general education outcomes were selected to leverage the work being done as part of Gateway to Completions (G2C). G2C is designed to provide institutions – more specifically, faculty – with processes, instructional and curricular guidance, and analytics tools to redesign teaching, learning, and success in gateway courses. Faculty address failure in gateway courses and the challenges associated with passing those courses.

The General Education Committee collected data on the general education core outcomes of English and mathematics but they did not use a standardized process to collect and analyze the data, and use the results to make improvement to the courses. Despite the lack of a standardized process, some improvements were made in English and mathematics courses. The English Department standardized the course syllabus and assignments, all English 1101 and English 1102 have standardized syllabus [04]. This will allow for systematic collection and analysis of data across all English sections moving forward. The Mathematics Department analyzed questions on examine to determine which course topics were giving students the most difficulty and they created tutoring services by faculty called "Study Tables." [05] Faculty and peer tutors were available two evenings a week to help students with assignments, practice problems and gain an understanding of topics discussed in class.

In fall 2019, a permanent Provost was hired and directed the refinement of the General Education Committee to be led by Academic Affairs and Institutional Effectiveness. The Committee was streamlined and given more authority to work directly with the faculty [02]. The initial fall kickoff meeting discussed membership and responsibilities. The subsequent fall meetings discussed a general education assessment plan, framework for implementation, and challenges [07]. The fall semester culminated with a draft General Education Outcomes Assessment Plan. The draft plan will focus on all seven outcomes each year. As part of the plan, members of the new General Education Committee will create sub-committees related to the area of the core they teach to direct data collection and analysis. Departmental faculty will discuss the analysis results during regular department meetings to determine course improvements to be made for the next assessment cycle.

The initial General Education Outcomes Assessment Plan [06] continues to be refined as the General Education Assessment Committee prepares for assessment training. The General Education Outcomes Assessment Plan includes the following:

- Committee charge
- Faculty Responsibility
- Goals
- Triangulation of Assessment Data/Measures
- General Education Learning Outcomes
- Assessment Procedures including timeline
- Dissemination of Findings
- Assessment Methodologies
- Developing an Assessment Plan
- Data sheets/rubrics

The General Education Assessment Plan is the framework to improve student learning and faculty pedagogy. The Center for Faculty Excellence will train the General Education Assessment Committee in February on best practices in assessment including data collection, assessment measures, and assist with creating effective assessment tools and train faculty on how to interpret and use the data to make improvements. Training for all faculty will begin in March, faculty will leave the training sessions with courses and selected assessments for the general education core outcomes for Spring 2019. The Spring 2019 data will be analyzed at the end of the semester and improvements will be implemented in Fall 2019. Going forward, data collection will occur each semester and analysis will occur at the end of the spring or beginning of the fall semester, improvements will be implemented each fall semester.

The general education assessment process will ensure that Albany State University identifies expected general education outcomes, assesses the extent to which it achieves the outcomes, and provides evidence of seeking improvement based on analysis of the results in compliance with this standard.

Sources

01_FR_Core Curriculum Committee_August27_2018

02_FR_Fall 2019 General Education Assessment Committee Membership

03_FR_GeneralEducationCommitteeMinutes

04_FR_English_1101__Pilot_Fall_2019

05_FR_Study Tables

06_FR_General Education Assessment Plan

07_FR_GenEd Committee Meeting 12.2019

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The following pages contain Supporting Documentation

Albany State University

General Education Committee (or Curriculum Committee)

Charge of the Committee

The General Education Committee (or the Core Curriculum Committee) is charged with the following:

1. Review Albany State University's current general education requirements (Core Curriculum) and ensure that General Education meets University System of Georgia and Institutional needs.
2. Assist in approving proposed General Education courses through the university and the USG system committees.
3. Establish a sense of consistency in ASU's expectations regarding general education learning outcomes.
4. Ensure that off-campus, distance education, and transfer students are meeting the same standards as established for the campus.
5. Encourage active conversations in the campus community through public meetings/forums soliciting feedback on proposed general education revisions.
6. Oversee the assessment of General Education Curriculum by performing assessment of General Education on a 2 year cycle and implementing action plans to improve General Education learning outcomes.
7. Identify an assessment instrument and/or system to periodically evaluate the General Education Curriculum.
8. Establish clear modes of communicating results to the campus community, stakeholders and to accrediting bodies.

Timeline

Task	Action	Deadline for completion
Finalize committee and select chair and co-chair	Get committee vetted through appropriate channels	September 15, 2018
Conduct public forum	Two Forums in October 2018 to encourage campus input on necessary improvement of the Gen Ed Curriculum	Submit report to Provost by November 15, 2018
Review and improve Gen Ed Curriculum	Review in committee and submit to UCC by January,	Submit revised Gen Ed Curriculum to USG Council on

	2019, C &NP/Senate by February, 2019	General Education by March 2019 to be reviewed in April 2019
Identify assessment of Core Gen Ed Curriculum	Review and select instrument and/or system by April 2019	Conduct first assessment by May 2019
Communication of results	Establish clear policies and procedures for communicating results to the campus and accrediting bodies	Process to be finalized by May 2019

Note: The USG Council on General Education has scheduled the following meetings for the 2018 – 2019 academic year:

January 25, 2019 - The deadline to guarantee consideration at this meeting is December 28, 2018

April 19, 2019-   The deadline to guarantee consideration at this meeting is March 22, 2019

Chairs: Dr. Abiodun Ojemakinde and Dr. Mathew Stanley

	Name	Discipline	Email
1	Anil Devarappu	Statistics	Anil.devarappu@asurams.edu
2	Stephanie Hankerson	English	Stephanie.hankerson@asurams.edu
3	Chinenye Ofodile	Math	Chinenye.ofodile@asurams.edu
4	Frank Malinowski	Computer Science	Frank.malinowski@asurams.edu
5	Rhonda Porter	Teacher Education	Rhonda.porter@asurams.edu
6	Shani Clark	Communication	Shani.clark@asurams.edu
7	Patrick Whitehead	Psychology	Patrick.whitehead@asurams.edu
8	Pamela Brown	Sociology	Pamela.brown@asurams.edu
9	Barbara Nowak	At large/Social Work	Barbara.nowak@asurams.edu
10	Kwame Dankwa	Political Science	Kwame.dankwa@asurams.edu
11	Adriana Primo-McKinley	Spanish	Adriana.primovincent@asurams.edu
12	Kenya Lemon	Biology	Kenya.lemon@asurams.edu
13	Amir Saheb	Chemistry	Amir.saheb@asurams.edu
14	Ken Kirsch	Health & Human Performance	Ken.kirsch@asurams.edu
15	Sherryl Johnson	Business	Sherryl.johnson@asurams.edu
16	Arun Saha	Physics	Arun.saha@asurams.edu
17	Kenyatta Johnson	Student Affairs	Kenyatta.johnson@asurams.edu
18	Renita Luck	Distance learning	Renita.luck@asurams.edu
19	Joel Johnson	Music	Joel.johnson@asurams.edu
20	Michael Mallard	Art/Faculty Senate President	Michael.mallard@asurams.edu

General Education Assessment Steering Committee

Faculty	Core Area	Core Area	Rank	Discipline	Position
Brian McAllister	Area A1 and Area B	English/Mass Communications	Professor	English	Department Chair
Patrick Whitehead	Area E	Social Science	Asociate Professor	Psychology	
Xinye Wang	Area D	Natural Science Math and Technology	Professor	Chemistry/Forensic Science	
Laxmi Paudel	Area A2	Quantiative	Assistant Professor	Mathematics	
Charles Williams	Area C	Humanities	Professor	Art	Associate Dean
Dorene Medlin			Associate Professor	Education	Director, Center for Faculty Excellence
Melanie Hatch	Associate Provost				
Kelly McMurray	VP, Institutional Effectiveness				

General Education Committee Meeting

Albany State University
Tuesday, December 4, 2018, 4:00 p.m.
Building C, Room 203, West Campus

Minutes

Call to Order

Called by **Dr. Ojemakinde** at 4:00

Attendance

Dr. Ojemakinde, Charles Williams, Frank Malinowski, Michael Mallard, Rhonda Porter, Matt Stanley, Melanie Hatch, Pam Brown, Stephanie Hankerson, Adriana Primo-McKinley, Patrick Whitehead, Shavecca Snead, Joël Johnson, Shani Clark

Approval of Minutes from Previous Meeting

1. Any corrections? No
2. Motion to approve **Dr. Porter**, second **Malinowski**, approved by acclimation

Old Business – Subcommittee's reports:

Area A1 Subcommittee (Communications)

1. No recommendations at this time
2. However, it may change later. The English department is considering coming up with topic-based composition classes

Area A2 Subcommittee (Quantitative)

1. In progress
2. Suggestions? Is there any data about success in e-core?

Area B Subcommittee (Institutional Options)

1. Handout from **Shani** (see Appendix A)
2. Conversation:
   a. lack of options
   b. during the consolidation committees, African diaspora was included based on our institution
   c. note that Shani had concerns about discussing this section in a small group
   d. **Ojemakinde**: if you have any suggestions for an area that you are not part of, send that group your suggestions.
   e. **Pamela**: Being in Albany, what about including the civil justice aspect and our historical roots related to that. It would be such a phenomenal thing for our students to comprehend and understand.
   f. **Chaz**: what are the learning outcomes for Area B?
   g. **Frank**: there is a limit to how many sections we can teach of the current offerings in this area due to the number of credentialed faculty.
   h. **Ojemakinde**: interdisciplinary approach would help here

Area C Subcommittee (Humanities/Fine Arts/Ethics)

1. Handout from **Michael** (see Appendix B)
2. Suggestion for updated learning outcome.

a. There was a good bit of discussion back and forth about this learning outcome. It was noted that this was not a final version but a starting point for the conversation.
3. Listing the opportunity for study abroad programs to substitute for this course.
   a. **Shavecca** asked if this meant that a course taken during study abroad or the experience of student abroad would be used to give credit.
   b. **Michael**: the initial discussion was that it would be a course taken.
4. **Joël**, if we are going to be strategic, I see that German is missing. What we would like as policy is to set our students up for success as opposed to being constrained by our current faculty. If we want German taught, it should be looked at even though we do not currently have a Germany faculty member. That might not always be the case. Are we confining ourselves to our current faculty credentials or are we forward-thinking about what we might have in the future?
5. **Pamela**: Other institutions use military connections to teach foreign languages. Is there a way to justify those credentials to teach here for accreditation purposes?
   a. **Frank** noted that SACSCOC has a process for alternative justification of qualifications for faculty.
   b. Examples of this process from other institutions:
      i. [Augusta State University policy](#)
      ii. [NC State University policy](#)
6. **Frank**: is there a model like special topics that is interdisciplinary and flexible. It would have learning outcomes but flexible in which subject area and it could be tied to a different subject/topic each semester.
7. **Joël** mentioned the use of a Special Topics course that might work in this case.
8. **Ojemakinde**: like the subcommittee to look more closely at how the new proposed statement aligns with the BOR guidelines for that area in core curriculum.

Area D Subcommittee (Natural Sciences, Mathematics, and Technology)

1. **Frank**: Improve the learning outcome to fit math and technology
2. **Frank**: According to the [USG General Education Council](#), there are four types of courses that fit into the technology category. We are currently only offering a single course that meets the fourth option: Survey Courses. We are going to take a look at other possible options in order to provide our students the flexibility they need in order to meet the core requirements but benefit their studies in their major. For example, a Biology or Psychology major might find it useful to take a course in programming or data science in order to better analyze research data. **Joël** noted that there is a Music technology course that might fit in this area. **Dr. Hatch** noted engineering courses such as CAD or MATLAB programming that would benefit engineering students or others.
   a. **Courses in Programming**: Should involve a focus on developing algorithmic thinking, logic/decision structures and information storage structures.
   b. **Courses in Data Science**: Should involve a focus on data analysis and relationship identification. Tools of statistical analysis are introduced and used as appropriate.
   c. **Courses in Modeling and Simulation**: Should involve a focus on developing models and/or simulations of systems based on data.
   d. **Survey Courses**: Should involve an understanding of the development and place of computation, incorporating sections on history of computation, mathematics of computation, technology ethics, etc. Such courses should include learning outcomes focused on introduction to algorithm development and the mathematical foundations of computing such as base conversions and Boolean logic.

Area E Subcommittee (Social Sciences)

1. Handout from **Patrick** ([see Appendix C](#))
2. We have the least number of minority-based courses of our peer institutions that are not HBCUs
3. **Joël**: when does a student learn about the history of other cultures as opposed to just black or white?
4. Great deal of discussion about possible options of things that could be added to this section. Big focus on sociology courses from **Pamela**

Above the Core Subcommittee (Health & Wellness Requirement/Freshman Experience Courses)

Postponed due to the members not being here.

New Business

Dr. Hatch:

1. The SACSCOC steering committee needs help. An area where we are deficient is in assessment of the Gen Ed core.
2. What we need help with is to see if there is data that we can collect from this semester and then plan going forward for the next semester?

Adjournment

Appendix A

ASU Area B Proposal 1

This structure is similar to the ABAC example.

Area B (Institutional Options)		5
Area B Learning Outcome: Students will demonstrate critical thinking, problem solving, and the understanding of ethics, including the ability to analyze, evaluate and provide appropriate rationale and support for conclusions and decisions.		
Choose One Communication: Students will demonstrate understanding and proficiency of verbal and non-verbal communication through preparation and presentation in a variety of contexts		**3**
COMM 1100- Human Communication	3	
COMM 1110- Public Speaking	3	
Choose One Diversity: Students will demonstrate understanding of diverse peoples, cultures, and perspectives within a global society.		
COMM 1000- Cultural Diversity in Communication	2	
HIST 1002- Introduction to African Diaspora	2	
POLS 1105- Current World Problems	2	
Add to this list		

ABAC

Area B: Institutional Options: 3-6 hours

Choose one of the Communication classes below:

- COMM 1100 Human Communication 3
- COMM 1110 Public Speaking 3

In addition, students may also choose any of the following:

- AGRI 2209 Agricultural Seminar 1
- BUSA 1101 Business Seminar 1
- CISM 2201 Fundamentals of Computer App 3
- CRIT 1100 An Introduction to Critical Thinking 1
- ETEC 1101 (eCore) Electronic Technology in the Educational Environment 2
- HUMN 1100 Topics in the Humanities 1
- HUSC 2114 Wellness and Human Experience 3
- PRSP 1010 Perspectives on Human Experience 1
- PRSP 1020 Perspectives on Global Issues 2
- RSCH 1100 Research and Documentation Methods 2
- SCIE 1000 Addressing Environmental Issues 1
- SOSC 1100 Values, Issues, & Perspectives in Social Sciences 1

ASU Area B Proposal 2

This structure is similar to the CSU example.

Area B (Institutional Options)		5
Area B Learning Outcome: Students will demonstrate critical thinking, problem solving, and the understanding of ethics, including the ability to analyze, evaluate and provide appropriate rationale and support for conclusions and decisions.		
Choose One Communication: Students will demonstrate understanding and proficiency of verbal and non-verbal communication through preparation and presentation in a variety of contexts		**3**
COMM 1100- Human Communication	3	
COMM 1110- Public Speaking	3	
Select one course under Group 1 or Group 2		
Group 1: Diversity: Students will demonstrate understanding of diverse peoples, cultures, and perspectives within a global society.		
COMM 1000- Cultural Diversity in Communication	2	
HIST 1002- Introduction to African Diaspora	2	
POLS 1105- Current World Problems	2	
Add to this list		
Or		
Group 2: Critical Thinking: Students will demonstrate understanding of critical thinking and problem solving skills in a variety of settings		
Add a list of 2 credit courses from various departments. This aligns with our SACS theme of Communication, Critical Thinking and Problem Solving.	2	

CSU

Area B – Institutional Options		Return to Top
4-5 Credit Hours		

Core	Course Title	Credit Hours
Take the following course:		
COMM 1110	Communication	3
Select two courses under Group 1 or one course under Group 2 (see major program exceptions below):		
Group 1		
ITDS 2726	Introduction to Cultural Diversity	1
ITDS 2727	Introduction to Interpersonal Skills	1
ITDS 2735	Life and Career Planning	1
ITDS 2746	Business and Society	1
ITDS 2748	Topics in Global Issues	1
ITDS 2749	Ethics and Legal Issues in the Professions	1
ITDS 2755	Elements of Critical Thinking	1
LIBR 2705	Selected Topics in Library and Information Science	1
Group 2		
ITDS 1125	Geology in the Public Discourse: Modern and Historical Conflicts Between Science and Public Opinion	2
ITDS 1779	Scholarship Across the Disciplines	2
LIBR 1105	Introduction to Library and Information Science	2
LEAD 1705	Introduction to Servant Leadership	2
EURO 2105	Introduction to the European Union	3 (*)
HIST 1111	World History to 1500	3
HIST 1112	World History since 1500	3
POLS 2401	Global Issues	3 (*)
Any 1000 or 2000 level foreign language course		3 (*)
Any Area C-E course with a study abroad component		3 (*)
* the extra hour may be used as an elective		

The following programs require 4 credit hours in Area B: Biology (BA), Biology (BS), Biology and Secondary Education (BA), Chemistry (BA), Chemistry (BS), Chemistry and Secondary Education (BA), Computer Science (BS), Earth and Space Science - Astrophysics and Planetary Geology track, (BS), Earth and Space Science - Environmental Science track (BS), Earth and Space Science - Geology track (BS), Earth and Space Science - Secondary Education track (BS), Health Science (BS), Mathematics (BA), Mathematics (BS), and Nursing (BSN). See the undergraduate degrees menu for specific requirements.

Appendix B

General Education Committee (Curriculum Committee), General Core Subcommittee: Area A1 and Area C

Members: Adriana Primo-Vincent, Stephanie Hankerson, Joel Johnson and Michael Mallard

The subcommittee met, Monday, November 26, 2018 at 4:00 p.m. in FAC 103 with all members present.

Area A1 (Essential Skills) Recommendations:

No recommendations at this time, but the committee was encouraged to learn of possibly offering topic focused sections of ENGL 1101-02 to help improve students' motivation to learn in ENGL 1101 or ENGL 1101H and ENGL 1102 or ENGL 1102H.

Area C (Humanities, Fine Arts, and Ethics) Recommendations:

1. The committee proposes revision of the Area C Learning Outcome to read as follows:

Students will effectively analyze and evaluate several forms of human expression through reading, writing and speaking about diverse societies and cultures.

2. The committee requests that credit earned from a study abroad experience be listed as an option to fulfill core credit in Area C. Matriculation and course content substitution must be examined and worked out on a per student basis prior to the study abroad experience.

Rational: The committee agrees that many study abroad experiences fulfill the Learning Outcomes for Area C. In addition, the committee agrees that listing the study abroad credit for Area C would encourage more students to study abroad.

Area C Question:

One question was raised in regard to Area C foreign language courses. The question is, why are the language courses listed limited these specific languages? For example, why not German, Italian, Yoruba, and/or other languages taught at ASU?

Appendix C

Core Curriculum Recommendations, Area E Sub-committee

1. Change the language in Area E proposed learning outcomes from
    a. "Students will analyze historical, political, social, spatial, or psychological processes and
        how they impact the diversity of the human experience."to
    b. "Students will analyze historical, political, social, geographical, psychological, or
        economic processes and how they impact the diversity of the human experience."
2. Correct the course number of "Introduction of Anthropology" in the consolidated institution
    check sheet to "SOCI 2031," consistent with the course catalog and Banner.
3. Drop HIST 2113 (Minorities in America) as an Area E elective, as it has not been offered in the
    past five years.
4. Ask the psychology department to propose a new Area E elective course titled "African
    American Psychology" to replace HIST 2113.
    a. Chair of the Sociology and Psychology department supports the recommendation and
        will, pending the support of the Core Curriculum Committee, begin working on the
        necessary new course proposal forms (as supplied by Dr. Melanie Hatch in advance of
        this meeting).
    b. OR
5. Replace HIST 2113 with HIST 2115 "African American History"
6. It is recommended that the evaluation of Area E follow the standards set forth by the USG and
    the Core Committee at large.

General Education Committee Meeting

Albany State University
Wednesday, January 9, 2019, 1:00 p.m.
BCB 172, East Campus

1. Call to Order

2. Minutes

3. Subcommittee Updates

    a. Area A1: Communications
    b. Area A2: Quantitative
    c. Area B: Institutional Options
    d. Area C: Humanities/Fine Arts/Ethics
    e. Area D: Natural Sciences, Mathematics, and Technology
    f. Area E: Social Sciences
    g. Above the Core

4. New Business (Drs. Parikh and Snead)

5. Set Next Meeting Date

6. Adjournment

Minutes:

Call to Order:
    Called by **Dr. Stanley** at 1:03

Attendance:
    Raj Parikh, Charles Williams, Matt Stanley, Melanie Hatch, Stephanie Hankerson,
    Adriana Primo-McKinley, Patrick Whitehead, Shavecca Snead, Shani Clark, Kwame
    Dankwa, Arum Saha, Sherryl Johnson, Dorene Medlin

New Business:
    1. **Dr. Snead**: The committee is advised to leave area outcomes as they are and
       postpone outcome changes until 2019-2020 (after SACS reaffirmation)
       Dr. Parikh and **Dr. Hatch** concur
    2. **Dr. Snead** and **Dr. Clark** had a meeting regarding data and assessment. **Dr. Clark**
       made **Dr. Snead** an instructor in her online course so that Dr. Snead might have
       access to course content/samples of assessment.
    3. **Dr. Snead** reiterated the need for data for three assessment cycles: fall 2018, spring
       2019, and fall 2019

4. **Dr. Snead** asks for potential area assessment data. **Dr. Primo-McKinley** agrees to submit data.
5. **Dr. Dankwa** explains that he has essay assignment rubrics and outcomes.
6. **Dr. Snead** explains that she can use rubric for papers, blank copies for tests, and needs cross sections of assignments (exceed, meet, did not meet)
7. **Dr. Snead** emphasizes the need to be intentional in keeping course data samples for spring 2019 and suggests the committee identify spring 2019 courses for which she might track outcomes

Subcommittee Updates:
1. **Dr. Stanley** asks for new updates. There are no new updates
2. **Dr. Stanley** reiterates the need for more input from areas A2 and D.
3. **Dr. Saha** agrees to meet with area D faculty.

Set Next Meeting Date:
1. The next meeting date is set for Thursday, January 24, at 4 p.m. in C 203 West Campus

Adjournment:
1:51 p.m.

Albany State University
General Education Committee Meeting
Thursday, January 24, 2019, 4:00 p.m.
C 203

Agenda

1. Call to Order

2. Minutes

3. Subcommittee Updates

    a. Area A1: Communications
    b. Area A2: Quantitative
    c. Area B: Institutional Options
    d. Area C: Humanities/Fine Arts/Ethics
    e. Area D: Natural Sciences, Mathematics, and Technology
    f. Area E: Social Sciences
    g. Above the Core

4. Committee Feedback on Submitted Proposals

5. New Business

6. Set Next Meeting Date

7. Adjournment

Minutes:

Attendance: Kenneth Kirsch, Frank Malinowski, Raj Parikh, Abiodun Ojemakinde, Charles Williams, Matthew Stanley, Patrick Whitehead, Kenye Lemon, Shavecca Snead, Sherryl Johnson, Shani Clark, Adriana Primo-McKinley, Renita Luck, Kwame Dankwa, Arun Saha

Call to Order: 4:02

Dr. Ojemakinde: There has been a shift in emphasis of the committee to data collection; the focus of the subcommittees should be to interact with Dr. Snead.

Dr. Parikh: Dr. Snead is soliciting deans and chairs for data (access to GeorgiaView for assessment). Dr. Snead needs all data by January 31 (and artifacts). Stresses the need to create a culture of data collection.

Dr. Primo-McKinley: Has sent her data to Dr. Snead.

Dr. Malinowski: Forwarded the correct core curriculum to the committee members.

Dr. Snead: Wants examples of how faculty have made course improvements. The best way to communicate the need for data back to other faculty is through departmental meetings/sharing of minutes. Requests copies of meeting minutes dating back to 2017.

Dr. Ojemakinde: Suggests a simple memo to deans and chair concerning data collection and the sharing of meeting minutes.

Dr. Snead: Dr. Hatch is writing data assessment narratives and needs all the accurate and clear info. Faculty have available.

Dr. Malinowski: Inquires about updates on the SACS reaffirmation process, especially website content.

Dr. Snead: The university is in the process of updating website content.

Dr. Williams: suggests an email newsletter.

Adjournment: 4:44

ALBANY STATE UNIVERSITY
College of Arts and Sciences
Department of English, Modern Languages and Mass Communication

ENGLISH 1101
COMPOSITION 1
CREDIT HOURS (3)
PREREQUISITES (none)

INSTRUCTOR

CLASS MEETING TIMES:

CLASS MEETING LOCATION:

COURSE TEXT: *Albany State University: Guide to First-Year Writing*, Fountain Head Publishing

Course Description: English 1101 is designed to teach the mechanics of expression and the development and organization of ideas into paragraphs and essays.

Institutional Student Learning Outcomes (ISLOs)
- ***Communicate efficiently and effectively*** in oral and written forms, read and understand literary papers, conduct research, make written and oral presentations on various topics, and collect, analyze, and interpret readings. (***Communication Abilities; Institutional Learning Outcome. ISLO-I***).

- Demonstrate ***problem-solving skills*** in basic and advanced composition and literary concepts and apply the learned skills and knowledge to solve a variety of real-life problems. (**Problem-Solving Abilities.** *ISLO II).*

- Acquire and leave with strong **critical thinking skills** and written and oral communication skills to enable them seek careers requiring effective written and oral communication skills and/or attend graduate schools (***Critical Thinking Abilities. ISLO III***).

Expected Student Learner Outcomes (SLOs)
As a result of completing this course the student should be able to:
- Read actively and think critically about college-level texts to comprehend, assimilate, evaluate, and synthesize information from multiple sources.

- Write focused, reading-based or life-centered/experiential, well-supported essays that demonstrate effective organization, critical thinking and syntactic maturity.

- Demonstrate the ability to organize an essay that supports a position with sound reasoning and relevant evidence.

- Students will make significant revisions of drafts, including rethinking positions which are insufficiently supported, rewriting with greater awareness of audience, and proofreading for conformity to accepted conventions of composition.

- Demonstrate the ability to function successfully in a group.

Course Objectives
English Composition 1101 is designed to help students:
- Become skilled thinkers, writers, and communicators who can compose for a variety of disciplines and rhetorical contexts.
- Develop a fuller understanding of the contextual interactions of the writer's purposes, audience expectations, subjects, and their contributions to critical thinking and effective writing.
- Develop organization skill for effective reflective, expository, and analytical paragraphs and essays.

Course Activity Components
In this course, students will be required to complete:
- Frequent in-class assignments, journal writing, freewriting(s), rehearsals for test taking, structured prewriting activities, and responses to readings.
- Students will develop and revise essays that are written in and out of class.
- Students will be evaluated on demonstrated progress in writing skills and techniques.
- Students will be required to demonstrate basic levels of technology proficiency.

Course Assessment Components
The final assessment of a student's performance and assignment of grades will be based on the following:

Journals	10%
Quizzes and other activities	10%
Compositions	60%
Essay 1	
Essay 2	
Essay 3	
Essay 4	
Exit Examination	20%

Note that eighty percent (80%) of a student's grade will be determined on the basis of demonstrated writing skills.

Grading System

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Class Attendance Policy
Class attendance is mandatory at Albany State University. ASU attendance policy states that: "All students are expected to be in class on time for all class meetings. Attendance begins the first day of class and all students are expected to remain in class for the entire class period unless prior arrangements have been made with the instructor. Absenteeism cannot exceed the credit hours for the course." This means that if a course meets two times per week, a student cannot miss the class more than two times during the semester without suffering a substantial penalty. Excessive absences may result in the lowering of the grade earned by one letter grade e.g. "A" to "B" or "D" to "F." (NOTE: This includes "excused and unexcused" absences.)

Class Cancellation Policy
In the event of unexpected emergencies, students will be notified at class time of an alternate assignment for a scheduled course session. In the event of an expected session cancellation, students will be notified in class or will be notified via email. Please check
your email regularly.

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

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

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

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

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

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

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

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

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

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

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

GUIDELINES FOR GRADING ESSAYS

The "A" Essay: The "A" essay should display originality of thought in stating and developing a central idea. The material should, therefore, be presented in a clear, logical and thought-provoking manner. Also, the essay should contain all the positive qualities of good writing, such as clarity of purpose, effectiveness in organization, significance in content, and vividness in language. Sentences should be well-constructed and should contain no major grammatical or spelling errors.

The "B" Essay: The "B" essay should have a clearly stated central idea and should be logically and adequately developed. This essay should also contain some of the qualities of good writing noted in the "A" essay. It should be comparatively free of serious errors as far as standard written English is concerned. The "B" essay must indicate competence, but it may lack the originality of thought and style that characterizes the "A" essay.

The "C" Essay: The average essay usually receives a grade of "C." It should have a central idea that is organized clearly enough to convey its purpose to the reader. It should not contain many serious grammatical or structural errors. Although the essay may have few sentence-level mistakes, the overall essay lacks the vigor of thought, development, and expression that typifies the above-average essay ("A" or "B").

The "D" Essay: The grade of "D" indicates below-average achievement in expressing ideas clearly, correctly, and effectively. Most essays in this category fail to clearly express a central idea or to develop it adequately. In addition, this essay contains various examples of incorrect English usage, such as grammatical, mechanical, and spelling errors.

The "F" Essay: The "D" and "F" essays are examples of unsatisfactory work. The grade "F," however, indicates a student's failure to avoid serious grammatical and structural errors. Furthermore, the "F" essay contains almost none of the requisites (focus, purpose, and development) listed in the passing essays ("A", "B," or "C"). Plagiarized work will also receive a failing score and may subject the student to other sanctions from the University.

Week 1   Overview of course
                Sample writing/diagnostic essay
                Orientation session for online courses
                        Complete online diagnostic essay
                        Review diagnostic
                        <mark>Chp. 1</mark>: Why Write?
                Chp. 2: Active Reading and Critical Thinking
                Chp. 3: The Writing Process

Week 2   Chp. 4: Planning and Drafting
                    Elements of Structure
                    From Topic to Thesis
                    Body Paragraphs
                    From Paragraph to Essay
                    Introductions
                   Conclusions
                <mark>Introduction to Unit 1: Topic--Education</mark>

Week 3   Rough Draft/Workshop Essay 1
                    Chp. 6: Revising
                    Chp. 7: Editing

Week 4   Essay 1 due *(no later than week 4)*
                <mark>Introduction to Unit 2: Topic--Gender</mark>

Week 5   <mark>Unit 2 Discussion continued</mark>
                    Critical Reading/Writing Assignments
                    In-class drafting of Essay 2

Week 6   Rough Draft/Workshop Essay 2

Week 7   Essay 2 due *(no later than week 7)*
                    Workshop for Midterm

Week 8   Midterm Exam

Week 9   Introduction to Unit 3: History/Culture

Week 10   Unit 3 Continued
                Critical Reading/Writing Assignments
                In-class drafting of Essay 3

Week 11   Rough Draft/Workshop Essay 3
                 Essay 3 due (no later than week 11)

Week 12   Introduction to Unit 4: Topic—Mass Media

Week 13   Mass Media continued
                Introduction to Inter-textual Reading/Writing and Academic Writing
                Critical Reading/Writing Assignments
                 In-class drafting of Essay 4

Week 14   Brief Introduction to Research Methodologies and Citations
                Rough Draft / Workshop of Essay 5
                Essay 4 due

Week 15   Review/Practice for Exit Exam
                 Exit Exam (TBA)
                Last Day of Classes (TBA)

Week 16   Final Exams

THE STUDY TABLE AT ALBANY STATE UNIVERSITY

Student Success to Increase Retention

Many students come to Albany State University with a variety of preparations and mindsets. For the freshman cohort, their first year at ASU is mostly challenging due to change in environment, independence, higher expectations, and their being held accountable for their success. By providing to them a set of student success activities, many of them who avail themselves of these opportunities are able to progress adequately in their courses and programs.

The **Study Table** is a student-centered activity which provides one-stop center for all students seeking to improve their performance, achievement, engagement, and hence success in gatekeeper/ killer courses and almost-killer courses. It is well-known that the set of courses including MATH 1111-College Algebra, MATH 1001- Quantitative Reasoning, MATH 1113-Precalculus with Trigonometry, MATH 1211- Calculus I, BIOL 1111, BIOL 1112, BIOL 2411/BIOL 2412 CHEM 1211, CHEM 1212, PHSC 1011, ACCT 2010 have traditionally had high failure rates and attrition rates. Other courses are ENGL 1101, and ENGL 1102. High FDW rates have been seen to affect adversely overall student performance, retention, progression in their majors, and degree attainment.

Students attending Study Table seek help from instructors and peer-tutors in a non- threatening guided environment, and could receive one-on-one help in one or more courses during a single session. Results indicate that learner's ability to increase quality time-on-task translates to overall enhanced performance in courses, which leads to learner increased self-confidence.

The goal of the Study Table is Student Success. Study Table activities has impact on student learning, student achievement and persistence at Albany State University. This could subsequently result in the improvement of student retention, progression, and degree attainment, ultimately have broader impact.

It was anticipated that about 300 freshmen and other students who needed additional support in the courses offered would attend the Study Table. Only 213 attended. Hence goal of getting 300 to attend was not met.

The following are the most essential outcomes of the Study Table.

Attribute	Number /Target	Percentage	Number	Percentage	Remark
Number Attending	300	100	213	71%	Attendance number not met

Note: Tutorial services attendance for fall 2019=1477. Study Table=213. Hence the total is 1477+213=1690. (Percentage attending Study Table =(213/1690)=12.6%

The baseline number here is 213.
- The number passing at midterm before Study Table=126 or 59.15%

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- The number passing at the end of semester after Study Table=170 or 79.81%
- Increase from midterm to finals=170-126 =44 or 20.66%
- Number of students whose grades improved from midterm to final exams=102 (that is, a student who made "C" by midterm and made "B" by finals has improved)
- Number of students who grades decreased from midterm to finals=20.
- Net improvement: 82
- Number of students whose grades did not change from midterm to finals= 91.

Please see the summary below.

Number passing at midterm (with "C" or better)	% (with "C" or better)	Number failing at midterm	% failing at midterm (F,D,W)	Number passing at the end of fall 2019 (with "C" or better)	% (with "C" or better)	Number failing at end of semester	% failing	Positive Change in Numbers	%(+)
126	59.15%	87	40.85%	170	79.81%	43	20.19%	44	20.66%

It is essential to note that the Study Table not only increases student pass rate but also grade quality. Please see the following Sample Statistics which exemplifies that outcome.

Statistics	Midterm Data of Participants	End-of Semester Data of Participants
Sample	213	213
Sample Mean (GPA)	*1.81690141*	*2.408450704*
Variance of Sample	1.659513242	1.369311808
Standard Deviation of Sample	1.285044085	1.170175973

 Retention. At Albany State University, students tend to remain and complete their degrees if they succeed in their courses as well garner the mentoring and support they need from faculty within and outside the classroom. Many students were very enthusiastic to attend the Study Table, and 100% of students who completed Study Table participant survey expressed that they

would attend the Study Table next semester. Some students also used the Study Table opportunity to meet their instructors and other instructors to receive help on other courses, for example, Calculus III. When students garner more confidence in their courses and major, they tend to persist at ASU and will complete their degrees here at ASU.

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General Education Assessment Plan

Introduction

General education references the essential, core knowledge and abilities students demonstrate in satisfying the breadth of learning in the liberal arts curriculum. It also refers to how such core competencies are developed through the disciplinary depth of a major course of academic study. The Institution's general education curriculum provides students with the knowledge and skills to sustain a life of learning in the liberal-arts tradition and to succeed in their professional, civic, and personal endeavors.

Students emerge from our institution as Visionary Leaders with a distinct ability to reason creatively within individualized, yet, interwoven fields of learning; to engage professionally and civically in diverse and globally connected communities; and to acclimate professionally and ethically with the skills and values needed to achieve lifetime goals. The general education program is thus the keystone of the institution's mission.

Charge of the General Assessment Committee

The General Education Committee is charged with the following:

1. Review Albany State University's current general education requirements (Core Curriculum) and ensure that General Education meets University System of Georgia and Institutional needs.
2. Assist in approving proposed General Education courses through the university and the USG system committees.
3. Establish a sense of consistency in ASU's expectations regarding general education learning outcomes.
4. Ensure that off-campus, distance education, and transfer students are meeting the same standards as established for the campus.
5. Encourage active conversations in the campus community through public meetings/forums soliciting feedback on proposed general education revisions.
6. Oversee the assessment of General Education Curriculum by performing assessment of General Education on a 2 year cycle and implementing action plans to improve General Education learning outcomes.
7. Identify an assessment instrument and/or system to periodically evaluate the General Education Curriculum.
8. Establish clear modes of communicating results to the campus community, stakeholders and to accrediting bodies.

Responsibility for General Education (GE) Assessment

The General Education Committee (GEC), a standing committee consisting of faculty**,** and I.E. department members have primary responsibility for GE assessment to include communication with faculty, review of materials and assessments, and the coordination of various working

committees across all the categories. The GEC reviews, authorizes, and supports the GE assessment procedures for the Institution to assure adherence to best practices.

The Office Institutional Effectiveness (IE) has primary responsibility to support the implementation of GE assessment with supplementary support from the Associate or Vice Provost for Academic Affairs, the Deans of the various Schools, and Provost and Vice President for Academic Affairs. The Committee meets monthly and relies on the administrative structure and responsibilities of IE in carrying out all tasks of the Committee. Such tasks include, but are not restricted to sampling procedures, implementation of assessment procedures, analysis of results, and assessment reporting. IE conducts all GE assessment tasks with the approval and support of the GE Committee. Thus, the success and viability of the GE Assessment Plan is dependent on the collaboration and coordination between the institutional faculty, the GEC, and IE.

General Education Faculty Responsibility

All faculty teaching General Education have responsibility for participation in General Education assessment and support of the learning outcomes by:

1. Ensuring that course syllabi include the specific course category and learning outcomes for the GE category of the course
2. Participating in assessment activities as relevant to the category assessments
3. Participating in review of assessment results and discussions on implications for category

General Education Faculty Responsibility

1. The General Education Committee will provide feedback to individual units on the strengths and weaknesses of their assessment of general education courses.
2. The General Education Committee (along with IE) will aggregate information from individual academic units to produce summary reports for internal stakeholders about the overall status of the General Education Program.
3. The General Education Committee will make recommendations for any proposed changes to the General Education curriculum.

Goals of General Education Assessment

The Institution's general education assessment process has the following goals for the five-year cycle:

1. Document and evaluate evidence, from direct and indirect measures, of the effectiveness of general education in the baccalaureate curriculum.
2. Recommend and enact improvements to pedagogy, the assessment & evaluation process, and the curricula for major programs of baccalaureate study so as to strengthen the effectiveness, coherence, and rigor in student learning experiences for general education.
3. Identify student performance benchmarks in general education appropriate to level of undergraduate study (introductory (1000-level) and intermediate (2000-level).

Recommend pedagogical approaches and student learning experiences, such as example assignments, by level of undergraduate study that are effectiveness at improving general.

4. Provide professional development opportunities for faculty and academic support staff to improve the teaching of general education knowledge and skills.
5. Evaluate general education data in the context of how students at other institutions perform in comparable assessments.
6. Communicate the results of general education assessment to the faculty, academic support staff, the President's Cabinet, and other stakeholders.

Assessment

The institution has implemented multiple methods of assessment. Our primary direct measures for GE assessment is generated from authentic student work created as part of baccalaureate-level coursework. Student work is supplemented by standardized instruments that enhance such authentic measures. GE assessment may also include external major-field tests or certification exams, where results include general-education data pertaining to major programs of study. Indirect measures include surveys of current students, graduating students, and college alumni, utilizing institutionally derived questionnaires as well as external, nationally recognized instruments. Lastly, as part of each assessment cycle, selected course syllabi are collected and reviewed by the GEC to ensure that syllabi reflect the GE assessment category, learning outcomes, and clarity of connection between the course content and category outcomes.

Triangulation

Because each method has its limitations, an ideal GE assessment program should combine direct and indirect measures from a variety of sources. This triangulation of assessment methods can provide converging evidence of student learning. **However, each GE outcome must have at least one direct measure of learning.** Examples of direct and indirect assessments reported in quantitative and qualitative results are illustrated in the appendices of the document.

Authentic Student Performance

The options for authentic student performance assessment include:

1. Common assessment to be administered and reviewed across all sections.
2. Common assessment to be administered and in select course sections.
3. Rubric-rated in-class embedded assessments in select course sections.
4. Pre/post-tests administered in select course sections.

IE will oversee the collection of data, norming, and analysis of normed scores on the GE Rubrics.

Institutional Measures of Student Performance

The option for institutionally measured student performance assessment include:

1. National Survey of Student Engagement
2. Academic Program Review
3. Syllabi Review
4. Exiting Senior Survey

Learning Outcomes of ASU's General Education Core

1.   **Area A. Written communication:** Students will communicate effectively by crafting documents that demonstrate adequate content development, clarity of organization and appropriate style usage and documentation. (ENGL 1101, ENGL 1101H, ENGL 1102, ENGL 1102H)

      i.   Direct measure of student learning – rubric rated assessment at all levels
      ii. Indirect measure of student learning – **Campus Climate Survey**

2.   **Area B. Communication**: Students will demonstrate an understanding and proficiency of verbal and non-verbal communication through preparation and presentation in a variety of contexts. (COMM 1100, HIST 1002, COMM 1000, POLS 1105, COMM 1110)

      iii. Direct measure - rubric rated assessment at all levels.
      iv.   Indirect measure - **Campus Climate Survey**

3.   **Area A. Mathematics:** Students will demonstrate the ability to express and apply mathematical information symbolically, graphically, numerically or verbally to solve a variety of problems. (MATH 1001, MATH 1111, MATH 1112, MATH 1113, MATH 1211)

      v.   Direct measure – locally developed pre/post – tests for students entering and exiting courses designed to enhance their quantitative skills

4.   **Area D. Science and Technology**: Students will demonstrate an understanding of the physical or biological perspectives of the universe using the scientific method, mathematical concepts or logical reasoning.
     a.Non-Stem Majors (BIOL 1110K, BIOL 1111K, BIOL 1112K, BIOL 2107K, BIOL 2108K, CHEM 1151K, CHEM 1152K, CHEM 1211K, CHEM 1212K, PHSC 1011K, PHSC 1012K, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K, CSCI 1300, MATH 1113, MATH 1211, MATH 2212, MATH 2213, MATH 2411)

     b.Health Profession Majors (BIOL 1111K, BIOL 1112K, BIOL 2107K, BIOL   2108K, CHEM 1151K, CHEM 1152K, CHEM 1211K, CHEM 1212K, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K, CSCI 1300, MATH 1113, MATH 1211, MATH 2212, MATH 2213, MATH 2411)

     c.STEM Majors (BIOL 2107K, BIOL 2108K, CHEM 1211K, CHEM 1212K, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K, CSCI 1300, MATH 1211, MATH 2212, MATH 2213, MATH 2411

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   vi.   Direct measure – experimentation with locally developed pre/post-tests

5.   **Area C. Humanities:** Students will critically analyze forms of artistic and social expressions that reflect values from a cultural or an informed personal perspective. (ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2121, ENGL 2122, ENGL 2131, ENGL 2141, ENGL2142, ARTS 1100, FREN 1001, FREN 1002, FREN 2001, FREN 2002, LATN 1001, LATN 1002, LATN 2001, LATN 2002, MUSC 1100, JAPN 1001, JAPN 1002, JAPN 2001, JAPN 2002, SPAN 1001, SPAN 1002, SPAN 2001, SPAN 2002, THEA 1100)

   vii.   Direct measures – experimentation with locally developed multiple-choice test for entering and existing students

6.   **Area B. Diversity:** Students will demonstrate an understanding of diverse peoples, cultures and perspectives within a global society. (COMM 1100, HIST 1002, COMM 1000, POLS 1105, COMM 1110)

   viii.   Direct measures – experimentation with locally developed, controlled essay questions
   ix.   Indirect measure – **Campus Climate Survey**

7.   **Area E. Social Science:** Students will analyze historical, political, social, spatial and psychological processes and how they impact the diversity of the human experience. (POLS 1101, ECON 2105, SOCI 2031, GEOG 1101, HIST 1111, HIST 1112, HIST 2111, HIST 2112, HIST 2113, POLS 2101, PSYC 1101, SOCI 1101)

   i.   Direct measure – experimentation with locally developed test.

Assessment Procedures

Timetable

GE outcomes will be assessed on a year cyclical plan with all seven being assessed within a given academic year. This schedule allows for a manageable timeframe and promotes a culture of on-going assessment, while allowing realized changed within a given outcome. Given that an assessment cycle takes more than an academic year assess, evaluate, implement change, and realize those changes, the cycle allows changes to occur and be evaluated prior to the next assessment cycle of the outcome.

Administration of Assessments

Faculty will be required to participate in the assessment if selected, using one of the assessment methods identified. Institutional assessments with standardized examinations and/or surveys will be conducted by the Division of Academic Affairs.

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Validity and Reliability Indices

Validity and reliability information is derived from the expert opinion by faculty teaching within the specific General Education program outcomes areas and by program/major faculty within their fields of specialization (face validity). Rubric standardizations are conducted IE annually in association with the given outcomes. Examinations utilized are require to be peer reviewed.

Yearly Academic Timeline

April/Spring Assessment Institute
- Program Assessment Coaches Training.
- Present findings from previous year's General Education Assessment.
- Assessment Plan for upcoming year overview.

August
- Planning & Assessment Orientation (Deans, Associate Deans, Chairs, and Assessment Coordinators)
- Faculty Workshop
- Present findings from previous year's General Education Assessment.
- Advise faculty and academic support staff on best practices to improve general education.
- Review assessment plans and make any needed adjustments.
- Review the upcoming assessment and program review cycle.
- Send out assessment dates and deadlines for the fall semester.

September
- Distribution and training of Program Reviews
- Complete assessment reports for previous academic year
- Assessment Development Training: Rubric/Validity and Reliability Training

October
- Assessment Cycle opens

November
- Assessment Plans due

December/January
- Complete data collection for fall semester assessments
- Workshops for faculty and staff on assessment topics

February
- Feedback from GEC and Assessment Coaches on Fall Assessments

March

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- Program Review summaries due

April
- Individual follow-up and consultation on assessment plans and reports
- Institutional Assessment Report or Replacement for Report (strategic plan report)
- Program Review presentations to Committee begins

May
- Program Review presentations to Committee concludes
- Complete data collection for current academic year assessments
-

Dissemination of Findings

Academic units are required to prepare assessment reports summarizing the outcome assessment cycle as presented in the General Education Outcomes Assessment Matrix for their general education courses. The GEC and IE will be responsible for analyzing the results of the assessments as a representative whole for the GE outcome and for reporting the results to internal stakeholders. IE will be responsible for reporting the results to external constituents as appropriate. At each stage of dissemination data will be presented in aggregate from and anonymity of students and faculty will be maintained. IE will maintain historical data on the assessment process.

Appendices

Assessment Methodologies Matrix

	Direct	Indirect
Quantitative	Comprehensive exams	Final course grade
	Pre and posttests	Course/Faculty Evaluation
	Course embedded questions	Nationally Recognized Survey
	Case Analysis/Case Study	Survey of student satisfaction
	Class projects (individual or group) -rubric rated	Program GPA
	Essay or Term Paper	Survey of graduates
	Juried review of performances and exhibitions	Student program retention
	Licensure or certification exams	Student graduation rates
	Major project	Survey of internship supervisors
	Multiple-choice test question	Survey of alumni
	National Standardization Exam	Surveys of employers
	National Major Field Achievement Tests	Surveys of department faculty
	Oral presentation	Percentage of students who study abroad
	Performance piece (e.g., musical recital)	Survey of current students
	Portfolios, electronic or printed	Graduate School Placement

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	Direct	Indirect
Qualitative	Poster presentation	Job placement
	Senior thesis or major project	Student Tracking
	Video or audio tapes of student performance	
	Internship/Practicum Evaluation	

	Direct	**Indirect**
Qualitative	Reflective journals	Internship evaluations
	Practicum or internship	Interviews with Employers
	Clinical evaluation	Interviews with Alumni
	External examiners	Focus Groups with Employers
	Faculty peer review	Focus Groups with Students and/or Alumni
		Exit interviews
		Student program evaluations
		Third-party observation
		Syllabi Review

Developing the Academic Assessment Plan

Step –By-Step Overview

1. State a Student Learning Outcomes (SLO).
   a. Expectations
      i. Academic Assessment Plans should include at least three to five (3-5) program or General Education student learning outcomes.
      ii. Each SLO reflects what you want your students to learn by the time they graduate from your program.
      iii. Program student learning outcomes should address student learning in reference to Bloom's Taxonomy
         1. Upper cognitive levels (analysis, synthesis and evaluation.) would be represented in courses at the 3000 and 4000 level.
         2. Lower cognitive levels (knowledge, comprehension, and application.) would be represented in 1000 and 2000 level courses.
         3. General Education outcomes may be reinforced in upper or lower levels given the influence of the outcome and its relation to program learning outcomes.
      iv. Outcomes are specific, measurable, and a result of student learning.

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    b. Tips:
- i. Do not directly reference the institution's mission or strategic plan when stating your program's student learning outcomes.
- ii. Don't use Faculty Learning Outcomes or Program Outcomes by saying "The faculty will…" or "The mission of the program is to…"
- iii. Avoid using words like "understand," "learn," "know," "appreciate," become aware of," and "become familiar with." There is no product involved. These are not measurable.

    c. Resources:
- i. Bloom's Taxonomy grid

2. Detail the Methodology used to measure the SLO.
    a. Expectations:
- i. Programs should utilize multiple methodologies (both direct and indirect) when assessing student learning.
- ii. Programs must include at least one direct measures of assessment per stated student learning outcome.

    b. Tips:
- i. Refer to a specific assignment for a specific course
- ii. Do not use syllabi review as a methodology or measure. It is a process to ensure quality.

    c. Resources:
- i. Assessment Methodologies Matrix

3. Describe the Measure of Success employed.
    a. Expectations:
- i. We suggest these guidelines regarding what percentage to use as a cut mark:
  1. 70% of students at or above a given standard at the 100 level
  2. 75% of students at or above a given standard at the 200 level
  3. 80% of students at or above a given standard at the 300 level
  4. 85% to 90% of students at or above a given standard at the 400 level

    b. Tips
- i. Reference a percentage grade instead of a letter grade when stating measure of success and findings on examinations (**Do not use letter grades on exams or in courses!**)
- ii. Reference the rubrics score on an item in correlation to a specific standard instead of the overall rubric score, unless the rubric represents the totality of a program or outcome.
- iii. Reference a percentage grade for an assignment instead of an aggregate GPA. Aggregate GPA is too broad.

4. What were the Findings or results of assessment?
    a. Be thoughtful and analytical

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   b. What does the data imply?

 5. What Did Your Data Tell You? How do you interpret the results you found?
         a. Explicitly state whether students met the expectation

 6. What Program Modifications are suggested based upon your findings?
     a. Are you getting the information that you need?
     b. If students met or exceeded expectations, is there still something that can be done to change or improve the program?
          i.   Were your original expectations too low?
          ii.   Can your level of expectations or cut marks be elevated?

     c. If your students are meeting the current objectives, can you set a higher level of Bloom's cognition in new SLOs?
          i.   Can we implement a new methodology?
          ii.   Can we take a new approach?

Program Improvements Worksheet

Use the space below to guide you for analyzing the information you designed and collected toward assessing student learning outcomes selected by the program or committee. Listed below are EXAMPLES of the improvements over the past years that may have resulted from assessment findings. Please use these items to indicate changes implemented (or planned changes) based on your assessment study. If you have other suggested items, include those in the "Other" sections.

I. Student Learning Outcome(s) Assessed for the Academic Year				
No.	**Outcome**	**P.L.O.**	**SD**	**Gen.Ed**
1.				
2.				
3.				
4.				
5.				

II. Changes to the Assessment Plan			
Possible Changes or Improvements that may have resulted:	**Details for each checked item:**	**Changes Planned**	**Changes In progress**
Revising Student Learning Outcome(s)			
Revising/Updating Curriculum Map			
Revising Measurement Approach(es)			
Collecting/Analyzing Additional Data/Info			

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Changing Method(s) of Data Collection			
Changing Timetable for Data Collection			
Other Planned change(s)			

III. Changes to Academic Processes:			
Items:	**Details for each checked item:**	**Changes Planned**	**Changes In progress**
Making Technological Related Improvements			
Modifying Frequency or Schedule of class offerings			
Making Personnel Related Changes			
Implement Additional Training			
Revising Advising Standards or Processes			
Revising Program Admissions Criteria			
Other Implemented/planned changes			

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IV. Changes to Curriculum			
Items:	**Details for each checked item:**	**Changes Planned**	**Changes In progress**
Revising and/or Enforce Prerequisites			
Revising Course Sequence			
Revising Course Content			
Adding Course(s)			
Deleting Course(s)			
Changing Course(s) delivery			
Other implementation/planned			

Meeting Notes

General Education Committee Meeting

Thursday, December 12, 2019

1:00 p.m. – 2:00 p.m. BCBB - 383

Welcome – Dr. Kelly McMurray

Restructure of General Education Assessment Committee

    Review/enhance committee charge

Committee to align with SACSCOC standard

Begin to have monthly meetings – January, 2020.

Ensure everyone is onboard

Meet with faculty during colleges retreat in January

Spring 2019 General Education Assessment

General Education Plan Draft – Committee members were asked to review the draft plan and provide feedback for the next meeting

Discussion and Review of Courses

 Fill gaps for English and Math

Make plans for #3&4

SACSCOC will want to meet with the committee. Need to begin scheduling monthly meetings in preparation.

Have an example for each GenEd outcomes. Need to have active participation at all levels. Assessment will be faculty driven.

Dr. Whitehead to develop a proposal.

Moving forward, the GenEd committee will have monthly meetings. Time and date to be determined by schedules.

In attendance: Dr. Kelly McMurray, Dr. Melanie Hatch, Dr. Brian McAllister, Patrick Whitehead, Xinye Wang, Laximi Paudel.

Staff: Elizabeth Williams, Part-time Administrative Assistant - Institutional Effectiveness

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Post-Baccalaureate Rigor and Curriculum

Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Report from the Off-Site Committee

The institution provided information about the structure of graduate school, admissions requirements, and academic standards. Information about the curriculum approval process demonstrates that graduate faculty have authority to ensure the appropriate rigor in proposed graduate courses and the appropriate qualifications of graduate faculty. Acceptance to graduate faculty includes examination of applicant's Curriculum Vitae, research/publications/presentations, supervisory evaluations, and student evaluations.

The institution provided lists of courses in each program and a narrative describing how research and literature are integrated into the coursework. The sample syllabi provided by the institution focused on students' engagement in research in each academic program. However, none of the syllabi provided demonstrated that courses included the literature of the discipline.

Focus Report Response

Albany State University (ASU) appreciates the Off-Site Committee acknowledgement that the institution is found in compliance regarding the structure of the graduate school, graduate admissions requirements, and academic standards including the curriculum approval process and faculty credentials. The Off-Site Committee also mentioned that the institution provided examples of syllabi that demonstrated research in the academic discipline. The Off-Site Committee was correct in noting documentation that syllabi demonstrating the knowledge of the literature was not provided. Listed below are examples of course syllabi by graduate program that demonstrate knowledge of the literature in the specific discipline.

Master of Business Administration **[01]**
Master of Education **[02]**
   Master of Education with a Major in Early Childhood Education
   Master of Education with a Major in Middle Grades Education
   Master of Education with a Major in Counselor Education (School Counseling)
   Master of Education with a Major in Secondary Education
   Master of Education with a Major in Special Education

Master of Education with a Major in Education Administration and Supervision **[03]**
Master of Public Administration **[04]**
Master of Science in Criminal Justice **[05]**
Master of Science in Nursing **[06]**
Master of Social Work **[07]**
Education Specialist with a Major in Education Administration and Supervision **[08]**

Sources

- 01_FR_MBA_Literature_Syllabi_ECON6106 (Page 4)
- 02_FR_Master_of_Education_Syllabi_EDUC5504 (Page 8)
- 03_FR_MEd_Educational_Leadership_Syllabi_EDUC5502 (Page 4)
- 04_FR_MPA_Syllabi_PADM5907 (Page 8)
- 05_FR_MSCJ_Literature_Syllabi_CRJU6440 (Page 9)
- 06_FR_MSN_Literature_Syllabi_NURS5120 (Page 6)
- 07_FR_SOWK_Literature_Syllabi_SOWK7041 (Page 12)
- 08_FR_LEAD_Literature_Syllabi_LEAD6061 (Page 8)

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The following pages contain Supporting Documentation

Business Administration Department
College of Professional Studies
Albany State University

ECON 6106.02 (Online)
Managerial Economics
Spring Semester, 2020
Time: N/A
Venue: Online

Dr. Abiodun Ojemakinde, Professor
Office: 219 Peace Hall
Office Hours: M-Th., 12:00 noon to 1:30 pm.
Office Phone: (229) 500-2396
e-mail: abiodun.ojemakinde@asurams.edu

REQUIRED TEXTBOOK:
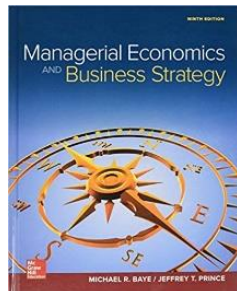
Baye, Michael R. and Jeffrey T. Prince. Managerial Economics and Business Strategy, 9th ed., McGraw-Hill Education, 2017. ISBN: 978-1259290619 (hardbound copy); ISBN: 978-1259896422 (loose copy).

COURSE DESCRIPTION: This course is managerial economics for MBA students. It emphasizes applications of microeconomic theory in strategic business decision making. Major topics that will be covered include: fundamentals of managerial economics, the theory of demand and supply, quantitative demand analysis, the theory of individual consumer behavior, the production and cost theory, and managing in competitive and non-competitive markets. Computer-aided analyses (Excel) will be utilized, and each student is required to have a scientific calculator and have access to a computer and a printer. **Prerequisites:** Principles of Microeconomics, Business Calculus, and Economic & Business Statistics or their equivalent courses. Students without functional knowledge of any of the prerequisites should not register for this online section of the course.

COURSE OBJECTIVES: The general objective of this course is to develop students' ability to solve managerial economic problems for strategic business decisions. Specifically, after completion of this course, students should be able to:

1. Explain how goals, constraints, incentives, and market rivalry affect economic decisions and apply present value and marginal analyses in optimal business decision-making.
2. Discuss price determination in a competitive market, apply demand and supply analysis as a quantitative forecasting tool, and illustrate strategic pricing of products within the demand and supply framework.
3. Explain the basic properties of consumer's preference, illustrate a consumer's equilibrium in response to changes in prices and income, and understand applications of the consumer theory in business settings.
4. Explain managers' role in the production process, calculate input demand and cost-minimizing inputs utilization, estimate production and cost functions, and illustrate the impact of short-run and long-run production decisions on costs and economies of scale.
5. Identify conditions for competitive and non-competitive markets, apply the marginal principle to determine profit-maximizing price and output in competitive and non-competitive markets, and calculate strategic output and price for multi-plant firms.
6. Conduct applied research in economics or business.
7. Acquire adequate knowledge base for a successful further study in managerial economics.

TOPICAL OUTLINE:

Schedule of Activities	Homework Assignment
Introduction to Managerial Economics:	
1. The Fundamentals of Managerial Economics, Chap 1 (Jan 13-25); Monday, January 21: MLK Holiday.	Chap 1 Homework - January 22-24[a]
Market Forces:	
2. Review of Demand & Supply Theory, Chap 2 (Jan 26-Feb 8)	Chap 2 Homework - February 5-7[a]
3. Quantitative Demand Analysis, Chap 3 (Feb. 9-22)	Chap 3 Homework - February 19-21[a]
Consumer Behavior:	
4. The Theory of Individual Behavior, Chap 4 (Feb. 23-March 7)	Chap 4 Homework - March 4-6[a]
Spring Break, March 9-13, 2020 Note: Spring Break should be devoted to the final research paper	
Production & Cost Theory:	
5. The Production Process and Costs, Chap. 5 (March 15-28)	Chap 5 Homework - March 25-27[a]
Non-Competitive & Competitive Markets:	
6. Managing in Competitive, Monopolistic and Monopolistically Competitive Markets, Chap 8 (March 29-April 11)	Chap 8 Homework - April 8-10[a]
The Research Paper (See pages 3-5 of the syllabus):	
a. Submission of research topic for approval in GaView Assignments	Deadline: January 13-27
b. Submission of research proposal in GaView Assignments	Deadline: February 16-28
c. Submission of the final research paper in GaView Assignments	Deadline: April 12-24

Note: [a]Homework (Hw) Assignments are scheduled and available in **GaView**) on Wednesday, 12:01 am - Friday, 11:59 pm.

READING ASSIGNMENTS: All assigned chapters from the required textbook and other reading assignments in GaView, etc.

EVALUATION & COURSE GRADE: Students will be evaluated by homework assignments on each chapter covered and an applied research paper on an approved economic/business problem. Homework assignments will be posted and must be submitted/uploaded in GaView "Assignments" by the deadlines. Assignments and research paper must be timely submitted/uploaded in GaView. Credit will not be given for late work, copied work and or work allowed to be copied, and any work determined to be a product of any form of cheating, including plagiarism. There will be no makeup for missed assignments or research papers, and employment and or personal conflicts are not acceptable excuses for failures to meet deadlines.

Each student's midterm or final grade will be determined as follows: The midterm average is the average (percentage) score in all homework assignments up to the midterm, and the final average is the weighted average (percentage) score of all homework assignments during the academic term (60%) and the research paper (40%). No homework assignment score will be dropped, and the midterm or the final grade, based on the corresponding aforementioned average score, will be assigned as follows:

Average Score	Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	C-
50 - 59	D
40 - 49	D-
0 - 40	F

Research Paper Guidelines:

1. Each student will work on an approved ***applied*** research topic that is relevant to an economic issue or problem. The applied research must include a carefully articulated economic theory and an appropriate statistical method germane to solving an economic problem or adding new information to a clearly defined economic issue, with empirical results. Each student is required to submit a research topic (in GaView Assignments) for approval no later than Monday, January 27, 2020.

2. The research proposal (double-spaced in 12-font-size) should include:
   a. Title (approved)
   b. Introduction
   c. Literature Review
   d. Theoretical Model
   e. Data Sources and Analytical Method, and
   f. References

   The research proposal must be submitted/uploaded in GaView Assignments for approval no later than Friday, February 28, 2020. Proposals not timely submitted/uploaded in GaView will not be reviewed.

3. Final research paper must include:
   a. Title
   b. Abstract
   c. Introduction
   d. Literature Review
   e. Theoretical Model
   f. Data Sources and Analytical Method
   g. Empirical Results
   h. Conclusions and Study Limitations
   i. Recommendations for Further Study
   j. References

   Final research paper, 20-25 pages and double-spaced in 12-font-size, must be submitted/uploaded in GaView Assignments no later than Friday, April 24, 2020. Papers not submitted/uploaded in GaView by the established deadline or papers plagiarized will receive zero.

   Students who need additional time to complete their final research papers may request for an extension. Requests for an extension of final research paper submission deadline must be submitted to the instructor in writing (email) no later than April 22, 2019. Students who are making satisfactory progress in the course may be approved for incomplete grades and allowed to submit their research papers by June 17, 2020 (midterm of 8-week Summer Term, 2020).

4. Research Writing Guidelines: Students should note the following guidelines for their research papers. Topical items for the research proposal are highlighted in red color.
   a. **Title** – Choose a topic related to an economic problem or issue. You should select a topic that you can manage and complete within the academic term. Your research paper's title should be specific (well defined) and reflect your topic of interest in economics.
   Hint: You may surf the net or peruse some academic journals online or in the library for possible economic problems/titles that might spark your interest.

b. **Abstract** – A summary of the paper, highlighting the significance of the research and its significant contributions to the existing body of knowledge in the subject. Generally, it should contain a few keywords and should not be more than ¼ of a page (single-spaced).

c. **Introduction** – This section should provide detailed information on why the topic is essential and how the research is different from previous similar issues. Usually, the research thesis (main idea) is stated here. Hence, the Introduction Section should contain the general objective of the paper and specific objectives to be accomplished. The thesis of your research may change or be modified as you progress with your research and acquire more information (Literature Review). Also, the Introduction Section should highlight how you intend to accomplish the research objectives. Finally, the Introduction Section should contain the organization of the research paper and the target audience of the research paper.
Hint: While an extensive review of literature related to the topic of interest is needed to write a strong introduction, you should minimize quotations of other researchers here, i.e., you should write the Introduction Section mostly in your own words and quote or paraphrase pertinent previous researchers sparingly. *However, plagiarism must be strictly avoided in this section and other sections of the paper. Re: plagiarized papers will be canceled and assigned zero*.

d. **Literature Review** – This section provides a detailed and extensive write-up (summaries) of pertinent researches related to the topic of your interest or the main idea (thesis) of your research that have been documented in academic literature (journals and books). You need to do an extensive review of academic journals and books online or in the library to document what has been done in the area of your interest. In this section, you should provide detailed and extensive summaries of relevant previous work done in the area of your research interest with complete citations. You should examine academic journals in economics for appropriate style/technique usually employed here.
Hint: A good and an extensive Literature Review would enable you to know what had been done and what research questions had not been answered to formulate a good thesis (main idea) for your research without duplicating an existing body of knowledge. Also, you would gain useful insights into applicable economic theory (theoretical model), possible data sources, analytical technique(s), etc., for your research. The relevance of an excellent Literature Review cannot be overemphasized for a good research paper. Hence, you should spend a considerable amount of time on this section.

e. **Theoretical Model** – In this section, you need to identify and discuss an appropriate economic theory that undergirds your research thesis (main idea). You should relate the economic theoretical model or principle to your thesis. A useful literature review is helpful here.

f. **Data Sources and Analytical Method** –
Data Sources – In this section, you should identify what kinds of data are needed for your research and how you would collect them. Data may be obtained by questionnaires (primary data) or collected from existing government/business sources (secondary data) or a combination of both. It is crucial for you to know what data you need and to ensure

that pertinent data are available for your analysis. **In this section, you should indicate data needed for each specific objective and their sources**. Data availability limitations might force you to modify/change your research focus.

<u>**Analytical Method**</u> – Here, it is required that you discuss appropriate analytical (statistical) technique(s) that you will employ for your data analysis. You should indicate how you will address each specific objective of your research with your analytical method(s).

g. **Empirical Results** – Provide results obtained from your analysis, usually summarized in Tables, and discuss the interpretations of your results in detail, including possible limitations of your results.

h. **Conclusions of Study Limitations** – In this section, you should provide significant findings from your research vis-à-vis the main objective and each specific objectives of your study. Also, possible limitations of your study must be stated to enlighten the readers of how not to misinterpret your results.

i. **Recommendations for Further Study** – Here, you will indicate relevant research questions that your research has not answered, i.e., areas of your research topic that need further investigation.

j. **References** – A complete listing of all literature reviewed and cited in your study. Papers not mentioned in your research must be excluded. You should review academic journals in economics for acceptable techniques for proper citations of references or bibliography. Your list of references may grow as you progress from your research proposal to the final paper.

5. Research Evaluation - Final research papers will be evaluated as follows:

Topical Item	Maximum Points
1. Abstract & Introduction	10
2. Literature Review	15
3. Theoretical Model	10
4. Data Sources & Analytical Method	15
5. Empirical Results	20
6. Conclusions & Study Limitations	10
7. Recommendations for further study	5
8. References	5
9. Originality, contributions to the existing body of knowledge, etc.	10
Total =	100

<u>Communication:</u>
ASU RAM-mail is the official mode of electronic communications at Albany State University. Students are required to activate and regularly check their ASU (student and GaView) email accounts for important information. Students should allow up to 24 hours for the instructor to respond to online inquiries/requests.

<u>Suggestions for Academic Success:</u>
1. Read the required textbook, including Demonstration Problems and Inside Business Cases, slowly, thoroughly, and reflectively with critical thinking.
2. Regularly access and carefully review course materials and guidelines that are posted in GaView.

3. Participate in class discussions and ask pertinent questions.
4. Do your assigned exercises (graded and ungraded) conscientiously. Solutions to all questions are contained in the required textbook and materials provided in GaView.
5. Start on your research early and consistently work on it to meet deadlines.
6. Take advantage of the instructor's office hours for timely assistance, advisement, etc.
7. Students without functional knowledge of any of the prerequisite courses (principles of microeconomics, business calculus, and economic and business statistics) are strongly advised to withdraw from this online section of the course.
8. Own your education, and have fun!

Americans with Disabilities Act (ADA) Accommodations:

Albany State University complies fully with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, about the provision of reasonable academic accommodations for students with disabilities. ASU strives to provide reasonable academic accommodations to students who request and require them. Students who have documented disabilities requiring accommodations should contact the ASU Office of Disability Services at 229-500-3442 or ASU (East Campus) Student Center, Suite 2-140, for assistance. Information on disability services is available at: disabilityservices@asurams.edu.

Miscellaneous:

1. **Technology Integration:** This course is technology-enhanced. Each student should have access to a computer and a printer and have basic knowledge of computer utilization in several technology platforms, such as the Internet, GaView, Microsoft Office Suite, etc. Students who encounter technological difficulties should seek assistance from ASU Information Technology Services (ITS) HelpDesk at 229-500-4357.

2. **Academic Support Services:**
   a. Office of the Registrar: 229-500-4358
   b. James Pendergrass Library: 229-500-3468
   c. Bookstore: 229-500-2007 (East Campus); 229-500-2008 (West Campus)

3. **Student Academic Calendars:**
   https://www.asurams.edu/enrollment-management/office_of_the_registrar/academic-calendar/index.php

4. **The Course Instructor:** is your primary source of assistance to ensure your academic success. You should take advantage of his office hours for his help on the course materials and discussion of your academic needs.

Changes to the Syllabus:

The instructor reserves the right to change the course's schedule and or syllabus, and such changes will be communicated to class, as needed.

Syllabus Acknowledgement Statement:

Each student is required to acknowledge receipt and understanding of the course syllabus. Thus, on the first day of class, each student is required to complete the Syllabus Acknowledgement Statement in GaView as follow:
(1) Click "Assessments";
(2) Click "Quizzes";
(3) Click "Syllabus Acknowledgement" to complete the Syllabus Acknowledgement Statement provided.

…end…

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ALBANY STATE UNIVERSITY
College of Professional Studies
Department of Teacher Education

COURSE NUMBER	EDUC 5504
COURSE TITLE	History of Education
CRN	89103
CREDIT HOURS	3 semester hours
PREREQUISITES	Students must be admitted to the Graduate Program of the Department of Teacher Education at Albany State University.

Co-REQISITES (if applicable)

INSTRUCTOR   Dr. Erica DeCuir
                             Erica.decuir@asurams.edu
                             229-500-2143
                             Office Hours T (2:00p – 3:00p) W (8:30a – 2:30p) R (2:00p – 3:00p)
                             Virtual/Telephone Office Hours S (12:00 – 2:00)

CLASS MEETING TIMES   T/R 5:00-7:30

CLASS MEETING LOCATION   Livetext

COURSE REQUIREMENTS   This course supports open educational resources (OER) via Galileo. Some readings will be provided by the professor or accessible via Galileo. The Galileo password is found on the GeorgiaView website. **The required text for this course is *School: The Story of American Public Education* edited by Sarah Mondale and Sarah Patton. The second required text is *The Education of Blacks in the South*, 1860-1935 by James D. Anderson.**

Course Description
A survey of major developments in the rise of public school in the U. S. from the colonial period to the present. (Albany State University 2018-2019 Graduate Catalogue).

Institutional Student Learning Outcomes (ISLOs)
   ❖ ISLO 1: Students nearing completion of their educational program demonstrate effective communication skills that are appropriate for their major field of study, depth of study, and degree level.
   ❖ ISLO 2: Students nearing completion of their educational program demonstrate effective analytical problem solving skills that are appropriate for their major field of study, depth of study, and degree level.
   ❖ ISLO 3: Students nearing completion of their educational program demonstrate sufficient expertise in their major field of study or disciplinary specialization as appropriate for their depth of study in the field and degree level.

Expected Student Learner Outcomes (SLOs)
As a result of completing this course the student should be able to:
   ❖ Demonstrate understanding and the ability to apply technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth [SLO 1]
   ❖ Demonstrate understanding and the ability to use multimedia tools and applications to conduct research and analyze data. [SLO 2]
   ❖ Demonstrate an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. [SLO 3]

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Course Objectives

Course Objectives	SLOs	Conceptual Framework
Develop advanced knowledge of key historical developments and scholars in the evolution of American public education.	SLO 1	1a
Explain contemporary trends within the context of American educational history.	SLO 1	1a, 4c
Analyze current reform initiatives in public education throughout the South and within Georgia.	SLO 2	4b
Develop a research project using historical research methods (archival data collection, document analysis, and interpretation) to explain phenomena in the history of public education.	SLO 3	4b-4c

❖ *List the objectives that support the mastery of the SLOs*
  o Explain contemporary trends within the context of American educational history. [SLO 1]
  o Analyze current reform initiatives in public education throughout the South and within Georgia. [SLO 2]
  o Develop a research project using historical research methods (archival data collection, document analysis, and interpretation) to explain phenomena in the history of public education. [SLO 3]

Course Activity Components

Course Assessments	Format	Points
History of Public Education in Early America	Essay	10
Contemporary Trends in Educational Reform	Essay	10
Reform Initiatives in the South and Georgia	Essay	10
Historical Research Project (Stage 1-3)	Research Project	30
Submission of Research Manuscript	Manuscript	20
Critical Reading Analyses (2)	Short Answer	20
Total Points		100

❖ *Activities that are <u>aligned and support development of the student learning outcomes</u>*
  o *Cooperative Learning Activities*
  o *Oral Communication*
  o *Historical Research Project*

Course Assessment Components
❖ *List the assessments for the course that are <u>aligned to and measure the student learning outcomes</u>*

Course Assessments	Format	Points
History of Public Education in Early America (SLO 1)	Essay	10
Contemporary Trends in Educational Reform (SLO 1)	Essay	10
Reform Initiatives in the South and Georgia (SLO 2)	Essay	10
Historical Research Project (Stage 1-3) (SLO 3)	Research Project	30
Historical Research Presentation (SLO 3)	Research Presentation	20
Critical Reading Analyses (2) (SLO 2)	Short Answer	20
Total Points		100

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Course Schedule

The professor reserves the right to change or update readings, assignments and/or due dates if necessary. Find readings in the resources section in Livetext.

Dates	Topic	Location/Readings/Assignments
Week 1	***Public Education in Early America (1790-1950)*** — The common school movement. Aims, curricula, and implications of public education for various cultural and racial groups.	***Class Meets 5:00-7:30*** ***Tuesday: Face-to-Face class*** ***Thursday: WebEx*** Critical Analysis #1 Due
Week 2	***Educational Reform (1950 – 1980)*** — Desegregation. National, state, and local initiatives to desegregate schools and reduce bias against women and students of color. Implications for schools and communities.	***Class Meets 5:00-7:30*** ***Tuesday: Livetext Chat/Assignment*** ***Thursday: WebEx*** Essay #1 Due
Week 3	**Contemporary Educational Reform: (1980 – 2000)** — The standards movement. Standards-based reform and accountability (teacher, student, school).	***Class Meets 5:00-7:30*** ***Tuesday: Livetext Chat/Assignment*** ***Thursday: WebEx*** Essay #2 Due
Week 4	**Current Reform Initiatives in South and Georgia** — Charter schools and school privatization. Pros and cons of charter school systems in the South. Implications for teachers and communities of color.	***Class Meets 5:00-7:30*** ***Tuesday: Livetext Chat/Assignment*** ***Thursday: Webex*** Essay #3 Due
MIDTERM		
Week 5	**Historical Research Project** – Stage 1. Identify Problem and Intervention	***Class Meets 5:00-7:30*** ***Tuesday: Face-to-Face Class*** ***Thursday: WebEx*** Stage I Research Project due
Week 6	**Historical Research Project** – Stage 2. Data Collection and Analysis	***Class Meets 5:00-7:30*** ***Tuesday: Livetext Chat/Assignment*** ***Thursday: WebEx*** Stage II Research Project due
Week 7	**Historical Research Project** – Stage 3. Scholarly Writing	***Class Meets 5:00-7:30*** ***Tuesday: Livetext Chat/Assignment*** ***Thursday: WebEx*** Stage III Research Project due
Week 8	**Historical Research Project** – Historical Research Presentation	***Class Meets 5:00-7:30*** ***Tuesday: Livetext Chat/Assignment*** ***Thursday: Face-to-Face Class*** Research Presentation Due Critical Analysis #2 due
To obtain your final grade, divide your total number points by 100. For example, if you have a total of 92 points, then your final grade is 92/100 = 92% A		

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Description of learner-centered Activities/Exercises/Projects/Labs/Written Assignments

1. Technology and web-based formats. Livetext is the web-based format primarily used in this course. As directed, candidates should complete a learning task using assigned instructional resources (video lectures, primary sources articles, readings, and web resources). Candidates should upload assignments and refer to grading procedures in Livetext.
2. Scholarly writing. Candidates must demonstrate knowledge of theory, research, and practice. Candidates are expected to complete four short essays that includes relevant citations of both seminal and current works in research literature. The writing rubric is designed to emphasize critical analysis and evidence in support of arguments and perspectives on course content.
3. Oral Communication. Candidates are required to demonstrate their knowledge of research-based curriculum and instructional strategies through audio-visual presentations.
4. *Experiential Learning. Candidates will demonstrate their application of course content in a historical research project.*

II. Method of Student Evaluation

Course assessments are designed to evaluate candidates' knowledge of public education in the United States.

Course Assessments	Format	Points
History of Public Education in Early America (SLO 1)	Essay	10
Contemporary Trends in Educational Reform (SLO 1)	Essay	10
Reform Initiatives in the South and Georgia (SLO 2)	Essay	10
Historical Research Project (Stage 1-3) (SLO 3)	Research Project	30
Historical Research Presentation (SLO 3)	Research Presentation	20
Critical Reading Analyses (2) (SLO 2)	Short Answer	20
Total Points		100

Course Grading Policy
The total number of collective points earned on each assignment will determine the final grade. The total maximum possible points that can be earned in this course is 100, which is equivalent to 100 percent.

A. ASSESSMENT   The final grade in the course will be determined as follows: (modify as needed)
    Critical Analyses (2)   20%
    Essays (3)   30%
    Research Project   30%
    Research Presentation   20%
    Total   100%
B. COURSE GRADES   The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	**III** and below

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III. Course Policies
    A. Course Information and Instructor Expectations

Assignment Guidelines
All assignments must be double spaced, printed in black ink, use 12-point-font and be typewritten or word processed. Assignments must be submitted to Livetext. No assignments can be submitted via email, mailbox, or under the office door. See Livetext for instructions, grading, and correspondence related to grades. NO late assignments will be accepted without an official excuse documenting illness, death or extreme circumstances as denoted by Albany State University policy.

Professional Dispositions
All candidates are evaluated on their professional dispositions as outlined in the Department of Teacher Education's Conceptual Framework. Candidates are evaluated on their professional dispositions in every course. If a student demonstrates behavior unsupported by the professional expectations of this course, they will be referred to the Chair of Teacher Education.

*****************************Cell Phone Usage ***************************

"Concerning cell phone usage during class time, the following policy statement is binding: "For security purposes only, cell phones should be placed on vibrate mode upon entering the classroom and may be used only in an emergency. Social contacts by phone calls are discouraged during class time, as unauthorized and non-emergency use of cell phones is prohibited."

    B. Academic Honesty/Integrity
Provide the instructor statement on academic honesty, plagiarism, etc.
(See ASU Student Handbook for rules on academic honesty/integrity Page 62)
https://www.asurams.edu/docs/darton-college-health-professions/2017-2018-Undergraduate-Student-Handbook-BSN.pdf#search=student%20handbook

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

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

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

    D. Campus Carry Information
        a. Please refer to the following link for Campus Safety Information:
        https://www.asurams.edu/docs/legal-affairs/policies/HB-280-Campus-Carry-Policy-at-ASU.pdf#search=campus%20carry%20information

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

    F. University Math and Writing Centers Reinforcement Policy

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

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

     c. Math Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-math-center.php OR https://www.asurams.edu/academic-affairs/learning-centers/west-math-center.php OR https://www.asurams.edu/docs/learning-centers/Chapter-2_Presenting.pdf#search=math%20center

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

G. Integration of Technology

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

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

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

H. Course Attendance Policy
Provide a statement of your attendance policy OR use the ASU Policy from the most recent policy handbook. **Please refer to the following link for attendance policy**: https://www.asurams.edu/academic-affairs/academic-catalogs/

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

J. Important University Dates
     a. Please refer to the online calendar for additional information:
https://www.asurams.edu/docs/academic-affairs/master/FY-19-to-FY-23.pdf#search=university%20calendars

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

❖ Essay Assignments: Using the College of Education Conceptual Framework, the candidate will write three short essays. Essays are designed to meet course objectives, which are aligned to professional and program standards. Each essay should include research-based information to support the candidate's reflections on the topic. Essays should be at least 500 words in length and have a minimum of 3 **cited** sources. Detailed instructions will be uploaded to Livetext. Essays will be graded according the rubric below:

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Rubric for Essays		
	Unacceptable – 0	Acceptable - 2
Content Knowledge CF 1e GACE 14 TKES PS NCSS IV InTASC 4k, 4h	Information is generally accurate but lacks sufficient content (or pedagogical) knowledge. Essay fails to show evidence of research inquiry **obtained from course readings.**	All information is accurate and clearly stated. Essay shows content (or pedagogical) knowledge and research inquiry **obtained from course readings.**
Organization	Essay lacks organization and coherence. There is little connection of ideas between paragraphs. No topic sentence and/or closing sentence is included.	Essay flows logically to reflect a cohesive argument. Use of transitional sentences develop strong relationships between ideas. A topic sentence, supporting details, and closing sentence are included.
Grammar and Mechanics	Essay contains spelling, grammar and/or punctuation errors.	Essay is almost entirely free of spelling, grammar and/or punctuation errors.
Research Citations	Essay lacks in-text citations and/or full references to support central arguments.	Both in-text and full references are properly cited using APA format.
Academic Language	Language does not reflect vocabulary or concepts integral to scholarly writing. Scholarly writing is substandard or essay does not meet requirements for word count.	Language is appropriate and word choices/ideas reflect vocabulary and concepts integral to scholarly writing. Essay shows analysis of the topic and reflects the values of the writer.
Total Points		/10 points

- ❖ Critical Reading Analyses: There will be 2 critical analyses of course readings. Each critical analysis is worth 10 points, equaling to 20 points of students' final grade. Candidates are expected to read research literature and post responses to guiding questions.

Rubric for Critical Analysis		
Component	Description	Point Value
Responses to guiding questions	Candidate responded to guiding questions *with sufficient detail and accuracy.*	3
Research evidence to support conclusions	Candidate responded with relevant in-text citations from course readings to support arguments and conclusions.	2
Oral Response	Candidate responded using scholarly language, grammar, diction, tone, and volume.	5

- ❖ Research Project: Candidates will develop a research project investigating significant figure institution, educational policy, or cultural group relevant to the educational history of Georgia. Candidates will complete the research project in three stages: (1) identify problem, (2) data collection and analysis, and (3) research findings. Detailed instructions will be uploaded to Livetext. Completion of the research project is worth 30 points.

- ❖ Research Presentation. Candidates will develop and present a historical research presentation to disseminate the results of their research project. Detailed instructions will be uploaded to Livetext. Presentation of the research findings is worth 20 points.

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

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

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

Student Name: (Print) _____

Student Signature: _____

Date: _____

Bibliography/References

The required text for this course is *School: The Story of American Public Education* **edited by Sarah Mondale and Sarah Patton.** This text is one of the seminal works in the history of American public education and has been developed as a PBS video series. **The second required text is** *The Education of Blacks in the South*, **1860-1935 by James D. Anderson.** It is perhaps the most comprehensive text on the early educational experiences of African-Americans in the South and in Georgia. In addition to these required texts, candidates will read selected articles **(provided by the professor)** from both seminal and current research literature:

Seminal Works

1. **Anderson, J. D. (1988).** *The Education of Blacks in the South*, **1860-1935. University of North Carolina Press: Chapel Hill, NC. (Required)**
2. **Mondale, S. & Patton S. (2001) School:** *The Story of American Public Education*. **Beacon Press: Boston. (Required)**
3. Dewey J. (1990) *The School and Society and The Child and the Curriculum*. The University of Chicago Press: Chicago.
4. Kliebard, H. (2004) *The Struggle for the American Curriculum*. RoutledgeFarmer: New York.
5. Gould, J. (1981). *Mismeasure of Man*. W.W. Norton & Company: New York.

Current, Relevant Works

1. Au, W. (2009). Obama, where art thou? Hoping for change in U.S. education policy. *Harvard Educational Review, 79*(2), 309-320,399.
2. Buras, K. L. (2011). Race, charter schools, and conscious capitalism: On the spatial politics of whiteness as property (and the unconscionable assault on black new orleans). *Harvard Educational Review, 81*(2), 296-330,387.
3. Hawkins, L. M. (2013). Georgia schools: Virtually here. *Distance Learning, 10*(1), 39-44.
4. Tyack, D. (1999). Monuments between covers. *The American Behavioral Scientist, 42*(6), 922-932.
5. Ravitch, D. (2014). Hoaxes in Educational Policy. *Teacher Educator*, 49(3), 153-165.

ALBANY STATE UNIVERSITY
COLLEGE OF EDUCATON

COURSE INFO:
Course Number: Educ. 5502-01
Course Title: Action /Classroom Research in Education.
Course Credit Hours: 3.0
Course Prerequisites: Admission to College of Education
Semester, Year   Fall Semester, 2019

CLASS MEETING: Online

CLASS LOCATION: Online

INSTRUCTOR and TITLE: ABRAHAM A. ANDERO, Ph.D.

E-MAIL: abraham.andero@asurams.edu

OFFICE TELEPHONE NUMBER: (229) 500-2178

ALTERNATE TELEPHONE NUMBER: (229) 500-2180

OFFICE LOCATION AND OFFICE HOURS: ACAD 244H ONLINE

My office fax number: (229) 483-7777
Department www address: http://www.asurams.edu/web/academics-college-of-education/4

The Professional Education Unit of Albany State University develops Teachers and Other School Professionals who meet
Unit Performance Standards identified in the Conceptual Framework.

Candidates: Reflect on Knowledge – Transform with Skills - Respond to Diverse Cultures with Dispositions - Demonstrate Competence in
Technology

Completers: An ASU Professional Educator is a Reflective, Transformative, Culturally-responsive and Technologically-competent Practitioner

Initial Candidates/Completers - Unit performance standards are introduced, developed and practiced at the initial level.
Advanced Candidates/Completers – Unit performance standards are reinforced, mastered and accomplished at the advanced level.

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UNIT PERFORMANCE STANDARDS

1. Reflective Practitioner:

1a. Professional Knowledge - The candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

1b. Assessment Uses - The candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

1c. Communication - The candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

2. Transformative Practitioner:

2a. Instructional Strategies - The candidate promotes student learning by using research based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.

2b. Assessment Strategies - The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population

2c. Academically Challenging Environment - The candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

3. Culturally-responsive Practitioner:

3a. Instructional Planning - The candidate plans using national, state and local school district curricula and standards, effective strategies resources, and data to address the differentiated needs of all students.

3b. Differentiated Instruction - The candidate challenges students by providing appropriate content and developing skills which address individual learning differences.

3c. Positive Learning Environment - The candidate provides a well-managed safe, orderly environment that is conducive to learning and encourages respect for all.

3d. Professionalism - The candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.

4. Technologically-Competent Practitioner:

4a. Integration – The candidate demonstrates understanding and the ability to integrate technology into curricula and administrative routines.

4b. Usage - The candidate demonstrates understanding and the ability to use multimedia tools and applications to conduct research and analyze data.

4c. Application - The candidate demonstrates understanding and the ability to apply technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth.

COURSE DESCRIPTION: A study of research methods, procedures and designs, including the preparation of research abstracts and action research as it applies to educational settings. .

ALIGNMENT WITH UNIT STANDARDS, INDICATORS, AND OBJECTIVES:

The course addresses the ASU College of Education Conceptual Framework. In particular, the course focuses on the following standards that identify the knowledge, skills, and Professional dispositions that candidates must know and be able to do.

COURSE OBJECTIVES: 1. Demonstrate ability to examine general differences between qualitative and quantitative studies.
2. Demonstrate ability to learn how to conceptualize and formulate problems.

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3. Demonstrate ability to understand the steps involved in conducting action educational research.
4. Demonstrate ability to design studies that are internally and externally valid.
5. Demonstrate ability to review different methods and approaches to action research studies in education.
6. Demonstrate ability to conduct scholarly action research and write an action research paper recording the research, analysis and findings.

ALIGNMENT WITH UNIT STANDARDS, INDICATORS, AND OBJECTIVES:

The course addresses the ASU College of Education Conceptual Framework. In particular, the course focuses on the following standards that identify the knowledge, skills, and Professional dispositions that candidates must know and be able to do.

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

REQUIRED READING MATERIALS:

All assignments have to be written using current APA format. Late assignments will be penalized. Once the assignments have been graded and returned in the class, late assignments will not be accepted.

ASSIGNED READINGS: All readings that are assigned for each class must be done prior to the class meeting. The only way the material can be mastered is through reading and practice. Students are expected to participate in the class discussions.

Research Paper (Term Paper):

After consultation with the instructor, the graduate student will select an action research topic, read extensively, and write a term paper or an action research paper or project. Th term paper should be double spaced and approximately ten pages in length. Only original copy will be accepted for the full credit. The research paper is due on the date announced by the instructor in class.

Journal Article Critique Assignment

Research Critique

Directions: Use this worksheet to help you analyze published research. You should be able to complete each item, though sometimes this may require that you make inferences. In cases where there is no information in the article to assist in completing the item, simply write "no information".

List article citation using proper format (e.g., author(s) name, year of publication, title of article, title of journal/periodical, volume number, and page numbers):

1. Is this an Action Research, explain ?

2. Summarize the main points of the literature review in a couple of sentences. Verify that current primary sources from reputable publications were used

3. What is the most likely target population? What is the most likely accessible population?

4. What method of sampling was used? How large was the sample?

5. What research design was used?

6. What instruments were used?

7. What conclusions were drawn?

8. Briefly summarize the major strengths and weaknesses of this study.

METHOD OF STUDENT EVALUATION

ASSESSMENT

Online participation as required	100 percent
Action Research Paper	100 percent
Reading Assignments (related journal articles) (3)	100 percent
Reflection and Practice (9chapters)	100 percent
Case Study (mid-term Exam)	100 percent
Final Exam (case study)	100 percent
TOTAL POSSIBLE POINTS	600 percent

CLASS ATTENDANCE AND PARTICIPATION WILL BE EVALUATED BASED UPON THE FOLLOWING FACTORS:
1. Preparation for class (read and review assigned material)
2. Possess required course materials, e.g. text-book.
3. Participation in discussion (Offering relevant, timely, accurate, voluntary inputs).
4. Complete assignments on time (Completed work, produced according to instructions).

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The research paper will be graded based upon:

Completeness of action research on the topic	(25 %)
Accuracy of analysis of research material	(25 %)
Organization and support of paper and conclusions	(25 %)
Proper writing mechanics	(25 %)

I anticipate that students will attend class regularly. If for any reason you must miss a class, notify me in advance. Failure to attend class regularly will result in a reduced grade or no credit given for the course. I expect that all assignments will be handed in when due unless prior arrangements are made with me. Work handed in late will not be given full credit.

COURSE POLICIES

CLASS ATTENDANCE POLICY

Students are expected to complete reading assignments before class, bring a copy of them to class, and consistently contribute meaningfully to class discussions. (Note: This may include pop quizzes if students' participation in class discussions is not satisfactory.) Furthermore, you must attend the entire class session in order to participate and you must stay until class is adjourned to receive credit. Consequently, attendance will be taken each week and 1 point will be subtracted from your final grade for each unexcused absence. Excused absences are those for which you can provide medical documentation of a serious illness on the date in question or evidence that you attended a funeral for a member of your immediate family. If you are participating in a University activity, you should request permission to attend prior to absence from class and the request should be accompanied with documentation from the faculty sponsor for the event. For example, if you miss class because you are in the band, you should provide a letter documenting the event from the director of the band. In addition, for each early departure from class and excessive tardiness, .5 will be subtracted from your final grade.

ASSIGNMENT GUIDELINES:
All assignments must be double spaced, printed in black ink, use 12-point-font and be typewritten or word processed. You may not submit assignments electronically. You should keep a copy or file of your paper and all graded assignments returned to you until the end of the semester. Late assignments (does not include response papers which will not be accepted after the due date) will result in an assignment grade that is lowered one letter grade per day. For, example, an assignment that is turned in one day late and results in a grade of "100" will be lowered to an "89". Similarly, a paper that is turned in two days late and results in a grade of "100" will be lowered to a "79". Additionally, points will also be deducted for misspelled words or grammatical errors. Quality counts.

ACADEMIC HONESTY:
Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Citation Example: Kozol, 1988, p.22). If the material is paraphrased, (Citation

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Example: Kozol, 1988) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Albany State University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class is also a violation of the Code. The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment. Rewriting the assignment or earning extra credit points will not be an option. Finally, you may not submit the work of someone else as your own or work that you have submitted for another class or another PART of this class*. See Student Handbook for rules on academic honesty.*

Students with Disabilities:
If you are a student with a disability, you should consult with the [*Insert information about Office for Students with Disabilities*] to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

University Writing Reinforcement Policy
Writing is integral to teaching and learning in all disciplines. Writing in this course will be evaluated with rubrics established for the different online class activities.

Integration of Technology
The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information.
Additionally, you should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify me (the professor) immediately of any changes to your e-mail address. Student will use Live-Text as their portfolio.

COURSE GRADING POLICY
Grades – Final Letter grades will be assigned as follows:

A= 90 - 100 B= 80 - 89   C = 70-79   D = 60 - 69   F = Below 60

COURSE ATTENDANCE/CANCELLATION POLICY
Classes will not be cancelled unless there is a major emergency

This course is intended to meet the needs of you, the students. As we begin to meet, it may become obvious that we need to alter this syllabus in order to meet those needs. If that is so, we shall jointly amend this syllabus as the situation requires.

DETAILED OUTLINE OF CLASS SESSIONS

SESSION	ACTIVITIES	READINGS
Week 1 8/19 - 8/25	What is Action Research?	Read the attached Action Research power point
Week 2 8/26 - 9/1	Action Research and the Internet Lesson Activities: Read the chapter for general discussion and complete the assignment. Assignment: Reflection and Action number 3 on page 246 (Due on Thursday, at 11:30 p.m.)	Chapter 9
Week 3 9/2 -9/8	Setting the Stage: Planning a research process. Lesson Activities: Read the chapter for general discussion and complete the assignment Assignment: Reflection and Practice on page 96 to 97, answer all the questions (1to 12) (Due on Thursday, at 11:30 p.m.)	Chapter 3
Week 4 9/9 – 9/15	Research in Professional and Public Life Lesson Activities: Read the chapter for general discussion and complete the assignment Assignment: Reflection and Action on page 34, answer the first question under Reflection and the first question under Action (Due on Thursday, at 11:30 p.m.) 1st test (mid-term examination) online, Thursday	Chapter 1
Week 5 9/16 – 9/22	Read Related Journal Article, write one page or less summary 1st Article (Due on Thursday, at 11:30 p.m.)	Article
Week 6 9/23 – 9/29	The Theory Behind The Practice Lesson Activities: Read the chapter for general discussion and complete the assignment Assignment: Reflection and Action on page 70, (1 to 6) (Due on Thursday, at 11:30 p.m.)	Chapter 2

Week 7 9/30 – 10/6	Look Gathering Data Lesson Activities: Read the chapter for general discussion and complete the assignment Assignment: Reflection and Action on page 132 to 133, number 10 (Due on Thursday, at 11:30 p.m.)	Chapter 4
Week 8 10/7- 10/13	Read Related Journal Article, write one page or less summary 2nd Article (Due on Thursday, at 11:30 p.m.)	Article
Week 9 10/14-10/20	Think Reflection and Analysis Lesson Activities: Read the chapter for general discussion and complete the assignment Assignment: Reflection and Action on page 164, no. 4 and no. 9, (Due on Thursday, at 11:30 p.m.)	Chapter 5
Week 10 10/21-10/27	Act: Action Plans - Implementing Sustainable Solutions Lesson Activities: Read the chapter for general discussion and complete the assignment Assignment: Reflection and Action on page 184 to 185, no.4 (Due on Thursday, at 11:30 p.m.)	Chapter 6
Week 11 10/28-11/3	Strategic Planning Lesson Activities: Read the chapter for general discussion and complete the assignment Assignment: Reflection and Action number 7 on page 208 (Due on Thursday, at 11:30 p.m.)	Chapter 7
Week 12 11/4-11/10	Reports Informing Stakeholders Lesson Activities: Read the chapter for general discussion and complete the assignment Assignment: Reflection and Action no.1 on page 229 (Due on Thursday, at 11:30 p.m.)	Chapter 8
Week 13 11/11-11/17	Read Related Journal Article, write one page or less summary 3rd Article (Due on Thursday, **at 11:30 p.m.**)	

Week 14 11/18- 11/24	**Work on your Research Project** **Final Research Project (Due Mondayat11:30 p.m).**	
Week 15 11/25-12/1	**11/25-12/1 (Thanksgiving Holiday)**	
Week 16 11/28/19	Final Examination (case Study) online, (**Due on Thursday**, at 11:30 p.m.)	

UNIVERSITY DATES   *Fall 2019 Academic Calendar*

TEXTBOOKS AND/OR RECOMMENDED OR REQUIRED READING

1. Stringer, E. T. 2014. Action Research, 4th Edition. Los Angeles Sage Publication

2. American Psychological Association. (2009). *Publication Manual of the* Psychological Association (6th ed.). Washington, DC: APA.

BIBLIOGRAPHY AND REFERENCES

3. Abelson, R. P. (1995). Statistics as principled argument. Hillsdale, NJ: Erlbaum.

4. Charles, C. M., Mertler, C. A. (2002). Introduction to educational research. Boston, MA: Allyn and Bacon.

5. *Hittleman, D. R. (2002). Interpreting educational research. Upper Saddle River, NJ:* Merrill Prentice Hall.

6. Huck, S. W. (2000). Reading statistics and research. New York, NY: Longman.

7. Jalonga, M.R., Gerlach, G. L., & Yan, W. (2001). Annual editions: Research methods. Guilford, CT: McGraw-Hill.

8. McMillan, J. H., Wergin, J. F. (2002). Understanding and evaluating educational research. Upper Saddle River, NJ: Merrill Prentice Hall.

9. Smith, M. L., & Glass, G. V. (1997). Research and evaluation in education and the social sciences. Englewood Cliffs, NJ: Prentice Hall.

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10. SPSS Inc. (1999). SPSS Base 10.0 applications guide. Chicago: Author.

11. SPSS Inc. (1999). SPSS Base 10.0 user's guide. Chicago: Author.

12. Traub, R. E. (1994). Reliability for the social sciences: Theory and applications. Thousand Oaks, CA: Sage.

ALBANY STATE UNIVERSITY
College of Professional Studies
Master of Public Administration Program

COURSE   **PADM 5907**
COURSE TITLE   **Capstone Report**
CRN
CREDIT HOURS   **3 Semester hours**
PREREQUISITES   **None**
SEMESTER   **FALL 2019**
Enrollment in this course is contingent upon students having successfully completed all core courses (including PADM 5501 and PADM 5502) with a good standing in the MPA program and the ASU graduate School. This is a graduate level course and is not available to undergraduates. If you are an undergraduate it is your responsibility to identify yourself to the instructor and to withdraw from the course immediately.

INSTRUCTOR   Peter A. Ngwafu
                          Email:peter.ngwafu@asurams.edu
                          Telephone: 229-500-2279
                          Alternate Telephone Number: 229-500-2253
                          Office Hours (M-F 1:30-3:30PM)
OFFICE   **319 FINE ARTS CENTER**
CLASS MEETING TIMES   Thursday

CLASS MEETING LOCATION   Fine Arts Center Room 200

COURSE REQUIREMENTS (Students MUST have completed PADM 5501 and PADM 5502 in order to take this course)

Required Textbooks:

Fred Pyrczak and Randall R. Bruce, Writing Empirical Research Reports: A Basic Guide for Students of the Social &Behavioral Sciences, 8th ed. Glendale, California, Pyrczak Publishing, 2015. **ISBN: 978 1936523368 (Soft Cover)**

Beth M. Schwartz, Eric Landrum& Regan Gurung, An Easy Guide to APA Style 3rd, edition, Washington DC: Sage Publishers 2017 **ISBN 9781483383231(Soft Cover)**

RECOMMENDED TEXT FOR POTENTIAL CASE STUDIES
Stillman, Richard Joseph, 11th Edition *Public Administration: Concepts and Cases*. Boston, MA: Wadsworth/Cengage Publishing, 2015 **ISBN 97806189930**

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REQUIREMENTS: All exams will be given in class. Students are expected to take the exams during the scheduled time. The exams will consist of objective and subjective questions (true/false, multiple-choice, terms/concepts, and essay questions).

Capstone Report: Students must complete a Capstone report of no less than 25 pages based on a topic in his or her area of concentration, with the approval of the instructor, at the end of the semester. Further notification/modification of the research project will be published.

Course Description (Get this from catalogue)
This course requires students to complete a written practitioner-based report on a case study that demonstrates their mastery of the material presented in the core courses of the MPA program. The case study must be supported by scholarly literature and students will have to orally defend it to demonstrate their mastery of the chosen subject matter. The capstone research serves as an exit process component designed to assess students' knowledge and skills obtained in these academic courses, competency in critical thinking, and written and oral communication skills.

Institutional Student Learning Outcomes *(ISLOs)*
The outcome for communication: **PowerPoint presentation of the final Capstone report in front of peers and the public, at the end of the semester.**
The outcome for problem solving: **Identifying a topic for research, selecting a case study to support the topic and executing the research report following a prescribed format that includes a recommendation for addressing issues/challenges about a topic and conclusion of the key findings of the report**
The outcome for critical thinking: **The research report requires students to review literature that answers the research questions, as well as discuss and synthesize information from the overview of the case study and literature review that explains the relevance of the research to the field of public administration**

Course Objectives:
Students are expected to complete the following in the course as outlined below:
1. Demonstrate a knowledge base of the core course content.
2. Develop a practitioner-based report in response to a case study that requires substantial support from the scholarly literature.
3. Present critical thinking skills that enable the application of theory to practice.
4. Demonstrate solid written and oral communication capacities.
5. Utilize presentation software that reinforces oral communication skills.
6. Students will participate in the Albany State University Institutional Review Board process which includes completion of human subject review training (e.g. ClTl or NTH) and submission of proposal for IRB review, if applicable.

Expected Student Learning Outcomes (SLOs)
Upon completion of this course students should be able to:
1. Demonstrate an understanding of research techniques for collecting, analyzing, presenting and interpreting data
2. Apply critical thinking skills in synthesizing information necessary for decision making.
3. Demonstrate excellent written and oral communication skills in the execution, defense and completion of the Capstone report

4. Apply relevant aspects of the core and concentration courses towards the completion of the Capstone report
5. Use the case study, supported by relevant literature, to answer key research questions of the Capstone report
6. Show a thorough understanding of Albany State University's Institutional Review process.

Course Activity Components
Activities that are <u>aligned and support development of the student learning outcomes</u>
Activities include; choosing a research topic, submitting a proposal, an introduction, overview of the case study, research questions and method, literature review, discussion and synthesis, conclusion and recommendation and completing a PowerPoint presentation at the end of the semester.

Course Assessment Components
List the assessments for the course that are <u>aligned to and measure the student learning outcomes</u>

Class attendance and submission of Capstone Sections 100
Midterm Examination 100
Submission of Final Capstone Research Report 100
PowerPoint Presentation &defense of Report) 100

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

	ASSIGNMENTS		
DATE	TOPICS ALIGNED WITH STUDENT LEARNING OUTCOMES	ACTIVITY/LAB	HOMEWORK
Week of August 22, 2019	Review of the Syllabus, discussion of the Capstone Process, the Case study approach and what is expected of students. Students are also expected to begin thinking of possible Capstone topics and case studies for submission the following week	Identify topic and case study	Students are required to complete a paragraph about topic and case study
Week of August 29, 2019	Submission of Possible Capstone Topics and Case studies by Students and short presentations of the facts of the topic and case study	Discussion and refinement of selected topics	Students are required to correction and refine topic and further review of case study or case studies
Week of Sep.5,2019	Capstone Proposal and preparation of proposal	Discussion of Capstone Proposal and preparation of proposal	Students are required to prepare and submit a proposal following a prescribed format

Week of Sep. 12, 2019	Submission and correction of proposal	Discussion of attributes of good proposal	Students are required to correct proposal for submission and prepare an introduction
Week of Sep. 19, 2019	Submission of Introduction	Discussion of attributes of a good introduction	Students are required to correct introduction and prepare overview of case study for submission
Week of Sep.26, 2019	Submission of overview of case study or case studies	Discussion of overview of case study or case studies	Students are required to correct introduction and prepare of research question(s) and method for submission
Week of Oct, 3, 2019	Submission of research question(s) and method	Discussion of research questions and method and why the question and method are important	Students correct any issues with research questions and method and begin preparing literature review for submission
Week of October 10, 2019	Submission of Literature review	Discussion of literature review, its length and importance review	Students are required to continue to correct the literature review
Week of October 17, 2019	Continue with Submission of Literature review	Continue with discussions and review of literature	Students are required to continue to correct the literature review and preparation of discussion &synthesis for submission
Week of Oct 24, 2019	Submission of discussion &synthesis	Discussion of the components of the discussion and synthesis section	Students are expected to carefully review and focus on this section of the report
Week of Oct,31 2019	Continue with discussion and synthesis	Continue with discussions of this section of the report	Students are required to make corrections in this section and begin preparing conclusion and

			recommendation for submission
Week of Nov 7, 2019	Submission of conclusion &recommendation	Discussion of the components of the conclusion and recommendation section	Students are required to correct the conclusion and recommendation section
Week of Nov. 14, 2019	Continue with correction of the conclusion and recommendation	Discussion of the importance of executing this section of the report accurately.	Students are required to complete the correction of the conclusion and recommendation section and prepare a PowerPoint Presentation of the report
Week of Nov. 21, 2019	Review of all sections of the Report with students	Discussions and questions about the presentations	Students are required to incorporate corrections and recommendations into their papers
Week of November 28, 2019	Beginning of PowerPoint Presentation	Discussions and questions about the presentations	Students are required to incorporate corrections and recommendations into their papers
Week of December 5, 2019	Continue with PowerPoint Presentation	Discussions and questions about the presentations	Students are required to incorporate corrections and recommendations into their papers
Week of December 9, 2019	Submission of bound copy of report		Students submit final copies of their report and prepare for the exit process.
Week of December 11, 2019	Continue with submission of bound copy of report		Students submit final copies of their report and prepare for the exit process

Description of learner-centered Activities/Exercises/Projects/Labs/Written Assignments

Activity 1: Class Attendance & Submission of Capstone sections
Activity 2: Mid-Term Examination

Activity 3: Completion & submission of the Final Capstone Report
Activity 4: PowerPoint Presentation &defense of report

II. Method of Student Evaluation
Provide a description of graded assessments that are aligned to the student learning outcomes.
The main instructional method will be instructor-simulated discussions organized around the sections of the capstone report that will be completed by the student throughout the semester. Students will be evaluated on the basis of the learner centered activities described above- class attendance and submission of Capstone report, mid-term examination, completion and submission of the final capstone report and PowerPoint presentation and defense of the report.

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

Activity and/or Description		Maximum Possible Score
Assignments		Modify as needed
1	Class attendance and submission of Capstone sections	100 pts
2	Midterm Examination	100 pts
3	Completion and Submission of Final Capstone report	100 pts
4	PowerPoint Presentation and Defense of Report	100 pts
Total Points		400 pts

B. ASSESSMENT   The final grade in the course will be determined as follows:
(modify as needed)
Attendance & Submission of Capstone sections
10%
Midterm Examination   20%
Completion &Submission of Final Capstone Report
40%
PowerPoint Presentation &Defense of Report
30%
Total
100%

1. The paper must be at least 25 pages in length (excluding cover page, table of contents, references and appendix) using the current version of APA style. It must contain at least ten scholarly citations and references. It must be original work. It must be relevant to public administration and reflect the content of core MPA courses. Students must work in close consultation with the professor teaching the Capstone course regarding the topic and all aspects of its development.

2. At least TEN (10) appropriate peer-reviewed journal articles and/or books must be provided in each student's final report in terms of citations
3. Additional formatting guidelines will be provided for the report, PowerPoint, oral defense, and final submission of bound copies.

The paper must involve a case study derived either from a published source, personal knowledge of an actual situation or, possibly, a realistic hypothetical event. Selection of the case must be approved by the instructor or another core MPA faculty member so designated. It is permissible that two or more students use the same published case study if the topics of the Capstone Report differ. It is also permissible that two or more students address the same topic using different case studies. If the case study is not from a readily available published source, the student must include the case study (fully written) as an appendix the Capstone Report. The instructor reserves the right to screen any or all assignments using Turn-It

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

Grade Equivalent	Percentage Equivalent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 & below

OVERVIEW OF THE STEPS FOR COMPLETING THE CAPSTONE RESEARCH REPORT:

The major deliverable in this exit course is comprised of the capstone research report. This practitioner-based report will require students to show their ability to analyze, synthesize, think critically, solve problems and make decisions within the public administration domain using the case study approach. **Students must work on the capstone research report throughout the semester. Moreover, it is the responsibility of each student to work closely with the instructor throughout the semester.** Students must include the instructor in multiple iterations of the capstone research project prior to its submission to MPA faculty, the oral defense, and presentation of the final document after it has been thoroughly edited and approved for binding.

COVER PAGE
TABLE OF CONTENTS
EXECUTIVE SUMMARY

This is one solid paragraph, similar to an abstract seen in most published scholarly journal articles. The executive summary articulates the purpose of the study, the method used to collect information and key findings or conclusions. **The executive summary page should not be numbered**

INTRODUCTION

This part must introduce the report by explaining its purpose and providing the reader a "roadmap" of the coming sections. The research question should be identified here, without elaboration or substantial explanation. **This should be page 1 of your Capstone**

OVERVIEW OF CASE STUDY

This part must summarize the case study in substantial detail and make ties to at least two of the core courses in the MPA curriculum and to the student's area of concentration. The source of the case study must be identified.

PADM 5011	Public Administration: Scope, Dev. & Ethical
PADM 5125	Organizational Theory
PADM 5261	Public Personnel Administration
PADM 5301	Public Budgeting
PADM 5502	Research Design & Data Analysis
PADM 5781	Intro to Public Policy
PADM 5500	Computer Applications & Management of

RESEARCH QUESTION AND METHOD

The research question must be identified here, including ties to at least two of the core courses in the MPA curriculum and to the student's area of concentration. The importance and relevance of the research question must be explained, the context of at least two core courses and the area of concentration. The relevance of the selected case to the research question must be explained. The method of research is qualitative analysis based upon secondary sources.

RELEVANT LITERATURE REVIEW

Some of the relevant public administration literature must be substantially reviewed. This must include at LEAST (10) peer-reviewed scholarly articles and/or appropriate books in the field of public administration or related to the field of public administration. The selected articles and/or books should focus on the research question in the context of the core areas, area of concentration and the case study. The relevance of the contribution of the article or book is more important than its date. In other words, appropriate use of one or more classic sources can be appropriate.

SYNTHESIS AND DISCUSSION

This is the most vitally important part of the paper. In this part you must apply insights derived from the literature to the research question. It is not enough to just summarize what authors contributed individually to the question. To earn an "A" in the course you must demonstrate an ability to synthesize ideas and to offer readers your own insights regarding the research question. In other words, this goes beyond the literature review and is evidence of your ability to think about modern public administration in a scholarly way.

CONCLUSIONS AND RECOMMENDATIONS

In this part of the report, make meaningful recommendations of value to practitioners. This is the "so what" part of the report. Be practical. What is the worth of your synthesis and discussion in terms of enabling people to do a better job? How can the literature contribute to your ability to become an effective public administrator? You can also suggest possible future research, but realize that you have not completed a comprehensive literature review as would be required if this were a dissertation.

REFERENCES

Use correct APA references. Be sure that every citation is referenced and vice versa. Include at least five peer-reviewed articles and/or books. Additional types of citations and references can also be used as additional sources. **The reference page(s) should not be numbered**

APPENDIX 1

If the case study is not available in a readily available published source it must be provided here in its entirety. If it is available in a readily available published source, identify that source clearly and completely here.

OUTLINE OF CAPSTONE RESEARCH REPORT (SEE APPENDIX) AND GENERAL GUIDELINES:

- Cover page
- Table of contents
- Executive Summary (Similar to an abstract)- **Not to be numbered**
- Introduction –**Beginning of Page 1**

III. Course Policies
   B. Academic Honesty/Integrity
Policy on Plagiarism
CHEATING AND PLAGIARISM (GRADUATE)

Cheating and plagiarism are academic grounds for expulsion from graduate studies at Albany State University. No student shall give or receive any assistance not authorized by the corresponding professor in the preparation of any assignment, report, project, or examination to be submitted as a requirement for academic credit. **Plagiarism** is a serious academic infraction which should be avoided by all students because it will not be left unpunished, even if it was committed inadvertently. It consists of copying some one else's work and passing it off as your own without giving the proper recognition or credit, through citations, to the original author for using his or her work. Any evidence of plagiarism in any research paper will automatically trigger a penalty of "F" for that particular paper plus possible additional academic sanctions by the appropriate ASU authorities. **Because the Capstone report is an important research component of the MPA degree, we will require you to turn in sections of your paper and the final paper to a system that would evaluate your paper for plagiarism.**

(See ASU Student Handbook for rules on academic honesty/integrity Page 62)
https://www.asurams.edu/student-affairs/student-handbook/2017-handbook/

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

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

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

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

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

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

G. Integration of Technology
   The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, https://www.asurams.edu/Technology/ , https://www.asurams.edu/Technology/getting-started-students/ OR https://www.asurams.edu/Technology/?s=student+support for assistance with common issues.
   All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

> ***NOTE: "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website**

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

H. Course Attendance Policy

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

I. Class Cancellation Policy

Students will be notified well ahead of time in case of any class cancellation based on weather or other extenuating circumstances.

J. Important University Dates

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

Course Modification Policy

The instructor reserves the right to make modifications to the course syllabus and requirements that are in the best interest of the learning environment. Students will be notified in a timely manner of any such modifications in class and on the course Web site.

K. https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar/spring-2019/

   a. Please refer to the online calendar for additional information:

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

PADM 5907 CAPSTONE REPORT GRADING RUBRIC
Semester: _____   **Name of Student**

CONTENT	UNSATISFACTORY (FAILING)	SATISFACTORY (PASSING, B GRADE)	EXCEEDS EXPECTATIONS(B+ TO A)
Executive Summary	The paper does not capture key elements	The paper captures key elements of the	The executive summary is excellent

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	of the executive summary(purpose/significance of research, methodology and key findings	executive summary (purpose/significan ce of research, methodology and key findings) but is not well written. Needs improvement.	and captures the essential elements of the executive summary (purpose/significant of research, methodology and key findings) and is written in excellent style.
Introduction	The paper does not include key parts of the introduction such as purpose, significance and statement of the problem and identifies the research question. There are several spelling and grammatical errors and ideas are not well organized to support the central thesis	The paper includes key parts of the introduction such as purpose, significance and statement of the problem but does not identify the research question. Needs improvement in terms of the fact that there are a few grammatical and spelling errors. Organization of ideas to support the central thesis needs to be strengthened.	The paper includes key parts of the introduction such as purpose, significance and statement of the problem identifies the research question. The introduction is presented in a lively and engaging manner. There is clear evidence of organization of ideas supporting the central thesis. Proper sentence and paragraph structure. No more than one spelling, grammar or typographical error per page of text
Overview of the Case study or Case studies	The case study or case studies are not well summarized and there are more than one spelling or grammatical errors in the section.	Case study (or case studies) are well summarized. There is evidence of proper sentence and paragraph structure. No more than one spelling, grammar or typographical in this section.	Case study (or case studies) are well summarized. Great sentence and paragraph structure. No spelling, grammar or typographical error in this section.
Research Question(s) &Method	Inadequate number of research questions. Research questions do not appear to be relevant	Appropriate number of research questions that are compatible with the topic. Methodology	Appropriate number of research questions that are compatible with the topic. Methodology is well

	to the topic. Methodology is not well articulated.	is well stated. No more than one spelling, grammatical or typographical error. Corrections are required	stated. No spelling, grammatical or typographical error in this section. No corrections required.
Review of Relevant Literature	Between1-5 requisite number of sources (10) required to respond to the research questions. Poor sentence and paragraph structure and over three spelling or grammatical errors	Between 6-8 requisite number of sources (10) required to respond to the research questions. Acceptable sentence and paragraph structure and no more than one spelling or grammatical error. Some correction required.	Exceeds the number of sources (10) required to respond to the research questions. Excellent sentence and paragraph structure and no spelling or grammatical errors. No corrections required for this section
Discussion &Synthesis	Failure to utilize information from the case study and literature review to accentuate the similarities and differences in the issues encountered in the research. Poor sentence and paragraph structure and over three spelling or grammatical errors	Adequate use of information from the case study and literature review to accentuate the similarities and differences in the issues encountered in the research. Good sentence and paragraph structure and no more than one spelling or grammatical error. Corrections needed.	Excellent use of information from the case study and literature review to accentuate the similarities and differences in the issues encountered in the research. Outstanding sentence and paragraph structure and great use of transitional language. No spelling or grammatical errors. No corrections needed
Conclusion &Recommendations	Inadequate use of information from the introduction, review of literature and discussion and synthesis to craft a persuasive conclusion. No	Adequate use of information from the introduction, review of literature and discussion and synthesis to craft a persuasive conclusion. Good	Excellent use of information from the introduction, review of literature and discussion and synthesis to craft a persuasive conclusion. Great

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	policy recommendations. Poor sentence and paragraph structure and more than three spelling and grammatical errors	policy recommendations. Acceptable sentence and paragraph structure and no more than two spelling and grammatical errors. Needs corrections.	policy recommendations. Beautiful sentence and paragraph structure and no spelling and grammatical errors. No corrections needed.
References/Bibliography	Insufficient number or quality of sources. Lists sources not cited or refers to sources not included in the reference list. Poor use of the APA style for references	Incorporates relevant and selective sources to address information cited. Does not list sources that are not cited in text. Acceptable use of APA style for references. Some corrections needed.	Incorporates relevant and selective sources to address information cited. Does not list sources that are not cited in text. In-text citations, reference list, tables and figures all presented in proper APA format. No corrections needed.
Power Point Presentation of Report in Class	Failure to include key sections of research in the PowerPoint Presentation. Poor delivery of information and inability to respond effectively to questions	Good attempt at including key sections of research in the PowerPoint Presentation. Acceptable delivery of information and acceptable ability to respond effectively to questions. Some improvement in public speaking skills is required.	Excellent attempt at including key sections of research in the PowerPoint Presentation. Outstanding delivery of information and great ability to respond effectively to questions. No improvement in public speaking skills is required.
Overall Evaluation of Report & Grade	Poor Capstone Report. Sections of it have to be completely redone to correct errors in spellings, grammar and paragraph transition. Great improvements in	Good Capstone Report, overall, some editing necessary to correct few errors in spelling or grammar. Improvements in posture and	Excellent Capstone Report, overall. No editing is necessary due to the absence of spelling or grammatical errors. Great posture and communication during presentation.

	public speaking are needed	communication during presentation are needed.	

Instructor's comments_____

Course Grade: _____

Name of Instructor: _____

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

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

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

     Student Name: (Print)   _____

     Student Signature: _____

     Date: _____

OPTIONAL READINGS/BIBLIOGRAPHY

American Psychological Association. *Publication Manual of the American Psychological Association, Sixth Edition*, <u>second or subsequent printing</u>.

Booth, W. C., Colomb, G. G. & Williams, J. M. (2008) *The Craft of Reearch, Third Edition*. Chicago: University of Chicago Press.

Gordon G. J., (recent edition) Public Administration in America. Belmont, CA: Thomson, Wadsworth Cengage Publishing Co. Milakovich, M.E. and

Purdue Online Writing Lab at the following URL.

http://owl.english.purdue.edu/owl/resource/560/01/

Stillman, R. J., (recent edition) *Public Administration: Concepts and Cases*. Boston, MA: Wadsworth Publishing

- **Full Term (10 Weeks)**

  - **A-Term**

  - **B-Term**

Fall 2019 Registration Begins	March 1
Admissions/FA/Readmit/Housing Deadline	June 1
Graduation Application Deadline	August 1
Fees Due	August 9
Classes Dropped for Non Payment	August 16
First Day of Class	August 19
Schedule Adjustments (Drop/Add)	August 20 - 22
Labor Day Holiday - Campus Closed	September 2
Enrollment Verifications Due by 9:00 AM	September 3
Spring 2020 Priority Registration Begins	September 15
Spring 2020 Regular Registration Begins	October 1
Midterm Exams	October 9 - 11
Midterm Grades Submission Due by 9:00 AM	October 14
Midterm Grades Available to Students	October 16
Last Day to Drop Without Academic Penalty	October 17
	November 27 - December 1
Thanksgiving - Campus Closed	
Last Day of Class	December 5
Student Study Day - No Classes	December 6
Final Exams	December 9 - 12
Commencement @ 10:00 AM	December 14
Final Grades Submissions Due by 9:00 AM	December 16
Grades Available to Students	December 18

Albany State University
Department of Criminal Justice

COURSE INFO:

Course Number:	**CRJU 6440 - ONLINE**
Course Title:	**MANAGEMENT OF CORRECTIONAL INSTITUTIONS**
CRN	
Course Credit Hours:	**3 HOURS**
Course Prerequisites**:**	**Admission into the Graduate Program**
Semester, Year	**Spring 2020**

INSTRUCTOR   O. Oko Elechi, Ph.D.
o.elechi@asurams.edu and elechi@att.net
229-500-2014 and 262-994-0262
Office Hours: Tuesdays to Thursdays 6:30 pm - 9:00 pm; Sundays 7:00 pm – 11:00 pm or by Appointment.

CLASS MEETING TIMES   Online

CLASS MEETING LOCATION http://asu.learninghouse.com/course/view.php?id=1269.

COURSE REQUIREMENTS   This course supports open educational resources (OER) via Galileo. Some readings will be provided by the professor or accessible via Galileo. The Galileo password is found on the Georgia View Website.

REQUIRED TEXT: Carlson, P. M. (ed.) (2015). Prison and Jail Administration: Practice and Theory (3rd or Later Edition). Burlington, M.A.: Jones and Bartlett Learning.

OPTIONAL READINGS/BIBLIOGRAPHY:

Braithwaite, J. (1989). Crime, Shame, and Reintegration. Cambridge, UK: Cambridge University Press.

Cullen, F.T.; Johnson, C.L. and Stohr, M.K. (2014). The American Prison: Imagining a Different Future. Thousand Oaks, CA: Sage.

Haas, C.K. & Alpert, G.P. (2006). The Dilemmas of Corrections: Multidisciplinary Perspects (5th or later Edition). Long Grove, Illinois: Waveland Press, Inc.

Seiter, R.P. (2002). Correctional Administration: Integrating Theory and Practice. New Jersey: Prentice Hall.

Tewksbury, R. & Dabney, D. (Eds.). (2008). Prisons and Jails: A Reader. New York, New York: McGraw-Hill.

Welch, M. (2004). Corrections: A Critical Approach (2nd Edition). New York, New York: McGraw-Hill.

Course Description

This course is designed to analyze the organization and management of various types of correctional facilities. The course focuses on personnel selection and training, legal and administrative requirements, security, maintenance, program implementation and staffing. (Albany State University 2018-2019 Graduate Catalogue).

Institutional Student Learning Outcomes (ISLOs)

- ISLO 1: Students nearing completion of their educational program demonstrate effective communication skills that appropriate for their major field of study, depth of study, and degree level.
- ISLO 2: Students nearing completion of their educational program demonstrate effective analytical problem solving skills that are appropriate for their major field of study, depth of study, and degree level.
- ISLO 3: Students nearing completion of their educational program demonstrate sufficient expertise in their major field of study or disciplinary specialization as appropriate for their depth of study in the field and degree level.

Expected Student Learner Outcomes (SLOs)
As a result of completing this course the student should be able to:
- Use statistical tests appropriate for the Masters level
- Use research methodologies appropriate for the Masters level
- Critique theoretical formulations as they apply to juvenile/criminal justice
- Practice professional standards of the discipline
- Write professionally.

Course Objectives	SLOs	Conceptual Framework
Understand the role religion, culture and the economy have played in the development of punishment	SLO 1	
Understand the evolution of punishment, treatment and correctional administration, past and present	SLO 1	
Identify the benefits of restorative justice as part of the rehabilitation, reentry and reintegration objectives	SLO 2	
Identify the challenges faced by the corrections systems today and in the future	SLO 2	
Understand the complexities of the relationship around corrections between the government and the private sector	SLO 2	
Understand the moral imperative, community development and future crime reductions rationale for the education for the incarcerated	SLO 3	
Understand the role of correctional treatment programs in crime reduction	SLO 2	
Understand the role classification plays in maintaining security and order in correctional institutions	SLO 3	
Be able to differentiate between case management and unit management	SLO 3	

List of the objectives that support the mastery of the SLOs
- Appraise the approaches and theory of leadership and management of correctional institutions [SLO 1]
- Understand why the development of programs and services are important [SLO 2]
- Demonstrate understanding of critical issues relating to correctional administration and the future of correctional management [SLO 3]

Course Assessments	Format	Points
A review of the history of corrections, American corrections system and prison architecture	Essay	10
Discussion of institutional and departmental responsibilities	Essay	10
Explanation of the purposes of educational and vocational training	Essay	10
Design of Correctional goals – past and present (Stage 1 – 3)	Research Project	30
Appraisal of educational and training programs	Manuscript	20
Critical Reading Analyses (2)	Short Answer	20
Total Points		**100**

Activities that are aligned and support development of the student learning outcomes
- **History and operations of corrections institution**
- **Evaluation of education and vocational training programs**
- **Case study of effective rehabilitations programs**

Course Assessments

List of the assessments for the course that are aligned to and measure the student learning outcomes

Course Assessments	Format	Points
Understanding why the development of programs and services is important (SLO 1)	Essay	10
Analyze the correctional goals and the process and procedures for managing offenders (SLO 2)	Essay	10
Review of Restorative Justice and Reentry Programs (SLO 3)	Essay	10
Proposal for rehabilitation and reentry programs (stage 1-3)(SLO 3)	Research Project	30
Submission of Research Plan	Research Presentation	20
Critical Reading Analyses (2) (SLO 2)	Short Answer	20
Total Points		**100**

Course Schedule

The professor reserves the right to change or update readings, assignments and/or due dates if necessary. Find readings in the resources section in Livetext.

Dates	Assignments	
	Assignment	**Reference**
Week 1	*__Introduction__*—Review of syllabus, course policies and expectations.	
Week 2	Three pages review of any three chapters from Part 1 of text	Carlson, Part 1
Week 3	Three pages review of any three chapters from Part II of text	Carlson, Part II
Week 4	Three pages review of any three chapters from Part III of text	Carlson, Part III
Week 5	Three pages review of any three chapters from Part IV of text	Carlson, Part IV
Week 6	Three pages review of any three chapters from Parts V and VI of text	Carlson Parts V & VI
Week 7	Three pages review of any three chapters from Parts VII and VIII	Carlson, Parts VII & VIII
Week 8	Three pages review from Parts IX and X of text	Carlson, Parts IX & X
		Carlson, Parts IX & X
April 8 – 10, 2020	Mid-term Examination	
May 4 – 7, 2020	Final Examination	
May 9, 2020	Term/Project Paper Due	

Description of learner-centered Activities/Exercises/Projects/Written Assignments

1. Technology and web-based formats. Livetext is the web-based format primarily used in this course. As directed, candidates should complete a learning task using assigned instructional resources (video lectures, primary sources articles, readings, and web resources).

2. Scholarly Writing. Candidates must demonstrate knowledge of theory, research and practice. Candidates are expected to complete weekly text chapters reviews that includes relevant citations of both seminal and current works in research literature. The writing rubric is designed to emphasize critical analysis and evidence in support of arguments and perspectives on course content.
3. Oral Communication. Candidates are required to demonstrate their knowledge of research-based curriculum and instructional strategies through audio-visual presentations.
4. Experiential Learning. Candidates will demonstrate their application of course content in a historical research project.

II. Method of Student Evaluation

Course assessments are designed to evaluate candidate's knowledge of research methods in criminal justice.

Course Assessments	Format	Points
Demonstrate knowledge and skills regarding offender classification and risk assessment processes (SLO 1)	Essay	10
Explain the concept of prisonization and apply the rules and regulations of the management of correctional staff (SLO 2)	Essay	10
Demonstrate the basic reasons for management of the environment and prison settings	Essay	10
Critical issues for correctional administration and the future of correctional management (stage 1-3)(SLO 3)	Research Project	30
Submission of Research Plan	Research Presentation	10
Critical Reading Analyses (2) (SLO 2)	Short Answer	20
Total Points		**100**

Course Grading Policy

The total number of collective points earned on each assignment will determine the final grade. The total maximum possible points that can be earned in this course is 100, which is equivalent to 100 percent

A. ASSESSMENT   The final grade in the course will be determined as follows:

Mid-term Examination	20%
Final Examination	20%
Weekly Discussions	10%
Weekly Reviews	30%
Term Paper	20%
Total	100%

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

Grade Equivalent	Percentage Equivalent

A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 and below

III. Course Policies

A. Course Information and Instructor Expectations

Assignment Guidelines

All assignments must be double spaced, printed in black ink, use 12-point-font and be typewritten or word processed. Assignments must be submitted to Livetext. No assignments can be submitted via email, mailbox, or under the office door. See Livetext for instructions, grading, and correspondence related to grades. NO late assignments will be accepted without an official excuse documenting illness, death or extreme circumstances as denoted by Albany State University policy.

Professional Dispositions

All candidates are evaluated on their professional dispositions as outlined in the Department of Teacher Education's Conceptual Framework. Candidates are evaluated on their professional dispositions in every course. If a student demonstrates behavior unsupported by the professional expectations of this course, they will be referred to the Chair of Criminal Justice Department.

***************************** Cell Phone Usage ***********************

"Concerning cell phone usage during class time, the following policy statement is binding: "For security purposes only, cell phones should be placed on vibrate mode upon entering the classroom and may be used only in an emergency. Social contacts by phone calls are discouraged during class time, as unauthorized and non-emergency use of cell phones is prohibited."

University Dates – list key dates/deadlines (or attach Academic Calendar)

METHOD OF STUDENT EVALUATION

COURSE EVALUATION METHODS: This course will utilize the following instruments to determine students' grades:

1. Mid-term examination   = 20%

2. Final examination   = 20%

2. Class Participation/Discussion   = 40% (Class participation includes a three page review of the assigned weekly reading. The review should include a summary/generalization of the chapter/article.   The review should identify at least five major arguments of the author and a brief critique of the reading. In addition, the student should raise at least one question from the reading which should be posted on the board for other students to respond to. Each student is required to respond to at least one question raised by another student on the board. You must also respond to the discussion question posted by the Instructor. Students who fail to participate in the weekly discussions or respond in a manner that show that they have not read and understand the material will not receive their participation mark for the week. All responses should address the issues raised and not an attack on the student who raised the questions or arguments. All postings should be between Tuesday and noon Friday of the week that the reading is assigned.

3. Term/Project Paper   = 20% (due on May 9, 2020).

Listed below are suggested topics for your term paper. The topic you choose for the term paper must be one of those listed below unless you had a prior approval from me to research a particular issue. It helps to choose a topic that touches you personally – that is one that you can relate with for one reason or the other. You may find it more motivating also to choose a topic that addresses a problem that is relevant to your political/social interests, community or gender interests or one that speaks to the needs of the agency where you work.

The term paper should be at least five pages long, and should include the following sections: Introduction, Literature Review, Methodology, Discussion and Conclusion. Your paper must be typewritten, using 1.5 line spacing, and must be properly referenced using the APA referencing style. Ensure that your work conforms to proper use of grammar, spelling and sentence structure. Your paper should read like a very well written journal article.

I encourage you to discuss the research project with each other. You must however, submit a work that is truly yours. In other words, while two or more people can write on the same topic, the paper you submit must reflect individual enterprise, that is, you are not allowed to collaborate on the actual writing of the assignment.

The following are suggested outlines for your term paper:
   a. Introduction (Problem statement)
   b. Literature Review (Review of extant literature on the subject).
   c. Research Design (Methods applied to obtain materials for the study. Justify why you chose this research method as against other methods. As this is a Research class, this is the most important part of the project)
   d. Research Findings
   e. Discussion of Research Findings
   f. Implications of Study/Research Findings for policy/solving of real life problem.

The following are good sources for data for your term paper: (The University Library will be your best place to start your inquiry. Do not also forget that I remain your other source for guidance, and I am available to assist you when you call on me. To complete a good research paper, you must give yourself time. Start now to put your materials and thoughts together. It is not possible to write a good research paper within 24 hours).

   a. Refereed Academic/ Professional Journals
   b. Books published by Academic Presses
   c. Magazines or Newspapers that are highly regarded
   d. The Mainstream Popular Press
   e. Internet sources (etc).

TERM PAPER – SUGGESTED TOPICS

   1. Programs and Operations unique to correctional institutions
   2. Suicide in prisons
   3. Gangs in prisons
   4. Managing grievances in Correctional Facilities
   5. Restorative Justice and Reentry Programs
   6. Sexual Abuse in Correctional Facilities
   7. Religious Programing in Correctional Institutions
   8. Mental Health in Correctional Institutions
   9. Drug Treatment in Correctional Institutions
   10. The Rehabilitation and Retributive goals of Prisons
   11. Account for the role of leadership in the effective management of correctional institutions

EVALUATION RUBRIC FOR COURSE TERM PAPER

The following are the criteria I will base my evaluation of your Term Paper. The relevance of the content to the subject matter, and how you organize, present ideas, apply the relevant theoretical framework, creatively interject your opinions and your English usage. In addition to evaluating the different elements of the paper, a holistic view on how these features are brought together to form a total work is important.

A. For a paper to score an A it must meet the following criteria. The paper comprehensively addresses the subject matter. The thesis, arguments and all supporting evidence show a clear understanding of the issues. The paper clearly, effectively and insightfully develops and conveys a point of view. Its organization and focus is also very clear, coherent, and ideas smoothly progress from one to the other, and also demonstrating excellent critical thinking and supported with appropriate examples. There are no major errors in vocabulary, sentence structure, spelling, citation, punctuation and paragraphing. It must meet the APA format and present a complete Bibliography in a separate page.

B. A paper in the B grade range must meet the following criteria:

Show significant mastery of the subject matter; however, showing occasional errors in thought and quality; the paper is clearly and effectively developed and presented, demonstrating reasonable critical thinking, coherence in thought, and progression of ideas; occasional mistakes which do not impede the meaning and clarity of the statement in grammar, word selection, sentence structure, spelling, paragraphing. Appropriate evidences are provided to support paper thesis, arguments and opinions. The References must be complete and the APA writing format followed.

C. A paper in the C or lower range has the following weaknesses:

The paper shows some understanding of the subject matter however with significant errors that compromises the quality of the paper. The theories selected for analysis do not fit or are misapplied. One or more of the important elements of the paper is missing. The paper in significant respects is unfocused and or disjointed and incoherent. There are several grammatical, sentence structure and spelling mistakes. The citations and references are either lacking and or not properly done.

COURSE GRADING POLICY–Sample
Grades – Final Letter grades will be assigned as follows:

A= 90 - 100 B= 80 - 89   C = 70-79   D = 60 - 69   F = Below 60

ALIGNMENT WITH DISCIPLINE STANDARDS (Department faculty members will discuss with students how course prepares student relative to these professional standards.) Include Department's common template

COURSE POLICIES

CLASS ATTENDANCE POLICY

Class attendance at Albany State University is compulsory. Students' grades are based on daily class participation and performance. Teachers will not administer examinations and quizzes to students who have been absent from class for reasons other than official business of the University, sickness, or emergencies such as death in immediate family, jury duty, court summons, etc. When students are absent for emergency reasons, the number of excused absences permitted should not exceed the number of credit hours awarded for the course except for the most extreme avoidable emergencies (e.g., death of family members, jury duty, etc.). The instructor will officially certify all excused absences

CLASS ATTENDANCE POLICY (On-line)/ INTEGRATION OF TECHNOLOGY

Class attendance is mandatory at Albany State University. ASU's attendance policy states: All students are expected to be in class on time for all class meetings. Attendance begins on the first day of class and all students are expected to be present for all scheduled web classes, unless prior arrangements have been made with the instructor.

Online courses are accessed through http://site. Students will be provided with a User ID and a password. The online course homepage will host a number of facilitated activities for the students, including the syllabus, required activities and assignments, course calendar, and a gradebook to track individual progress. Students are expected to visit the course homepage a minimum of twice per week to check for e-mail, announcements, download appropriate course material, and post required assignments. Your timely responses to the weekly assignments/discussions will be used to validate your attendance. **Failure to respond to assignments on-time weekly will be considered a missed class. See attendance policy above.**

DESCRIPTION OF COURSE ASSESSMENTS: You should provide a detailed description of each assignment.

ASSIGNMENT GUIDELINES:

University Writing Reinforcement Policy

> **Writing is integral to teaching and learning in all disciplines. Writing in this course will be evaluated with rubrics established for the different online class activities.** Writing activities in this course will be evaluated and may include in-class and out-of-class writing assignments and essay writing required on examinations. All written work must reflect good English composition.

ACADEMIC HONESTY:

See Student Code of Conduct for policy on academic integrity (policy below).

SECTION 1. ACADEMIC DISHONESTY (UNDERGRADUATE)

The intentional misrepresentation of one's work to deceive for personal gain, when in fact said work is not that person's or assisting another to do the same. Academic Dishonest includes, but is not limited to cheating plagiarism, and fabrication. **SANCTIONS:** Probation and a recommended grade of "F' in the course, University suspension for not less than one year.

CHEATING AND PLAGIARISM (GRADUATE)
Cheating and plagiarism are academic grounds for expulsion from graduate studies at Albany State University. No student shall give or receive any assistance not authorized by the corresponding professor in the preparation of any assignment, report, project, or examination to be submitted as a requirement for academic credit.

Students with Disabilities:
If you are a student with a disability, you should consult with the [*Insert information about Office for Students with Disabilities*] to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs. Assignments/exams prior to receiving disability approval cannot be covered by the disability decision.

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

Integration of Technology
The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information.

Additionally, you must have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately if there are any changes to your e-mail address.

University Dates – list key dates/deadlines (or attach Academic Calendar)

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

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

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

Student Name: (Print) ----------------------------
Student Signature: ---------------------------------
Date: ---

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ALBANY STATE UNIVERSITY
DARTON COLLEGE OF HEALTH PROFESSIONS
DEPARTMENT OF NURSING
Fall 2019

Course Number:	NURS 5120
Course Title:	ADVANCED NURSING RESEARCH
Credit Allotment:	3 Semester Hours
Placement:	Fall, Spring & Summer Semester
Pre-Requisites:	NURS 5111, Admission to the Graduate Nursing Program
Faculty:	Linda Amankwaa, PhD, RN, FAAN

Phone: 2292914292
E-mail: Linda.Amankwaa@asurams.edu
Campus Office Hours: By Appointment (Email for appointment)

Andrea L. Dozier, EdD, MSN
Phone: 229-500-2325, 1-980-553-1787
Email: andrea.dozier@asurams.edu
Office hours: TBA

Technology Support	ASU Help Desk

Prospectus

This course emphasizes quantitative and qualitative research methodologies and the application of technology in data analysis. The function of basic, applied and evaluation research will be delineated. The utilization of software packages in the analysis of data will be explored. Selection of research topic and general proposal for thesis/scholarly project should be completed during this course.

Student Learning Outcomes (Program Outcomes) for this Course:

1. Completion of a clear Thesis Proposal which includes Chapters 1-3 in APA format with at least 10 references where at least 5 are nursing research, consideration of cultural implications for sampling and EBP. (PO #1 and 5)
2. Completion of a draft of the IRB application. (PO #3)
3. Communication with Thesis Committee. (PO #4)
4. Completion of course objectives at 80%. (PO # 1-5)
5. Completion of CITI (ethical considerations) at 80% level. (PO #4)
6. Completion of Powerpoint presentation of Thesis proposal with oral presentation to a group. (PO #4 and #3).
7. Participate in discussion and communication with others in a respectful manner (PO #1).

Course Objectives
At the completion of this course, the student should be able to achieve the following:

Fall 2019

Professionalism (P and PO #1)

1. Demonstrate professional accountability through class preparation, participation, and academic honesty.
2. Assume responsibility and accountability for utilizing concepts basic to nursing research identified in previous research courses.
3. Utilize external standards of excellence and ethics in conducting nursing research.
4. Integrate nursing theory into the practice of nursing research.
5. Develop a research proposal utilizing the concepts of theory and nursing science.
6. Integrate ethical and legal considerations in the conduct of nursing research.

Nursing process (NP and PO #2)

1. Discuss the relationship of nursing research to theory development and nursing science.
2. Compare and contrast steps in qualitative and quantitative research approaches.
3. Select data collection and statistical techniques appropriate for qualitative and/or quantitative research design.
4. Utilize selected software packages in the analysis of research data.
5. Support the use of nursing research as important to each phase of the nursing process.
6. Apply nursing research to advanced practice nursing.
7. Formulate nursing research questions related to nursing practice.
8. Discuss the sources (practice, research, and education, theory) of nursing research problems.

Therapeutic Communication and Interventions (TCI and PO #3)

1. Interpret the implication of their research findings on nursing practice.
2. Disseminate research findings to peers, undergraduate students and consumers.
3. Develop a research proposal using quantitative or qualitative research approach.
4. Educate peers and consumers about the research process and their proposal plans.
5. Teach peers and consumers in the community important findings from their literature review/research findings.
6. Engage in the use of appropriate technology in the processing, presentation and communication of nursing research.

Leadership, Collaboration & Advocacy (LCA and PO #4)

1. Engage in planning and conducting research activities with peers, other professionals and consumers.
2. Assume responsibility for the organization of a thesis committee.
3. Collaborate with peers and other professionals in the development of a nursing research proposal.
4. Serve as advocate for the participants/subjects in the research process.
5. Assume a leadership role in the designing of nursing research.
6. Support culturally sensitive approaches in the conduct of nursing research.

Evidence-based Practice (EBP and PO #5)

1. Integrate the use of library materials, primary sources, and basic elements in critiquing nursing knowledge/science
2. Synthesize nursing knowledge from literature review within a nursing research proposal
3. Draw conclusions and modify practice based on evidence from nursing research
4. Critique quantitative and qualitative research reports.
5. Evaluate published reports of nursing research for the applicability of the findings to advance nursing practice.

Required Textbooks
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American Psychological Association. (2010). *Publication Manual for the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN #978-1-4338-0561-5

Grove, S., Burns, N., & Gray, J. (2018). *The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence.* (8th ed.). St. Louis: Elsevier Saunders.

Important Web Sites for this Class:
1. WWW.APAstyle.Org (Help with APA)
2. WWW.citiprogram.org (Ethics Certification for our class)
3. WWW.turnitin.com (Class ID 7397790, Enrollment password Success9)
4. WWW.grammerly.org (Paper submissions/editing)
5. WWW.Plagiarism.org (Review for your information)
6. IRBnet.org (IRB Application)

Evaluation*

Class Participation (Discussion/Action Assignments)	10 %	
Research Proposal	75 % *	Chapter 1= 25%
		Chapter 2 =25%
		Chapter 3 =25%
Oral Presentation of Research Proposal or Online Presentation	15 % *	
IRB Training	S/U*	
Portfolio	S/U*	
TOTAL	100%	

*Required for course completion
Grading Scale

90-100	A
80-89	B
75-79	C
65-74	D
64 and below	F

*A minimum grade of "B" is required for passing in all graduate courses.

Teaching Methods

Interactive presentations	Web activities	Critical thinking exercises
Online class discussion	Peer Review and Evaluation	Reflective writing

Class Requirements

STATUS OF RN LICENSURE:	All graduate nursing students must have an unencumbered license as designated by the Board of Nurse Examiners (BNE). It is imperative that any student whose license becomes encumbered by the BNE immediately notify the Chair of the Department of Nursing.
GRADUATE STUDENT	Students are responsible for knowing and complying with

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HANDBOOK:	all policies and information contained in the Graduate Student Handbook.
AMERICANS WITH DISABILITIES ACT:	As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.

Class Participation

Students will do the required readings and review unit presentations according to the class schedule, and will actively participate in online discussions. Students will make a minimum of one original posting to each discussion assignment. In addition, a response to fellow learners' postings is required during the week. The quality of comments is as important as the quantity, so students are expected to be reflective in their original posts and responses. Generally 150-250. words are adequate for your initial postings. Responses to fellow learners need to seek clarification, question and help enhance the student's original thoughts- A minimum of 100 words is expected to accomplish this. It is expected that you reference your original posting using APA format.

WRITING POLICY

Discussion participation will be evaluated according to the grading rubric found under "Start Here--Grading Rubrics." Action Assignments are to be submitted individually to the designated instructor via the assignment drop-box. Action Assignments will be graded as "S" or "U." **Assignments not submitted through the drop assignment drop box will not be accepted. A "U" will be given for all unaccepted assignments. Action assignments are due** on Friday of each week unless otherwise dated.

Writing is integral to teaching and learning in all disciplines. Writing activities in this course including posting to discussions will be evaluated based on clarity, grammar, spelling, the most current APA standards and Netiquette guidelines. Your initial response to the discussion should be a minimum of 150-250 words with appropriate citation as per 6th edition of the APA manual. Your response to a student (100-word minimum) should add knowledge to the subject and should be cited appropriately.

Weekly or Bi-weekly discussion participation is a key writing activity in this online course. Your instructor will post the discussion questions for the week on Sunday evening. Your original responses to the questions are to be posted by Wednesday night and responses to fellow learners completed by the end of the week (Friday). We are attempting to build a learning community here, and therefore, depend on everyone's participation. If your original and response postings do not meet the deadlines, then those people who are looking for input into the discussion during mid-week are left hanging. Try to log on several times each week and definitely post on different days.

Please do not post your discussion as an "attachment." The reason for this is two-fold. First, many students have very slow internet connections, and the additional step required to open the attachment can be time-consuming, and chances are, your fellow learners will not even bother to read it. Second, is that it places everyone at risk for a computer VIRUS. Viruses generally are transmitted through macros, such as Word documents, so that if one student has a virus, each student who opens the attachment is at risk of having their computer infected.

Netiquette provides basic information about writing online, that allows you to:
- Be properly understood.
- Get your points across effectively.
- Avoid getting anybody annoyed

Some general guidelines for the Discussion forum include:
- Remember the Golden Rule--don't do anything to other users that you wouldn't like done to you. (Likewise, remember to give what you would like to receive.) Don't publicly post e-mail another person has sent you unless the sender gives his or her permission.
- One of the first rules you learn when you get online is: Don't write EVERYTHING IN UPPERCASE! It may be easier to type that way, but it instantly tells everybody that you For those who are new to the Net. Uppercase is sometimes used, when somebody wants to indicate that they are SHOUTING! But few people will read a message that SCREAMS at them.

- Don't engage in "flaming" (i.e. hate-filled messages, expressing outrage).
- Before you start to type, think first about what you want to say and get your thoughts together. Sometimes it is best to prepare your responses in a word processing program (like MS Word) and then cut and paste your response to the discussion board. An additional advantage is that you can do spell-check and grammar check while in the Word processing program.
- Review communication guidelines under the "start here" tab.

Remember that all postings made to the Discussion forum are available for public viewing. If you have issues to discuss privately, please send an e-mail.

Integration of Technology
NURS 5120 is a Web-based course. NURS 5120 Desire to Learn Homepage will host a number of facilitated activities for the students, including lecture notes, course calendar, and a grade book to track their progress. Students are expected to visit the course homepage and the MSN Student/Faculty Homepage a minimum of twice per week to check for course announcements/e-mail, and to participate in various online activities.

Cheating & Plagiarism
If a student is found cheating on any exam or course written assignment in the nursing program, he/she will receive a zero on that exam or written assignment without the possibility of a re-take on the exam or assignment, fail the course with an grade of an F and will be dismissed from the program (Effective Spring 2009).

Plagiarism Defined
Copying another student's paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper.

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All proposals will be submitted to Turn It In to detect the tendency for plagiarism. Any detection > 20% constitutes "Cheating" and the cheating policy will take effect. **PLAGIARISM IS NOT ALLOWED AND YOU WILL BE DISMISSED FROM THE PROGRAM.** So do yourselves a favor and submit it to Turn It In and check for plagiarism. It will save you from being dismissed from this program. And I encourage you to submit each chapter early enough to make your own changes.

Research Proposal

Students will submit a research proposal that will subsequently be developed into a thesis or scholarly project. The differentiation between a "thesis" and "scholarly project" is detailed in the ASU Graduate Nursing Student Handbook, which can be found on the MSN Faculty/Student Homepage under "Program Resources." The research proposal consists of Chapter 1 (Introduction), Chapter 2 (Literature Review), and Chapter 3 (Methodology). A guideline for the required components within each chapter can be found under "start here"- ch 1-3 thesis proposal example/outline." The research proposal must adhere to the 6th edition of APA writing style. The final proposal is due as noted. **Please submit each chapter and the final proposal to an editor prior to submitting your proposal (You may use ASU's Online Writing Center for assistance or you may elect to contract someone to assist you). A 5% deduction off of each chapter grade will occur for each day a chapter of the proposal is not submitted by the due date and time.**

Oral Presentation

At the conclusion of this course each student must give an oral presentation (or online presentation TBA) of their research proposal. It may be a PowerPoint presentation, or a poster-board. Each student will have 10 to 15 minutes to present their introduction, literature review, and methodology. If you need special equipment for your presentation (i.e. overhead projector, laptop computer, etc), please let your instructor know one week in advance. This is a professional presentation, and considered a "prelude" to the oral defense of your thesis or scholarly project, so please prepare accordingly.

IRB Training: Protection of Human Subjects

Students must complete the online tutorial "Protection of Human Subjects". A link to this training session can be found under "Course Resources": "IRB." At the completion of this 90-minute training, a certificate will be issued. Please submit an electronic copy of the certificate to your instructor during the specified week (found under "Action Assignments"). CITI is the required training for this course

Portfolio

Once your draft proposal has been approved by your thesis committee, you will submit a portfolio that contains the completed IRB forms, the IRB training certificate, and Chapters 1 through 3. You must submit your 3 chapters and IRB forms electronically to the faculty of the course and your Chair. You will need o include your course instructors on the email that you send to your chair and committee members.

University and Course Policies
   A.   Course Information and Instructor Expectations
See sections above
   B.   Academic Honesty/Integrity
(See ASU Student Handbook for rules on academic honesty/integrity Page 62)
 https://www.asurams.edu/student-affairs/student-handbook/2017-handbook/

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

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

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

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

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

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

G. **Integration of Technology**
    The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, https://www.asurams.edu/Technology/ , https://www.asurams.edu/Technology/getting-started-students/ OR https://www.asurams.edu/Technology/?s=student+support for assistance with common issues.
    All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

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

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

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

J. **Important University Dates**
    a. Please refer to the online calendar for additional information:

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

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

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

Weekly Activities.

Week of Course	Course Calendar Topics	Comments
Week 1	Introduction to Nursing Research and the Research Process	Read and Accept the syllabus.
Week 2	Overview of Qualitative Versus Quantitative Research Research Problem and Purpose Objectives, Questions, and Hypotheses	Review student resources on the evolve website. Your Book resources. ASU Writing Center Assignment
Week 3	Literature Review Theoretical Framework	Literature Review Tool (10 scholarly articles required) Submit Research Topic, problem, purpose, and research questions. Email Chair and Committee members this information. Begin Literature review following posted guidelines (this is due week 8)
Week 4	Qualitative Research Methods Critical Analysis of Qualitative Studies	Participate in threaded discussion with characteristics of a qualitative article/research critically thinking about the qualitative method. **Post your qualitative article and describe the characteristics the posted article. Answer questions related to article in discussion posts. Identify theoretical framework for study and describe the connection to your topic.**
Week 5	Quantitative Research Design and Exam #1	Identify your research design for your thesis/scholarly project. **Participate in a thread discussion with characteristics of a quantitative article critically thinking about the method. Post your quantitative article and describe the characteristics the posted article.**
Week 6	Sampling Legal/Ethical Issues	Complete online CITI IRB training and submit electronic certificate into assigned dropbox(Also place this in your portfolio) Discussion: Describe the method you plan to use to obtain your sample. **Discuss cultural issues and sampling.**
Week 7	Measurement	**Chapter 1 of thesis proposal due for review by 11 p.m.** last day of week. Upload into assigned dropbox Make a decision on measurement for your study. Discuss this decision in class.
Week 8 Midterm	Data Analysis Collection	Discussion: Present plan for data collection and management.

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		Literature Review (chapter 2) Due in dropbox by 11pm.
Week 9	Data Analysis	Identify statistical tests that you will us for analysis of your data. Dropbox activity
Week 10	Informed Consent	Upload cover letter and informed consent to accompany your questionnaire. (dropbox)
Week 11	Interpreting Research Outcomes and Disseminating Research Findings	Interpreting and presenting the findings. **Discuss findings of both qualitative and quantitative research articles within discussion posts.** **Work on chapter 3 (methodology)**
Week 12	Research/Thesis--Scholarly Project Development	Continue to develop Research/Thesis—Scholarly Project. Communicate with your Thesis committee. Reflect on this process **Submit Chapter 3 of Research/thesis Proposal by 11 pm last day of this week.** Complete IRB application and send to chair* Begin development of presentation*
Week 13	Research/Thesis--Scholarly Project Development	Submit final proposal with IRB forms along with a hard copy of your Portfolio to the faculty and class. There should be 3 documents in the portfolio: Chapters 1-3, IRB application (do not submit online, only attach paper application), CITI training certificate. Also put IRB application in dropbox **Communicate with your thesis committee. Share PPT and Thesis proposal. Continue to work on Thesis. Present to a group of nursing friends or colleagues. Reflect on this endeavor.**
Week 14	Research/Thesis—Scholarly Project Development	Submit any changes/revisions Presentations
Week 15	**Research/Thesis—Scholarly Project Development** **ORAL/Powerpoint PRESENTATION:**	
Week # 15 and16	**ORAL/Powerpoint PRESENTATION:**	

Additional Important Instructions

Portfolio: An electronic copy as one word document:

1. **Chapters 1-3 in APA format**

2. **All Appendixes: Certificate of completion for "Protecting Human Subjects,"**

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Informed consent forms, i.e., agency/facility and participants,

IRB applications for all facilities or agencies, and

Permissions for utilizations of tools.

Copy of the tool(s),

Notices:

1. Syllabus subject to change. Will send announcement about changes.

2. All course papers must be submitted to ASU writing center and Turnitin. Make changes prior to submission.

Turnitin - Home www.turnitin.com/

Advanced Nursing Research Section 01 Fall 2019 CO   CW

Content Browser

📂 Start Here   >

📂 Student Resources   >

📂 Accessibility/Privacy Policies   >

📂 Course Content   >

Announcements

Data Management Information. How long do I keep my data?   ✕

Posted Nov 6, 2019 11:26 AM

Hi Class,

This information is for Chapter 3 and your IRB application. See data management.

Check ASU IRB to be sure but this is good general information.

https://www.uwyo.edu/research/_files/docs/investigator%20requirements%20for%20retaining%20research%20data.pdf

Best,

Dr. Linda

Places to Look for Nursing Research Articles and a few Nursing Research Journals.Read today!

✕

Posted Nov 6, 2019 3:25 AM

Class, there are many sites available to you to find nursing research articles. Listed here are a few examples. A good place to start is our own online library. See number one.

Additionally, a nursing research article contains information for your nursing discipline. Search for nursing research articles that have a introduction/background, literature review, method section, results and discussion. Similar to your thesis headings. The article is written by nurses and often contains a nursing theory. Once you have located all 10 of your nursing research articles, you will see a pattern of thought, a pattern of theories used in this area, the types of survey instruments used to measure your concept, and the major nurse researchers in this area. In some instances, you will come to "know" this nursing area so well that you find gaps that need to be filled by your nursing thesis work.

Note: It is a good idea to clear your research articles and your literature review with your chair to be sure you are moving in the right direction.

The key word is research. The article can be either quantitative or qualitative but must be related to your topic and involve nursing research work.

Question: Do you expect a dentist to write nursing research? No. You expect nurses to write nursing research. You may expect nurses to write about nursing care with dental patients.

Class, you may not be able to connect via the links below. I would recommend that you type the words into a search engine and then review the site for nursing research and your topic.

If you are still having difficulty at this point, contact your chair or class faculty for assistance immediately. Here is my contact information 2292914292. Dr. Linda

1. Cinahl (Must go to the ASU library for this one. It is a special data base for nursing articles within the library.)

https://www.ebscohost.com/nursing/products/cinahl-databases/cinahl-complete

2. Tutorial: Evidence Based Practice at:
http://www.hsl.unc.edu/Services/Tutorials/EBM/welcome.htm

3. Medscape Nurses
https://www.medscape.com/nurses

4. PubMed For Nurses

https://www.nlm.nih.gov/bsd/disted/nurses/cover.html

5. BMC for Nurses

https://bmcnurs.biomedcentral.com

6. Agency for Healthcare Research and Quality
https://www.ahrq.gov/

7. Sigma Theta Tau

https://www.sigmanursing.org/learn-grow/publications

8. Nursing Research

https://journals.lww.com/nursingresearchonline/pages/default.aspx

9. Canadian Journal of Nursing Research

http://us.sagepub.com/en-us/nam/canadian-journal-of-nursing-research/journal202552

10. Western Journal of Nursing Research

https://journals.sagepub.com/home/wjn

11. Applied Nursing Research Journal

https://www.journals.elsevier.com/applied-nursing-research/

12. Journal of Nursing Research and Practice

https://www.pulsus.com/journal-nursing-research-practice.html

13. Clinical Nursing Research

https://journals.sagepub.com/home/cnr/

14. Journal of Research in Nursing

https://journals.sagepub.com/home/jrn

Notice: Going directly to the site may cost. So...... find your article at the journal site and then go to the library to find that article.

Notice: See also specialty nursing journal related to your topic. For example: If your topic is related to maternal child health then search the internet for the title

(https://journals.lww.com/mcnjournal/pages/default.aspx. Be aware that if you search the journal online, you may have to pay for the article. However, if you search for the same article at your library, you may find that same article at your library.

Do not be fearful of this activity. It only requires that you search, think and then write about what you have found in the literature. This is critical thinking at its finest.

All the Best,

Dr. Linda

IRB application. Go to IRBnet.ORG. Information Here   ✕

Posted Nov 1, 2019 4:02 PM

Class,

Go to IRBnet.org for your IRB application and instructions on completing that document.

Note that you must log in. This includes creating a password.

Review information on the page as well as the modules to help you while completing the application.

See the screen shot attachment.

After you log in, note buttons on left side of page.

See Forms on the left side of the page.

See Forms and IRB application.

Let us know if you have more questions.

Dr. Linda

Attachment(s):

IRB.docx   (546.21 KB)

GRADUATE RESEARCH SYMPOSIUM   ✕

Posted Oct 29, 2019 12:45 PM

GRADUATE RESEARCH SYMPOSIUM.

Please see attachment.

Thank you.

Dr. Linda

Attachment(s):

GRS Media Announcement_Sam...   (194.09 KB)

Reminder to submit form   ✕

Posted Oct 24, 2019 12:58 PM

ALBANY STATE UNIVERSITY
College of Professional Studies
Department of Social Work
Course Syllabus

Course Title	**SOWK 7041: Evaluation of Practice with Children and Families**
Course CRN	89244
Credit Hours	3
Instructor	Dr. Jerry Daniel
Semester/Year	Fall, 2020
Day of Class	Tuesdays
Time of Class	7:55pm – 10:25pm
Classroom	CMH 310
Instructor's Office	CMH 337
Instructor's Phone	229/500-2378
Alternate Phone	229/500-2384 (Social Work Office)
Instructor's Email	jerry.daniel@asurams.edu
Office Hours	T & R 4:00pm – 7:30pm

Course Prerequisites	Graduate standing; successful completion of all MSW Generalist year courses or consent of instructor
Course Co-Requisites	SOWK 7021; SOWK 7031; SOWK 7055; SOWK 7051; SOWK 7*** elective
Required Course Texts and Materials	**Required Readings:** Bloom, M., Fischer, J., & Orme, J.G. (2009). *Evaluating practice: Guidelines for the accountable professional* (6th Ed.). Boston: Pearson. ISBN 13: 978-0205612017 **Recommended Readings:** Bloom, M. & Britner, P.A. (2012). *Client-Centered Evaluation: New Models for Helping Professionals*. Boston: Allyn & Bacon. Grinnell, R., Gabor, P., & Unrau, Y. (2012). *Program evaluation for social workers: Foundations of evidence-based programs.* London: Oxford University Press. Szuchman, L. T. and Thomlison, B. (2008). *Writing With Style: APA Style for Social Work*. Belmont, CA: Brooks/Cole.

COURSE DESCRIPTION

This advanced research course focuses on the evaluation of clinical practice with children, adolescents, families and groups. The course provides students with guidelines on conceptualizing and measuring problems in social work practice, developing practice-oriented evaluation designs, methods for understanding and analyzing clinical data, and ethical guidelines for clinical practice evaluation.

INSTITUTIONAL LEARNING OUTCOMES

#	Institutional Learning Outcome
1	The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2	The student will be able to demonstrate effective analytical problem solving skills that are appropriate to the major field of study, depth of study, and degree level.
3	The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

EXPECTED PROGRAM OUTCOMES/STUDENT LEARNER OUTCOMES

At the completion of the MSW program, the graduate will:

Program Outcomes
ENGAGE DIVERSITY, EQUITY AND INCLUSION IN PRACTICE
The MSW student will effectively engage diversity, equity and inclusion in their clinical social work practice with children, families and vulnerable adults.
ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE
The MSW student will engage in research-informed practice and practice-informed research.
INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES
The MSW student will effectively intervene with children, families and vulnerable adults in their clinical social work practice.

EXPECTED COURSE OBJECTIVES

At the completion of this course, the student will be able to:

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
2aSP	1	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults	Class discussions/Quizzes Research Ethics Paper and Presentation	Knowledge, Values, Skills, Cognitive and Affective Processes Knowledge, Values, Cognitive and Affective Processes

			Clinical Social Work Practice/Program Evaluation Paper and Presentation	Knowledge, Values, Skills, Cognitive and Affective Processes
4aSP	2	Demonstrate the ability to effectively translate research findings into effective practice with children, families and vulnerable adults	Class discussions/Quizzes	Knowledge, Values, Skills, Cognitive and Affective Processes
			Research Ethics Paper and Presentation	Knowledge, Values, Cognitive and Affective Processes
			Clinical Social Work Practice/Program Evaluation Paper and Presentation	Knowledge, Values, Skills, Cognitive and Affective Processes
8aSP	3	(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Class discussions/Quizzes	Knowledge, Values, Skills, Cognitive and Affective Processes
			Research Ethics Paper and Presentation	Knowledge, Values, Cognitive and Affective Processes
			Clinical Social Work Practice/Program Evaluation Paper and Presentation	Knowledge, Values, Skills, Cognitive and Affective Processes
			Midterm Examination	Knowledge,
			Final Examination	Knowledge
9aSP	4	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients	Class discussions/Quizzes	Knowledge, Values, Skills, Cognitive and Affective Processes
			Research Ethics Paper and Presentation	Knowledge, Values, Cognitive and Affective Processes
			Clinical Social Work Practice/Program Evaluation Paper and Presentation	Knowledge, Values, Skills, Cognitive and Affective Processes
			Midterm Examination	Knowledge,
			Final Examination	Knowledge

DIMENSIONS ADDRESSED IN ORDER TO OBTAIN PRACTICE COMPETENCIES

A. Knowledge

The dimension of "knowledge" focuses on *knowledge acquisition and comprehension.* "Knowledge acquisition" refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussion. "Comprehension" refers to the accurate translation,

interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

B. Values

The dimension of "values" focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgement and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

C. Skills

The dimension of "skills" focuses on the proficiency in the use of one's knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

D. Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions and other forms of communication.

I. COURSE SCHEDULE

Date	Topics Aligned with Student Learning Outcomes	Activities/ Lab	Assessment
Week 1 8/20	Course Orientation and overview **Integrating Evaluation and Social Work Practice** Introduction to Single-System Design What are Single-System Designs? Evidence-Based Practice (EBP) Single-System Designs and Classical Research: The Knowledge-Building Context Single System Evaluation, Qualitative Research and Quantitative Research Advantages of Using Single-System Designs in Practice	Bloom, Fischer & Orme, Chapter 1	**Classroom Discussion**

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	A Walk through the Evaluation Process		
Week 2 8/27	**Basic Principles of Conceptualization and Measurement** What is Conceptualization? What is Measurement? Definition as a First Step in Measurement Can Everything be Measured? Key Characteristics of All Measures	Bloom, Fischer & Orme, Chapter 2 Pignotti, M., & Thyer, B. (2009). Use of novel unsupported and empirically supported therapies by licensed clinical social workers: An exploratory study. *Social Work Research, 33*(1), 5-17.	**Discussion of the Reflection Paper on Pignotti and Thyer article**.
Week 3 9/3	**Specifying Problems and Goals** From General Problems to Specific Targets of Intervention Specifying Client Concerns: Identifying and Clarifying Problems and Potentials Specifying Goals and Objectives Using Goal Attainment Scaling (GAS) to Establish Goals Setting Goals in Groups Problems and Issues in Setting Goals **Developing a Measurement and Recording Plan** Steps in Developing a Recording Plan Charting: Putting Your Information on Graphs Problem-Oriented Records (POR) Use of Computers in Evaluation and Practice Computer-Assisted Social Services (CASS): A User's Guide Installing CASS	Bloom, Fischer & Orme, Chapters 3 & 4 Aarons, G., Zagursky, K., Gettes, D., & Palinkas, L. (2009). Implementing evidence-based practice in community mental health agencies: A multiple stakeholder analysis. *American Journal of Public Health, 99*(11): 2087-2095.	**Classroom Discussion/Quiz**
Week 4 9/10	**Behavioral Observation** General Guidelines for Behavioral Observation in Social Work Practice Sampling Behaviors Instruments for Recording Behaviors Measuring Accurate Observations Methods of Recording Behavior Analog Situations Recording Behavior in Groups **Individualized Rating Scales** Uses of Individualized Rating Scales in Social Work Practice Constructing and using Individualized Rating Scales	Bloom, Fischer & Orme, Chapters 5 & 6	**Classroom Discussion/Quiz** *Research Ethics Paper and Presentation*
Week 5 9/17	**Standardized Scales** What are Standardized Scales? Selecting a Standardized Scale Administering a Standardized Scale in Social Work Practice Some Available Standardized Self-Report	Bloom, Fischer & Orme, Chapters 7 & 8 Beidas, R. et al. (2011). Free, brief and validated: Standardized	**Classroom Discussion/Quiz**

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	Scales
	Some Available Standardized Scales for
	  Social Work Practitioners
	Some Available Standardized Scales for
	  Relevant Others
	Some Available Standardized Scales for
	  Independent Observers
	Do-It-Yourself Scales
	Using Standardized Scales in Group
	Work
	Computer Management of Standardized
	  Scales
	
	Logs
	Types of Client Logs
	Putting Qualitative and Quantitative
	Information Together
	Introducing Clients to Logs
	Social Work Practitioner Logs
	Maximizing and Verifying the Reliability
	  and Validity of Logs
		instruments for low
		resource mental health
		settings. *Cognitive
		Behavioral Practice, 22*
		(1), 5-19.	

Week 6 9/24	**Reactivity and Nonreactive Measures** Reactivity in Measures Unobtrusive (Nonreactive) Measures **Selecting a Measure** Considerations in Deciding on a Measure Use of Multiple Measures Selecting a Measure	Bloom, Fischer & Orme, Chapters 9 & 10	**Classroom Discussion/Quiz**

Week 7
10/1
	**Basic Principles of Single-System
	Designs**
	An Example of Connecting Social Work
	  Practice and Evaluation Designs
	Purposes of Single-System Designs
	Unique Characteristics of Single-System
	  Designs
	Causality in Single-System Designs
	External Validity and Generalizability
	Overview of Single-System Designs
	
	Baselining
	Purposes of Baselining in Social Work
	  Practice
	Types of Baselines
	How Long Should Baselining Continue?
	When are Baselines Not Necessary?
	Issues Regarding Baselining
		Bloom, Fischer &
		Orme, Chapters 11 & 12
			**Classroom
			Discussion/Quiz**

Week 8 10/8			*Midterm Exam*
Week 9 10/15	**From the Case Study to the Basic Single-System Design: A-B** Case Studies or Pre-Designs Design A-B: The Basic Single-System Design	Bloom, Fischer & Orme, Chapters 13 & 14	**Classroom Discussion/Quiz**

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	The Experimental Single-System Designs: A-B-A, A-B-A-B, & B-A-B Basic Experimental Designs		
Week 10 10/22	**Multiple Designs for Single Systems** Multiple-Baseline Designs: Across Problems, Clients or Settings Multiple-Target Designs Variations on Multiple Designs **Changing Intensity Designs and Successive Intervention Designs** Changing Intensity Designs: $A\text{-}B^{1\text{-}}B^2\text{-}B^3$ Successive Intervention Designs: A-B-C, A-B-A-C, A-B-A-C-A	Bloom, Fischer & Orme, Chapters 15 & 16	**Classroom Discussion/Quiz**
Week 11 10/29	**Designs for Comparing Interventions** Alternating Intervention Design: A-B/C-(B or C) Interaction Design: A-B-A-B-BC-B-BC **Selecting a Design** Framework for Selecting a Design Needed: A Design for All Seasons Creativity in Single-System Designs: Making Your Own Designs Evaluation in Minimal-Contact Situations Single-System Designs in Managed Care: The Stretch Design Trouble-Shooting: When Your Case is Different	Bloom, Fischer & Orme, Chapters 17 & 18	**Classroom Discussion/Quiz**
Week 12 11/5	**Basic Principles of Analysis** Distinguishing Effort, Effectiveness and Efficiency Significance: Practical, Statistical and Theoretical Evaluating Goal Achievement Issues in Analysis of the Data Computer Analysis of Data for Single System Designs The Issue of Auto-Correlation Tools in the Analysis of Data **Visual Analysis of Single-System Design Data** Definition of Terms Basic Patterns and Implications Visual Inspection of Raw Data Interpreting Ambiguous Patterns Problems of Visual Inspection Creating a Chart with SINGWIN	Bloom, Fischer & Orme, Chapters 19 & 20	**Classroom Discussion/Quiz**
Week 13 11/12	**Descriptive Statistics** Measures of Central Tendency Measures of Variation Using Measures of Central Tendency and Variability to Graph Group Data	Bloom, Fischer & Orme, Chapters 21 & 22	**Classroom Discussion/Quiz**

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	Computing and Graphing Measures of Central Tendency and Variation with SINGWIN Measures of Trend Measures of Effect Size Optimal Uses and Cautions for Specific Descriptive Statistics **Tests of Statistical Significance for Single-System Designs** Proportion/Frequency Approach Three-Standard-Deviation-Band Approach (X-Moving-Range-Chart) Chi-Square		
Week 14 11/19	**Computer Analysis of Single-System Design Data** Starting SINGWIN Exiting SINGWIN Getting the Big Picture Using Specific Procedures Installing SINGWIN **Selecting a Procedure for Analyzing Data** Framework for Selecting a Procedure for Analyzing Data Other Statistical Considerations Non-statistical Considerations Limitations	Bloom, Fischer & Orme, Chapters 23 & 24	**Classroom Discussion/Quiz** ***Presentation of Single System Design Class Project***
Week 15 11/26			***SINGLE SYSTEM DESIGN PAPERS/ PRESENTATIONS***
Week 16 12/3			***SINGLE SYSTEM DESIGN PAPERS/ PRESENTATIONS***
Week 17 12/10			***Final Examination***

DESCRIPTION OF LEARNER-CENTERED CLASSROOM ACTIVITIES, EXERCISES, PROJECTS, LABS, WRITTEN ASSIGNMENTS, ETC.

Activity	Description of Activity	Practice Behavior Addressed
You are the Single Subject Design	Students will think of a behavior that he or she would like to change, such as: • A need to relax more • Reduce time spent on social media • Improve the quality of sleep • Increase time spent preparing for classes • Increase the amount of exercise done in a week • Etc., etc., etc…. Narrow your selection to a change that involves increasing or decreasing the frequency or intensity of a behavior. Be sure it's	

	a behavior that you feel comfortable talking about and reporting to the class. Each student will be responsible for: • Taking several measurements related to the issue across the semester • Implementing an intervention that has the potential to affect your selected issue. This is your single-system design. • Creating a graph and respond to questions from your colleagues and instructor about your interventions and measurements	
Your Single System Design Measurement – Part I	In groups, each student will design a measurements that will measure observable interventions related to their single system design. Students will take four different types of measurements. They will take each measurement on each day: **First Measurement** Your first measurement will be either a count of the number of times something happens, how long something occurs, or a measurement of how much something happens (e.g., how many times you walk your dog per week, how many minutes you exercise each day, how many hours you spend on studying, etc.). An example of "how much" could be the number of times you drink a cup of coffee per day.	
Your Single System Design Measurement – Part II	**Second Measurement** In groups, students will plan their second measurement of their single system design. Students will construct a scale with a -1 at one end and a -10 on the other end. Students will anchor each end of their scale. For instance, a student who is working on reducing stress might have the following scale: **Cool, calm, Collected** -1-2-3-4-5-6-7-8-9-10 **Stressed to the Max** The student will then plan to circle the number that best conveys her or his stress level on each day of the week.	
Your Single System Design Measurement – Part III	In groups, students will engage in an internet search of empirical (peer-reviewed) literature scales that can be used for their single system design. It must include at least 4 items and should measure a single concept, using a common response format. For instance, a student who is trying to improve the quality of sleep might construct the following scale: _see table below_	

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I slept soundly			X	
My sleep was deep				X
My sleep was very restful				X
I tossed and turned all night	X			
I woke up full of energy				X

	Students will need to score their scales. To dos so, they will have to assign points to their responses. If your single system design is constructed so that a high total score indicates a restful (rather than restless) sleep, points would likely be assigned, as follows: strongly agree = 4; agree = 3; disagree = 2; strongly disagree = 1. If the student's sleep last night was recorded as shown in the table above, the scores on the five items would be (in the order they appear):	
	$$2 + 1 + 1 + 4 + 1 = 9$$	
	Stop! Wait a minute! If the student agrees to the fourth item (I tossed and turned all night), the scale would convey restless sleep, not restful sleep. The student would need to a reverse score on this item. In other words, for this item, the scale would follow this construction: strongly agree = 1 (*not* 4); agree = 2 (*not* 3); disagree = 3 (*not* 2); and strongly disagree = 4 (*not* 1). Then the score for this item would correctly be "1" (not 4), and the correct total score would be:	
	$$2 + 1 + 1 + 1 + 1 = 6$$	
	The student might want to consider changing the format to "never," "occasionally," "sometimes," "often," "always" *or* "excellent," "good," "fair," and "poor.	
Your Single System Design Measurement – Part IV	In groups, students will plan for their client log. For each day, the student will construct a record containing two or three sentences or observations that address a unique aspect of each day's situation. For instance, if the student was trying to improve the quality of sleep, the student might record for one day:	
	"Just couldn't get to sleep." "Wish I hadn't had that strong coffee before bedtime." "Phone rang at 2am and interrupted my sleep," "All I can think about is work and school," "I need a break," "Awoke with a big headache," etc.	
	The key of the log is to get at the important events that affect what is going on. It often includes important insights and ideas for successfully attaining the objective of the single system design. **Be sure that you are carrying out all four of your measurements each day!**	
Your Single System Design - Intervention	In addition to take measurements, students will implement an intervention. Some examples might be developing an exercise regime, turning off the cell phone after 10pm, using a mindful exercise each evening to reduce stress, including one vegetarian meal per day, etc.	
	For the next two weeks, will establish baseline measurements so that some of the intervention will include measures *before* the intervention was instituted and the rest will occur *after* the intervention begins.	
	The student might want to consider staggering the intervention. In other words, the student might have an intervention on day 1, no intervention on day 2, intervention on day 3, no intervention	

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	on day 3, etc. For instance, the student could: mindful meditation on day 1, no mindful meditation on day 2, mindful meditation on day 3, no mindful meditation on day 4, etc.
Your Single System Design – Completing the Measured Intervention	Toward the end of the semester, students in groups will discuss their findings. A hard copy of the results of their single system designs will be turned in to the instructor: 1. After sharing the results of their intervention with their group, students will hand in their measurements to the instructor. The logs may be hand-written. All other measures will be printed and well organized. Be sure to calculate a multi-item scale score for each day. All measurements for one day should be made on a single piece of paper. 2. Using Excel or a similar program, create a line graph that traces the key dependent variable of your study (your most important quantitative measurement) across time. Find a way on your graph to indicate the day(s) on which you implemented your intervention 3. Write a paragraph summarizing the patterns and trends that your line graph conveys. Indicate from visual analysis whether you see relationship between your intervention and trends/patterns on the graph. Do you think your intervention affected the dependent variable that is graphed? 4. Write a paragraph addressing (from your subjective perspective) the reliability and validity of some of your quantitative measures. Which were best from your point of view? Or were all of them flawed? Did you find yourself tempted to fake measurements to make yourself look good? Do you think the fact that your classmates and instructor will see your measurements affected your rating of them? What about issues of reactivity? Did the fact of paying so much attention to the change effort have an effect either on the actual behavior or on your perceptions of them? If so, were these effects positive or negative? 5. Write a paragraph about your log. Was it helpful? Did you gain any insights into your behavior from the log? How could the log be more helpful? Finally, do your writings and reflections in the log concur with your quantitative measures? 6. Write a brief paragraph (two or three sentences) addressing how your study could be improved. 7. Reflect in a brief paragraph about whether you think measurements you used could be useful to (a.) a client and (b.) a social worker working with a client. Report to the entire class about the outcomes of your single subject design project. You should summarize your project, highlight what was most interesting – maybe even unexpected – and discuss whether any of what you did has relevance for social work practice. **This classroom project will be turned in as a hard copy.**	

A. METHOD OF STUDENT EVALUATION

Graded Assessment #1: Class Discussions/Quizzes
Description:
Students are expected to complete all reading assignments prior to attending class. Students will be graded on their class participation and demonstration of their comprehension of the reading assignments for that week. Students are expected to apply reading assignments to the weekly classroom activities. Unannounced quizzes may be given to ensure that students are current with their readings.
Graded Assignment #2: Research Ethics Paper and Presentation
Working in a group, students will consider an ethical issue in clinical social work practice and present the findings to the class. The ethical issue will be related to your clinical social work research study and the role of the Institutional Review Board in your research. Students will complete the following steps: 1. Each working group will select one article from the *Journal of Social Work Values and Ethics* (http://jswve.org/file-browswer/) that has been published within the last 5 years. The article must be relevant to your research project and interests. 2. As a group, student will analyze the article and describe the relevance of the study to clinical social work practice. Students will then prepare and deliver a professional presentation on the ethical issue(s) presented in the article. Students will also connect the issue to the NASW *Code of Ethics,* laws, rules and regulations and other ethical standards, as applicable.
Graded Assessment #3: Clinical Social Work Practice/Program Evaluation Paper and Presentation
Description:
Social work has historically focused primarily on the delivery of services. Often there has been little evidence to validate that clinical interventions are successful and sustaining. Over the last several decades, clinical social work practice has evolved considerably. Since some mental health services programs are funded by public resources, the gatekeepers of public monies (e.g. local government, legislature, congress, etc.) have required social service agencies funded by public dollars to prove that their services are successful. Similarly, managed care has required clinical social workers to demonstrate effectiveness in their work with clients.
With this evolution, clinical social work providers have had to restructure many aspects of their services to insure that their interventions are empirically based. Clinical social workers must clearly specify problems, as well as monitor the interventions, techniques, and outcomes in measurable terms for public and private funding sources and accrediting bodies. They must systematically evaluate the effectiveness of the interventions used.
Summary of Evaluation of Clinical Social Work Practice/Program Paper and Presentation:
Note: Evaluations of clinical practice are not "research" in the sense that data is being gathered for publication or other public dissemination purposes. Any project that gathers data about human subjects with the intent of publicizing the results of data analysis (through publication or other forms of public presentation) constitutes a research project. No such research can be conducted without obtaining prior approval from the Institutional Review Board (INB) of Albany State University.
1. Practice evaluations may focus on field agency clients (individuals, families, or groups) or a clinical program within the agency. The target of clinical practice evaluation may be a client problem (e.g. increase the number of days a student attends school), a client strength (e.g. maintain high level of school attendance), a clinical program goal (e.g. 80% of agency clients will follow through with referrals), or some other measurable aspect of clinical practice deemed important by the student and her or his MSW Field Instructor. Students may elect to evaluate their own clinical practice with an individual client or client system (e.g. family) using a single system design, but students may choose to evaluate other units, such as clinical programs within the field agency.
2. Data collection may include one or more: • standardized questionnaires (e.g. the Parent-Child Relationship Index) • self-report tools such as self-anchored scales and logs • field notes or other ways of recording activity and impressions in action research

- behavioral observations used in session
- parent, or teacher rating scales
- archival data such as probation reports, employment records, school reports, or medical records, etc.

The choice of which goals or problems to measure and how to measure them are the responsibility of the MSW Field Instructor and the student.

3. Students will utilize graphs and other data charts to provide a visual summary of their findings for their class presentation.

Outline of Project

For clinical practice evaluation with clients, use a *single system design*:
1. Describe the subject.
2. What was the client problem or goal you measured in this case?
3. How did you measure the goal (procedures used, operational definition, frequency)?
4. Intervention(s) you used and when used (be specific).
5. Findings and implications (charts or graphs must be used to demonstrate the findings.)

For evaluation of groups in clinical practice, use a *group practice design*:
1. Describe the sample.
2. What was the outcome indicator you measured in this case?
3. How did you measure the outcome (procedures used, operational definition, frequency)?
4. Intervention(s) you used and when used (provide details of the intervention)
5. Findings (complete charts or tables for use in your presentation) and implications.

For evaluation of a clinical program in your field agency, use an *program outcome design*:
1. Describe the clinical program.
2. What were the clinical program goals or objectives measured?
3. How did you measure the goals or objectives (procedures used, operational definition, frequency, etc.)?
4. Clinical program description (how the program is supposed to achieve the goals)?
5. Findings (complete charts or tables for use in your presentation) and implications.

Graded Assignment #4: Midterm Examination (Chapters 1 – 12)
Students will successfully complete the midterm examination, which will cover chapters 1 through 12 of the Bloom, Fischer and Orme textbook, lectures, Power Points, handouts, activities, and classroom discussions.
Graded Assignment #5: Final Examination (Chapters 13 -24)
Students will successfully complete the final examination, which will cover chapters 13 through 24 of the Bloom, Fischer and Orme textbook, lectures, Power Points, handouts, activities, and classroom discussions.

B. COURSE GRADING POLICY

#	Assignment	Date Due	Maximum Possible Score
1	Class discussions/Quizzes	Weekly	100
2	Research Ethics Paper & Presentation	9/10	100
3	Single System Design Class Project	11/19	100
4	Clinical Social Work Practice/Program Evaluation Paper and Presentation	11/26	300
5	Midterm Examination	10/8	200
6	Final Examination	12/10	200
Total Points			1,000

C. ASSESSMENT

The final grade in the course is defined as follows:

#	Graded Assignment	Percent
1	Class discussions/Quizzes	10%
2	Research Ethics Paper & Presentation	10%
3	Single System Design Class Project	10%
4	Clinical Social Work Practice/Program Evaluation Paper and Presentation	30%
5	Midterm Examination	20%
6	Final Examination	20%
Total		100%

D. COURSE GRADES

The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 and below

III. COURSE POLICIES

A. Academic Honesty and Integrity

All members of, and participants in, the academic life of the University are to be governed by academic honesty in all of their endeavors. Students and faculty are expected to uphold academic integrity and combat academic dishonesty. The academic honor system charges each faculty member and student with responsibility for:
- Upholding the highest standards of academic integrity in one's own work;
- Refusing to tolerate violations of academic integrity in the ASU community; and
- Fostering a high sense of integrity and social responsibility on the part of every member of the ASU community.

Violations of this code include cheating, plagiarism, fabrication, receiving from a fellow student or another unauthorized source during examinations; obtaining, distributing, or referring to a copy of an examination which the instructor or social work program has not authorized to be made available for such a purpose; any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor (e.g., removing or destroying library or other source materials); representing another's work, published or unpublished, as one's own; tampering with another student's work; altering grades or any other records related to the academic performance of students; or submitting false records or information in order to gain admission to the University or the social work program, etc. No student shall give or receive any assistance not authorized by the corresponding professor in the preparation of any assignment, report, project, or examination to be submitted as a requirement for academic credit. **The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment.**

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The following are the possible disciplinary penalties for violation of the Academic Code of Honesty, which may be imposed singularly or in any combination:

- Course failure
- Expulsion from Albany State University
- University suspension for no less than one year
- Probation
- Reprimand

Students are required to adhere to the policies defined in the *NASW Code of Ethics* and the Social Work Department's *Standards for Social Work Education*, as contained in the *Social Work Student Manual.* All ASU students are required to adhere to the ASU Policy on Integrity and Honesty found in the *ASU Student Handbook*   [https://www.asurams.edu/wp-content/uploads/handbooks/students/2017-Student-Handbook.pdf].

B. Students with Disabilities

Albany State University policies regarding students with learning disabilities and physical disabilities meet all State and Federal legislation, including the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (Title II). The Regents Center for Learning Disorders at Georgia Southern is one of three centers in Georgia established by the Board of Regents to provide standardized assessment, resources, and research related to students within the University system suspected of having learning disorders. The Center can identify students with suspected specific learning disabilities, Attention Deficit/Hyperactivity Disorders (ADHD) or Acquired Brain Impairment. It is the Student's responsibility to inform the Office of Counseling and Student Disability Services (CSDS) of his/her disability. The professional staff reviews documentation supplied by the student or will provide a new evaluation. Any student interested in having an evaluation may contact the Office of Counseling and Student Disability Services for information concerning the availability of this service.

If you currently have an identified learning disability, it is your responsibility to inform the Office of Counseling and Student Disability Services (CSDS) of your disability and educational needs. The Office of Counseling and Student Disability Services is located in the New Student Center – Green Zone 2-141. The Coordinator of the Office of Counseling and Student Disability Services may be reached at (229) 903-3611, (229) 903-3610 or (229) 430-1711. If you are a student with a disability, you should contact the Testing and Disability Center to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs. The Instructor will, upon receipt of a letter from the Office of Counseling and Disability Services, make the recommended academic accommodations for you. If you are an individual with a disability who requires such accommodations, please discuss this with the Instructor during the first week of class, preferably immediately after the first class period). Please refer to the following link for further information on Counseling and Disability Services: https://www.asurams.edu-student-affairs/counseling-disability-services/ .

C. Campus Carry Information

Please refer to the following link for Campus Safety Information:
https://www.asurams.edu/police/gun-laws/

D. Sexual Misconduct Policy (Harassment Policy)

Albany State University is committed to providing a positive and rewarding educational experience and a safe campus environment that acknowledges the dignity and worth of every individual. The purpose of this

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policy is to prohibit any form of sexual discrimination by or against any campus constituent and to ensure that every report of sexual discrimination is taken seriously and that prompt and appropriate action is taken. Sexual misconduct is a serious threat to the University community, a violation of University policy, prohibited by Title IX and in some instances a criminal act. In accordance with Title IX, the University is committed to (1) prohibiting acts of sexual misconduct; (2) providing comprehensive support to the alleged victim while safeguarding the due process rights of the accused; and (3) clearly identifying, defining and articulating behavioral standards and expectations required of all members of the University community. Albany State University constituents are expected to adhere to Sexual Misconduct Policy 4.1.7 as prescribed by the University System of Georgia. Please refer to the following link for Title IX: Sexual Misconduct Policy: https://www.asurams.edu/administration/title-ix/sexual-misconduct-policy/.

E. University Math and Writing Centers Reinforcement Policy

- Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- Writing Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center OR https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/
- Math Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/ OR https://asurams.edu/academic-affairs/learning-centers/west-math-center/

F. Integration of Technology

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

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

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

G. Course Attendance Policy

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for

absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed. Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

Online Attendance

Attendance in online classes is verified in terms of participation, time spent in a particular unit or other part of online courseware, time spent in chats and online discussion, quality and quantity of chat and online discussion content, quality and quantity of e-mail, quality and quantity of course work, test participation, and other considerations. Distance learning courses at Albany State University are instructor-led classes and are not independent study or correspondence courses. Students are expected to engage actively in the course content, participate in student-teacher and student-student communications, and complete assignments and tests according to the requirements and schedule of the course instructor.

Failure to participate, communicate, or meet course requirements within the time frame required by the instructor may reduce the grade for the course or initiate faculty-withdrawal procedures as noted in the "Student Attendance Policy." Divisions or departments may have class attendance policies of a more specific nature within this general policy statement. Each instructor shall provide detailed policies and procedures in writing to each student at the beginning of the course.

Students who miss classes while serving as jurors will not be penalized for such absences but will be required to make up classwork missed as a result of jury service.

H. Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department's Administrative Assistant and the Chair of the Department of the class cancellation so a "Notification of Cancellation" may be placed on the classroom door and they can answer any questions or concerns that students might have.

I. Important University Date

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

II.   DIRECTIONS AND RUBRICS

Attached are the rubrics for each graded assignment:

SOWK 7041: Evaluation of Practice
Clinical Social Work Practice/program Paper and Presentation
Grading Sheet

MSW Student Name: _____

#	Grading Criteria	Unsatisfactory (0-3 Points)	Acceptable (4-7 Points)	Exemplary (8-10 Points)	Score
1	Student demonstrates the ability to **research and utilize culturally sensitive and effective services** with children, families and/or vulnerable adults				
2	Student demonstrates the ability to effectively **translate research findings into effective practice** with children, families and vulnerable adults				
3	Student demonstrates the ability to **critically choose and implement interventions** to achieve practice goals and enhance capacities of clients and constituencies				
4	Student demonstrates the ability to **evaluate the processes and/or outcomes** of clinical practice with children, families and/or vulnerable adult clients				
5	Student submits professional research paper in APA style with no grammatical or spelling errors.				
6					
7					
8					
9					
10					
Total					

_____   _____

[Faculty Signature]   **[Date]**

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  problem. *Families in Society, 83*(1), 7-13.

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Recommended Websites

Agency for Healthcare Research and Quality: http://www.ahrg.gov/
American Association of Suicidiology: http://www.suicidology.org/index.cfm
American Evaluation Association: http://www.eval.org/

American Psychiatric Association Practice Guidelines:
http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm
American Psychological Association: http://www.apa.org/

STUDENT ACKNOWLEDGMENT AND AGREEMENT

By my signature, I acknowledge that I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course. I understand that it is my responsibility to follow all of the policies set forth in the syllabus. I understand and agree to satisfactorily complete all assignments and course work by the time specified in the syllabus.

I also acknowledge my understanding of the ASU Academic Honesty Policy, the ASU Honor Code, and all other handbook policies of Albany State University and the Department of Social Work and agree to fully adhere to them.

Course Number and Title	SOWK 7041: Evaluation of Practice with Children and Families
Semester/Year	Fall
Student's Name [Please print]	
Student's Signature	
Date	

https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/

https://www.asurams.edu/student-affairs/student-handbook/

https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf

https://www.asurams.edu/student-affairs/student-conduct/

https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf

https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf

ALBANY STATE UNIVERSITY
College of Professional Studies
Counseling and Educational Leadership Department

SEMESTER	SPRING 2020 (16 Weeks)
COURSE	LEAD 6061
COURSE TITLE	**Clinical Practice 3**
CRN	30994
CREDIT HOURS	3.0 Semester Hours
PREREQUISITES	Georgia Leadership Certification and Currently Serving in a Leadership Position
CO-REQUISITES	LEAD 6001 Leading through mission, Vision and Core Values LEAD 6006, Leading through Professional Learning LEAD 6011, Leading through Teams and Collaborative work LEAD 6016
INSTRUCTORS	Janis Carthon, Ed.D., Rosie Ladd Ed.D
	Email | janis.carthon@asurams.edu, rladd@asurams.edu
	Telephone | 912-424-8008
	Alternate Telephone Number | ASU Office: 229.500.2180
	ASU Office: Closes Daily at 5 PM
	Virtual Office Hours: By Appointment
CLASS MEETING TIMES	Online (16 Weeks)
	Office Hours: Thursdays from 6:00 -7:00 PM
CLASS MEETING LOCATION	Online | GaView | https://albanystate.view.usg.edu/d2l/login

COURSE DESCRIPTIONS

Candidates will apply knowledge and skills introduced and developed in Sequences of Learning 6046, 6051 and 6056. Candidates will create and implement a school culture that values diversity, equitable access, safety, and high expectations for self and others. Candidates will maximize learning for students, faculty, staff, and community partners by modeling ethical behaviors including honoring the school community environment and promoting school improvement for all. Candidates will promote and maintain effective systems of communication which include shared decision making and equitable voice

Institutional Candidate Learning Outcomes (ISLOs)

❖ ISLO 1: Candidates nearing completion of their educational program demonstrate effective communication skills that are appropriate for their major field of study, depth of study, and degree level.

❖ ISLO 2: Candidates nearing completion of their educational program demonstrate effective analytical problem-solving skills that are appropriate for their major field of study, depth of study, and degree level.

❖ ISLO 3: Candidates nearing completion of their educational program demonstrate sufficient expertise in their major field of study or disciplinary specialization as appropriate for their depth of study in the field and degree level.

COURSE REQUIREMENTS

Candidates will use books identified in LEAD 6001, LEAD 6006, LEAD 6011, & LEAD 6026. In this class, we will use current literature, videos, and engaged discussions where students will take turns to lead sessions.

PERFORMANCE OUTCOMES/COMPETENCIES (POC):	EPP Conceptual Framework	GA EL STDs
Candidates will:		
1. Reflect on the Change Project and its implementation.	1a, 1c	10
2. Use research to evaluate the quality of formative and summative assessments of learning related to the Change Project.	1b, 2b	10
3. Evaluate the results of the Change Project.	1b, 2b	10
4. Identify next steps in the continuous improvement of this change.	2	10

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5.	Critique their leadership skills in administering the Change Project.	1c, 1b, 3d	10

I. Course Schedule/Map

COURSE/SCHEDULE MAP			
Date	**Unit Level Objective**	**Activity**	**Assessment**
Unit 1	Review and reflect on current research related to culturally responsiveness POC 6	**Activity 1** Watch the video in GaView on *Responsive Teaching Through Data Driven Planning* by Powhatan Elementary School.	**Part 1: Critical Assessment (CA)** **Assessment 1: Critical Reflection** Write a reflection (300-500 words) using these questions to guide your response: 1. How did each step in this process shape your views on culturally responsive practice? 2. After watching the video, what connections can you and your staff make to a culturally responsive learning environment? 3. As an administrator what is your role in supporting teachers in establishing culturally responsive classroom? **Total Points 100** **Due Feb 10 Midnight**
Unit 1 **Feb 11-Apr 27**	**EVALUATE** with your team the effectiveness of your data cycle. POC 1,2,3,4,5,6	**Activity 2** Conduct a reflection process with your team and evaluate the effectiveness of the culturally responsive data cycle. **Activity 3** How might you leverage this work to expand the use of culturally responsive data cycles in your school? **Activity 4** **Clinical Logs due (by 12:00 am)** 1. Monday, February 10, 2020 2. Monday, March 2, 2020 3. Monday, March 23, 2020	**Part 1: Key Assessment (KA)** **Assessment 2: Applying a Culturally Responsive Lens to a Data Cycle (Bloomboard)** Write a 300 - 500 word narrative (or record a video) responding to the following questions: 1. Were you and your team successful at achieving the goals laid out in the intervention (Change Project Problem of Practice)? Describe the key successes and challenges. Provide examples from Implement to justify your response. 2. How did each of the steps in this process shape you and your team's views on culturally responsive practices and guide you to analyze data more effectively using a culturally responsive lens? 3. After going through this process, what connections can you and your team make to the Tennessee Leaders for Equity Playbook? Due in GaView by Friday, April 17, 2020 (upload your written narrative and artifacts) Due by (Monday) April 27, 2020 Final submission in Bloomboard **Total Points 300**
Unit 2 **Apr 28-May 5**	Evaluate this experience and its impact on your learning and leadership. POC 1,2,3,4,5	**Activity 5** Reflect on these questions: 1) What did you learn from this process? What were your top 3 takeaways? 2) What impact did your Change Project have on school improvement? Did you reach your goal?	**Part II: Assessment 3:Experience/Impact** Write a 300 – 500- word narrative reflecting on the school improvement process and your Change Project by addressing the activity questions. Due (Reflection) by Monday, May 4, 2020 **Total Points 100**

| | | 3) What challenges did you encounter? How did you overcome them?
4) What did you learn about teamwork and leading a team?
5) What are the next steps you would address for continuous improvement?

Activity 6
Change Project Presentation at Albany State University; Saturday, April 25, 2020

Activity 7
Clinical Logs due (by 12:00 am)
   4. Monday, April 13, 2020
   5. Monday, May 5, 2020 | <mark>Due date to upload Change Project presentation:</mark>

<mark>Thursday, April 23, 2020 by 12:00 pm in GaView</mark>

Total Points 100 |

II. Method of Candidate Evaluation

The activities specific to Bloomboard only will not be included in the candidate's grades. Bloomboard will provide essential feedback that can be used to fulfill the requirements for the Micro-Credential in Applying a Culturally Responsive Lens to a Data Cycle.

The grades in this course will be based on a *point* system as described on the syllabus. The maximum possible points that can be earned in this course is 1000 points.

B. Sequence of Learning Grading Policy

	Activity and/or Description	Maximum Possible Score
Assignment		
1	Critical Reflection: Culturally Responsive	100 pts
2	Specialized Certificate: Bloomboard Applying a culturally responsive Len to a Data Cycle	300 pts
3	Critical Reflection Part II: Experience/Impact	100 pts
4	Final: Change Project Presentation (Rubric in GaView)	400 pts
5	Clinical Log (5)	100 pts
Total Points		**1000 pts**

C. Assessment
The final grade in the course will be determined as follows:

Critical Reflections	10%
Clinical Log (8)	20%
Applying a culturally responsive Len to a Data Cycle	15%
Final Exam: Change Project Presentation	40%
Total	**100%**

D. Course Grades   The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent	Indicator
A	1000 – 900	Demonstrated-5
B	899 – 800	Progressing-3
C	799 – 700	Not Progressing-1
D	699 – 600	Not Progressing-1
F	below 600	Not Progressing-1

III. Course Policies

A. Course Information and Instructor Expectations

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Consideration will be given to the submission of a late or missed assignment on a case-by-case basis for reasons beyond the candidate's control, such as illness or family emergency. No late or missed assignment will be accepted without proper and timely submission of official verifiable documentation to support an extenuating circumstance. A written statement of circumstances must be submitted to the professor within one week following the missed assignment so that a decision can be rendered. Please note the professor has the right to accept or not accept late assignments even with the submission of documentation based on his/her evaluation of the documentation and circumstances. Following the notification of the decision, the assignment must be completed within three days of the exception or the assignment WILL NOT be scored for credit. If a written statement of circumstances is not submitted to the professor within one week following missed assignment, the assignment WILL NOT be scored for credit.

Course engagement is a critical component of academic performance and content mastery. Each candidate is responsible for being an active and consistent participant in this course, contact the professor if you are unable to participate in this course.

B. Academic Honesty/Integrity
(See ASU Student Handbook for rules on academic honesty/integrity Page 62)
https://www.asurams.edu/docs/darton-college-health-professions/2017-2018-Undergraduate-Student-Handbook-BSN.pdf#search=student%20handbook   **UNDER CONSTRUCTION**

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

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

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

D. Campus Carry Information
    a. Please refer to the following link for Campus Safety Information:
https://www.asurams.edu/docs/legal-affairs/policies/HB-280-Campus-Carry-Policy-at-ASU.pdf#search=campus%20carry%20information

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

F. University Math and Writing Centers Reinforcement Policy
    a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
    b. Writing Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center.php OR https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center.php OR https://www.asurams.edu/academic-affairs/asuonline/online-writing-center/
    c. Math Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-math-center.php OR https://www.asurams.edu/academic-affairs/learning-centers/west-math-center.php OR https://www.asurams.edu/docs/learning-centers/Chapter-2_Presenting.pdf#search=math%20center
    d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

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

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

*NOTE: "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university's official information on financial aid, current class schedule,

Course Attendance Policy

Please refer to the following link for attendance policy: https://www.asurams.edu/academic-affairs/academic-catalogs/

H. **Class Cancellation Policy**
    The cancellation of classes is not applicable for this course.

I. **Important University Dates**
    a. Please refer to the online calendar for additional information:
https://www.asurams.edu/docs/academic-affairs/master/FY-19-to-FY-23.pdf#search=university%20calendars

IV. Directions and Rubrics
(Candidates will be provided with a rubric for each graded assignment or opt for a general rubric to grade your assignments)

Rubric 1: Critical Reflection: Culturally Responsive

Critical Reflection: Culturally Responsive			
Category	Demonstrated (D) - 5	Progressing Acceptable (P) - 3	Not Progressing (NP) - 1
Original/Future Implications Wt. 40%	*The reflection narrative includes:* a) an explanation of the candidate's own thinking and learning processes, as well as implications for future learning;	*The reflection narrative includes:* a) a simple explanation of the candidate's own learning processes;	*The reflection narrative fails to address:* a) the candidate's thinking and/or learning,
In-depth Analysis Wt. 40%	*The reflection narrative includes:* b) an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the leadership skill set; and	*The reflection narrative includes:* b) an analysis of the learning experience and the value of the derived learning to self or others; and	*The reflection narrative includes:* b) does not move beyond a description of the learning experience, and/or
Connection Wt. 20%	*The reflection narrative includes:* c) a description of the connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	*The reflection narrative includes:* c) a description of the connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	*The reflection narrative fails to address* c) does not articulate any connection to other learning or experiences.
Scale	90-100	80 - 90	Below 79

Rubric 2: Clinical Log

Rubric for Clinical Log (Assignment 2)			
Category	Demonstrated (D) - 5	Progressing Acceptable (P) - 3	Not Progressing (NP) - 1
Clinical Log 1 Wt. 20%	Completed 100% all required fields for the clinical log. Including required sign offs.	Clinical Log is somewhat detailed and addresses about 80% of required fields.	Clinical Log is incomplete does not addresses the required fields.
Clinical Log 2 Wt. 20%	Completed 100% all required fields for the clinical log. Including required sign offs.	Clinical Log is somewhat detailed and addresses about 80% of required fields.	Clinical Log is incomplete does not addresses the required fields.
Clinical Log 3 Wt. 20%	Completed 100% all required fields for the clinical log. Including required sign offs.	Clinical Log is somewhat detailed and addresses about 80% of required fields.	Clinical Log is incomplete does not addresses the required fields.
Clinical Log 4 Wt. 20%	Completed 100% all required fields for the clinical log. Including required sign offs.	Clinical Log is somewhat detailed and addresses about 80% of required fields.	Clinical Log is incomplete does not addresses the required fields.
Clinical Log 5 Wt. 20%	Completed 100% all required fields for the clinical log. Including required sign offs.	Clinical Log is somewhat detailed and addresses about 80% of required fields.	Clinical Log is incomplete does not addresses the required fields.
Scale	180-200 points	160-180 points	Below 160 points

Rubric 3: Specialized Certificate: Applying a culturally responsive Len to a Data Cycle

Rubric Specialized Certificate: Applying a culturally responsive Len to a Data Cycle			
Category	Demonstrated (D) - 5	Progressing Acceptable (P) -3	Not Progressing (NP) -1
Impact of Using Culturally Responsive Lens Wt. 30%	❏ The team reflection describes the relative success in achieving the goals of the intervention. The successes and challenges of the intervention are clearly described, with data and examples. ❏ Reflection includes specific examples of the impact of using a culturally responsive lens. ❏ Reflection includes consideration of supports/barriers to implementation in other contexts within or beyond the school.	❏ The team reflection describes the relative success in achieving the goals of the intervention. The successes and challenges of the intervention are clearly described, though not with reference to data. ❏ Reflection includes some references relating the culturally responsive lens to impact, though detailed examples are not provided.	❏ The team reflection describes the relative success in achieving the goals of the intervention. Successes and challenges of the intervention and references to data are omitted. ❏ Reflection does not include examples of the impact of using a culturally responsive lens.
Impact on Team Wt. 35%	❏ The narrative or video includes leader-initiated questions about the impact of intervention implementation on each team members' practices and perspectives on student cultural identities, culturally-responsive teaching, or established school practices. ❏ Reflection includes relevant connections to the Tennessee Leaders for Equity Playbook	❏ The narrative or video includes leader-initiated questions about the impact of intervention implementation on general teaching practices and perspectives on student cultural identities, culturally-responsive teaching, or established school practices. ❏ Reflection includes relevant connections to the Tennessee Leaders for Equity Playbook	❏ The narrative or video includes leader-initiated questions about the general impact of the intervention without specific references to educational practices, culturally-responsive teaching or student cultural identities. ❏ Reflection does not include relevant connections to the Tennessee Leaders for Equity Playbook

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Leveraging the Data Cycle Wt. 35%	❑ The narrative articulates how the leader will utilize the teacher team and specific steps to support further implementation of culturally responsive data cycles.	❑ The narrative articulates how the site leader will utilize the teacher team but does not articulate specific steps to support further implementation of culturally responsive data cycles.	❑ The narrative does not articulate how the site leader will utilize the teacher team to support further implementation of culturally responsive data cycles.
Scale	300 points		

Rubric 4: Change project Presentation (see rubric in GaView)

Change project Presentation (see rubric in GaView)			
Category	Demonstrated (D) - 5	Progressing Acceptable (P) -3	Not Progressing (NP) -1
Part II Leadership Style and Reflection	The narrative includes leader self-analysis about the impact of the Instructional Change Project on their personal leadership growth and articulation of specific next steps.	The narrative includes leader self-analysis about the impact of the Instructional Change Project on their personal leadership growth	The narrative minimally includes leader self-analysis about the impact of the Instructional Change Project
Scale	90 -100 Points	80 – 90 Points	Below 80 Points

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

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

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

Candidate Name: (Print)   _____

Candidate Signature: _____

Date: _____

REFERENCES AND RESOURCES READINGS/VIDEOS;

Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H. W., Peters, M. L., & Zuniga,

(Eds.). (2000). Readings for diversity and social justice. London, UK: Psychology Press.

Ganz, M. (2007). Telling your public story: self, us, now. Cambridge, MA, Kennedy School of

Government.

Howard, T. C. (2010). Why race and culture matter in schools: Closing the achievement gap in

America's classrooms (Vol. 39). New York, NY: Teachers College Press.

Rebore, R. W. (2001). Human resources administration in education: A management approach.

Boston, MA: Allyn & Bacon, A Pearson Education Company.

Reeves, D. B. (2004). The case against the zero. Phi Delta Kappan, 86(4), 324-325.

Singleton, G. E. (2014). Courageous conversations about race: A field guide for achieving equity

in schools. Thousand Oaks, CA: Corwin Press.

Wormeli, R. (2018). Fair isn't always equal: Assessing & grading in the differentiated classroom. Stenhouse Publishers.
Portland, Me.

Change Project Presentation Scoring Rubric

Candidates will utilize the data and materials gathered to finalize a Change Project Presentation. The candidate will collect relevant data from the implementation, reflect and analyze the outcome, and use this information to complete the final Change Project Presentation.

Candidate's Name: _____   Date:

Scorer's Name: _____   _____

_____

Title of Change Project Presentation

Composite Score:	
Composite Change Project Rating:	
Composite GA EL Standards:	
Composite SLS:	

Change Project Rating:

Exemplary (220-198)	Satisfactory (197-180)	Needs Improvement (179-166)	Unsatisfactory (165 or below)

Georgia Educational Leadership (GA EL) Standards Rating:

Demonstrated (9-7)		Progressing (6-4)			Not Progressing (3-1)							
Circle the appropriate rating for each standard.												
GA ES Standards/Demonstrated:			1	2	3	4	5	6	7	8	9	10
GA EL Standards/Progressing:			1	2	3	4	5	6	7	8	9	10
GA EL Standards/Not Progressing:			1	2	3	4	5	6	7	8	9	10

Service/Leadership Standards (SLS) Rating:

Demonstrated (5-4)	Progressing (3-2)		Not Progressing (1)			
Circle the appropriate rating for each standard.						
SLS Standards/Exemplary:			1	2	3	4	5
SLS Standards/Satisfactory:			1	2	3	4	5
SLS Standards /Needs Improvement:			1	2	3	4	5

Leadership Assessment of Professional Standards (LAPS)

Demonstrated (8-7)	Progressing (4-6)		Not Progressing (3-1)				
Circle the appropriate rating for each standard.							
LAPS Standards/Exemplary:		1	2	3	4	5	6	7	8
LAPS Standards/Satisfactory:		1	2	3	4	5	6	7	8
LAPS Standards /Needs Improvement:		1	2	3	4	5	6	7	8

_____   _____   _____   _____
Clinical Director   Date   LCST Member   Date

Change Project Presentation Scoring Rubric

	Demonstrated 16-20 Points	Progressing 11-15 Points	Not Progressing 5-10 Points	Project Score 20 Pts. Possible Per Item Standards Score Demonstrated- 3 Progressing– 2 Not Progressing – 1
Abstract **LEAD** **6026** **6021** **6041** **6061**	Complete and thorough description of the project's purpose, subjects/participants, methods and procedures, and results/ findings is presented in no more than 250 words	Includes required components of the project's purpose, subjects/participants, methods and procedures, and results/ findings in no more than 250 words	Includes some required components of the project's purpose, subjects/participants, methods and procedures, and results/ findings. Length is too long or too short.	GA EL Std. 1 ____
Introduction **LEAD 6026**	Provides background for the project that engages the reader's interest; The context of the project is described well; The purpose of the project is articulated clearly; The organization of the paper is described clearly. Discusses policies and laws that influence this project.	The introduction engages the reader's interest. The context and/or purpose of the project is articulated. The organization of the paper is adequate. Vaguely discusses policies and laws that influence this project.	An introduction exists, but is lacking in engaging the reader's interest. The context and/or purpose of the project is not articulated well. The organization of the paper is not articulated well. Does not discuss policies and laws that influence this project.	GA EL Std. 1 ____ GA EL Std. 10 ____ LAPS Std. 2 ____ LAPS Std. 4 ____
Theory of Action (TOA) **LEAD 6026**	The TOA is specific, insightful, and clearly stated.	The TOA is specific and clearly stated.	TOA is not stated in the correct format.	GA EL Std. 1 ____ GA EL Std. 5 ____ GA EL Std. 6 ____ GA EL Std. 7 ____ GA EL Std. 9 ____ SLS Std. 4 ____ LAPS Std. 2 ____
Methods and Procedures **LEAD** **6026** **6021**	Complete and thorough description of data collection techniques and data analysis methods; Subjects/participants are well described, thoroughly ensuring confidentiality	Complete description of data collection techniques and data analysis methods; Subjects/participants are well described, ensuring confidentiality Candidate describes procedures to attempt to provide some supportive	Description of data collection techniques and data analysis methods are weak and not organized Subjects/participants are described, but Confidentiality is not ensured	GA EL Std.2 ____ GA EL Std. 4 ____ GA EL Std. 5 ____ GA EL Std. 6 ____

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Change Project Presentation Scoring Rubric

	Exemplary 16-20 Points	Satisfactory 11-15 Points	Needs Improvement 5-10 Points	
	Candidate describes procedures to provide supportive workplace conditions, accountability, and empowerment of stakeholders.	workplace conditions, accountability, or empowerment of stakeholders.	Candidate does not clearly describe procedures to attempt to provide some supportive workplace conditions.	GA EL Std. 7 _____ GA EL Std. 8 _____ GA EL Std. 9 _____ SLS Std. 1 _____ SLS Std. 2 _____ SLS Std. 5 _____ LAPS Std. 1 _____ LAPS Std. 3 _____ LAPS Std. 4 _____ LAPS Std. 5 _____
	Exemplary 16-20 Points	**Satisfactory 11-15 Points**	**Needs Improvement 5-10 Points**	**Project Score 20 Pts. Possible Per Item Standards Score Exemplary - 3 Satisfactory – 2 Needs Improvement – 1 Unsatisfactory - 0**
Evidence **LEAD** **6026** **6021** **6041** **6061**	Sources chosen are appropriate with regard to the focus of the TOA; Review contains at least 10 recent research-based sources; A comparison of the findings of the Change Project is made to the related literature. Candidate cites examples of impact that stakeholder involvement has can have on a change project.	Review contains at least 10 outside sources Discussion of comparison of the findings of the Change Project to the related literature is evident. Sources chosen are appropriate with regard to the focus of the Change Project. Candidate recognizes the impact that stakeholder involvement can have on a change project.	Review contains at least 10 outside sources but is quite limited in a description of those sources. Discussion of comparison of the findings of the Change Project to the related literature is weak. Not all sources chosen are appropriate with regard to the focus of the Change Project. Candidate does not address the impact that stakeholder involvement can have on a change project.	GA EL Std. 8 ___ _ GA EL Std. 9 ___ _ SLS Std. 1 _____ SLS Std. 2 _____ SLS Std. 3 _____ LAPS Std. 3 _____ LAPS Std. 5 _____
Data Sources and Collection **LEAD** **6026** **6021**	Data sources are appropriate and justified by a connection to the TOA; Data is collected based on disaggregated populations and developmental levels. Data collection instruments are	Data sources are appropriate for the TOA; Data collection instruments are described in the text and are included as an appendix.	Data sources are not appropriate for the TOA; Data collection instruments are described in the text but not included as an appendix.	GA EL Std. 6 _____ SLS Std. 1 _____ SLS Std. 2 _____

Change Project Presentation Scoring Rubric

	Exemplary 16-20 Points	Satisfactory 11-15 Points	Needs Improvement 5-10 Points	
	provided in an appendix. (Example: Assessment Data Analysis Template, Survey,)			SLS Std. 3 _____ LAPS Std. 1 ____
Findings **LEAD** **6041** **6061**	Findings are presented as a synthesis of data; Findings appropriately and accurately described in extensive detail in relation to the TOA Findings are linked to student learning and stakeholder impact. Evidence is provided from data sources to support findings.	Findings are presented organized around the TOA and supported by the data analysis. Findings are linked to student learning.	Findings are presented organized around the TOA but are not complete based on analysis. Findings are somewhat linked to student learning.	GA EL Std. 5 ____ GA EL Std. 7 ____ GA EL Std. 8 _____ GA EL Std. 9 ____ GA EL Std. 10 _____ SLS Std. 4 _____ SLA Std 5 _____ LAPS Std. 2 _____ LAPS Std. 5 _____
	Exemplary **16-20 Points**	**Satisfactory** **11-15 Points**	**Needs Improvement** **5-10 Points**	**Project Score 20 Pts. Possible Per Item** **Standards Score** **Exemplary - 3** **Satisfactory – 2** **Needs Improvement – 1** **Unsatisfactory - 0**
Data Analysis Techniques **LEAD** **6026** **6021** **6041** **6061**	Analysis techniques are clearly explained so that reader understands the path of the analysis; Analysis description includes all data sources; Analysis methods are appropriate for data collected. Analysis of data is disaggregated.	Analysis techniques are explained. Analysis description includes all data sources. Analysis techniques are appropriate to support the findings.	Analysis techniques are vaguely explained. Analysis description includes all data sources. Analysis techniques are appropriate, but better techniques could have revealed deeper findings.	GA EL Std. 2 ____ GA EL Std. 3 _____ GA EL Std. 6 ____ LAPS Std. 1 _____ LAPS Std. 3 ____

Change Project Presentation Scoring Rubric

	Exemplary 16-20 Points	Satisfactory 11-15 Points	Needs Improvement 5-10 Points	
Actions **LEAD 6061**	The candidate actions are clearly described; The candidate actions are a direct result of the Change Project findings	Candidate actions are described. The candidate actions are linked to the Change Project findings.	The candidate actions are unclear. The candidate actions have a weak link to the Change Project findings.	GA EL Std. 2 ____ GA EL Std. 3 ____ GA EL Std. 4 ____ GA EL Std. 5 ____ GA EL Std. 6 ____ SLS Std. 2 ____ SLS Std. 3 ____ LAPS Std. 4 ____
Conclusion **LEAD 6061**	A thoughtful reflection on the Change Project process and results is provided; Examples of future improvement projects are included.	A reflection on the Change Project process and results is provided. Examples of future improvement projects are provided but only in a cursory manner.	A reflection on the Change Project process and results is provided, but is limited in its reflective nature. Examples of future improvement projects are not provided	GA EL Std. 3 ____ GA EL Std. 10 ____ SLS Std. 4 ____ SLS Std. 5 ____
	Exemplary **16-20 Points**	**Satisfactory** **11-15 Points**	**Needs Improvement** **5-10 Points**	**Project Score 20 Pts. Possible Per Item Standards Score Exemplary - 3 Satisfactory – 2 Needs Improvement – 1 Unsatisfactory - 0**
Clarity of Writing **LEAD 6026 6021 6041 6061**	The Change Report reads well. The Report is polished and grammatically error free. Reference list is consistent in APA style and error free.	The Change Report reads adequately; Few problems with mechanics and grammar exist; Reference list is consistent with regard to APA style.	The Change Report reads adequately; Problems with mechanics and grammar exist; Reference list is inconsistent with regard to APA style.	LAPS Std.7 ____ LAPS Std. 8 ____

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Change Project Presentation Scoring Rubric

	220 Points Possible for Project Score
Final Score	
GELS Score by Standard: 1_ 2_ 3_ 4_ 5 _6_ 7 8 9 10_____ Total Score_____	9 Points Possible for Each Standard
SLS Score by Standard: 1_____ 2_____ 3_____ 4_____ 5_____ Total Score_____	

9.7

Program Requirements

The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

Judgment

☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Report from the Off-Site Committee

The institution provided information regarding the system and institutional policies and processes for curriculum development.

The institution provided samples of curricula offered at each level, except the specialist level, however to determine compliance with this standard, all programs should be represented.

Undergraduate programs represented in the sample had clearly defined requirements, appropriate general education requirements, and coherent courses of study.

Graduate programs represented in the sample had clearly defined requirements and a clear rationale and design. However, no student learning outcomes are listed in the catalog for the MS in Criminal Justice, Master of Public Administration, Master of Social Work, Master of Business Administration, or the MS in Nursing.

Focus Report Response

Albany State University (ASU) values that the Off-Site Committee affirmed that the institution provided information regarding the system and institutional policies and processes for curriculum development. The institution provided sample curriculum at the associate, bachelor and master's program. Albany State University acknowledges it did not provide the curriculum for the specialist program. The specialist program curriculum is posted in the academic catalog as follows **[01A] [01B] [01C]**. The specialist degree consists of 27-credit hours of coursework and 750 clock hours of clinical field requirements. The 750 clock hours more than adequately cover the seat-time requirement for a three credit-hour course. Together, coursework and field requirements make the program equivalent to a 30 hour program **[08]**. The field requirements align to the clock hours required by Georgia Professional Standards Commission **[07]**.

The Off-Site Committee also acknowledged that Albany State University undergraduate programs had clearly defined requirements, and coherent courses of study and graduate programs had clearly defined requirements and a clear rationale and design. Albany State University acknowledges that student learning outcomes were not provided but are listed in the catalog and now are provided for the following programs:

> Master of Science, Criminal Justice **[02]**
> Master of Public Administration **[03]**
> Master of Social Work **[04]**
> Master of Business Administration **[05]**
> Master of Science, Nursing **[06]**

Sources

<div>

📄 01_FR_EdS_Admission

📄 01_FR_EdS_Curriculum

📄 01__FR_EdS_Completion

📄 02_FR_MSCJ_ProgramOutcomes

📄 03_FR_MPA_ProgramOutcomes

📄 04_FR_SOWK_ProgramOutcomes

📄 05_FR_MBA_ProgramOutcomes

📄 06_FR_MSN_Program Outcomes

📄 07_FR_505-3-.77 GA Professional Standards Educational Leadership Program 750 clock-hour requirement (Page 10)

📄 08_FR_750 Hour Clinical Log Sheet

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The following pages contain Supporting Documentation

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Educational Leadership Tier II, Educational Specialist

Overview | **Program Admissions Requirements** | Program of Study

Admission Requirements

PHASE I

1. Minimum grade point average of 3.0.
2. Official transcripts from each college/university
3. Master's Degree
4. Certification in Educational Leadership (TIER I)
5. Minimum of three years of educational experience (teaching and/or leading).
6. Three recommendations with one from immediate supervisor.
7. Writing sample (Completed during orientation during first semester of enrollment).
8. Currently in a leadership position

* Please note: Submission of above documents does not guarantee admission to the program

PHASE II (Face-to-Face)

1. Invitation to participate.
2. Interview, i.e., individual, group.
3. In basket activities.
4. On-demand writing assessment.
5. Superintendent's Assurance Form.
6. District Partnership Agreement.

Albany State University

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Educational Leadership Tier II, Educational Specialist

Overview | Program Admissions Requirements | Program of Study

Program of Study

TIER II COHORT DEGREE PROGRAM (27 HRS)

Course	Title	Hours
LEAD 6001	Orientation and Introduction to School Leadership	1
LEAD 6006	Leading through Mission, Vision, and Core Values	2
LEAD 6011	Leading Through Professional Learning	2
LEAD 6016	Leading Through Teams and Collaborative Work	2
LEAD 6021	Clinical Practice 1	2
LEAD 6026	Leading School Improvement	2
LEAD 6031	Leading Teaching and Learning	2
LEAD 6036	Leading Through Organization and Management	2
LEAD 6041	Clinical Practice II	3
LEAD 6046	Leading a Culture that Supports Student Learning and Well-Being	2
LEAD 6051	Leading Through Family and Community Engagement	2
LEAD 6056	Leading and Advocating for Ethics and Equity	2
LEAD 6061	Clinical Practice III	3
LEAD 6199	Orientation to Educational Specialist Program [1]	0
Total Semester Hours		**27**

TIER II CERTIFICATE ONLY PROGRAM (21 HRS)

Certificate can only be added to an existing graduate certificate

Admissions Requirements same as required for admission to the 27 hour degree program.

Course	Title	Hours
LEAD 6001	Orientation and Introduction to School Leadership	1
LEAD 6006	Leading through Mission, Vision, and Core Values	2
LEAD 6011	Leading Through Professional Learning	2
or LEAD 6016	Leading Through Teams and Collaborative Work	
LEAD 6021	Clinical Practice 1	2
LEAD 6026	Leading School Improvement	2
LEAD 6031	Leading Teaching and Learning	2
LEAD 6036	Leading Through Organization and Management	2
LEAD 6041	Clinical Practice II	3
LEAD 6046	Leading a Culture that Supports Student Learning and Well-Being (OR LEAD 6051 OR LEAD 6056)	2
LEAD 6061	Clinical Practice III	3
LEAD 6199	Orientation to Educational Specialist Program [1]	0
Total Semester Hours		**21**

[1] Not needed if EDUC 2199 or EDUC 5199 completed.

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🖨 **Print Options**

Educational Leadership Tier II, Educational Specialist

Overview | Program Admissions Requirements | Program of Study

The Educational Specialist Program in Educational Administration and Supervision leads to a Specialist degree in Education (Ed.S) and a Tier II performance-based certification in the state of Georgia. Tier II, or advanced level certification, in the field of educational leadership prepares candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals. The program includes a personalized set of field and clinical experiences designed to assist students in developing a high level of knowledge, skills and dispositions as school principals, curriculum directors, subject area supervisors, central school district administrators and supervisory staff members.

The program is designed for persons who have a master's degree, master's level certification in Leadership and is in a leadership position in a P-12 school. A minimum of 27 semester hours of graduate credit beyond the Master's Degree is required to complete the program. Only those courses taken after admission to the Ed.S. program may be used to fulfill the requirements of the Ed.S. degree, which includes applicable transfer credits. Credits usable in the planned program must not be more than six years old at the time the degree is completed. A maximum of 6 semester credit hours of transfer credit from a Georgia Professional Standards Commission approved institution offering the performance-based Ed.S degree may be approved for inclusion in the planned Ed.S. Program.

Advisement

After the student has been admitted to the Ed.S. Program, the departmental chairperson will appoint an advisor. The advisor will assist the student in developing an individualized program that meets degree and certification requirements.

Program Completion

To be eligible for the Ed.S. Degree and recommendation for leadership certification by Albany State University, the student must have met the following requirements:

1. Fulfilled all requirements. (Applicable transfer credit must be approved during first semester of enrollment).
2. Complete useable credits within years of admission and completion.
3. A maximum of 6 semester hours of transfer credits from a Georgia Professional Standards Commission approved institution offering a performance-based Ed.S. degree may be approved for inclusion in the planned Ed.S. Program. Such credits must be approved by the chair of the department.
4. Only credits with grades of "B" or better are accepted in the Ed.S. Program.
5. The student's Ed.S. program must include a minimum of 27 hours of course work with at least 50% of the course work being performance. This Includes a minimum of 750 clock hours of clinical experiences, performed at elementary, middle and high school and central office.
6. Except for a maximum of 6 semester hours of transfer work, all credits used in the Ed.S. program must be earned in residence at Albany State University
7. Successfully complete the Performance Assessment for School Leaders (PASL)

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🖨 Print Options

Criminal Justice, Master of Science

Overview | Program Admissions Requirements | Program of Study | Specialty Areas | Courses

Introduction

The Department of Criminal Justice at Albany State University offers a 30 semester hours Master of Science degree in Criminal Justice delivered both face-to-face and fully online with concentrations in Law Enforcement, Corrections, Forensic Science and Public Administration. The M.S. degree program is designed to prepare students for professional careers within the criminal justice system and related fields. Theoretical, methodological and philosophical understanding of the criminal justice system is stressed during the matriculation process. As a result, students are well-prepared for careers in criminal justice and related fields. Those seeking advanced graduate education beyond the Master's degree level will be able to compete successfully with graduates from other schools and disciplines.

The philosophy and objectives embraced by the Criminal Justice Department are to educate students in such a way to channel their talents and capabilities toward the enrichment of the Community, state and the nation. Embracing this idea, the Department strives toward the broad-based development of the individual to meet the technological and legal complexities of a modern democratic society.

With only a 30 semester hour requirement for program completion, including Thesis or None Thesis option, students must successfully complete a comprehensive examination in core, statistics/methodology and a chosen area of specialty. The comprehensive examination is administered after the student has completed the core courses and three courses in a chosen area of specialty. A grade of B or better must be earned for each course and 3.0 grade point average must be maintained in order to remain in the program.

The Corrections and Law Enforcement concentrations are offered fully online.

The Master of Science in Criminal degree program can be completed in one year for seriously committed students as follows:

- Fall semester: A Term-6 hours; B Term-6 hours; Total for semester = 12 hours
- Spring semester, A Term-6 hours, B Term-6 hours; Total spring semester= 12 hours
- Summer semester- 6 hours

Master of Science in Criminal Justice Program Outcomes

Students graduating with a Master of Science in Criminal Justice are expected to:

- Demonstrate mastery of subject material by developing a minimum level of competence in the broad field of Criminal Justice.
- Demonstrate proficiency in a minimum of one area of specialization: Law Enforcement, Corrections, Forensic Science and Public Administration
- Demonstrate an understanding of statistics and research design and the ability to evaluate the quality and implications of scientific research in the field of Criminal Justice
- Engage in scholarly writing in the field of criminal justice through scholarly papers and final projects.

Transfer of Credit

Transfer students from other accredited graduate programs may not apply any course work toward the Master of Science degree. Transfer credits may not be used to satisfy the core requirements.

Transient Students

Transient enrollment status is provided to those persons currently enrolled in a graduate degree program at another institution who are interested in enrolling for only one semester in the department. Students must meet the general entrance requirements of the Department and University. Furthermore, these students must have a 3.0 average in all graduate work undertaken at other institutions before they will be accepted in the transient status.

Financial Assistance

Acceptance into the graduate program does not presume that financial assistance will be awarded. Students seeking financial assistance should file their completed applications with the Office of Financial Aid, the Graduate Admissions Office and the Criminal Justice Department.

For Additional Information, contact:

George Thomas, Ph.D.
Graduate Program Coordinator
Department of Criminal Justice
Albany State University
504 College Drive
Albany, Georgia 31705
Phone: (229) 500-2171
george.thomas@asurams.edu

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Public Administration, MPA

[Overview](#)   [Program Admissions Requirements](#)   [Program of Study](#)   [Specialty Areas](#)   [Courses](#)

Introduction

The Master of Public Administration degree program (MPA) is a graduate professional degree program that helps students prepare for careers in public service in the 21st Century. Founded in 1987, the program requires the completion of a total of 36 semester hours, including a minimum of 27 hours of Public Administration Core courses (including the Capstone report and Professional Internship) and 9 hours of concentration courses in order to earn the Master of Public Administration Degree. There are presently seven 9-hour concentrations. Five are offered within the program and two (water resource management and criminal justice administration) are offered through a collaborative arrangement with the departments of chemistry, biology, and criminal justice:

1. Community and Economic Development
2. Public Policy
3. Criminal Justice Administration
4. Public Management
5. Health Administration & Policy
6. Human Resources Management
7. Water Resources Management

The Water Resources Management and Policy concentration consists of 15 semester hours beyond the core courses.

The goal of the program is to provide quality education that helps prepare people to work in government and nonprofit management at the community, state and federal levels. The program also conducts research and renders assistance to community groups and agencies as a means of providing a vital link between the institution, the program and the community.

Education Philosophy

We believe that in order to become effective managers students should understand the five domain competencies outlined by the Network of Schools of Public Policy, Affairs & Administration (NASPAA). These include abilities

- to lead and manage in public governance;
- to participate in and contribute to the public policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective; and
- to communicate and interact productively with a diverse and changing workforce and citizenry.

In order to help students, achieve these competencies, the program incorporates both practice and theory.

Mission

The mission statement of Albany State University's MPA program is to:

- Provide a professional Master's level education for students aspiring to management positions in government, nonprofit organizations, and the private sector.
- Provide professional assistance to the public, government, and nonprofit organizations in Southwest Georgia, Dougherty County, and the surrounding communities through public service of the faculty and students.
- Increase the number of qualified graduates from underrepresented groups with professional public administration skills, training, and education for leadership positions.

Program Outcomes for The Master of Public Administration Program

After completing the MPA degree, graduates will be able to:

- To lead and manage in public governance
- To participate in and contribute to the public policy process.
- To analyze, synthesize, think critically, solve problems and make evidence based informed decisions in a complex and dynamic environment
- To articulate, apply and advance a public service perspective.
- To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

Accreditation

The MPA degree program is accredited by the Network of Schools of Public Policy, Affairs & Administration (NASPAA). Albany State University including the MPA program is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Off-Campus Programs

At the present time all courses are taught in Albany, Georgia on the ASU campus.

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Social Work, Master's Program

Overview   Program Admissions Requirements   Program of Study   Courses

Introduction

The mission of the Master of Social Work program is to advance social and economic justice by preparing students for competent, empowering clinical practice with vulnerable children, adults and families of diverse backgrounds. In its efforts to enhance the dignity and rights of all people, particularly of historically oppressed populations, the MSW Program seeks to partner with diverse individuals, groups and organizations at university, local, state, national and international levels.

The MSW program is designed to prepare students for responsible, professional social work practice with children and families across the lifespan. Coursework prepares students to assume practice and leadership roles and responsibilities in clinical social work practice, public child and family welfare programs, the protection of abused and neglected children, home-based services, foster care, adoption, school-based services, group and residential care settings, child guidance, parent education, family courts, family violence programs, military social work, adult protective services, child and family advocacy, as well as in major social service systems that include mental health, physical health, and corrections.

Upon graduation, the MSW student will be able to demonstrate the following practice behaviors:

1. Demonstrate the ability to make ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical use of decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context
2. Demonstrate the ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3. Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication
4. Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes
5. Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior
6. Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
7. Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences
8. Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
9. Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
10. Demonstrate the ability to engage in practice that advances social, economic, and environmental justice
11. Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research
12. Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
13. Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery
14. Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services
15. Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services
16. Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
17. Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
18. Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
19. Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies
20. Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
21. Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
22. Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
23. Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
24. Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
25. Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes
26. Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies
27. Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals
28. Demonstrate the ability to select and use appropriate methods for evaluation of outcomes
29. Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
30. Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes
31. Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
32. Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the NASW *Code of Ethics*, the NASW *Standards for Clinical Social Work in Social Work Practice*, the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, *Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional codes of ethics, as appropriate to the context.
33. Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them
34. Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults
35. Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations
36. Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice
37. Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults
38. Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults
39. Demonstrate the ability to develop a culturally responsive professional relationship with children, families and/or vulnerable adult clients
40. Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients
41. Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients
42. Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients
43. Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients

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Master of Business Administration (MBA)

Overview   MBA, General Track   MBA, Accounting Track   MBA, Healthcare Management Track

MBA, Supply Chain Logistics Management Track   MBA, Public Administration Track   Courses

The Department of Business Administration in the College of Professional Studies offers the Master of Business Administration (MBA) Degree program with concentrations in Accounting, Healthcare Administration, Supply Chain and Logistics Management, and Public Administration. The general MBA and MBA in Public Administration is a 30-semester hour graduate degree program, while the MBA with concentrations in Accounting, Healthcare Administration and Supply Chain and Logistics Management is a 33-semester hour graduate degree program.

The MBA Mission

The faculty and staff of the Department of Business Administration in the College of Professional Studies are firmly committed to offering a real-world graduate degree program for business professionals who seek advancement to middle and upper-level management positions. The program is also designed to meet the academic needs and expectations of new undergraduate degree holders. The MBA program's fundamental purpose is to develop professional managers/leaders capable of making valuable contributions to the sustainability and growth of their chosen organizations.

The program's primary geographic focus has been individuals located throughout the Albany, Georgia metropolitan area, Southwest Georgia and the Southeastern United States. With distance learning opportunities and other technological advancements such as online courses, the program aims to reach out to business professionals throughout the country and the world.

MBA Program Goals and Objectives

MBA students have the opportunity to acquire the knowledge, skills, and leadership competencies to perform effectively in complex and rapidly changing environments. They are able to develop strategies and to respond proactively to business challenges and opportunities.

Graduates learn to integrate functional expertise in seamless organizations and to create high-performance, pluralistic organizational cultures appropriate to the business environment. Such cultures generate the best possible solutions to problems, facilitate the development of truly innovative products and services that allow organizations to compete in global markets, and give every employee the opportunity to contribute their very best and thus promote above-average returns for the business.

MBA Student Learning Goals and Objectives

- **Communication**
  Students will be able to compare and contrast business issues and solutions effectively in a professional manner both orally and in writing using appropriate voice, tone, and grammar.
  - **Objective 1**
    Students will be able to make oral presentations using appropriate technology in a professional businesslike manner.
  - **Objective 2**
    Students will be able to prepare a written business report.
- **Leadership**
  Students will apply leadership and team building skills to support career growth and preparation for management (executive) responsibilities/challenges.
  - **Objective**
    Students will apply collaborative and interpersonal skills to work effectively in teams (manage and organize) to solve business problems.
- **Managerial Knowledge**
  Students will evaluate broad across core business disciplines to interpret and explain problems in the business environment.
  - **Objective**
    Students will evaluate strategic knowledge across business disciplines and apply this knowledge to decision making by evaluating evidence and selecting among alternatives that reflect the cross functional nature of management processes.
- **Business Analytics**
  Students will be able to appraise business problems, generate potential solutions, and choose an appropriate course of action, using appropriate tools and techniques.
  - **Objective 1**
    Students will examine and interpret appropriate analytical/statistical estimates to make sound business decisions across disciplines.
  - **Objective 2**
    Students will demonstrate business judgment and rationality when synthesizing data to arrive at appropriate conclusions and strategies.
  - **Objective 3**
    Students will apply a high level of skills in problem solving/decision making in unfamiliar circumstances through an understanding of relevant disciplines and application of appropriate techniques to generate sound business decisions.
- **Ethical Practice**
  Students will use their understanding of ethical theories and models to make ethical decisions from both domestic and global perspectives.
  - **Objective 1**
    Students will be able to examine ethical issues and respond to ethical problems within a business context.
  - **Objective 2**
    Students will be able to assess how legal/ethical/regulatory issues impact their careers/professions both at individual and corporate levels.

Effective January 2015, The Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners reaffirmed accreditation of the MBA Degree Program. The MBA program, as well as the undergraduate degree programs of the college, were first accredited by ACBSP in 1994. The MBA program, as well as the College's undergraduate degree programs, is accredited by SACS Commission on Colleges.

Admission Requirements

All students must meet the following requirements before acceptance into the MBA program:

- Baccalaureate degree earned in any field from a regionally accredited college or university
- Submission of completed application for admission
- An official copy of academic transcripts from all colleges and universities attended
- Two letters of reference that focus on the candidate's potential success in graduate education
- A 1000 word statement of purpose.
- If English is not the applicant's first language, the Test of English as a Foreign Language (TOEFL) score is required and considered pursuant to the International Student requirements below.

International Student Admission Requirement

International students are strongly encouraged to apply for admission to Albany State University Graduate Programs in Business. In addition to the standard application procedure, there are several additional steps that must be taken.

- Statement of Financial Responsibility
- Affidavit of Support
- TOEFL - Must be submitted unless English is the native language. Minimum scores: 500 (Paper Based Test), 173 (Computer Based Test), 61 (Internet Based Test)
- WES - (Evaluation of Foreign Educational Credentials) - Transcripts from institutions outside the United States must first be submitted to World Education Services, Inc. for a course by course evaluation before being mailed to the Director of Admissions
- VISA / PASSPORT copy
- Certificate of F-1 eligibility
- I-20 (If you are coming from another U.S institution, a copy of your I-94 and I-20 are required). Once the applicant's file is completed and an admission decision has been made, the International Student Coordinator will send the student an I-20 Form, enabling the student to Apply for a VISA

Regular Admission

Regular admission to the MBA degree program is granted to those applicants who meet the above general requirements and have earned a minimum undergraduate grade-point average (GPA) of 3.0 on a 4.0 scale over the last 60 hours of undergraduate enrollment.

Applicants who have completed a business-related master's or higher degree from a regionally accredited college or university may be admitted unconditionally. (An official transcript showing completion of a master's or higher degree will be required.)

Provisional Admission

"Provisional Admission" to the MBA degree program is granted to those applicants who fail to meet the minimum 3.0 (GPA) for regular admission. To be accepted provisionally, the applicant must have an overall *(GPA) between 2.5-2.99 on a 4.0 scale from a regionally accredited college or university earned during the student's last 60 hours of enrollment. (Those earning below a 2.5 GPA will not be admitted to the MBA program.).

MBA students in provisional admission status are eligible to take 9 semester hours of approved MBA graduate level courses and must earn a minimum grade of "B" in each of their approved three initial, consecutive MBA courses, in order to be eligible for consideration for "regular" admission.

A grade of less than "B" in any one of these courses will result in termination from the program. (MBA courses or other graduate level courses taken prior to being granted provisional status do not count toward fulfilling the requirement of three consecutive courses with a minimum grade of "B" in each course). Students not satisfying the conditional admission requirements will be dropped from the university for one calendar year but may apply once for readmission to the MBA program.

Non-Degree Program

Applicants not desiring to seek an MBA, but who only want to take graduate MBA courses may be admitted in non-degree status for a maximum of nine semester hours of coursework. These courses will not count toward an MBA degree at ASU. The applicant for such non-degree courses must have either earned a baccalaureate degree or have senior undergraduate standing with at least an overall 3.0 institutional GPA and approval of the Dean of the College of Professional Studies. The non-degree status allows a student to develop proficiency in a particular area of interest or to work on certifications; it is not considered an admission status to the MBA program.

A student admitted to the graduate program remains in the original academic status at the time of admission, until notified in writing by the Office of the Graduate Admissions of the approval of a change in status.

Transient Admission

MBA or Master-level students in good standing enrolled in a graduate-level degree program at another university may enroll in the ASU MBA program as a transient student. No more than nine hours of MBA coursework can be taken in transient status.

Planned Degree Program

Within the first semester of being admitted into "regular admission status", the student is required to complete a planned degree program of study with the advice and approval of the MBA Director. Copies of this plan will be filed with the Graduate Admissions Office and the MBA Director's Office. An application for graduation must be completed at least one semester prior to the anticipated semester of graduation. The original copy of the approved degree program is to be submitted with the application for graduation. The graduation application is obtained from the Office of the Registrar.

Advisement

Upon admission to the program, each student will be advised by the MBA Director who, in consultation with the student, will plan the program of study and provide continued supervision and guidance.

MBA Orientation

New Students are required to attend an Orientation Session at the beginning of the semester (usually within the first two weeks).

MBA Degree Options

- General MBA (30 semester hours)
- MBA with Accounting Concentration (33 semester hours)
- MBA with Healthcare Management Concentration (33 semester hours)
- MBA with Supply Chain & Logistics Concentration (33 semester hours)
- MBA with Public Administration Concentration (30 semester hours)

MBA Prerequisites

All students without a Bachelor of Science Degree in Business Administration or with a Bachelor of Science Degree in Business Administration which is more than five years old, need to take and pass the In-Bound Entrance Exam offered by Peregrine Assessments. If the student is unsuccessful in earning a passing grade in any of the modules (consisting of management, quantitative analysis, financial accounting, economics and marketing), he/she must complete Peregrine's Academic Leveling Courses before registering for the MBA courses.

Academic Standing

The College of Professional Studies is committed to offering high quality, academically rigorous graduate degree courses in Business Administration. A minimum of a 3.0 grade point average is required for graduation. A student who does not maintain a 3.0 GPA will be placed on scholastic warning. The Dean of the Graduate School will issue an official warning. A grade of "D" in any MBA course is unacceptable, and the course must be repeated.

MBA Capstone Project

A critical component of the MBA curriculum constitutes the MBA Capstone Project. Students entering the program effective Fall 2015, are required to complete an MBA Capstone Project and present it before the faculty and/or area business professionals in their final graduating semester. The Capstone project should demonstrate the ability to integrate knowledge gained from the courses completed and apply it to a practical business-related problem.

Scholastic Termination

An MBA student's enrollment will be terminated from the program for any one of the following reasons:

- Failure to achieve a 3.0 cumulative GPA by the end of the next nine semester hours of enrollment immediately following scholastic warning;
- Failure to achieve a grade of "B" or better in each course for the first nine semester hours taken under provisional admission status;
- Earning an "F" in any graduate MBA course;
- Failure to earn a grade higher than "D" in the first re-attempt of a course in which a grade of D was made;
- Failure to complete and pass the MBA Capstone Project. (Students have two chances to pass the MBA Capstone before termination is affected.)

Credit Load

The normal MBA course load is 6 hours per semester with full-time students taking 12 hours. Authorization from the Dean of the College of Professional Studies is required for a course load above 12 semester hours.

Time Limit for Completion of Degree

The maximum time allowed for the completion of the MBA degree is six (6) calendar years from admission into the program under either provisional or regular status. Students inducted into military service, or subjected to other circumstances beyond their control, may apply to the Dean of the College of Professional Studies for an extension of time.

Transfer and Other Credit

A minimum of 27 semester hours of the Master's degree program required courses must be earned in coursework offered by Albany State University. All graduate programs require a minimum of 30 semester hours. A maximum of six credit hours of graduate-level work may be transferred from another accredited institution to the MBA program for the purpose of satisfying requirements for the MBA degree. All transfer and other credits are subject to the following requirements:

- For graduate level courses, only those in which a grade of "B" or better was earned and coursework offered for transfer credit must not have been used in fulfillment of another degree.
- At the time of application, petition for transfer credit must be filed with the MBA director along with a copy of the course description for the institution's academic catalog.
- The graduate required course must be less than 6-year-old by date of admission.

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Nursing, Master of Science

Overview | Program Admissions Requirements | Program of Study | Sample Plan of Study

Overview

The graduate program in Nursing is built on the Bachelor of Science in Nursing (BSN) degree. The program is designed to prepare students who are highly knowledgeable in advanced clinical nursing and whose education will enable them to make significant contributions to health care. The nursing program is accredited by the Accrediting Commission for Education in Nursing (ACEN).

The purposes of the Master's program are to prepare students who are:

1. Advanced practice nurses (family nurse practitioners or nurse educators who are able to practice nursing in changing and diverse health care settings),
2. Beginning researchers, and
3. Highly knowledgeable individuals who are capable of influencing policy-making that impacts health care delivery.

At the completion of the Master of Science in Nursing (MSN) program, the graduate will be able to:

1. **Professionalism**
   a. Engage in professional and scholarly activities that promote the profession of nursing and individual development in advanced practice nursing through implementation of evidenced based practice for both direct and indirect patient care. (IOM 4, AACN Essential 1)

2. **Nursing Process and Critical Thinking**
   a. Integrate synthesized knowledge of behavioral and natural sciences, humanities, technology, and nursing science to perform advanced practice nursing roles to improve patient care and decrease healthcare cost. (IOM 1, 5: AACN Essential III & IX)

3. **Therapeutic Communication and Interventions**
   a. Exhibit expertise in the advanced-practice nursing role of clinical nurse specialist, family nurse practitioner, nurse administrator, or nurse educator while incorporating scientific and ethical principles to improve health care outcomes for a diverse population. (IOM 9, AACN Essential IV)

4. **Leadership, Collaboration and Advocacy**
   a. Assume advanced leadership roles, including collaborating with members of interdisciplinary teams, and influencing policy-making that impacts positively on health care delivery. (IOM 2, 6, 7; AACN Essential 11, VI)

5. **Evidence-Based Practice**
   a. Participate as a researcher and a consumer of research in advancing nursing science and practice in disease outcomes for a diverse population. (IOM 9, AACN Essential IV)
   b. Critically analyze health care data in order to promote optimal health. (IOM 3, AACN Essential I)

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Effective July 15, 2018

505-3-.77 EDUCATIONAL LEADERSHIP PROGRAM

(1)   Purpose. This rule states field-specific content standards and requirements for approving programs that prepare individuals to serve in educational leadership positions in P-12 schools and Local Units of Administration (LUAs), and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. The term underline leadership position refers to those positions requiring leadership certification as determined by the Georgia Professional Standards Commission (GaPSC) for placement on the state salary schedule.

(2)   Two-tiered Educational Leadership Preparation.

(a)   Tier I, or entry level certification, in the field of Educational Leadership shall prepare candidates for entry leadership positions that include P-12 school level positions below the principal and district level positions that do not supervise principals.

(b)   Tier II, or advanced level certification, in the field of educational leadership shall prepare candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals.

(c)   The Educator Preparation Provider (EPP) must seek and receive GaPSC approval to offer Tier I and Tier II preparation programs and shall comply with all GaPSC reporting requirements for preparation programs that offer both Tier I and Tier II preparation. The EPP shall offer and actively enroll candidates in both a Tier I and a Tier II program.

(3)   Preparation Program Requirements.

(a)   To receive approval, a GaPSC-approved EPP shall offer Tier I and Tier II Educational Leadership preparation programs described in program planning forms, catalogs, syllabi, and on websites conforming to the following Georgia Educational Leadership Standards, which are adopted from the Professional Standards for Educational Leaders (PSEL) published in 2015 by the National Policy Board for Educational Administration. The elements accompanying the standards are adapted from PSEL Standards. Although programs shall be designed upon the PSEL Standards and as required by Rule 505-3-.01, the InTASC Model Core Teaching Standards in relation to instructional leadership (see 505-3-.01 paragraph (e) 3. (i)), EPPs are advised to consider additional standards in developing program curricula and clinical experiences at the appropriate level (Tier I or Tier II), such as the Learning Forward Standards for Professional Learning, Georgia Teacher Leadership Standards (Rule 505-3-.72), the Model Principal Supervisor Standards, and the evaluation standards comprising the Georgia Teacher Keys Effectiveness System (TKES) and the Georgia Leader Keys Effectiveness System (LKES). GaPSC and Georgia Department of Education (GaDOE) rules are often focused on implementation of such standards; candidates shall complete preparation programs prepared to implement programs and processes that address such standards. Professional learning as described in the GaPSC certificate renewal rule (Rule 505-2-.36, RENEWAL REQUIREMENTS) and continuous improvement as described in GaDOE rules and processes shall be addressed in the leadership preparation curriculum and clinical experiences. The elements accompanying the standards inform and support the practice of the educational leader by illustrating some, but not all, leadership practices that define the standards in practice. Programs will be assessed at the standard level. The *Guidelines for EPPs: Georgia Tier I and Tier II Performance-Based Educational Leadership Programs* accompanying this rule provide direction, model performances, and other resources to support development of quality leadership preparation programs. Effective leaders:

1.   Standard 1: Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Education leaders build consensus among all stakeholders to develop an educational mission, vision, and core values of what students should know and do as a consequence of their schooling, as well as what it means for students

to become well-adjusted, contributing members of society. Building such a vision supported by core values can require reconciling possibly competing perspectives among diverse members of the school community. Based on this vision, leaders work with school and community members to establish the school's mission, and to plan, implement, monitor, and evaluate impact to promote continuous and sustainable improvement. Effective leaders:

(i)   Using relevant data and in collaboration with school and community members, develop an educational mission, vision and statement of core values for the school to promote student success and well-being.

(ii)   In collaboration with members of the school and the community and using relevant data, develop and promote a vision for student success and well-being by articulating, advocating, and cultivating core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

(iii)   Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.

(iv)   Ensure core values support processes and procedures that allow all students access to the most effective teachers and an instructional program that will ensure they are college and career ready.

(v)   Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.

(vi)   Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(vii)   Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.

(viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

2.   Standard 2: Act ethically and according to professional norms to promote each student's academic success and well-being. Educational leaders are professionals who ensure personnel are equipped with professional understanding of the school's mission and the professional norms that must be followed to ensure student success and well-being. Leaders have an understanding of ethical principles to guide actions and decision-making, which must be within the boundaries of professional practice. Leaders foster the development of a school culture that nurtures understanding of professional conduct and ethics, and have a professional responsibility to take an intentional approach to ensure not only regulatory enforcement, but also ethics education, outreach, and prevention. Effective leaders:

(i)   Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
(ii)   Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

(iii)   Place children at the center of education and accept responsibility for each student's academic success and well-being.

(iv)   Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

(v)   Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

(vi)   Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

3.   Standard 3: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Education leaders create a school culture that values diversity. Students are known, accepted, valued, and empowered to reach their full potential. The school's culture supports a climate in which students are healthy, safe, and supported. The culture defines high expectations, encourages trust, and expects all to be responsible participants; as a result, all students thrive. Effective leaders:

(i)   Ensure that each student feels a sense of belonging, is treated fairly and respectfully, and is accepted and valued as an active member of the school community.

(ii)   Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

(iii)   Analyze data to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources needed for college/career readiness.

(iv)   Develop and communicate expectations and codes of conduct to address student behavior in a positive, fair, and unbiased manner.

(v)   Confront and alter institutional biases and eliminate barriers associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

(vi)   Utilize a variety of strategies to examine and address assumptions and beliefs that may conflict with vision, mission, core values, and goals.

(vii)   Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

(viii)   Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

(ix)   Act with cultural competence and responsiveness in their interactions, decision making, and practice.

4.   Standard 4: Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective educational leaders develop and support equitable and intellectually rigorous and coherent systems of curriculum, instruction, and assessment to maximize each student's growth and learning. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. They seek to maximize student learning through authentic and differentiated pedagogy, systems of support, and effective assessment strategies that inform instruction. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated. Effective leaders:

(i)   Promote the mission, vision, and core values of the school, embody high expectations for student learning, and align curriculum, instruction and assessment with academic standards that are culturally responsive.

(ii)   Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

(iii)   Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.

(iv)   Guide the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations.

(v)   Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.

(vi)   Collaboratively model and promote with all stakeholders a culture of high expectations for all students.

(vii)   Promote the effective use of technology.

(viii)   Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

(ix)   Monitor and evaluate the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

5.   Standard 5: Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Education leaders build a school culture and climate that supports students being known and valued. The learning environment is personalized so students feel encouraged to engage with others as active learners. In such an environment learners are willing to take chances in their learning since a support system has been built to reinforce student learning. Effective leaders:

(i)   Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

(ii)   Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

(iii)   Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

(iv)   Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

(v)   Cultivate and reinforce student engagement in school and positive student conduct.

(vi)   Infuse the school's learning environment with the cultures and languages of the school's community.

6.   Standard 6: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Education leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a professional learning community. Effective leaders:

(i)   Recruit, hire, assign, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty in an equitable manner based on school needs, and local, state, and federal requirements.

(ii)   Plan for and manage staff turnover and succession, providing opportunities for effective induction including mentoring of new personnel by carefully selected and trained mentors.

(iii)   Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

(iv)   Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(v)   Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

(vi)   Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

(vii)   Recognize the achievements of highly effective teachers and others by developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school.

(viii)   Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

(ix)   Address their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.

7.   Standard 7: Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Education leaders promote each student's academic success and well-being by creating and supporting a professional community of teachers. Building a community of teachers and other professional staff includes creating effective workplace conditions, promoting collective engagement and responsibility, and mutual accountability. Creating professional communities of teachers and other professional staff includes job-embedded opportunities that promote collaborative examination of practice and focuses on improvement of programs and practices. Effective leaders:

(i)   Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(ii)   Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

(iii)   Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(iv)   Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

(v)   Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

(vi)   Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

(vii)   Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(viii)   Encourage faculty-initiated improvement of programs and practices.

(ix)   Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

8.   Standard 8: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Education leaders build and sustain productive relationships with families and other community partners in the government, non-profit, and private sectors. They promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts. Effective Leaders:

(i)   Are approachable, accessible, and welcoming to all families and community members.

(ii)   Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

(iii)   Engage in regular and open two-way communication with families and the community about the school, students, needs, challenges, and accomplishments.

(iv)   Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

(v)   Create means for the school community to partner with families to support student learning in and out of school.

(vi)   Build and sustain mutually beneficial productive partnerships with public and private sectors to share resources and promote school improvement and student learning.

(vii)   Create an environment that values diversity, serves as a resource for families and the school community, and welcomes family engagement in school activities.

(viii)   Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
(ix)   Advocate publicly for the needs and priorities of the school, district, students, families, and the community.

(x)   Work with the community to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

9.   Standard 9: Manage school operations and resources to promote each student's academic success and well-being. Education leaders are responsible for the effective, efficient, equitable, and ethical management of schools and districts. Their responsibilities include garnering and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district. Effective leaders:

(i)   Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

(ii)   Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

(iii)   Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

(iv)   Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

(v)   Protect teachers' and other staff members' work and learning from disruption.

(vi)   Employ technology to improve the quality and efficiency of operations and management.

(vii)   Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

(viii) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

(ix)   Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

(x)   Develop and manage productive relationships with the central office and school board.

(xi)   Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

(xii)   Manage governance processes and internal and external politics toward achieving the school's mission and vision.

10.   Standard 10: Act as agents of continuous improvement to promote each student's academic success and well-being. Educational leaders foster an environment among stakeholders where data are analyzed and used to continuously improve the academic and social success of the students, staff, and the community of learners. Leaders ensure a systematic and collaborative process that promotes a culture of school improvement and accountability. This plan, do, check, act process is created with input from all stakeholders. The leader uses current and relevant research and effectively gathers, analyzes, and interprets student data from multiple sources to promote a shared vision for instructional improvement that engages all stakeholders in decision-making that drives and sustains school improvement for each student. Effective leaders are willing to make difficult decisions and confront adverse situations to promote student academic success and well-being. Effective leaders:

(i)   Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii)   Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.

(iii)   Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.

(iv)   Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(v)   Build the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for school improvement.

(vi)   Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

(vii)   Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.

(viii) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

(ix)   Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

(b)   Tier I. Educational Leadership preparation programs leading to entry level certification may be offered by GaPSC-approved EPPs as Master's degree programs or non-degree granting certification-only programs for educators who already hold Master's degrees. To receive approval, a GaPSC-approved EPP shall offer an educator preparation program for entry level preparation described in program planning forms, catalogs, syllabi, and on websites meeting the following requirements:

1.   Program Admission. EPPs shall determine admission requirements for Tier I entry level preparation programs in addition to the minimum requirements established in the rule.

2.   Program Curriculum. Programs leading to Tier I Entry Level Educational Leadership certification shall address all the GEL Standards referenced in paragraph (3) (a), but shall place emphasis on standards related specifically to practices designed to directly impact the improvement of teaching and learning. Guidelines accompanying this rule provide additional information regarding program curriculum.

3.   Partnerships. A partnership agreement shall be established with LUAs, agencies, or other organizations for the purpose of collaborative work to ensure program curriculum and clinical experiences address LUA leadership preparation needs and to continuously examine program effectiveness. Such partnerships shall permit candidate self-selection for Tier I programs provided the partner district has the capacity to mentor the candidate and the candidate meets program admission criteria. A regular and systematic plan agreeable to the partner districts and the EPP shall be established for updating partnership agreements to ensure continuous improvement of the preparation program.

4.   Candidate Support. At a minimum, Tier I candidates shall receive mentoring by a leader who is actively employed in a leadership position in the P-12 school or LUA and who has been trained to be a leader mentor. In addition, candidates shall receive EPP support through group coaching or other means whereby candidates have opportunities to interact with program staff and other candidates for reflection, feedback, and support related to their performances in the field.

(c)   Tier II. Educational Leadership preparation programs leading to Tier II advanced level certification may be offered by GaPSC-approved EPPs as Education Specialist or Doctoral degree programs or as non-degree certification-only programs for educators who already hold Education Specialist or doctoral degrees. To receive approval, a GaPSC-approved EPP shall offer a performance-based educator preparation program described in program planning forms, catalogs, syllabi, and on websites meeting the following requirements:

1.   Program Admission. EPPs shall require potential candidates to:

(i)   Hold Tier I entry level certification or hold a Tier II certificate if that certificate is based on completion of an Educational Leadership program that led to a Georgia L or PL certificate;

(ii)   Serve in a leadership position (see (1) Purpose above for the definition of the term, leadership position) at either the P-12 school or LUA level (or agency or organization equivalent to LUA level) that will enable the candidate to fully meet the program's clinical requirements. Candidates who do not serve in a leadership position as described above may be enrolled if the EPP and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for two full days per week or the equivalent to allow the candidate sufficient time to participate in and successfully complete clinical work. Employees of state education or human service agencies, RESAs, universities or technical colleges, and employees of education or human service non-profit organizations may also pursue Tier II Educational Leadership certification as long as the employer has established a partnership with a GaPSC-approved EPP and in the partnership agreement agrees to meet all requirements and guidelines accompanying this rule; and

(iii)   Meet program admission criteria, and admission criteria specified by the EPP and in the partnership agreements with employers of potential candidates.

2.   Program Curriculum. Programs leading to Tier II Educational Leadership certification shall address all standards through clinical performances required in the program. In coursework emphasis shall be on those standards not emphasized in the Tier I program Guidelines accompanying this rule provide additional information regarding program curriculum.

3.   Partnerships. A partnership agreement shall be established with the employing LUA, agency, or organization of each potential candidate for the purpose of ensuring candidates will be able to meet Tier II level clinical requirements. Partnership agreements:

(i)   Shall be developed collaboratively by the LUA, agency, or organization and the program provider;

(ii)   Shall establish mutually agreed upon responsibilities; and

(iii)   Shall be regularly and systematically updated to ensure continuous improvement of the preparation program and its partnerships.

4.   Candidate Support. The clinical work of each Tier II candidate shall be supervised by a candidate support team. At a minimum, the candidate support team shall be composed of the candidate, a trained and qualified leadership coach, a trained P-12 school or LUA mentor, and an EPP representative. (The leadership coach may serve as both the coach and the EPP representative provided the coach is employed by the EPP). These individuals shall work as a team to meet candidate and program needs as described in the guidelines accompanying this rule.

(4)   Clinical Practice Requirements and Candidate Performance Expectations.

(a)   Tier I Entry Leader Preparation.

1.   Tier I Clinical Practice shall include 250 clock hours (in certification-only and degree programs) in addition to performances required in courses and shall consist of significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through field experiences cooperatively developed by the candidate, mentor, and EPP advisor. Field experiences shall engage candidates in substantial, standards-based work in diverse settings as defined in guidelines that accompany this rule. In Tier I programs candidates shall, at a minimum, observe leaders at all levels—elementary, middle, high school, and central office.

2.   Performance Expectations. Candidates in Tier I entry level preparation programs shall demonstrate at a proficient level the knowledge, skills, and dispositions required for entry level educational leaders by demonstrating performance proficiency in the Georgia Educational Leadership Standards referenced in paragraph (3) (a).

(b)   Tier II Advanced Level Leader Preparation.

1.   Tier II Clinical Practice - Residency. Tier II programs shall be performance-based, and as such, shall be designed around leadership performances. Courses shall be designed to support performances. Candidates in Tier II preparation programs shall participate in performance-based experiences in courses as well as during an extended residency (in certification-only and degree programs). The extended residency shall consist of 750 clock hours of extended, job-embedded residency work. This work provides significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through substantial, sustained, standards-based work in real settings in real time (actual P-12 school and LUA settings or similar settings for candidates employed in agencies or organizations not classified as P-12 schools or LUAs). Such a residency shall be planned and guided cooperatively by the EPP and LUA or employer through candidate support teams that develop and manage individual induction plans for each candidate.

2.   Performance Expectations. Candidates in Tier II preparation programs shall demonstrate knowledge, skills, and dispositions required for advanced level educational leaders by demonstrating performance proficiency in the standards referenced in paragraph (3) (a). The candidate's program shall be planned and guided cooperatively by the EPP and LUA, agency, or organization personnel. The EPP shall be responsible for using formative assessments throughout the program to assess candidate progress. Candidate performances shall be designed as follows:

(i)   Candidates shall demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by principals, supervisors of principals, and superintendents. The residency experiences shall provide candidates with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders, including school board members. The preponderance of experiences shall engage candidates in leading rather than observing or participating;

(ii)   Candidates shall participate in a performance-based residency cooperatively planned and guided by a candidate support team during the course of the program, including assessment of candidate application of knowledge, skills, and leadership dispositions;

(iii)   Candidates shall apply skills and knowledge articulated in national and state standards for educational leaders in experiences designed to accommodate candidates' individual needs;

(iv)   Candidates' shall demonstrate performances in settings that allow for the demonstration of a wide range of relevant knowledge, skills, and dispositions while working with faculty and other LUA personnel, students, parents, and appropriate community organizations such as social service groups, local businesses, community organizations, parent groups, and school boards; and

(v)   Candidates' performances shall be planned cooperatively by the candidate support team and provide appropriate opportunities to apply skills, knowledge, and research contained in the standards.

(5)   Testing Requirements

(a)   Tier I Entry Level. Candidates completing an entry level preparation program shall be required to take the GACE content assessment in Educational Leadership. A passing score on the state-approved content assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for state entry level certification in Educational Leadership.

(b)   Tier II Advanced Level Preparation. Candidates completing a Tier II program shall be required to take the Georgia Performance Assessment for Educational Leadership (PASL). A passing score on the state-approved performance assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for Tier II certification in Educational Leadership.

(c)   The GaPSC Ethics Assessment shall be completed for diagnostic purposes at program entry for Tier I candidates and passed as a certification requirement near completion of the Tier I program. Any candidate in a Tier II program who did not complete the Ethics Assessment in a Tier I program shall do so in a Tier II program, both for diagnostic and certification purposes.

(6)   Conversion of Previously Issued Leadership Certificates to "PL" and/or Tier II Certificates.

(a)   Educators who hold "L" certificates may convert to "PL" certificates by completing a GaPSC-approved certification-only Tier II program in Educational Leadership or a Tier II degree program if the educator holds only Level 5 certification. Such a program shall be performance-based and shall include extensive residency experiences meeting the requirements described in this rule. Educators who hold "FLD704 Educational Leadership (P-12)" certificates are grandfathered in terms of meeting requirements to hold any position requiring educational leadership certification.

(b)   Educators holding a PL certificate (FLD706 Building Level or FLD707 System Level; FLD706 and FLD707 were combined and became FLD710 after July 1, 2015) are grandfathered and therefore are eligible to hold any position requiring leadership certification. Holders of PL – Building Level or PL – System level shall not be required to meet any additional requirements for leadership certification.

(7)   Continuous Improvement as Part of the Program Approval Process

(a)   As part of the continuous improvement cycle required by GaPSC Program Approval Standards (2016), EPPs are advised to engage partner school districts in regularly reviewing program effectiveness. In addition, as a formative measure, EPPs are advised to engage in a mid-cycle review using peers and partners as reviewers; such reviews will have no regulatory consequences. Mid-cycle formative reviews will use a valid and reliable process such as *Quality Measures.*

(8)   Implementation. This rule is accompanied by implementation guidelines, *Guidelines for EPPs: Georgia Performance-Based Educational Leadership Programs*, which provide a timeline for phasing in new standards and elements, as well as other rule revisions, and guidance regarding expectations, program curricula, residency requirements and sample candidate performances, coaching and mentoring responsibilities, guidance on establishing partnership agreements, and other pertinent information.

(9)   Educational Leadership programs shall meet the requirements appropriate for educational leaders as specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PROGRAMS.

Authority O.C.G.A. 20-2-200.

Garrett White RAMS 1: Tier II EL Clinical Log

Enter clinical experiences including stardard(s) addressed, clinical clock hour(s), description and reflection.

* Required

1. **Last Name** *

   _____

2. **First Name** *

   _____

3. **GA EL Std(s) [all that apply]** *
   Check all that apply.

   ☐ Standard 1. Mission, Vision, and Core Values

   ☐ Standard 2. Ethics and Professional Norms

   ☐ Standard 3. Equity and Cultural Responsiveness

   ☐ Standard 4. Curriculum, Instruction, and Assessment

   ☐ Standard 5. Community of Care and Support for Students

   ☐ Standard 6. Professional Capacity of School Personnel

   ☐ Standard 7. Professional Community for Teachers and Staff

   ☐ Standard 8. Meaningful Engagement of Families and Community

   ☐ Standard 9. Operations and Management

   ☐ Standard 10. School Improvement

   ☐ Option 11

   ☐ Option 12

   ☐ Option 13

4. **Semester** *
   Mark only one oval.

   ◯ Summer 2019

   ◯ Fall 2019

   ◯ Spring 2020

5. **Course** *
Required
Mark only one oval.

- ◯ LEAD 6006
- ◯ LEAD 6011
- ◯ LEAD 6016
- ◯ LEAD 6021
- ◯ LEAD 6026
- ◯ LEAD 6031
- ◯ LEAD 6036
- ◯ LEAD 6041
- ◯ LEAD 6046
- ◯ LEAD 6051
- ◯ LEAD 6056
- ◯ LEAD 6061

6. **System/District** *

_____

7. **Level** *
Check all that apply.

- ☐ Elementary
- ☐ Middle
- ☐ High School
- ☐ District
- ☐ Alternative School
- ☐ Other: _____

8. **Experience Date** *

_____

9. **Description** *

_____

_____

_____

_____

_____

10. **Demonstrated Primarily (select 1)** *
Mark only one oval.

- ◯ Decision Making
- ◯ Facilitating
- ◯ Leading
- ◯ Evaluating (e.g., data analysis, problem soloving)
- ◯ Other (What? Explain in your reflection.)

11. **Time (hours)** *

_____

12. **Related to IGP** *
Mark only one oval.

( ) Yes

( ) No

13. **Reflection** *

_____

_____

_____

_____

_____

Onsite Mentor

A link will be shared with the onsite mentor to review and verify information in an Excel spreadsheet shared by the candidate.

Powered by

Google Forms

10.3

Archived Information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Off-Site Committee Response

Although the academic catalogs since 2001 for the institution and the institution that merged with the institution in 2017 are available on the website, the website does not provide specific details for former students about how to get catalog information from archived print catalogs. The narrative describes the process of contacting Library Services, but that is not apparent on the website.

Focus Report Response

Albany State University (ASU) values the Off-Site Committee recognition that the University has archived catalogs. The institution acknowledges that the website did not provide specific details for former students about how to get archived print catalogs from Library Services. The institution has updated the Academic Catalog website with information on how to access catalogs.

Albany State University libraries on both campuses, West and East, house archival catalogs. Each campus library has a listing of the catalogs available in the original form for public use with a request made at the Circulation Desk by a patron, phone or electronically. Information on how to request archival catalogs is on the Academic Catalogs website **[01]**:

> Requests for academic catalogs can also be made in person or by phone. Patrons needing content from older catalogs, please visit or call the Library Circulation Desk at the East and West Campuses. The Acquisitions Specialist and/or Archive Assistant and staff will provide copies of the request at no cost to the patron in person, email or mail.

ASU East Campus	ASU West Campus
James Pendergrast Memorial Library 504 College Drive Albany, GA 31705 Contact Number: 229-500-3472	Harold B. Wetherbee Library (Building G) 2400 Gillionville Road Albany, GA 31707 Contact Number: 229-500-3613

Sources

📄 01_FR_Archived_Catalog_webpage

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The following pages contain Supporting Documentation

Albany State University

HOME   ABOUT ▾   ACADEMICS ▾   ADMINISTRATION ▾   APPLY   STUDENT LIFE ▾   STUDENTS   DONATE   ATHLETICS

HOME › ACADEMIC AFFAIRS › ACADEMIC CATALOGS

Academic Catalogs

2019 - 2020

| UNDERGRADUATE CATALOG | GRADUATE CATALOG |

2019-2020   2019-2020

New ASU Archives

| UNDERGRADUATE | GRADUATE |

2017-2018   2017-2018

2018-2019

Pre-Consolidation Archives

ASU East

2016 - 2017

Undergraduate Catalog

Graduate Catalog

2012-2015

Undergraduate Catalog

Graduate Catalog

2008-2012

Undergraduate Catalog

2006-2009

Graduate Catalog

ASU West

2016 - 2017	2015 - 2016
2014 - 2015	2013 - 2014
2012 - 2013	2011 - 2012
2010 - 2011	2009 - 2010
2008 - 2009	2007 - 2008
2006 - 2007	2005 - 2006
2004 - 2005	2003 - 2004
2002 - 2003	2001 - 2002

ADDITIONAL ARCHIVED CATALOGS

If you are looking for content from older catalogs, please email your request to circulation@asurams.edu specifically stating the information you are requesting and your contact information. Please allow 2 – 5 business days for us to process your request. These catalogs are original print versions and the specific content you are looking for will be copied and emailed, faxed depending on the transmission preferred by the person making the request.

Requests for academic catalogs can also be made in person or by phone. Patrons needing content from older catalogs, please visit or call the Library Circulation Desk at the East and West Campuses. The Acquisitions Specialist and/or Archive Assistant and staff will provide copies of the request at no cost to the patron in person, email or mail.

ASU East Campus	ASU West Campus
James Pendergrast Memorial Library	Harold B. Wetherbee Library (Building G)
504 College Drive	2400 Gillionville Road
Albany, GA 31705	Albany, GA 31707
Contact Number: 229-500-3472	Contact Number: 229-500-3613

Sidebar catalog list

Albany State University

ASU East Campus
504 College Drive
Albany, GA 31705

ASU West Campus
2400 Gillionville Rd
Albany, GA 31707

Phone: (229) 500-2000

- Accreditation
- ASU Careers
- Maps
- Students

- Campus Safety
- ASU Foundation
- Flickr Photos

- Request a Transcript
- ASU IT Help Desk
- Equal Employment Opportunity
- Ethics & Compliance Hotline
- Human Trafficking Notice

13.1

Financial Resources

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Report from the Off-Site Committee

The institution has provided insufficient evidence in support of its case for compliance with this standard. In order to determine compliance with this standard, the reviewer examined all of the provided information in the report and attachments. The operational outcomes of the institution were closely examined by considering operating and non-operating revenues, less operating expenses net of depreciation, as reported in the provided statements in order to determine an operational "bottom line" of the institution. Further, the operational cash flows of the institution were examined, as were the total assets of the institution, and, importantly, available assets. Available assets were determined by including the unrestricted net assets of the institution net of plant, adding back compensated absences and other post-employment benefits.

Although it does appear that strong and appropriate efforts are being made to ensure a strong and stable financial base to support the mission of the institution, there remain significant concerns that the onsite committee will need to further explore.
The institution is encouraged to provide more context around the significant declines in Unrestricted Net Assets exclusive of equipment and plant in recent years. With no ratio analysis or other objective evidence or description of the sufficiency of the levels indicated, the reviewer is left to examine the trend, which shows a precipitous decline. Institutions are encouraged to include ratios or benchmarks to best demonstrate their compliance with this standard and to articulate trending of financial data over time. Some institutions use the Composite Financial Index (CFI) as a tool in financial analysis. While the CFI is not endorsed or required, institutions may consider providing the index, or some other tool, and a narrative regarding its meaning.

In making the difficult decisions that were surely a part of merging with Dalton State College, the reviewer was struck by the information provided by the institution with regards to where per-student spending for instruction and institutional support were pre and post merge. The institution had the highest levels of per-student spending in both categories among the comparison set of institutions provided prior to the merger, ranking number one of ten. After the merger, it appears that institutional support spending dropped only to number two out of ten, while instructional spending dropped all the way to number eight out of ten. This suggests that the decisions made during the merger disproportionately affected the academic programs of the institution while shielding administrative functions. The institution is encouraged to provide more information on this topic, and to discuss an objective measure of sufficiency of academic spending or a better comparison set for benchmarking.

Focus Report Response

Albany State University (ASU) thanks the Off-Site Committee for finding compliance with the heart of the report. The focus of this report will be to provide context around the financial information and address the concerns of the Off-Site Committee regarding Unrestricted Net Assets and the consolidation with Darton State College.

As noted in the chart below, Albany State University experienced an increase in the adjusted Unrestricted Net Assets exclusive of equipment and plant from fiscal 2016 to fiscal year 2018 and a decline from fiscal year 2018 to fiscal year 2019. Due to recent changes in accounting standards by the Governmental Accounting Standards Board (GASB), public institutions are now required to record pension obligations, compensated absences, and other post-employment benefits (OBEB.) These asset and liability categories reflect contingencies that are unrelated to operational activities. Therefore, ASU has augmented the UNAEP chart below by netting out these categories, showing net positive balances in UNAEP. ASU also has eliminated the effect of recognizing a large one-time expense and related liability booked in FY 2019 for amounts due to the US Department of Education. Details of this one-time expense are described later in this document.

Unrestricted Net Assets Exclusive of Plant and Plant-Related Debt

GAAP Basis

	FY 2016*	FY 2017**	FY 2018	FY 2019
NET POSITION				
Unrestricted	-40,777,310	-113,449,977	-110,867,048	-116,355,984
Add Compensated Absences-Current	1,500,095	1,263,165	1,477,486	1,572,646
Add Compensated Absences-Noncurrent	1,305,555	1,158,619	1,075,049	854,486
Add OPEB Liability	0	72,976,913	67,230,614	64,604,668
Less Deferred Outflows-OPEB	0	-1,586,617	-3,954,038	-6,725,621
Add Deferred Inflows-OPEB	0	0	9,613,251	16,081,856
Add Pension Liability	46,055,493	57,829,522	45,914,491	41,783,205
Less Deferred Outflows-Pension	-5,003,979	-14,205,729	-7,657,587	-8,902,951
Add Deferred Inflows-Pension	6,036,006	4,562,861	8,410,913	9,855,336
Subtotal	9,115,860	8,548,757	11,243,131	2,767,641
Eliminate effects of one-time expense/liability***				5,270,030
Adjusted UNAEP	9,115,860	8,548,757	11,243,131	8,037,671
*Combined Financials of Preconsolidated Institutions				
**Restated - see FY2018 Annual Financial Report				
***Related to US Department of Education expense/liability recorded in FY19				

The financial ratios presented in the chart and described in the paragraph below show that financial performance generally remained relatively flat between FY17-FY19 with a positive spike in FY18. This indicates that, despite enrollment decreases, the University has maintained a stable financial base. The positive spike in FY18 was the result of conservative spending that allowed the University to build up reserves in anticipation of the large one-time expense and liability incurred in FY19 related to financial aid findings. This was accomplished by intentionally expending funds from lapsable sources preserving excess revenues in non-lapsable funds such as technology fees and indirect cost funds. Note that the University per State law is required to lapse back to the State any annual surplus in State Appropriations and Other General Funds. However, there are Funds in which the University is legally allowed to build reserves, such as the Tuition Fund (currently up to 3% of annual tuition revenues) and Indirect Cost Recoveries Fund, among others. Note that these the ratios presented exclude the effects of the changes in GASB standards as well as recognition of a one-time expense and related liability for amounts owed to the US Department of Education (described later in this document.)

Financial Ratios

Ratio	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019
Primary Reserve Ratio	0.080	0.101	0.074
Viability Ratio	0.085	0.110	0.082
Debt Burden Ratio	0.083	0.084	0.086
Current Ratio	1.345	1.513	1.010
Cash Ratio	0.704	1.061	0.714

Primary Reserve Ratio

Primary Reserve Ratio measures whether resources are sufficient and flexible enough to support the mission of the institution, by providing a snapshot indicating how long the institution could function using its expendable reserves without relying on additional net assets generated by operations. The numerator for this ratio is Restricted Expendable Net Assets + Unrestricted Net Assets, and the denominator is Total Operating Expenses + Interest Expense. ASU's 0.074 Primary Reserve ratio for FY19 indicates that the University could operate for approximately 7.4% of the year using _only_ expendable reserves without relying on operating revenues. This ratio remained relatively flat from FY17-FY19 with a positive spike in FY18 **[01]**.

Viability Ratio

Viability Ratio provides an indication whether resources are managed strategically to advance the mission of the institution and determines the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date. The numerator for this ratio is Restricted Expendable Net Assets + Unrestricted Net Assets, and the denominator is Long-Term Debt. ASU's 0.082 Viability Ratio for FY19 indicates that the University could cover 8.2% of its long-term debt with expendable net assets as of June 30, 2019. This ratio also remained relatively flat from FY17-FY19 with a positive spike in FY18.

Debt Burden Ratio

Debt Burden Ratio measures the extent that Principal and Interest Payments make up total operating and non-operating expense excluding depreciation. The numerator for this ratio is Interest Expense + Principal Reduction, and the denominator is Total Operating Expense + Total Non-operating Expense – Depreciation Expense + Principal Payments. ASU's FY19 0.086 Debt Burden Ratio indicates that debt service payments make up 8.6% of total expenses excluding depreciation. This ratio has remained relatively flat from FY17-19, going from 8.3% to 8.6%.

Current Ratio

Current Ratio provides information about an entity's ability to meet its short-term financial obligations using only current assets. The numerator for this ratio is Current Assets and the denominator is Current Liabilities. ASU's 1.010 Current Ratio for FY19 indicates that the University could cover 101% of its current liabilities with current assets as of June 30, 2019.

Cash Ratio

Cash Ratio provides information about an entity's ability to meet its short-term financial obligations using only Cash and Cash Equivalents. The numerator for this ratio is Cash and Cash Equivalents and the denominator is Current Liabilities. ASU's 0.714 Cash Ratio for FY19 indicates that the University could cover 71.4% of its current liabilities with cash only as of June 30, 2019. This ratio remained relatively flat from FY17-FY19 with a positive spike in FY18. It is also noteworthy that the University's Cash and Cash Equivalents balance of $11,128,500 in FY19 is much healthier and improved over FY17's balance of $7,626,137.

The Department of Education's Final Review Determination Letter, dated November 6, 2018, for the 2012-2013 and 2013-2014 award years determined total liabilities due from this program review were $3,643,346.69 **[02]**. Additionally, the Department of Education's Final Program Review Determination letter, dated March 29, 2018, for the 2014-2015 and 2015-2016 award years determined total liabilities due from this program review were $1,520,935.17 **[03].** ASU has entered into monthly repayment agreements with USDOE for these liabilities, with final payments due on February 12, 2022, and June 5, 2021, respectively.

As a result of these determinations, and in accordance with Generally Accepted Accounting Principles (GAAP), ASU recognized the full amount of the liabilities owed and related expense in FY19. This resulted in recognition of over $5.2 million in expenses on the GAAP financial statements in fiscal year 2019.

Since preparation and submission of ASU's SACSCOC Compliance Report, Fiscal Year 2019 Annual Expenditure Report numbers have been posted for the University System of Georgia (USG), which has been used in the comparison below. In benchmarking ASU's per-FTE Instructional spending against other institutions in the USG, it is important to keep in mind that, post-consolidation, ASU has a mission that incorporates the programs of ASU and Darton State College. Pre-consolidation Darton State College was an access institution which had associate and certificate programs. In fact, 51.5% (38,358) of credit hours taken in Fall 2018 were from students enrolled in associate or certificate programs. Therefore, it is necessary to not only benchmark against other institutions in the State University sector, but also in the State College sector because State College Sector has associate and certificate programs. With 51.5% of credit hours taken on the access path, it would be expected that Instructional FTE expenditures would be somewhere in between the averages of the two sectors. In FY19, ASU's Instructional per-FTE spending of $4,816 was 12.77% below the State University average of $5,521, and 12.04% above the State College average of $4.298, which would indicate that ASU's Instructional spending is reasonable and right around where expected based on its dual mission. The chart below shows the progression of Instructional expenditures per FTE in relation to the average of State University and State College sectors. As noted, ASU's per FTE Instructional expenditures are in between the averages of the two sectors for the latest fiscal year. **[04] [05] [06] [07]**

Instruction - Expenditures Per FTE
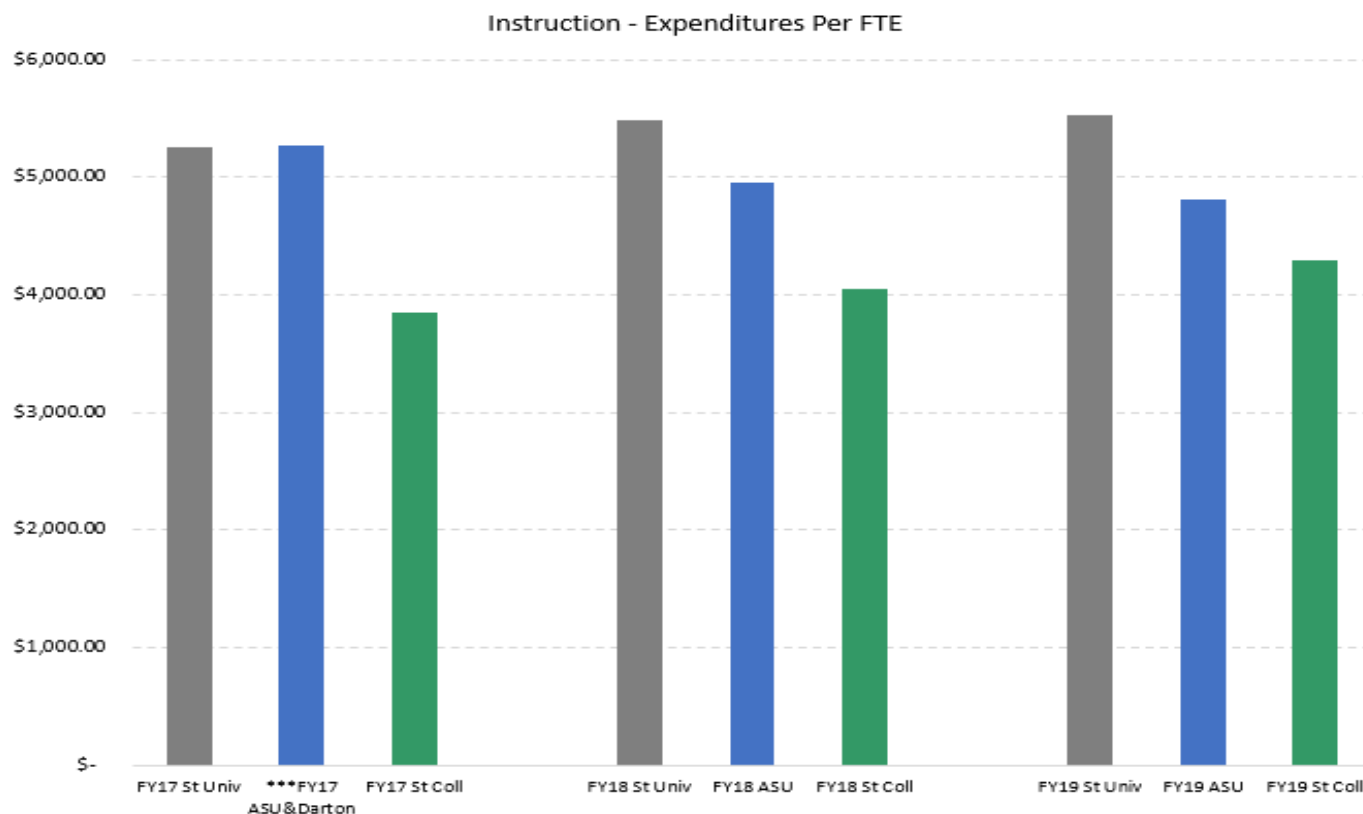
Additionally, as a point of clarification, it is important to note that while ASU and Darton State College officially consolidated mid-way through Fiscal Year 2017 (January 2017), the two institutions were reported separately on this particular report from USG for Fiscal Year 2017. The true per-FTE Instructional expenditures of the consolidated institution were $5,270 in Fiscal Year 2017. In the original compliance report, only the pre-consolidated Albany State was presented. **[08]**

The narrative and supporting documentation attached adequately addresses the concerns noted for compliance with Core Requirement 13.1. The University has sound financial resources and a demonstrated, stable financial base to support the mission of the University.

Sources

01_FR_Ratio Calculations FY17-19

02_FR_Final_Program_Review_Determination_12-13_13-14_110618

03_FR_Final_Program_Review_Determination_14-15 and 15-16

04_FR_FY19 Instruction Exp per FTE

05_FR_FY2019 AER Expenditures per FTE

06_FR_FY2018 Expenditures per FTE

07_FR_ FY2017 AER Expenditures per FTE

08_FR_FY17 ASU Instruction Exp per FTE

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The following pages contain Supporting Documentation

Ratio	FY 2017	FY 2018	FY 2019	
Primary Reserve Ratio	0.080	0.101	0.074	(Restricted Expendable Net Assets (non-capital) + Unrestricted Net Assets) / (Total Operating Expenses + Total Interest Expense)
Viability Ratio	0.085	0.110	0.082	(Restricted Expendable Net Assets (non-capital) + Unrestricted Net Assets) / Long-term Debt
Debt Burden Ratio	0.083	0.084	0.086	(Interest Expense + Principal Reduction) / (Total Operating Expense + Total Nonoperating Expense - Depreciation + Principal Payments)
Current Ratio	1.345	1.513	1.010	Current Assets / Current Liabilities
Cash Ratio	0.704	1.061	0.714	Cash & Cash Equivalents / Current Liabilities

From Annual Financial Reports	FY 2017	FY 2018	FY 2019
Restricted Expendable Net Assets (non-capital)	455,789	208,527	125,143
Adjusted UNAEP (1)	8,548,757	11,243,131	8,037,671
Total Operating Expenses	106,856,872	107,353,514	104,501,824
Total Interest Expense	5,808,466	6,099,497	5,834,394
Long-term Debt (2)	105,857,748	103,842,031	99,650,711
Current Assets	14,562,577	19,168,100	15,747,857
Current Liabilities	10,830,846	12,666,405	15,596,280
Cash & Cash Equivalents	7,626,137	13,433,171	11,128,500
Principal Reduction (3)	2,437,549	2,285,358	2,587,600
Total Nonoperating Expense (4)	0	121,776	176,527
Depreciation Expense	9,523,156	9,851,395	9,743,555
Principal Payments	2,437,549	2,285,358	2,587,600

(1) Adjusted UNAEP excludes the effects of GASB 68, GASB 75, and one-time FY 2019 expense recognition of $5,270,030 related to US Department of Ed liability
(2) FY17 number Restated on FY18 AFR
(3) Excludes reduction of principal due to bond refinancing in late FY 2019
(4) Excludes effect of one-time FY2019 expense recognition of $5,270,030 related to US Department of Ed liability

November 6, 2018

Marion Fedrick
President
Albany State University
504 College Drive
Albany, GA 31705-2796

UPS Next Day Air
1ZA87964NY93726031

RE: **Final Program Review Determination**
   OPE ID: 00154400
   PRCN: 201530429015

Dear Ms. Fedrick:

The U.S. Department of Education's (Department's) School Participation Division – Atlanta issued a program review report on May 29, 2015 covering Albany State University's (ASU's) administration of programs authorized by Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. §§ 1070 et seq. (Title IV, HEA programs), for the 2012-2013 and 2013-2014 award years. ASU's final response was received on April 4, 2017 (attachments resubmitted October 23, 2017). A copy of the program review report (and related attachments) and ASU's response is attached. Any supporting documentation submitted with the response is being retained by the Department and is available for inspection by ASU upon request. Additionally, this Final Program Review Determination (FPRD), related attachments, and any supporting documentation may be subject to release under the Freedom of Information Act (FOIA) and can be provided to other oversight entities after this FPRD is issued.

Purpose:

Final determinations have been made concerning all of the outstanding findings of the program review report. The purpose of this letter is to: (1) identify liabilities resulting from the findings of this program review report, (2) provide instructions for payment of the labilities to the Department and (3) notify the institution of its right to appeal.

The total liabilities due from the institution from this program review are $3,643,346.69.

This final program review determination contains detailed information about the liability determination for all findings.

Protection of Personally Identifiable Information (PII):

PII is any information about an individual which can be used to distinguish or trace an individual's identity (some examples are name, social security number, date and place of birth). The loss of PII can result in substantial harm, embarrassment, and inconvenience to individuals and may lead to identity theft or other fraudulent use of the information. To protect PII, the findings in the attached report do not contain any student PII. Instead, the report references students only in appendices to the FPRD. Therefore, appendices contain PII. These appendices are encrypted and will be sent separately to the institution via e-mail.

Appeal Procedures:

If ASU elects to appeal to the Secretary for a review of financial liabilities established by the FPRD, the institution must file a written request for a hearing. Please note that institutions may appeal financial liabilities only. The Department must receive ASU's request no later than 45 calendar days from the date ASU receives this FPRD.

The Department requests that ASU submit an original and four copies of its complete request for review. The request must be sent to:

> Attn: Susan Crim, Director
> Administrative Actions and Appeals Service Group
> U.S. Department of Education
> Federal Student Aid/Enforcement
> 830 First Street, NE - UCP3, Room 84F2
> Washington, DC 20002-8019

ASU's appeal request must:

1. indicate the findings, issues and facts being disputed;
2. state the institution's position, together with pertinent facts and reasons supporting its position; and
3. include a copy of the FPRD received by the school.

When it submits its request for appeal, the institution may also include documentation it believes the Department should consider in support of the appeal.

If any appeal documents include PII, the PII must be redacted, except for the student's name and last four digits of his/her social security number (please see the enclosed document, "Protection of Personally Identifiable Information," for instructions on how to mail records containing PII).

If the institution's appeal request is timely, the request for appeal will be transmitted to the Department's Office of Hearings and Appeals (OHA), for an administrative hearing in accordance with § 487(b)(2) of the HEA, 20 U.S.C. § 1094(b)(2). The Hearing Official assigned to the case will issue an order scheduling the submission of briefs and supporting evidence in

accordance with 34 C.F.R. § 668.114(c). The institution may therefore submit additional documentation supporting its appeal request at that time. Further, if the institution is appealing a projected liability amount, it may provide detailed liability information from a complete file review, either at the time it initially submits its appeal request or pursuant to the proceedings at OHA. The procedures followed with respect to ASU"s appeal are those provide at 34 C.F.R. Part 668, Subpart H. Interest on the appealed liabilities shall continue to accrue at the applicable value of funds rate, as established by the United States Department of Treasury, or if the liabilities are for refunds, at the interest rate set forth in the loan promissory note(s).

Record Retention:

Program records relating to the period covered by the program review must be retained until the later of: resolution of the loans, claims or expenditures questioned in the program review; or the end of the retention period otherwise applicable to the record under 34 C.F.R. §§ 668.24(e)(1), (e)(2), and (e)(3).

The Department expresses its appreciation for the courtesy and cooperation extended during the review. If the institution has any questions regarding this letter, please contact Lisa Lancaster at (404) 974-9296. Questions relating to any appeal of the FPRD should be directed to the address noted in the Appeal Procedures section of this letter.

Sincerely,

Chris Miller
Director
School Participation Division – Atlanta

Enclosures:

Program Review Report (PRR)
Final Program Review Determination (FPRD) Report (and appendices)
Protection of Personally Identifiable Information

cc: Stephanie Lawrence, Director of Financial Aid
        Michael Foxman, Executive Director of Internal Audit, BOR - University System of
          Georgia
        Southern Association of Colleges and Schools, Commission on Colleges
        Department of Defense
        Department of Veterans Affairs
        Consumer Financial Protection Bureau

PROTECTION OF PERSONALLY IDENTIFIABLE INFORMATION

Personally Identifiable Information (PII) being submitted to the Department must be protected. PII is any information about an individual which can be used to distinguish or trace an individual's identity (some examples are name, social security number, date and place of birth).

PII being submitted electronically or on media (e.g., CD-ROM, floppy disk, DVD) must be encrypted. The data must be submitted in a .zip file encrypted with Advanced Encryption Standard (AES) encryption (256-bit is preferred). The Department uses WinZip. However, files created with other encryption software are also acceptable, provided that they are compatible with WinZip (Version 9.0) and are encrypted with AES encryption. Zipped files using WinZip must be saved as Legacy compression (Zip 2.0 compatible).

The Department must receive an access password to view the encrypted information. The password must be e-mailed separately from the encrypted data. The password must be 12 characters in length and use three of the following: upper case letter, lower case letter, number, special character. <u>A manifest must be included with the e-mail that lists the types of files being sent</u> (a copy of the manifest must be retained by the sender).

If applicable, hard copy files and media containing PII must be:

- sent via a shipping method that can be tracked with signature required upon delivery
- double packaged in packaging that is approved by the shipping agent (FedEx, DHL, UPS, USPS)
- labeled with both the "To" and "From" addresses on both the inner and outer packages
- identified by a manifest included in the inner package that lists the types of files in the shipment (a copy of the manifest must be retained by the sender).

PII data cannot be sent via fax.

Federal **Student Aid**
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of
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Prepared for-
Albany State University

OPE ID: 00154400
PRCN: 201530429015

Prepared by-

U.S. Department of Education
Federal Student Aid
School Participation Division - Atlanta

Final Program Review Determination

November 6, 2018

Table of Contents

A. INSTITUTIONAL INFORMATION

Albany State University
504 College Drive
Albany, GA 31705-2796

Type: Public

Highest Level of Offering: Master's Degree

Accrediting Agency: Southern Association of Colleges and Schools Commission on Colleges

Student Enrollment: 3,572 (2014-2015)

% of Students Receiving Title IV: 99% (2014-2015)

Title IV Participation

Program	2015-2016
Federal Direct Loan (FDL)	$30,264,215
Federal Pell Grant (Pell)	$ 9,017,575
Federal Supplemental Education Grant (FSEOG)	$ 246,929
Federal Work Study (FWS)	$ 225,555
Federal TEACH Grant (TEACH)	$ 52,797
Federal Perkins Loan	$ 0

Default Rate / FDL:	2014	11.5%
	2013	12.0%
	2012	13.5%

Default Rate / Perkins:	2017	55%
	2016	50%
	2015	35%
	2014	42%

Albany State University
OPE ID: 00154400
PRCN: 201530429015
Page 4

B. SCOPE OF REVIEW

The Office of Internal Audit and Compliance (OIAC) of the Board of Regents - University System of Georgia (USG) completed a system-wide audit of the USG institutions' compliance with Title IV, Federal Student Aid's (FSA's) policies related to Satisfactory Academic Progress (SAP) and the Return of Title IV Funds (R2T4). The scope of the audit covering Albany State University (ASU) was the Fall 2012, Spring 2013, Summer 2013 and Fall 2013 terms. The OIAC's report identified several findings for ASU. These findings were presented to ASU officials in August 2014. In a letter dated March 23, 2015, ASU notified the U.S. Department of Education (the Department) of potential over awards of Title IV funds for the 2012-2013 and 2013-2014 award years.

The Department commenced an offsite program review of ASU on May 14, 2015. The review was conducted by Lisa Lancaster. The foci of the review were Award Year ("AY") 2012-2013 and AY 2013-2014 deficiencies and over awards identified by the USG's auditors and the institution (through Fall 2013). The review consisted of an examination of the OIAC's report and ASU's policies for monitoring the academic progress of Title IV recipients as well as the treatment of Title IV funds for withdrawn students. A program review report (PRR) was issued on May 29, 2015, a copy of which is attached as **Appendix A**. ASU provided two separate responses to the PRR. The responses were submitted on July 6, 2015 and August 14, 2015. *However, the USG's Board of Regents subsequently reported additional irregularities in ASU's determination of SAP for multiple Title IV recipients who were enrolled in ASU courses, as well as employees of ASU's Financial Aid Office.* These irregularities were revealed to the Department in a report from the USG's OIAC dated October 5, 2015. For that reason, ASU's July 6, 2015 and August 14, 2015 responses to the PRR were rejected by the Department.

Under new staffing, ASU corrected and resubmitted responses to the findings of the PRR on April 4, 2017. The April 4, 2017 response ("Revised Response") is attached as Appendix B, and includes—

- A corrected response to Finding 2, and,
- A corrected response to Finding 3.

The updated analysis, corrections and responses were led by ASU's new financial aid director and staff members. (Note: This file was submitted on April 4, 2017 but due to a formatting error, it was resubmitted to the Department on October 23, 2017.)

Disclaimer:

The program review focused on the OIAC's findings and potential over awards reported by ASU's notification to the Department. Therefore, the review cannot be assumed to be all-inclusive. The absence of statements in the PRR or in this Final Program Review Determination (FPRD) concerning ASU's specific practices and procedures must not be

construed as acceptance, approval, or endorsement of those specific practices and procedures. Furthermore, the program review does not relieve ASU of its obligation to comply with all of the statutory or regulatory provisions governing the Title IV, HEA programs.

All references herein to the Code of Federal Regulations reflect the regulations in effect during AY 2012-13. To the extent that any applicable regulations in effect during AY 2013-14 differ from the prior award year, it will be noted below.

C. FINDINGS AND FINAL DETERMINATIONS

Resolved Findings

Findings 1 and 4 - 6 of the PRR are considered closed. These findings were:

- Finding 1. Standards of Administrative Capability Need Improvement
- Finding 4. Incomplete Procedures for Return Calculations for Withdrawn Students
- Finding 5: Late Return of Title IV Funds
- Finding 6. Increase in Perkins Loan Default Rate

The PRR included the above findings but further action was not required since the institution provided revised policies and procedures to satisfy these deficiencies.

Findings With Final Determinations

Findings 2 and 3, requiring further action, are summarized below. At the conclusion of each finding is a summary of ASU's response and the Department's final determination for the finding.

FINDING 2: SATISFACTORY ACADEMIC PROGRESS – UNACCEPTABLE APPEALS

Noncompliance:

A student is eligible to receive Title IV aid if the student meets the eligibility requirements set forth in 34 C.F.R. Part 668, Subpart C. One of the eligibility requirements is that the student maintains satisfactory academic progress according to the institution's published standards. Higher Education Act, § 484(a)(2), (c). 20 U.S.C. § 1091; 34 C.F.R. § 668.32(f). The Department considers a satisfactory academic progress policy to be reasonable if it meets the criteria set forth in 34 C.F.R. § 668.34(a). Among the requirements is that the policy applicable to students receiving Title IV aid be at least as strict as the policy the institution applies to students not receiving Title IV assistance. 34 C.F.R. § 668.34(a)(1). In addition, the institution must measure qualitative progress by having a minimum grade point average (GPA) or its equivalent. 34 C.F.R. § 668.34(a)(4). The institution is also required to measure quantitative progress by specifying the pace at which a student must progress

through his or her educational program to ensure that the student will complete the program within the maximum timeframe. 34 C.F.R. § 668.34(a)(5). "Maximum timeframe" is defined as a period that is no longer than 150% of the published length of the educational program, as measured in credit hours or clock hours (as appropriate). 34 C.F.R. § 668.34(b). (Note: ASU measures its program in credit hours).

For an institution such as ASU, which evaluates satisfactory academic progress at the end of each payment period, if the institution determines that a student is not making satisfactory academic progress, it may nevertheless disburse Title IV aid to the student for the subsequent payment period under the provisions of 34 C.F.R. § 668.34(c)(2), (c)(3), or (c)(4) (provisions for financial aid warning, financial aid probation, and appeal upon status of financial aid probation). A student may not remain on financial aid warning for two consecutive payment periods because warning status is limited to one payment period. 34 C.F.R. § 668.34(a)(8)(i). A student on financial aid probation for a payment period may not receive Title IV, HEA program funds for the subsequent payment period unless the student makes satisfactory academic progress (or the institution determines that the student met the requirements specified by the institution in the academic plan for the student). 34 C.F.R. § 668.34(c)(4).

If an institution permits appeals, its policy must explain that the student may appeal on the basis of: his or her injury or illness, the death of a relative, or other special circumstances. The appeal must also explain why he or she failed to make satisfactory progress and what has changed in his situation that will allow him to make satisfactory progress at the next evaluation. 34 C.F.R. § 668.34(a)(9).

A student must maintain satisfactory academic progress in accordance with the institution's published SAP policy to be eligible to receive Title IV funds. 34 C.F.R. § 668.32(f).

The OIAC reviewed 470 financial aid appeal letters for the period covered by the audit. Of those appeals, there were 94 cases that should not have been approved because either:

- The appeal failed to meet the regulatory standards;
- The appeal failed to meet the standards set forth in ASU's policies, or
- The appeal lacked appropriate supporting documentation.

Directives from the Program Review Report:

In response to this finding, ASU was required to reexamine the eligibility of all Title IV recipients who filed an SAP appeal for eligibility to receive Title IV funds from the AY 2012-2013 and AY 2013-2014 (including Spring 2014 and Summer 2014). ASU was then required to identify ineligible Title IV aid recipients and aid.

The PRR further directed ASU to:

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- include repeat coursework in the calculation of a student's GPA and percentage of completion (pace).
- discontinue its practice of permitting a student to receive Title IV aid after he or she reached 150% of the length of his or her educational program (unless the student had an approved appeal of SAP based on extenuating circumstances).

The Revised Response reported that ASU reorganized the financial aid office and hired a new Financial Aid Director who discovered errors in the school's determination of SAP. As a part of the reorganization, ASU implemented training of the financial aid office, including with regard to SAP. The Revised Response stated that financial aid staff was trained to better evaluate and require documentation of mitigating circumstances to support a SAP appeal. In addition, ASU advised that the SAP Appeals Committee will consist of various members of the university community, and those committee members will receive the same training to ensure a full understanding and compliance with SAP requirements. The Revised Report also notes that appeal approval recommendations from the committee will be reviewed and subject to final approval by the Executive Director of Student Financial Services.

As set forth in the Revised Response, ASU's new staff was unable to verify the accuracy of the original response (which had been prepared by the previous staff). Accordingly, ASU completed a 100% file review for all students who submitted a Financial Aid Appeal for AY 2012-2013 and AY 2013-2014.

Final Determination:

ASU's file review identified ineligible students (and applicable Title IV aid) whose SAP appeals failed to comply with the Department's regulations and/or ASU's SAP policies, including for being incomplete or not supported by sufficient documentation. In addition, the review also included Title IV recipients who were employees of ASU's Financial Aid Office. (Note: The file review results were submitted on April 4, 2017, and were resubmitted to the Department on October 23, 2017 due to a formatting error in the original submission).

ASU determined that for AY 2012-13, $7,087,250.01 in Title IV aid (Federal Pell Grants ("Pell"), Federal Supplemental Education Opportunity Grants ("FSEOG"), and Federal Direct Subsidized, Unsubsidized, PLUS, Grad PLUS and Federal Perkins loans) was disbursed to students who were not maintaining SAP, and therefore ineligible to receive such aid, as summarized in the chart below. **Appendix C** contains the student-specific data.

2012-2013 Title IV Recipients Not Meeting SAP Standards							
	PELL	FSEOG	SUB	UNSUB	PLUS	GRAD PLUS	PERKINS	TOTAL
Fall 2012	$ 936,477.50	$ 7,991.00	$ 1,685,422.00	$ 1,933,511.00	$ 96,033.00	$ 11,274.00	$ 2,000.00	
Spring 2013	$ 550,663.51	$ 7,298.00	$ 322,052.00	$ 913,075.00	$ 163,327.00	$ 11,989.00	$ 1,700.00	
Summer 2013	$ 62,617.00	$ 2,486.00	$ 59,234.00	$ 260,485.00	$ 39,807.00	$ 19,808.00	$ -	
	$ 1,549,758.01	$ 17,775.00	$ 2,066,708.00	$ 3,107,071.00	$ 299,167.00	$ 43,071.00	$ 3,700.00	$ 7,087,250.01

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ASU determined that for AY 2013-14, $7,403,465.78 in Title IV aid was disbursed to students who were not maintaining SAP, and therefore ineligible to receive such aid, as summarized in the chart below. **Appendix D** contains the student-specific data.

	PELL	FSEOG	SUB	UNSUB	PLUS	GRAD PLUS	PERKINS	TOTAL
				2013-2014 Title IV Recipients Not Meeting SAP Standards				
Fall 2013	$ 1,011,761.14	$ 6,760.00	$ 1,452,151.00	$ 1,492,036.00	$ 191,191.00	$ 22,673.00	$ 6,863.00	
Spring 2014	$ 634,144.64	$ 7,275.00	$ 425,202.00	$ 1,444,364.00	$ 139,722.00	$ 8,724.00	$ 5,800.00	
Summer 2014	$ 68,692.00	$ 500.00	$ 74,518.00	$ 309,240.00	$ 57,128.00	$ 40,821.00	$ 3,900.00	
	$ 1,714,597.78	$ 14,535.00	$ 1,951,871.00	$ 3,245,640.00	$ 388,041.00	$ 72,218.00	$ 16,563.00	$ 7,403,465.78

Estimated Loss ("EL")

The total Federal Direct Loan (FDL) and Perkins Loan funds that ASU improperly disbursed to students without an adequate or complete appeal of SAP during the 2012-2013 and 2013-2014 award years is included above. However, in lieu of requiring the institution to assume the risk of default by purchasing the ineligible loans from the Department, or asserting a liability for the entire loan amount, the Department has determined a liability for the estimated loss (EL) that the government may incur with respect to the ineligible loans. The estimated loss is calculated based on the relationship between ASU's cohort default rate and the sector cohort default rate. As a result, the estimated loss that ASU must pay to the Department for these ineligible loans is **$168,686.00**:

Program	Estimated Loss
FDL	$159,514.00
Perkins Loan	$ 9,172.00
Total	$168,686.00

Please refer to the EL calculation for each loan program attached as **Appendix E** (EL – FDL) and **Appendix F** (EL – Perkins).

Federal Grants

The **$3,264,355.79** Federal Pell Grant and **$32,310.00** FSEOG funds improperly disbursed resulting from this finding are reported above by award year. In addition to the principal liabilities, ASU is also liable for the cost of funds ("COF") associated with the improper use of Title IV funds. The COF was calculated by using the date of disbursement to the date of the issuance of the PRR. The total COF amount due to the Department for this finding is **$55,512.00** ($54,943.00 for Pell Grant and $569.00 for FSEOG). Please refer to the COF calculations by award year attached as **Appendix G** (2012-2013) and **Appendix H** (2013-2014). Please see the below table explaining the liability by program and year.

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Award Year	Pell Grant	FSEOG	COF/Pell	COF/FSEOG
2012-2013	$1,549,758.01	$ 17,775.00	$ 34,225.00	$ 393.00
2013-2014	$1,714,597.78	$ 14,535.00	$ 20,718.00	$ 176.00
Totals	$3,264,355.79	$ 32,310.00	$ 54,943.00	$ 569.00

The full liability amount for this finding is $3,520,863.79 as follows:

Pell Grant	FSEOG (School not required to match)	COF (Total)	ELF/FDL	ELF/Perkins	Total
$3,264,355.79	$ 32,310.00	$ 55,512.00	$159,514.00	$ 9,172.00	$ 3,520,863.79

Refer to **Section D** (SUMMARY OF LIABILITIES) and **Section E** of this letter (PAYMENT INSTRUCTIONS) to:

- Review the established liabilities[1],
- Pay the liabilities resulting from this finding, and,
- Make student-level Pell Grant adjustments.

FINDING 3: INCORRECT FEES AND DATES IN RETURN CALCULATIONS FOR WITHDRAWN STUDENTS

Noncompliance:

ASU is not an institution requited to take attendance. However, when a Title IV recipient withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the institution is responsible for completing a Return of Title IV Funds ('R2T4') calculation to determine the earned and unearned portions of aid based on the student's attendance, therefore the percentage of time spent in class. 34 C.F.R. § 668.22(e). If a student who began attendance (and has not officially withdrawn) does not earn a passing grade in at least one course over the entire period, the institution must assume, for Title IV purposes, that the student has unofficially withdrawn unless it can document that the student completed the period. (*The 2013-2014 Federal Student Aid Handbook, Volume 5*). An institution may have an official grading policy that provides professors with the ability to differentiate between students who completed a course but failed, versus those who did not complete the course.

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[1] The Department's Established Liabilities chart (found in Section D – Summary of Liabilities) is typically used to remove duplicate liabilities for students who are included in more than one finding, and to establish the liability for those students within a single finding. Students highlighted in Appendix C and Appendix H are included in both Finding 2 (SAP) and Finding 3 (R2T4) ("Duplicated Students"). However, the EL Calculation for unsubsidized direct loans for Finding 2 resulted in no monetary liability for the Duplicated Students. Accordingly, no duplicate liabilities needed to be removed in the Established Liabilities chart, because the only liability for the Duplicated Students is established in Finding 3.

When calculating funds to be returned, the payment period or period of enrollment should include the total number of days in the payment period, except that scheduled breaks of at least five consecutive days must be excluded from the payment period and the number of days completed. 34 C.F.R. § 668.22(f)(2)(i).

A payment period is made up of weeks. A week is a consecutive seven-day period. A week of instructional time is any week in which at least one day of regularly scheduled instruction or examinations occurs or, after the last scheduled day of classes for a term or payment period. 34 C.F.R. § 668.3.

Institutional charges to be used in an R2T4 calculation are defined as tuition, fees, room and board (if the student contracts with the institution for the room and board) and other educationally-related expenses assessed by the institution. 34 C.F.R. § 668.22(g)(2). An institution must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew. 34 C.F.R. § 668.22(j).

The OIAC reported that ASU did not include all institutional fees, specifically housing fees, as required in R2T4 calculations. Due to this error, the auditor reviewed 100% of the R2T4 calculations for all withdrawn students with housing accommodations. There were a total of 58 students in this category (28 students in Fall 2012 and 30 in Spring 2013). In addition, ASU used the last day of classes rather than the last day of exams when establishing the number of days in R2T4 calculations for the Fall 2012 and Spring 2013 terms. ASU returned $87,270.00 to the Department for students who withdrew prior to completing the term. However, the auditor's corrections to the R2T4 calculations revealed that a total of $106,870.07 in additional funds should have been returned to the Department.

Directives from the Program Review Report:

ASU was required to submit a corrective action explaining how it would prevent a recurrence of these findings in the future. The institution was also required to provide a detailed account of the funds remaining to be returned by program.

As noted above, ASU's original response to the PRR was rejected by the Department. New personnel were unable to verify the accuracy of the information previously submitted as no employees involved in the prior review remain as personnel in the Office of Financial Aid. Accordingly, new staff members reviewed all Title IV recipients who withdrew during the 2012-2013 award year, and corrected as well as identified additional Title IV funds due to the Department. The results of that review were submitted with ASU's April 4, 2017 response. Please refer to **Appendix I** for (the corrected) amounts by student and program to be returned to the Department.

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Final Determination:

Based on the corrected review of R2T4 calculations, ASU must return **$113,121.90** in FDL funds, and **$7,054.00** in Pell Grant funds to the Department. ASU is also liable for the COF associated with retaining the ineligible funds. The COF was calculated by using the date of disbursement to the date of the issuance of the PRR. The total COF amount due to the Department for this finding is **$2,307.00** ($2,172.00 plus $135.00). The total liability for this finding is **$122,482.90**. Please see the below table explaining the liability by program.

Loan	Amount	COF/FDL	Pell	COF/Pell
Unsub	$ 72,004.90	$1,383.00	$ --	$ --
Sub	$ 32,871.00	$ 631.00	$ --	$ --
PLUS	$ 8,246.00	$ 158.00	$ --	$ --
Totals	$113,121.90	$2,172.00	$7,054.00	$135.00

Refer to the COF calculations for this finding attached as **Appendix J** (Loans) and **Appendix K** (Non-Loans).

Please refer to **Section D** (SUMMARY OF LIABILITIES) and **Section E** of this letter (PAYMENT INSTRUCTIONS) to:

- Review the established liabilities,
- Pay the liabilities resulting from this finding, and,
- Make student-level FDL and Pell Grant adjustments.

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D. SUMMARY OF LIABILITIES

The total amount calculated as liabilities from the findings in the program review determination is as follows.

Finding	Pell (Closed Award Year)	FSEOG (School not required to match)	FDL/Principal	ELF/FDL	ELF/Perkins	Liability
Finding 2	$3,264,355.79	$ 32,310.00	$ -	$159,514.00	$ 9,172.00	$ 3,465,351.79
Finding 3	$ 7,054.00	$ -	$ 113,121.90	$ -	$ -	$ 120,175.90
Subtotal	*$3,271,409.79*	*$ 32,310.00*	*$ 113,121.90*	*$159,514.00*	*$ 9,172.00*	*$ 3,585,527.69*
Finding 2 COF	$ 54,943.00	$ 569.00	$ -	$ -	$ -	$ 55,512.00
Finding 3 COF	$ 135.00	$ -	$ 2,172.00			$ 2,307.00
Subtotal	*$ 55,078.00*	*$ 569.00*	*$ 2,172.00*	*$ -*	*$ -*	*$ 57,819.00*
Payable to the Department: $3,643,346.69						

(Table title: Established Liabilities)

NOTE RE: Duplicate Liabilities – The Established Liabilities chart (above) is typically used to remove duplicate liabilities for students who are included in more than one finding and to establish the liability for those students within a single finding. As noted above in the discussion of Finding 2, no duplicate liabilities needed to be removed in this FPRD because there is no monetary liability for the Duplicated Students (who are identified by highlighting in Appendix C and Appendix H) for Finding 2. Accordingly, the monetary liability for the Duplicated Students is established in Finding 3 only.

E. PAYMENT INSTRUCTIONS

Liabilities Owed to the Department

ASU owes the Department **$3,643,346.69**. This liability must be paid using an electronic transfer of funds through the Treasury Financial Communications System, which is known as FEDWIRE. ASU must make this transfer **within 45 days of the date of this letter**. This repayment through FEDWIRE is made via the Federal Reserve Bank in New York. If ASU's bank does not maintain an account at the Federal Reserve Bank, it must use the services of a correspondent bank when making the payments through FEDWIRE.
Any liability of $100,000 or more identified through a program review must be repaid to the Department via FEDWIRE. The Department is unable to accept any other method of payment in satisfaction of these liabilities.

Payment and/or adjustments made via G5 will not be accepted as payment of this liability. Instead, the school must first make the adjustments in the Department's Common Origination and Disbursement (COD) system as required in the Payment Instructions (below), and remit payment. Upon receipt of payment, the Department will apply the funds to the appropriate G5 award.

Instructions for completing the electronic fund transfer message format are included on the attached FEDWIRE form.

Terms of Payment

As a result of this final determination, the Department has created a receivable for this liability and payment must be received by the Department within **45 days of the date of this letter.** If payment is not received within the **45-day** period, interest will accrue in monthly increments from the date of this determination, on the amounts owed to the Department, at the current value of funds rate in effect as established by the Treasury Department, until the date of receipt of the payment. ASU is also responsible for repaying any interest that accrues. If you have any questions regarding interest accruals or payment credits, contact the Department's Accounts Receivable & Bank Management Group at (202) 245-8080 and ask to speak to ASU's account representative.

If full payment cannot be made within **45 days** of the date of this letter, contact the Department's Accounts Receivable & Bank Management Group to apply for a payment plan. Interest charges and other conditions apply. Written request may be sent to:

> U.S. Department of Education
> OCFO Financial Management Operations
> Accounts Receivable & Bank Management Group
> 550 12th Street, S.W., Room 6114
> Washington, DC 20202-4461

If within **45 days** of the date of this letter, ASU has neither made payment in accordance with these instructions nor entered into an arrangement to repay the liability under terms satisfactory to the Department, the Department intends to collect the amount due and payable by administrative offset against payments due ASU from the Federal Government.

ASU may object to the collection by offset only by challenging the existence or amount of the debt. To challenge the debt, ASU must **timely appeal** this determination under the procedures described in the "Appeal Procedures" section of the <u>cover letter</u>. The Department will use those procedures to consider any objection to offset. **No separate appeal opportunity will be provided.** If a timely appeal is filed, the Department will defer offset until completion of the appeal, unless the Department determines that offset is necessary as provided at 34 C.F.R. § 30.28. This debt may also be referred to the Department of the Treasury for further action as authorized by the Debt Collection Improvement Act of 1996.

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FDL – Closed Award Year (Request Extended Processing)

Finding: 3
Appendix: I

ASU must repay the following FDL liabilities:

FDL - Closed Award Year		
Program	**Award Year**	**Principal Amount**
Unsub	2012-2013	$ 72,004.90
Subsidized	2012-2013	$ 32,871.00
PLUS	2012-2013	$ 8,246.00
Total		**$113,121.90**

The FDL disbursement record for each student identified in **Appendix I** must be adjusted in the COD system for the 2012-2013 award year based on the recalculated amount identified in this appendix. A copy of the adjustment to each student's COD record must be sent to Lisa Lancaster **within 45 days of the date of this letter.**

Request Extended Processing

COD adjustments are necessary for the closed award year listed above. Before any student level adjustments can be processed, ASU must immediately request extended processing through the COD Website (http://cod.ed.gov).

- Click on the Request Post Deadline/Extended Processing link under the School menu.
- On the request screen, the institution should explain that the request is based on a program review, and provide the program review control number.
- The institution will be notified of the status of the request at the time of submission, and will also be notified by email to the FAA and President when extended processing has been authorized. At that time, the school must transmit student/borrower level adjustments to COD for the closed award year.

Pell Grant – Closed Award Years

Findings: 2 and 3
Appendix: C, D and I

ASU must repay the following Pell Grant liabilities:

Pell Grant - Closed Award Years		
Finding	**Award Year**	**Grant Amount**
Finding 2	2012-2013	$1,549,758.01
Finding 2	2013-2014	$1,714,597.78

Subtotal		$3,264,355.79
Finding 3	2012-2013	$ 7,054.00
Subtotal		$ 7,054.00
Total		**$3,271,409.79**

The disbursement record for each student identified in **Appendix C, D** (Pell) and **I** (Pell and FDL) must be adjusted in COD based on the recalculated amount identified in these appendices.

Adjustments in COD must be completed prior to remitting payment to the Department. Payment cannot be accepted via G5. Once the Department receives payment via FEDWIRE, the Department will apply the principal payment to the applicable G5 award. The interest will be applied to the general program account.

A copy of the adjustment to each student's COD record must be sent to Lisa Lancaster **within 45 days of the date of this letter**. The institution may choose to email this documentation to lisa.lancaster@ed.gov or via regular mail to:

> Lisa Lancaster
> U.S. Department of Education
> Atlanta School Participation Division
> 61 Forsyth Street, S.W. – Room 18T40
> Atlanta, GA 30303-8918

Please refer to the enclosed instructions for submitting PII.

FEDWIRE EFT MESSAGE FORMAT & INSTRUCTIONS

ABA Number 021030004	Type/Sub-Type	
Sender No.	Sender Ref. No.	Amount (1)

Sender Name (Automatically inserted by the Federal Reserve Bank)

Treasury Department Name/CTR/
TREAS NYC/CTR/

BNF=ED/AC-91020001 OBI=

Name/City/State:
(2)

EIN/PIN:	AGENCY CODE:
(3)	60

FOR:
(4)

INSTRUCTIONS

A. Complete items 1-4 in parentheses above as follows:

(1) Indicate amount including cents digits.
(2) Indicate Name, City and State.
(3) Indicate DUNS and EIN.
(4) Enter the reason for the remittance. (ACN or PRC)

B. Provide the sending bank with a copy of the completed form. This form contains other information the bank will need to transmit the FEDWIRE message.

APPENDIX A

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of
the AMERICAN MIND™

Prepared for-
Albany State University

OPE ID: 00154400
PRCN: 201530429015

Prepared by-

U.S. Department of Education
Federal Student Aid
School Participation Team - Atlanta

Program Review Report

May 29, 2015

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Protection of Personally Identifiable Information

A. Institutional Information

Albany State University
504 College Drive
Albany, GA 31705-2796

Type: Public

Highest Level of Offering: Master's Degree

Accrediting Agency: Southern Association of Colleges and Schools Commission on Colleges

Current Student Enrollment: 3,572 (2014-2015)

% of Students Receiving Title IV: 99% (2014-2015)

Title IV Participation

Program	2013-2014
Federal Direct Loan (FDL)	$43,567,156
Federal Pell Grant (Pell)	$12,743,982
Federal Supplemental Education Grant (FSEOG)	$ 149,456
Federal Perkins Loan (Perkins)	$ 26,900
Federal Work Study (FWS)	$ 384,847
Federal TEACH Grant (TEACH)	$ 136,655

Default Rate / FDL:	2011	18%
	2010	16%
	2009	12%

Default Rate / Perkins:	2014	42%
	2013	28%
	2012	25%

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B. Scope of Review

In 2014 the Office of Internal Audit and Compliance (OIAC) of the Board of Regents - University System of Georgia (USG) completed a system-wide audit of USG institutions' compliance with Title IV, Federal Student Aid's (FSA's) policies related to Satisfactory Academic Progress (SAP) and the Return to Title IV Funds (R2T4). The scope of the audit covering Albany State University (ASU) was the Fall 2012, Spring 2013, Summer 2013 and Fall 2013 terms. The OIAC's report identified several findings for ASU. These findings were presented to ASU officials in August 2014. In a letter dated March 23, 2015, ASU's president, Dr. Dunning, notified the Department of potential overawards of Title IV funds for the 2012-2013 and 2013-2014 award years.

The U.S. Department of Education (the Department) commenced a program review of ASU on May 14, 2015. The review was conducted by Lisa Lancaster. The focus of the review was the deficiencies and the overawards identified by the USG's auditors and the institution. The review consisted of an examination of the OIAC's report and ASU's policies for monitoring the academic progress of Title IV recipients as well as the treatment of Title IV funds for withdrawn students.

Disclaimer:

The program review focused on the OIAC's findings and potential overawards noted by ASU's March 23, 2015 letter to the Department. Therefore, the review cannot be assumed to be all-inclusive. The absence of statements in the report concerning ASU's specific practices and procedures must not be construed as acceptance, approval, or endorsement of those specific practices and procedures. Furthermore, the program review does not relieve ASU of its obligation to comply with all of the statutory or regulatory provisions governing the Title IV, HEA programs.

This report reflects initial findings. These findings are not final. The Department will issue its final findings in a subsequent Final Program Review Determination letter.

C. Findings

Findings of noncompliance are referenced to the applicable statutes and regulations, and specify the actions to be taken by ASU to bring operations of the financial aid programs into compliance with the statutes and regulations.

Finding 1: Standards of Administrative Capability Need to be Strengthened

Citation:

To manage a school's aid programs effectively, the aid administrator must be supported by an adequate number of professional and clerical personnel. The number of staff that is

adequate depends on the number of students aided; the number and types of programs in which the school participates; the number of applicants evaluated and processed; the amount of funds administered; and, the type of financial aid delivery system and degree of office automation used by the institution in the administration of the Title IV. 34 C.F.R. § 668.16(b)(2).

Efficient administration also requires participating institutions to establish and maintain records required under Title IV, HEA program regulations. 34 C.F.R. § 668.16(d).

Noncompliance:

ASU was cited for not filling vacancies in the Office of Financial Aid in a timely manner.

Required Action:

No further action is required for this deficiency. With the exception of a receptionist position, the Office of Financial Aid is fully staffed with six advisors.

Finding 2: Satisfactory Academic Progress – Unacceptable Appeals

Citation:

An institution participating in the Title IV programs must establish, publish, and apply reasonable standards for measuring whether an otherwise eligible student is maintaining satisfactory academic progress (SAP) in his or her educational program. 34 C.F.R. § 668.16 (e). The Secretary considers an institution's standards to be reasonable if the standards—

- Are the same as or stricter than the institution's standards for a student enrolled in the same educational program who is not receiving Title IV assistance. 34 C.F.R. § 668.34(a)(1).
- The policy provides for consistent application of standards to all students within categories of students, e.g., full-time, part-time, undergraduate, and graduate students, and educational programs established by the institution. 34 C.F.R. § 668.34(a)(2).
- The policy provides that a student's academic progress is evaluated—

  - ➢ At the end of each payment period if the educational program is either one academic year in length or shorter than an academic year; or
  - ➢ For all other educational programs, at the end of each payment period or at least annually to correspond with the end of a payment period. 34 C.F.R. § 668.34(a)(3).

- The policy specifies a qualitative standard, or grade point average (GPA) that a student must achieve at each evaluation (if a GPA is not an appropriate qualitative measure, a comparable assessment measured against a norm). If a student is enrolled

in an educational program of more than two academic years, the policy specifies that at the end of the second academic year, the student must have a GPA of at least a "C" or its equivalent. 34 C.F.R. § 668.34(a)(4).

- The policy specifies a quantitative standard, or the pace at which a student must progress through his or her educational program to ensure that he will complete the program within the maximum timeframe, and provides for measurement of the student's progress at each evaluation. For an undergraduate program maximum timeframe means a period that is no longer than 150% of the published length of the educational program. For a graduate program, it means a period defined by the school that is based on the length of the program. 34 C.F.R. §§ 668.34(a)(5)(i),(b).

- An institution calculates the pace at which the student is progressing by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted. 34 C.F.R. § 668.34(a)(5)(ii).

- The policy describes how a student's GPA and pace of completion are affected by course incompletes, withdrawals, repetitions, or transfers of credit from other institutions. Credit hours from another institution that are accepted toward the student's educational program must count as both attempted and completed hours. 34 C.F.R. § 668.34(a)(6). However, an SAP policy cannot exclude courses in which a student remained past the add/drop period and earned a grade of 'W', nor can it routinely exclude certain hours attempted, such as those taken during a Summer term. (*Federal Student Aid Handbook, Volume 1, Chapter 1*).

- Generally, all periods of a student's enrollment count when assessing progress, even periods in which the student did not receive funds. However, an SAP policy may permit that for students who change majors, credits and grades that *do not* count toward the new major will not be included in the satisfactory progress determination. (*Federal Student Aid Handbook, Volume 1, Chapter 1*).

- There is no provision for the concept of academic amnesty or academic renewal. Therefore, a school must always include courses applicable to a student's major (regardless of when taken) in evaluating a student's SAP (both quantitative and qualitative components). This may, however, be an item that is subject to appeal if the school's policy permits such appeals.

- The policy provides that, at the time of each evaluation, a student who has not achieved the required GPA, or who is not successfully completing his or her educational program at the required pace, is no longer eligible to receive assistance unless required steps are followed. 34 C.F.R. §§ 668.34(a)(7),(c),(d).

- If the institution places students on financial aid warning, or on financial aid probation, the policy describes these statuses as—

  ➢ Financial aid warning is a status assigned to a student who fails to make SAP only at an institution that evaluates academic progress at the end of each payment period. Financial aid warning may be assigned without an appeal or other action by the student. It is good for one payment period.
  ➢ Financial aid probation is a status assigned by an institution to a student who fails to make SAP but who has appealed, and has had eligibility for aid

reinstated. A student on financial aid probation may receive Title IV funds for one payment period. However, a student on financial aid probation may not receive Title IV funds for the subsequent payment period unless the student makes satisfactory academic progress or the institution places him on probation and develops an academic plan. 34 C.F.R. §§ 668.34(b).

- If the school permits appeals, the policy must explain that the student may appeal on the basis of: his injury or illness, the death of a relative, or other special circumstances. The appeal must also explain why he or she failed to make satisfactory progress and what has changed in his situation that will allow him to make satisfactory progress at the next evaluation. 34 C.F.R. § 668.34(a)(9).
- If the institution does not permit a student to appeal a determination that he or she is not making SAP, the policy must describe how the student may reestablish his or her eligibility to receive assistance under the Title IV programs. 34 C.F.R. § 668.34(a)(10).
- The institution must have a policy to notify students of the results of an SAP evaluation that impacts his or her eligibility for funds. 34 C.F.R. § 668.34(a)(11).

If a student is not meeting an institution's SAP policy he or she is ineligible to receive additional Title IV funds. 34 C.F.R. § 668.32(f).

Noncompliance:

The OIAC reviewed 470 financial aid appeal letters. Of those appeals, there were 94 cases that should not have been approved because either:

- The appeal was questionable or unacceptable, or,
- The appeal lacked appropriate supporting documentation.

The unacceptable approval of these financial aid appeals resulted in students receiving Title IV overawards totaling $693,938.

In response to this finding ASU provided the reviewer a copy of policies and procedures used by the institution for evaluating the academic progress of Title IV recipients. *However, the current policy does not describe how a student's GPA and pace of completion are affected by repeat courses for Title IV aid purposes.* Repeat courses must be included as courses attempted by the student, or, pace.

In addition, the *maximum timeframe* component (in the published policy) contains an example of how the (150%) maximum timeframe is calculated for undergraduate programs of study. However, the example misleads one to believe that the maximum timeframe for a 120 credit-hour program is 190 credits rather than 180. This same error appears on ASU's Financial Aid Appeals Petition Form and website. (School officials explained the reason for this is that some undergraduate programs exceed 120 credits.)

Another component under ASU's policy for determining whether or not a Title IV recipient is meeting SAP within the maximum timeframe is incorrect. It is published as follows:

> *"If you have not already earned a degree but have reached the maximum hour limit, and have circumstances other than those listed above, please be sure to address the terms when you failed or withdrew. If you had passing grades for the terms in your appeal, it will be difficult to explain why that prevented you from completing your degree."*

The above allowance for students who do not have a degree -- but have met the maximum timeframe -- is not acceptable unless the student has filed and been approved for an appeal of SAP based upon injury or illness, the death of a relative, or other special circumstances.

(An SAP policy may permit that for a student who changes majors, credits and grades that do not count toward the new major will not be included in the satisfactory progress determination. For example, a school's SAP policy may permit academic progress to be "reset" for students who change their major; however, a school cannot have such a policy for general students needing additional time to complete courses needed for graduation.)

Required Action:

In response to this finding, ASU must address the treatment of repeat coursework in the calculation of a student's GPA and percentage of completion (pace). The institution must also correct or clarify its example of how the maximum timeframe is calculated. Lastly, ASU must discontinue the practice of permitting a student to receive Title IV aid once he or she has reached 150% of the length of his or her the educational program unless the student has an approved appeal of SAP based on extenuating circumstances.

Please provide a corrected copy of the SAP policy with your response to this report.

As noted above, student's not making SAP received Title IV aid in error. The institution's letter and accompanying report identified potential overawards for this finding amounting to $693,938. In order to resolve this finding, the institution must review the eligibility of all Title IV recipients who filed an SAP appeal for eligibility to receive Title IV funds from the 2012-2013 and 2013-2014 award years (including Summer terms).

If, upon examination of the documentation for any approved appeals (including an explanation of what has changed in the student's situation that would allow him or her to make SAP at the next evaluation) the reason was not: (1) related to injury or illness; (2) related to the death of a relative; (3) related to other special circumstances; or, (4) was not documented at all, ASU must identify the students' Title IV aid as ineligible in an Excel spreadsheet (or similar format) by award year, as follows:

- Student last, first name and social security number
- Date aid was disbursed to the student or account*

- Amount of Federal Pell Grant
- Amount of Federal Supplemental Education Opportunity (FSEOG)
- Amount of Subsidized Federal Direct Loan (FDL)
- Amount of Unsubsidized FDL
- Amount of Parent Loan for Undergraduate Students (PLUS)
- Amount of Federal Perkins Loan (if applicable)
- Amount of TEACH Grant (if applicable)

2012-2013 AWARD YEAR Title IV Disbursed For An Ineligible Determination Of SAP Appeal									
NAME	SSN	Date Disbursed*	PELL	FSEOG	SUB	UNSUB	PLUS	PERKINS	TEACH
Sample		1/10/2013	$5550	$200	$3500	$4000	$0	$0	$4000
Sample		1/10/2013	$2775	$0	$1750	$2000	$0	$0	$0

ASU may use the mid-point of the year as a common disbursement date for all aid and students for the year.

2013-2014 AWARD YEAR Title IV Disbursed For An Ineligible Determination Of SAP Appeal									
NAME	SSN	Date Disbursed*	PELL	FSEOG	SUB	UNSUB	PLUS	PERKINS	TEACH
Sample		10/1/2013	$5550	$200	$3500	$4000	$0	$0	$4000
Sample		10/1/2013	$2775	$0	$5500	$4000	$0	$1500	$0

ASU may use the mid-point of the year as a common disbursement date for all aid and students for the year.

Please send the file review summary report (spreadsheets) to Lisa Lancaster by e-mail at lisa.lancaster@ed.gov. See the enclosure Protection of Personally Identifiable Information for instructions regarding electronic submissions to the Department for data containing PII. Separate from the institution's spreadsheet, please email an access password to Ms. Lancaster.

Finding 3: Incorrect Fees and Dates in Return Calculations for Withdrawn Students

Finding 4: Incomplete Procedures for Return Calculations for Unofficial Withdrawals

Citation:

When a Title IV recipient withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the institution is responsible for completing a Return to Title IV Funds ('R2T4') calculation to determine the earned and unearned portions of aid based on the student's attendance, therefore the percentage of time spent in class. 34 C.F.R. § 668.22(e). An institution must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew. 34 C.F.R. § 668.22(j).

If a student who began attendance (and has not officially withdrawn) does not earn a passing grade in at least one course over the entire period, the institution must assume, for Title IV purposes, that the student has unofficially withdrawn unless it can document that the student completed the period. (*Federal Student Aid Handbook, Volume 1, Chapter 1*). An institution may have an official grading policy that provides professors with the ability to differentiate between students who completed a course but failed, versus those who did not complete the course.

When calculating the returns, the payment period or period of enrollment should include the total number of days in the payment period, except that scheduled breaks of at least five consecutive days must be excluded from the payment period and the number of days completed. 34 C.F.R. § 668.22(f)(2)(i).

Institutional charges to be used in an R2T4 calculation are defined as tuition, fees, room and board (if the student contracts with the institution for the room and board) and other educationally-related expenses assessed by the institution. 34 C.F.R. § 668.22(g)(2).

Noncompliance:

Not all institutional fees, specifically housing fees, were included in R2T4 calculations as required. Due to this error, the auditor reviewed 100% of the R2T4 calculations for all students with housing accommodations who withdrew. There were a total of 58 students in this category (28 students in Fall 2012 and 30 in Spring 2013). In addition, ASU used the last day of classes rather than the last day of exams when establishing the number of days in R2T4 calculations for the Fall 2012 and Spring 2013 terms.

The audit reported that $87,270 was returned to the Department for students who withdrew prior to completing the term. However, auditor's corrections to the R2T4 calculations revealed that a total of $106,870 in additional funds should have been returned to the Department.

Lastly, ASU's (current) published policy fails to explain how Title IV recipients who receive all non-passing grades for a term are treated for R2T4 purposes.

Required Action:

ASU is required to provide the following information (in spreadsheet format) for the remaining 2012-2013 award year funds to be returned to the Department.

- Student's last name, first name and social security number (SSN)
- Student's withdrawal date
- Amount that remains to be returned by loan or grant program.

NAME	SSN	W/D Date	Due to Unsub	Due to Sub	Due to PLUS	Due to Perkins	Due to Pell	Due to FSEOG	Due to TEACH
Sample									
Sample									

2012-2013 AWARD YEAR
Outstanding Funds To Be Returned

Please send the file review summary report (spreadsheets) to Lisa Lancaster by e-mail at lisa.lancaster@ed.gov. See the enclosure Protection of Personally Identifiable Information for instructions regarding electronic submissions to the Department for data containing PII. Separate from the institution's spreadsheet, please email an access password to Ms. Lancaster.

In response to this finding, please provide an explanation of what steps ASU will take to correct the above deficiencies in order to prevent a repeat of these findings in the future.

Finding 5: Late Return of Title IV Funds

Citation:

The Secretary considers that a student has not begun attendance in a payment period or period of enrollment if an institution is unable to document the student's attendance at any class. If a student does not begin attendance in a payment period or period of enrollment, the institution must return all Title IV funds that were credited to the student's account or disbursed directly to the student for that payment period or period of enrollment. 34 C.F.R. § 668.21(a). The institution must return those funds for which it is responsible to the respective Title IV program as soon as possible, but no later than **30** days after the date that the institution becomes aware that the student will not or has not begun attendance. 34 C.F.R. § 668.21(b).

An institution must return the amount of Title IV funds for which it is responsible as soon as possible but no later than **45** days after the date of its determination that a student who began attendance in a payment period withdrew. 34 C.F.R. § 668.22(j).

Noncompliance:

The auditor stated that out of 99 student files tested, there were five instances in which Title IV funds were not returned to the appropriate program within the regulatory time frame.

Required Action:

ASU was required to implement procedures to prevent a repeat of this finding in the future. The Office of Financial Aid, Registrar and Financial Operations trained together to improve the timeliness of withdrawing a student from the system. Once the Registrar's office notifies the Office of Financial Aid, financial aid staff will perform return calculations weekly.

No further action is required for this finding.

Finding 6 / Recommendation: Increase in Federal Perkins Loan Default Rate

Citation:

An institution with a Federal Perkins Loan cohort default rate that equals or exceeds 50% for each of the three most recent years is ineligible to participate in the Perkins Loan program. Following a review of data and upon notification by the Secretary, an institution is ineligible to participate for the award year (or the remainder of the award year) in which the determination is made, and the two succeeding award years. An institution may appeal a notification of ineligibility from the Secretary within 30 days of its receipt. Per 34 C.F.R. § 674.5(a)(2).

Noncompliance:

The audit did not report testing of the Perkins Loan program; however ASU's Perkins Loan default rates have increased to 42%. Of approximately 33 students who entered repayment in the 2013-2014 award year, 14 are in default and the rates have increased as follows:

YEAR	DEFAULT RATE
6/30/2014	42%
6/30/2013	28%
6/30/2012	25%

Required Action / Recommendation:

The Department recommends that ASU stress borrower-awareness and responsibility before and after awarding Perkins Loans to students. In addition, ASU should strengthen contact with each Perkins Loan borrower during his or her grace period. The institution must also continue its collection efforts for late, delinquent and defaulted borrowers.

The institution may be eligible for loan collection assistance via the Department's Default Reduction Assistance Program (DRAP) which assists schools in bringing defaulted Perkins Loan borrowers back into repayment before their accounts are sent to collection agencies. For additional information about DRAP, contact the Campus-Based Call Center at 1-877-801-7168.

In addition, schools may assign defaulted Perkins Loans, and, if a school is withdrawing from the Perkins Loan program, it may assign non-defaulted loans to the Department at any time during the year.

Please provide an action plan to explain how ASU intends to improve its Perkins Loan default rate in the future.

Institution: Albany State University

City, State: Albany, GA

PRCN: 530429015

TIN: 586001996

DUNS: 030052815

Reviewer: Lisa Lancaster   **Region:** Atlanta   **Date:** November 5, 2018

Section A - Use if no adjustments are being made in COD

Programs	Type	Amount	Funding Code	Object Class
Federal Pell Grant (Cancelled AY)	Principal		3220RNOYR	69017
	Interest	$55,078.00	1435RNOYR	64020
TEACH	Principal		3220RNOYR	69017
	Interest		1435RNOYR	64020
FSEOG (No FISAP Corrections)	Principal	$32,310.00	3220RNOYR	69017
	Interest	$ 569.00	1435RNOYR	64020
FWS (No FISAP Corrections)	Principal		3220RNOYR	69017
	Interest		1435RNOYR	64020
Direct Loan and Direct Loan EAL + COF	Principal		4253XNOYR	53020 or 53010
	Interest	$161,686.00	4253XNOYR	53040
Federal Perkins	Principal	$ 9,172.00	2915RNOYR	53054

Section B: Use if the Institution is instructed to make adjustments in COD						
Add rows if necessary			Amount			G5 Program Award # *
Pell	Pell 2012-2013	Principal	$1,556,812.01	3875FNOYR	69020	P063P120079
	Program / Award Year	Imputed Interest		1435RNOYR	64020	
Pell	Pell 2013-2014	Principal	$1,714,597.78	3875FNOYR	69020	P063P130079
	Program / Award Year	Imputed Interest		1435RNOYR	64020	
Direct Loan (do not use for estimated loss)	FDL 2012-2013	**Principal**	$113,121.90	3875FNOYR	69020	P268K130079
	Award Year	Imputed Interest		4253XNOYR	53040	
Direct Loan (do not use for estimated loss)	FDL 2013-2014	**Principal**	N/A	3875FNOYR	69020	
	Award Year	Imputed Interest		4253XNOYR	53040	

Comments:

* G5 Award # (P063P104306, first 5 digits = program, next 2 digits = award year, next 4 digits = code unique to school). Note: It is important that the year in the G5 award number correspond to the award year for which any adjustments are being made, or for which the balance has been incurred (in the case of an unsubstantiated cash or negative cash balance). If the reviewer is unsure after looking in G5, contact Tracy Lardinois, for Pell or DL, or Tremia Haythe for FWS or FSEOG.

Example of G5 award numbers for a single school for the 2009-2010 award year, Pell vs. DL:

Pell is designated by "P063P" and DL is designed by "P268K"

P063P091445 (Pell 2009-2010 award – Pell uses the final two digits of the leading award year in the award number)

P268K101445 (Direct Loan 2009-2010 award – DL uses the final two digits of the trailing award year in the award number)

Example of G5 award number for FWS and FSEOG

FWS is designated by "P033A" and FSEOG is designated by "P007A"

P033A092121 (FWS 2009-2010 award – FWS uses the final two digits of the leading award year in the award number)

P007A092121 (FSEOG 2009-2010 award – FSEOG uses the final two digits of the leading award year in the award number)

Program	G5 Award Number	Program Designation	Award Year (YY)	Unique School ID assigned by G5 (####)	Example Award # for 2013-2014
Direct Loan	P268KYY####	P268K	Trailing Year (DL uses the final two digits of the trailing award year.)	Uses school's GAPS ID	P268K**14**1445
TEACH	P379TYY####	P379T	Trailing Year (TEACH uses the final two digits of the trailing award year.)	Uses school's GAPS ID	P379T**14**1445
Pell	P063PYY####	P063P	Leading Year (Pell uses the final two digits of the leading award year.)	Uses school's GAPS ID	P063P**13**1445
IASG	P408AYY####	P408A	Leading Year (IASG uses the final two digits of the leading award year.)	Uses school's GAPS ID	P408AYY1445
FWS	P033AYY####	P033A	Leading Year (FWS uses the final two digits of the leading award year.)	Last four digits of Campus Based Number found in PEPS via OPE ID Crosswalk	P033A**13**2121
FSEOG	P007AYY####	P007A	Leading Year (FSEOG uses the final two digits of the leading award year.)	Last four digits of Campus Based Number found in PEPS via OPE ID Crosswalk	P007A**13**2121

See FPRD Distribution Form for distribution information for this form and related program review documents.

Page 2 of 2
Version: November 2, 2012

D. Appendix

PROTECTION OF PERSONALLY IDENTIFIABLE INFORMATION

Personally Identifiable Information (PII) being submitted to the Department must be protected. PII is any information about an individual which can be used to distinguish or trace an individual's identity (some examples are name, social security number, date and place of birth).

PII being submitted electronically or on media (e.g., CD-ROM, floppy disk, DVD) must be password protected or encrypted. The data must be submitted in a .zip file encrypted with Advanced Encryption Standard (AES) encryption (256-bit is preferred). The Department uses WinZip. However, files created with other encryption software are also acceptable, provided that they are compatible with WinZip (Version 9.0) and are encrypted with AES encryption. Zipped files using WinZip must be saved as Legacy compression (Zip 2.0 compatible).

The Department must receive an access password to view the encrypted information. The password must be e-mailed separately from the encrypted data. The password must be 12 characters in length and use three of the following: upper case letter, lower case letter, number, special character. <u>A manifest must be included with the e-mail that lists the types of files being sent</u> (a copy of the manifest must be retained by the sender).

If applicable, hard copy files and media containing PII must be:

- sent via a shipping method that can be tracked with signature required upon delivery
- double packaged in packaging that is approved by the shipping agent (FedEx, DHL, UPS, USPS)
- labeled with both the "To" and "From" addresses on both the inner and outer packages
- identified by a manifest included in the inner package that lists the types of files in the shipment (a copy of the manifest must be retained by the sender).

PII data cannot be sent via fax.

APPENDIX B

Albany State University

UNIVERSITY SYSTEM OF GEORGIA

OPE ID: 00154400

Department of Education

Student Financial Aid Audit
FY14

4-April-2017

Albany State University

Material Finding # 2: Questionable / Unacceptable Appeals
Department Noncompliance Finding
Department Required Action
Albany State University Response
Updated Process and Procedure

Material Finding #3: Return to Title IV (R2T4) Calculation Errors
Department Noncompliance Finding
Department Required Action
Albany State University Response
Updated Process and Procedure

Albany State University

UNIVERSITY SYSTEM OF GEORGIA

OPE ID: 00154400

Findings
&
Responses

4-April-2017

Material Finding # 2: Questionable / Unacceptable Appeals

Department Noncompliance Finding

Fieldwork for Albany State University (ASU) was completed by members of the ASU Office of Internal Audits Department. This fieldwork was completed in August of 2014.

The Office of Internal Audits reviewed four hundred seventy (470) Financial Aid appeal letters. As a result, there were ninety-four (94) approved that were questionable or unacceptable and lacked the appropriate supporting documentation which resulted in a financial aid over award of $693,937.78.

ASU Office of Internal Audits recommends that the Office of Financial Aid re-evaluate the Appeal's Committee process and provide the necessary training/updates to all members. Effective training, collaboration among committee members and ultimate oversight by the Director of Financial Aid or his designate would assist the Appeal's Committee in determining what constitutes an acceptable Financial Aid appeal's letter and the proper supporting documents. It is also recommended that ASU Appeal's Committee adhere to the policies and procedures set by the US Department of Education (USDOE) when making decisions.

Department Required Action

Certify that financial aid audit results related to the Satisfactory Academic Progress (SAP) submitted to the Department of Education in 2014 are true and correct.

Albany State University Response

Albany State University is unable to verify the accuracy of the information previously submitted by financial aid personnel, as no staff members involved in the prior review remain working in the Office of Financial Aid. As a result, ASU completed a 100% file review for all students who submitted a FA Appeal Form for the 2012-2013 and 2013-2014 award years. See **Exhibit 1** for 2012-13 and **Exhibit 2** for 2013-14 for the outcome of the reviews. Password will be provided separately.

Updated Process and Procedure

As corrective action, prior to the Program Review Report, ASU hired a new Financial Aid Director who discovered and became aware of errors in SAP determination. The financial aid office underwent an employee reorganization and implemented a training schedule. All new staff members have been adequately trained on Satisfactory Academic Process policy and what constitutes a mitigating circumstance. Students must identify mitigating circumstances and provide supporting documentation to have a SAP appeal approved. If mitigating circumstances and/or adequate supporting documents are not present, the appeal will be denied and the student must regain SAP eligibility without the benefit of financial aid. Statistically, the number of approved SAP appeals has reduced.

Beginning Spring 2017, ASU will reassemble a SAP Appeals Committee that consists of various members of the University community. The committee members will receive the same training as the financial aid staff to ensure full understanding and compliance of SAP requirements. The committee will be charged with reviewing SAP appeals for mitigating circumstances and documentation. All approval recommendations from the committee will be forwarded to the Executive Director of Student Financial Services for review. This subsequent level of review provides oversight and ensures rigor in the SAP appeal's process.

Material Finding # 3: Return to Title IV (R2T4) Calculation Errors

Department Noncompliance Finding

Fieldwork for Albany State University (ASU) was completed by members of the ASU Office of Internal Audits Department. This fieldwork was completed in August of 2014.

The Office of Internal Audits at Albany State University performed a review of R2T4 funds. A 100 percent review of all students who either officially or unofficially withdrew from the institution that occupied housing accommodations on campus and had a Return to Title IV was also performed. There were a total of fifty-eight (58) students reviewed in this category. As a result there were twenty-eight (28) students in Fall 2012 and thirty (30) students in Spring 2013 who's Return to Title IV (R2T4) were calculated incorrectly. All institutional fees, specifically, housing fees for those two semesters were not included in the calculations for R2T4. An independent calculation of R2T4 by the Office of Internal Audits revealed that approximately $53,403.70 for Fall 2012 and $53,466.37 for Spring 2013 for a total of $106,870.07 additional funds should have been returned as R2T4 funds to the USDOE. In Fall 2012 $95,776.70 should have been returned to the USDOE, however, only $42,373 was returned. Similarly, in Spring 2013 $98,363.37 should have been returned to the USDOE and only $44,897 was returned by the Financial Aid Office.

ASU Office of Internal Audits recommends that the Office of Financial Aid immediately return the additional $106,870.07 R2T4 funds to the USDOE. Additionally, it is recommended that the Office of Financial Aid work closely with other departments namely, Housing, the Registrar's Office, Financial Operations, Admissions and Information Technology Services to automate many of the manual processes and engage in critical information sharing among departments.

Department Required Action

Certify that financial aid audit results related to the Return to Title IV (R2T4) submitted to the Department of Education in 2014 are true and correct.

Albany State University Response

Albany State University is unable to verify the accuracy of the information previously submitted by financial aid personnel, as no staff members involved in the prior review remain working in the Office of Financial Aid. As a result, ASU completed a 100% file review for all Return to Title IV calculations completed for the 2012-2013 award year. See **Exhibit 3** for the outcome of the review. Password will be provided separately.

Updated Process and Procedure

As corrective action, the Office of Financial Aid, in coordination with the Registrar and the Business Office, has done a comprehensive review of the Return to Title IV process at ASU. In addition, ASU has reorganized staff to include a Loan Coordinator whose duties include the monitoring of R2T4 calculations. ASU's Office of Financial Aid has implemented an internal process of auditing all R2T4s for official and unofficial withdrawals. The calculation results from the Banner process is periodically checked against the DOE's return calculation on CPS to ensure accuracy. In addition, the Financial Aid Policy and Procedure Manual has been attached to this report response (**Exhibit 4**). Section 3.2 of this manual includes the R2T4 Policy and Procedure.

March 29, 2019

Dr. Marion Fedrick
President
Albany State University
504 College Drive
Albany, Georgia 31705-2796

UPS Tracking Number
1ZA879640294048042

RE: **Final Program Review Determination**
     OPE ID: 00154400
     PRCN: 201640429389

Dear Dr. Fedrick:

The U.S. Department of Education's (Department's) School Participation Division – Atlanta
issued a Program Review Report on September 27, 2016 covering Albany State University's
(ASU) administration of programs authorized by Title IV of the Higher Education Act of 1965,
as amended, 20 U.S.C. §§ 1070 et seq. (Title IV, HEA programs), for the 2014-2015 and 2015-
2016 award years. ASU's final response was received on April 12, 2018. A copy of the
Program Review Report (and related attachments) and ASU's responses are attached. Any
supporting documentation submitted with the response will be retained by the Department and is
available for inspection by ASU upon request. Additionally, this Final Program Review
Determination (FPRD), related attachments, and any supporting documentation may be subject
to release under the Freedom of Information Act (FOIA) and can be provided to other oversight
entities after this FPRD is issued.

Purpose:

Final determinations have been made concerning all of the outstanding findings of the program
review report. The purpose of this letter is to: (1) identify liabilities resulting from the findings of
this program review report, (2) provide instructions for payment of liabilities to the Department,
and (3) notify the institution of its right to appeal, and (4) close the review.
This FPRD contains one or more findings regarding ASU's failure to comply with the
requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime
Statistics Act (*Clery Act*) in Section 485(f) of the HEA, 20 U.S.C. §1092(f), and the
Department's regulations at 34 C.F.R. §§668.41, 668.46, and 668.49. Because *Clery Act* findings
do not result in financial liabilities, such findings may not be appealed. If an adverse
administrative action is initiated, additional information about ASU's appeal rights will be
provided under separate cover.

The total liabilities due from the institution from this program review are $1,520,935.17.

This final program review determination contains detailed information about the liability
determination for all findings.

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION
School Participation Division – Atlanta
61 Forsyth Street Room 18T40
Atlanta, Georgia 30303-8918
www.FederalStudentAid.gov

Protection of Personally Identifiable Information (PII):

PII is any information about an individual which can be used to distinguish or trace an individual's identity (some examples are name, social security number, date and place of birth). The loss of PII can result in substantial harm, embarrassment, and inconvenience to individuals and may lead to identity theft or other fraudulent use of the information. To protect PII, the findings in the attached report do not contain any student PII. Instead, each finding references students only by a student number created by Federal Student Aid. The student numbers were assigned in Appendix A, Student Sample.

Appeal Procedures:

This constitutes the Department's FPRD with respect to the liabilities identified from the September 27, 2016 Program Review Report. If ASU elects to appeal to the Secretary of Education for a review of financial liabilities established by the FPRD, the institution must file a written request for a hearing. Please note that institutions may appeal financial liabilities only. The Department must receive the request no later than 45 calendar days from the date ASU receives this FPRD. **The Department requests that ASU submit an original and four copies of its complete request for review.** The request must be sent to:

> Susan Crim
> Administrative Actions and Appeals Service Group
> U.S. Department of Education
> Federal Student Aid/Enforcement
> 830 First Street, NE - UCP3, Room 84F2
> Washington, DC 20002-8019

ASU's appeal request must:

> (1) indicate the findings, issues and facts being disputed;
> (2) state the institution's position, together with pertinent facts and reasons supporting its position; and
> (3) include a copy of the FPRD received by the school.

When it submits its request for appeal, the institution may also include documentation it believes the Department should consider in support of the appeal. If such documentation is submitted, please provide one copy on an electronic format, preferably as a PDF, such as on a flash drive. Please provide the additional copies in hard copy format.

If any appeal documents include personally identifiable information (PII), the PII must be redacted, except for the student's name and last four digits of his/her social security number (please see the enclosed document, "Protection of Personally Identifiable Information," for instructions on how to mail records containing PII).

If the institution's appeal is timely, the request for appeal will be transmitted to the Department's Office of Hearings and Appeals (OHA), for an administrative hearing in accordance with § 487(b)(2) of the HEA, 20 U.S.C. § 1094(b)(2). The Hearing Official assigned to the case will issue an order scheduling the submission of briefs and supporting evidence in accordance with 34 C.F.R. § 668.114(c). The institution may therefore submit additional documentation supporting its appeal request at that time. Further, if the institution is appealing a projected liability amount, it may provide detailed liability information from a complete file review, either at the time it initially submits its appeal request or pursuant to the proceedings at OHA. The procedures followed with respect to ASU's appeal are those provided in 34 C.F.R. Part 668, Subpart H. Interest on the appealed liabilities shall continue to accrue at the applicable value of funds rate, as established by the United States Department of Treasury, or if the liabilities are for refunds, at the interest rate set forth in the loan promissory note(s).

Record Retention:

Program records relating to the period covered by the program review must be retained until the later of: resolution of the loans, claims or expenditures questioned in the program review; or the end of the retention period otherwise applicable to the record under 34 C.F.R. §§ 668.24(e)(1), (e)(2), and (e)(3).

The Department expresses its appreciation for the courtesy and cooperation extended during the review. If the institution has any questions regarding this letter, please contact Jon Finkelstein at 404-974-9341. Questions relating to any appeal of the FPRD should be directed to the address noted in the Appeal Procedures section of this letter.

Sincerely,

Chris Miller
Division Director

Enclosure:
Protection of Personally Identifiable Information
Final Program Review Determination Report (and appendices)

cc: Ms. Stephanie Lawrence, Financial Aid Administrator
       GA Board of Regents of the University System of Georgia
       Southern Association of Colleges and Schools Commission on Colleges
       Department of Defense
       Department of Veterans Affairs
       Consumer Financial Protection Bureau

Albany State University

Federal Student Aid
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Prepared by
U.S. Department of Education
Federal Student Aid
School Participation Division - Atlanta

Final Program Review Determination
March 29, 2019

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A. Institutional Information

Albany State University
504 College Drive
Albany, Georgia 31705-2796

Type: Public

Highest Level of Offering: Doctorate

Accrediting Agency: Southern Association of Colleges and Schools Commission on Colleges

Current Student Enrollment: 3904 (2015-2016)

% of Students Receiving Title IV, HEA funds: 75.84% (2015-2016)

Title IV, HEA Program Participation Postsecondary Education participants System:

	2016-2017
William D. Ford Direct Loan Program (Direct Loan)	$39,846,194
Pell Grant Program (Pell)	$16,177,612
Federal Work Study Program (FWS)	$ 280,710
Federal Supplemental Educational Opportunity Grant Program (FSEOG)	$ 212,085
Teach Program (TEACH)	$ 18,635
Total	$56,535,236

Default Rate FFEL/DL:	2014 - 11.5%
	2013 - 12.0%
	2012 - 13.5%

Default Rate Perkins:	2017 - 54.6%
	2016 - 50.0%
	2015 - 35.0%

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B. Scope of Review

The U.S. Department of Education (the Department) conducted a program review at Albany State University (ASU) from July 11, 2016 to July 15, 2016. The review was conducted by Jon Finkelstein, Robert Scott, and Daniel Castellanos.

The Department issued its Program Review Report ("PRR") on September 27, 2016. ASU submitted its first written response to the PRR on March 31, 2017. Errors detected in the Department's review of file review information led to the Department requesting a second review for Findings 3 and 4. These were submitted to the Department on April 12, 2018.

The focus of the review was to determine ASU's compliance with the statutes and regulations as they pertain to the institution's administration of the Title IV, HEA programs. The review consisted of, but was not limited to, an examination of ASU's policies and procedures regarding institutional and student eligibility, individual student financial aid and academic files, attendance records, student account ledgers, and fiscal records.

A sample of 30 files was identified for review from the 2014-2015 and 2015-2016 (year to date) award years. The files were selected randomly from a statistical sample of the total population receiving Title IV, HEA program funds for each award year. In addition, the reviewers requested documentation for 12 additional students who were enrolled in (Reserve Officer Training Corps (ROTC) programs - Finding 1, five additional students who were enrolled in Graduate Education Programs - Finding 3, six additional students who submitted Satisfactory Academic Progress appeals - Finding 4 and five additional students who withdrew and had an accompanying R2T4 calculation - Finding 5. Appendix A lists the names of the students whose files were examined during the program review.

Disclaimer:

Although the review was thorough, it cannot be assumed to be all-inclusive. The absence of statements in the report concerning ASU's specific practices and procedures must not be construed as acceptance, approval, or endorsement of those specific practices and procedures. Furthermore, it does not relieve ASU of its obligation to comply with all of the statutory or regulatory provisions governing the Title IV, HEA programs.

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C. Findings and Final Determinations

Resolved Findings

ASU has taken the corrective actions necessary to resolve findings 8-16 of the PRR. Therefore, these findings may be considered closed. Findings with comments are discussed below.

Finding 8: Student Confirmation Report Filed Late/Inaccurate
Finding 9: Student Not Awarded Full Subsidized Loan Eligibility
Finding 10: Missing Entrance Counseling
Finding 11: Exit Counseling Deficiencies
Finding 12: Excess Cash Balance Maintained
Finding 13: Inadequate Policies/Procedures Manual
Finding 14: Failure to Notify Student of Direct Loan Disbursement
Finding 15: Missing Job Descriptions - Federal Work Study Program
            (FWS)
Finding 16: Lack of Separation of Duties in Authorizing and Disbursing

Resolved Finding without Liabilities

The following program review finding has been resolved by the institution, and may be considered closed. This finding is included solely for the purpose of discussing resolution of the finding.

Finding 2: Title IV Aid Disbursed for Students Not Accepted in a Title IV Eligible Program

Summary of Noncompliance:

A student is eligible to receive Title IV, HEA program assistance if the student is a regular student enrolled, or accepted for enrollment, in an eligible program at an eligible institution. 34 C.F.R. § 668.32 (a)(1)(i). A regular student is someone who is enrolled or accepted for enrollment in an eligible institution for the purpose of obtaining a degree or certificate offered by the school. 2014 -2015 Federal Student Aid Handbook, Volume 1, 1-3

A school must document a student's enrollment in an eligible program at the time of admission, and it must have a system to notify the financial aid office if the student leaves the program. It must also document that an aid recipient is a regular student. 2014 -2015 Federal Student Aid Handbook, Volume 1, 1-3.

A student not enrolled in a degree or certificate program is eligible for Stafford and Parent Loan for Undergraduate Students (PLUS) loans for up to one year if the student is

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taking coursework necessary for enrollment in an eligible program. 2014 -2015 Federal Student Aid Handbook, Volume 1, 1-4.

A student enrolled in preparatory coursework has an annual loan limit of $2,625 if the student is taking coursework in preparation for enrollment at the undergraduate level, and an annual loan limit of $5,500 if taking coursework in preparation for enrollment at the graduate level. 2014-2015 Federal Student Aid Handbook, Volume 3, 5-95.

During the course of the review, one student from the program review sample was identified as a "Pre-Nursing" student. The "Pre" classification was used as a temporary placement while the student took the required core courses (60 total hours). Program reviewers requested a listing of students classified as Pre Nursing who received aid during the 2014-2015 and 2015-2016 award years. The names and ASU ID numbers were included in Appendix B of the Program Review Report.

Final Determination:

The Department reviewed the results of the file review conducted by ASU in response to this finding. The Department concluded that successful completion of the required prerequisites while in the "Pre" status in the Nursing Program at ASU guarantees admission into the Nursing Program.

An otherwise eligible student enrolled in a "pre-program" may be considered a regular student enrolled in an eligible program if, provided the appropriate academic requirements are met, enrollment in the pre-program **guarantees** the student admission to the full program at a later point. In that instance, the Department would consider the pre-program to be the first part of the formal program in which the student will ultimately matriculate. This analysis is consistent with how the Department treats students who have not declared majors and who are enrolled in degree programs. However, if admission to the "pre-program" does not guarantee admission (assuming the student has met all applicable academic requirements) to the actual or formal program, then the Department does not consider the pre-program to be leading to a credential, and therefore it is not an eligible program.

The reviewers requested information from ASU regarding the acceptance rate of students that successfully completed all of the requirements prior to the clinical portion of the Nursing Program. On 5/25/2018, the Chair of the ASU Nursing Program responded as follows:

> "The BSN program does not have a waiting list and we have not turned students down due to space limitation. If the students meet qualifications, they are accepted into the program."

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All of the students who met the requirements in the Nursing Program were admitted into the degree program. Therefore, successful completion of the required prerequisites while in the "Pre" status in the Nursing Program at ASU guarantees admission into the Nursing Program.

ASU's response indicated that the University had changed its policy regarding a "Pre" status for the Nursing Program. ASU's Program Review Response stated –

> "Albany State University will update its policies and procedures to reflect that all incoming applications and students be coded in an actual Degree/Certificate seeking program that is offered at Albany State University to ensure that they will be eligible for Title IV aid."

In addition, ASU staff sent e-mail correspondence stating:

> "We now have an AS in Health and Human Performance and a BS in Health and Human Performance. All students interested in a health degree of any sort are admitted and placed into one of these programs. If a student meets the requirement to move into the Nursing Program, then they can apply and move to that degree if accepted. If not, these degrees (AS and BS in Health and Human Performance) allow those students who are not able to secure acceptance into the Nursing Program, either because of test scores or grades or any other requirement, to still continue receiving a degree at ASU using the requirements of the initial degree."

The Department strongly recommends that ASU clearly states in its promotional materials, catalog, and other publications that successful completion of the prerequisite requirements guarantees admission to the Nursing Program.

Findings with Established Liabilities

The PRR findings with liabilities requiring further action are summarized below. At the conclusion of each finding is a summary of ASU's response to the finding, and the Department's final determination for that finding. A copy of the PRR issued on September 27, 2016 is attached as Appendix B.

Finding 1: Title IV Aid Disbursed for Coursework Not Required for Student's Program of Study

Summary of Noncompliance:

The amount of a student's Pell Grant for an academic year is based upon the payment and disbursement schedules published by the Secretary for each award year. 34 C.F.R. § 690.62 (a). If a student is enrolled in courses that do not count toward his degree, they

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cannot be used to determine enrollment status unless they are eligible remedial courses. This means an institution cannot award the student aid for classes that do not count toward his/her degree or certificate. 2015-2016 Federal Student Aid Handbook, Volume 1-14.

ASU has an ROTC program. Students in ROTC were reviewed to ensure that coursework taken for ROTC was required for the student's program of study.

ASU's Registrar uses a Degree Works form to track curriculum and program progress. Part of this Degree Works form captures course work that was taken but is not required for the program of study (fall - through courses). Several students in the ROTC Program took ROTC coursework (Military Leadership Science - MILS courses) that were coded as fall - through. The ASU Registrar stated that MILS coursework is typically only applicable to a student's degree as a one credit hour course (Physical Education – PEDH). In several instances, ineligible Title IV aid was disbursed for MILS courses.

The reviewers requested eight additional files of students that were enrolled in MILS coursework. Four students from this review were identified as taking both MILS and non MILS coursework that was not required for the student's program of study. As a result, the reviewers requested Degree Works forms for each student in the program review sample and 12 additional files of students outside of the program review sample. Five students from the program review sample (students 8, 10, 18, 26 and 30) and four students from the additional 12 student files were identified as a taking coursework that was not required for the student's program of study. This ineligible coursework was used to determine each student's Title IV eligibility. Coursework that is not required for a student's program of study cannot be used to determine enrollment status for Title IV eligibility.

Student-specific information for ROTC students, students in the program review sample, and additional students outside of the program review was provided in the PRR. The students identified from the final file review performed by ASU are listed in Appendix D.

Directive from PRR:

Based upon the error rate of this finding, ASU was required to conduct a 100% file review for students who received Title IV aid for the 2014-2015 and 2015-2016 award years and received Title IV aid for coursework not required for the student's program of study (including students identified in the Program Review Sample). The results of the file review were required to be reported to the Department as part of ASU's Program Review Report Response. In addition, ASU was required to submit a revised Disbursement Policy/Procedure to the Department for review. ASU's response for this finding stated:

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"In an effort to alleviate this issue, Albany State University has implemented the use of program maps for each major within the University. These program maps clearly articulate all required courses for completion of a specific degree program. In addition, the Academic Advising and Retention Center (AARC) has updated the student registration form that will be used to register all students. The form clearly spells out the consequences for students who deviate from their planned course of study. In addition, all students will be registered by academic advisors moving forward. Lastly, the AARC has created a policy statement housed on their website that reflects the fact that Title IV aid cannot be paid for coursework not related to a student's program of study."

The Department reviewed ASU's response for this finding and has accepted the policy and procedure revisions.

Analysis of Liability Determination:

The Department reviewed the results of the file review conducted by ASU in response to this finding. The students who were determined to have received Title IV aid for coursework not required for his/her program of study are listed in Appendix D.

Several of the students noted in this finding are also included in Finding 4 (duplicates). The total liabilities included in this finding include the liability amounts that are duplicated in Finding 4. Detailed information regarding duplicate liabilities included in this finding is provided in Appendix D.

The totals included in Appendix D reflect the removal of all duplicates. The first table in the Summary of Liabilities section of this report provides liability totals for this finding (without Cost of Funds – COF). The second table in the Summary of Liabilities section of this report provides the unduplicated liability totals, Cost of Funds (COF) and Estimated Loss (EL) for ineligible loan disbursements. The second table represents the liability total owed by ASU.

The total amount of Pell that ASU disbursed improperly during the 2014-2015 award year for this finding is $59,331. The total amount of FSEOG that ASU disbursed improperly during the 2014-2015 award year for this finding is $484. The total amount of Pell that ASU improperly disbursed during the 2015-2016 award year for this finding is $21,893.

In addition to the ineligible Pell and FSEOG awards, ASU is also required to repay the COF on the ineligible Pell and FSEOG disbursements. The COF is the expense that the Department incurred as a result of ASU retaining ineligible funds. The rate of interest is based on when the funds should have been returned to the Department. The COF is calculated through the date of the Program Review Report (September 27, 2016). A copy of the COF calculation is included in Appendix E.

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The total amount of Direct Loan that ASU disbursed improperly during the 2014-2015 award year for this finding is $76,889 (including duplicates). The total amount of Direct Loan that ASU improperly disbursed during the 2015-2016 award year for this finding is $37,231 (no duplicates). However, in lieu of requiring the institution to assume the risk of default by purchasing the ineligible loans from the Department, or asserting a liability for the entire loan amount, the Department has asserted a liability for the estimated loss (EL) that the government may incur with respect to the ineligible loans. The estimated loss is calculated based on the relationship between ASU's cohort default rate and the sector cohort default rate. A copy of the EL calculation is included in Appendix F (unduplicated). Liability totals for ineligible Pell (duplicated), FSEOG and Direct Loan disbursements are presented in the table below.

Title IV Program	Award Year	Fund Liability
Pell	2014-2015	$59,331
	2015-2016	$21,893 Including Duplicates in Finding 4
FSEOG	2014-2015	$484.00
Direct Loan	2014-2015	$76,889
	2015-2016	$37,231

A full accounting of the total liability is discussed in the Summary of Liabilities section of this report. Instructions for repayment of this liability are included in the Repayment section of this report.

Finding 3: Graduate Level Loan Limits Awarded to Ineligible Students

Summary of Noncompliance:

The 2015-2016 Federal Student Aid Handbook states a graduate/professional student as a student who is enrolled in a program or course above the baccalaureate level or in a professional program and has completed the equivalent of 3 academic years of full-time study either prior to entering the program or as part of the program itself. 2015-2016 Federal Student Aid Handbook, Volume 3, 5-93. Also, a student who is receiving Title IV aid as an undergraduate student can't be considered a graduate/professional student for that same period of enrollment. 2015-2016 Federal Student Aid Handbook, Volume 3, 5-93.

There are several rules to consider if a student is simultaneously taking undergraduate and graduate courses. First, a student in an undergraduate program cannot get the graduate loan limits based on taking graduate coursework as a part of the undergraduate

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program. Secondly, a student enrolled in preparatory coursework has an annual loan limit of $2,625 if the student is taking coursework in preparation for enrollment at the undergraduate level, and an annual loan limit of $5,500 if taking coursework in preparation for enrollment at the graduate level. Finally, a student enrolled in teacher certification coursework is considered a fifth-year undergraduate student for purposes of annual loan limit. 2015-2016 Federal Student Aid Handbook, Volume 3, 5-93.

In contrast, a graduate student who is taking some undergraduate coursework is eligible for the graduate loan limits if the student is enrolled at **least half-time** in courses (either graduate or undergraduate) that can be applied to the graduate program requirements. However, the student must already be admitted into the graduate program. A borrower with a bachelor's degree who is taking preparatory work for graduate school (or whose full admission to the graduate program is contingent upon completion of certain undergraduate courses) is not eligible for graduate loan limits. 2015-2016 Federal Student Aid Handbook, Volume 3, 5-93.

The ASU website for the Graduate Special Education Program contained the following narrative under the section "Admission to the Program." Similar admissions requirements are applied to other Graduate Education programs.

> Admission to the Special Education Program requires an undergraduate degree in Special Education, or the equivalent, from an accredited college, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. When students lack a sufficient background in Special Education, they may be required to take additional undergraduate courses before beginning the M.Ed. program in Special Education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the Special Education program under the same categories of admission.

Program reviewers requested four files of Graduate Education students to determine if Direct Loan eligibility determinations were accurate. ASU awarded graduate level loans for students who were taking undergraduate preparatory coursework (GED1, GED2, GED 3 and GED 4). In some instances, students were simultaneous enrolled in undergraduate and graduate courses (GED3, GED 4). ASU erroneously counted both types of coursework to determine loan eligibility (half time status). In one instance, the student was not enrolled half time (GED 1). Student specific information was provided in the Program Review Report. The students identified from the final file review performed by ASU are listed in Appendix G.

Directive from PRR:

Based upon the error rate of this finding, ASU was required to conduct a 100% file review of students who were enrolled in graduate education programs during the 2014-

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2015 award year. ASU was required to evaluate each student's transcript to determine if any students that were awarded graduate level Direct Loans while taking undergraduate preparatory courses. ASU was required to identify any instances of incorrect eligibility determinations and report the outcome to the Department as part of ASU's Program Review Report response. The results of the review were required to be provided in Excel or a similar spreadsheet format. In addition, ASU was required to submit a revised Awarding Policy/Procedures document to the Department.

Analysis of Liability Determination:

The Department reviewed the results of the file review conducted by ASU in response to this finding. The PRR requested a file review for students who were enrolled in Graduate Education Programs during the 2014-2015 award year.

ASU provided more data than the Department requested. Data was provided for students enrolled in the 2014-2015 and 2015-2016 award years. In addition, ASU included information for award years prior to 2014-2015. The Department has made a liability determination for those students who received ineligible Title IV graduate level loans during the award years reviewed (2014-2015 and 2015-2016). Student data regarding award years prior to 2014-2015 was not included. The students who were determined to have received ineligible graduate level Title IV loans during the 2014-2015 and 2015-2016 award years are listed in Appendix G. The majority of these students did not meet the half time enrollment requirement (eligible graduate coursework) for graduate level loans.

ASU's Program Review Response was received by the Department on April 4, 2017. The response for Finding 4 was reviewed by the Department for accuracy. The Department returned the response to ASU for corrections on April 5, 2018. ASU revisited the file review and submitted updated data to the Department on April 12, 2018.

Several of the students noted in this finding are also included in Finding 4 (duplicates) and Finding 5 (partial duplicate). The ineligible aid for the duplicate students was removed from Finding 4 or partially adjusted in Finding 5 – see Appendix G.

The total amount of Direct Loan that ASU improperly disbursed during the 2014-2015 award year for this finding is $689,982 (including adjusted amount for duplicate from Finding 5). The total amount of Direct Loan that ASU improperly disbursed during the 2015-2016 award year for this finding is $135,920. However, in lieu of requiring the institution to assume the risk of default by purchasing the ineligible loans from the Department, or asserting a liability for the entire loan amount, the Department has asserted a liability for the estimated actual loss (EAL) that the government may incur with respect to the ineligible loans. The estimated loss is calculated based on the relationship between ASU's cohort default rate and the sector cohort default rate. A copy of the EL calculation is included in Appendix H (unduplicated).

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A full accounting of the total liability is discussed in the Summary of Liabilities section of this report. Instructions for repayment of this liability are included in the Repayment section of this report.

Finding 4: Ineligible Student – Mitigating Circumstances Not Demonstrated In Satisfactory Academic Progress (SAP) Appeal

Summary of Noncompliance:

The regulations provide:

If the institution permits a student to appeal a determination by the institution that he or she is not making satisfactory academic progress, the policy describes—

How the student may reestablish his or her eligibility to receive assistance under the title IV, HEA programs;

The basis on which a student may file an appeal: The death of a relative, an injury or illness of the student, or other special circumstances; and

Information the student must submit regarding why the student failed to make satisfactory academic progress, and what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation. 34 C.F.R. § 668.34 (a)(9)(i)(ii)(iii).

ASU's SAP policy includes the following:

2. Provide an Appeal Letter detailing the specific *mitigating circumstances which have prevented you from maintaining satisfactory academic progress.

*Mitigating Circumstances: Mitigating circumstances are defined as unanticipated and unavoidable events or situations beyond a student's control that prevented him or her from successfully completing courses or meeting the terms of a prior appeal. Examples of acceptable mitigating circumstances could include (but are not limited to):

- Serious injury/illness or an acute mental health condition of the student, or of an immediate family member
- Death of an immediate family member, or
- Any other circumstances deemed as sufficiently mitigating by the Office of Financial Aid.

Examples of <u>unacceptable</u> circumstances include (but are not limited to):

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- The need for financial aid
- Withdrawal to avoid a failing grade
- Too many courses attempted because of major changes
- Repeating courses for a better grade in order to be accepted into a different major
- Limited number of tests/assignments
- Disagreement with instructor
- Voluntary change in work hours

Prior to the arrival of the new Financial Aid Director, ASU evaluated SAP at the conclusion of the spring semester. Beginning with the fall semester of 2015, SAP evaluations are conducted at the conclusion of each semester. ASU has begun assignment of a warning status beginning with evaluations conducted after the fall semester of 2015.

ASU is correct in the information it provides to students in its SAP Policy and Financial Aid Appeal Form. The Department defines extenuating circumstances as those circumstances that are beyond the control of the student.

One student in the program review sample was determined to have not been making SAP (student 10). This student did not have an appeal in her student file and received Title IV aid after she was determined not to be meeting SAP standards. The reviewers requested six additional files to evaluate the administration of SAP appeals by ASU. The evaluation showed that ASU approved SAP for four students who did not demonstrate mitigating circumstances. Student specific information was provided in the PRR. The students identified from the final file review performed by ASU are listed in Appendix I.

ASU hired a new Financial Aid Director who discovered errors in ASU's SAP determinations. Prior to the program review, ASU engaged in an internal review of its SAP policy for the 2015-2016 award year in order to determine the extent of the incorrect SAP determinations. As of the writing of the Program Review Report, ASU's internal 2015-2016 SAP file review was still in progress.

Directive from PRR:

Based upon the error rate of this finding, ASU was required to conduct a 100% file review for students who submitted a Financial Aid Appeal Form during the 2014-2015 and 2015-2016 award years (including students identified in Program Review Sample). ASU was required to determine if the SAP appeal provided mitigating circumstances to substantiate the student's failure to maintain SAP. ASU was required to report the results of the file review to the Department as part of ASU's Program Review Report Response. The Program Review Response was received by the Department on April 4, 2017. ASU's response for Finding 4 was reviewed by the Department for accuracy. The Department returned the response to ASU for corrections on April 5, 2018. ASU revisited the file review and submitted updated data to the Department on April 12, 2018.

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Analysis of Liability Determination:

The Department reviewed the results of the second file review conducted by ASU in response to this finding. The students that were determined to have had inaccurate SAP appeal approvals are listed in Appendix I (Pell and FSEOG only).

Several of the students noted in this finding are also included in Finding 3 (duplicated – loans only). The Direct loan totals included in Appendix L reflect the removal of all duplicates.

The first table in the Summary of Liabilities section of this report provides liability totals (duplicated) for this finding without COF and EL. The second table in the Summary of Liabilities section of this report provides the unduplicated liability totals, Cost of Funds (COF) and Estimated Loss (EL) for ineligible loan disbursements. The second table represents the liability total owed by ASU.

In addition to the ineligible Pell and FSEOG awards, ASU is also required to repay the Cost of Funds (COF) on the ineligible Federal Pell Grant and FSEOG disbursements. The COF is the expense the Department incurred as a result of ASU retaining ineligible funds. The rate of interest is based on when the funds should have been returned to the Department. The COF is calculated through the date of the Program Review Report (September 27, 2016). A copy of the COF calculation is included in Appendix J. Liability totals for ineligible Pell and FSEOG disbursements are presented in the table below.

The total amount of Direct Loan that ASU improperly disbursed during the 2014-2015 award year for this finding is $3,950,125 (including duplicates from Finding 3). The total amount of Direct Loan that ASU improperly disbursed during the 2015-2016 award year for this finding is $405,594 (including duplicates from Finding 3). However, in lieu of requiring the institution to assume the risk of default by purchasing the ineligible loans from the Department, or asserting a liability for the entire loan amount, the Department has asserted a liability for the estimated loss (EL) that the government may incur with respect to the ineligible loans. The estimated loss formula is calculated based on the relationship between ASU's cohort default rate (11.5%) and the sector cohort default rate. A copy of the EL calculation is included in Appendix K (unduplicated). Appendix L contains the student listings (both award years) of loan recipients used to calculate EL.

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Title IV Program/Award Year	Award Year	Fund Liability
Pell	2014 - 2015	$1,112,098.77
Pell	2015 - 2016	$101,041.00
FSEOG	2014 - 2015	$8,333.00
FSEOG	2015 - 2016	$600.00
Direct Loan EL 2014-2015	2014 - 2015	$3,950,125
Direct Loan EL	2015 - 2016	$405,594

A full accounting of the total liability is discussed in the Summary of Liabilities section of this report. Instructions for repayment of this liability are included in the Repayment section of this report.

Finding 5: Return to Title IV (R2T4) Calculation Errors

Summary of Noncompliance:

When a recipient of Title IV grant or loan assistance withdraws from an institution during a payment period of enrollment in which the recipient began attendance, the institution must determine the amount of Title IV grant or loan assistance that the student earned as of the student's withdrawal date. 34 C.F.R. § 668.22 (a)(1).

The percentage of Title IV grant or loan assistance that has been earned by the student is equal to the percentage of the payment period or period of enrollment that the student completed as of the student's withdrawal date. 34 C.F.R. § 668.22 (e)(1)(i). The percentage of the payment period or period of enrollment completed is determined - in the case of a program that is measured in credit hours, by dividing the total number of calendar days in the payment period or period of enrollment into the number of calendar days completed in that period as of the student's withdrawal date. 34 C.F.R. § 668.22 (f)(1) (i).

The total number of calendar days in a payment period or period of enrollment includes all days within the period that the student was scheduled to complete, except that scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in a payment period or period of enrollment and the number of calendar days completed in that period. 34 C.F.R. § 668.22 (f)(2)(i).

In a program where classes end on a Friday and do not resume until Monday following a one-week break, both weekends (four days) and the five weekdays would be excluded from the Return calculation. (The first Saturday, the day after the last class, is the first day of the break. The following Sunday, the day before classes resume, is the last day of

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the break.) If classes were taught on either weekend for the programs that were subject to the scheduled break, those days would be included rather than excluded. 2014-2015 Federal Student Aid Handbook, Volume 5-74.

The number of weeks of instructional time is based on the period that begins on the first day of classes in the academic year and ends on the last day of classes or examinations. For all FSA programs, a week of instructional time is any period of 7 consecutive days in which at least 1 day of regularly scheduled instruction, examination, or (after the last day of classes) at least 1 scheduled day of study for examinations occurs. Instructional time does not include periods of orientation, counseling, homework, vacation, or other activity not related to class preparation or examination. Therefore, the weeks of instructional time may be less than the number of calendar weeks that elapse between the first day of classes and the last day of classes or examinations. 2014-2015 Federal Student Aid Handbook, Volume 3-4.

When calculating the number of days in the payment period, ASU used the last day of classes as the last day of the payment period for the fall 2014 and spring 2015 semesters. As stated in the noncompliance section of this finding, instructional time includes the week of final exams. ASU understated the length of the payment period which inflated earned aid percentage and deflated the return amount. In addition, ASU did not include the weekend before the spring break and the weekend after the spring break in its determination of the number of days to exclude from the spring 2015 and spring 2016 payment period.

.One student in the program review sample was identified as a withdrawn student. Due to the limited number of withdrawn students in the sample, the program review team requested five additional files of withdrawn students. Of those five additional files, four students (R2T4-1, R2T4-2, R2T4-3, and R2T4-4) were identified with R2T4 calculation errors. Student-specific information was provided in the Program Review Report. The students identified from the final file review performed by ASU are listed in Appendix M.

Directive from PRR:

ASU did not include the week of final exams in the calculation of the number of days in the payment period for the fall 2014 and spring 2015 semesters. This resulted in an overestimate of the amount of Title IV aid earned and an underestimate of the amount of Title IV aid to be returned. The miscalculation of the number of days in the scheduled break (spring 2015 and spring 2016) will not result in additional funds owed to the Department. As a result, the file review was limited to the 2014-2015 award year only.

Based upon the error rate of this finding, ASU was required to conduct a 100% file review for students who withdrew (officially or unofficially) during the 2014-2015 award year (including students identified in Program Review Sample). ASU was required to

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determine if the R2T4 calculation was correct and/or missing for each withdrawn student. ASU reported the results of the file review to the Department as part of ASU's Program Review Report Response. In addition, ASU was required to submit a revised R2T4 Policy/Procedure to the Department for review.

The Program Review Response was received by the Department on April 4, 2017. The response for Finding 5 was reviewed by the Department for accuracy. The Department returned the response to ASU for corrections on April 5, 2018. ASU revisited the file review and submitted updated data to the Department on April 12, 2018.

Analysis of Liability Determination:

The Department reviewed the results of the second file review conducted by ASU in response to this finding. The students who were determined to have had inaccurate R2T4 calculations are listed in Appendix M.

Several of the students noted in this finding are also included in Finding 4 (duplicated – loans only). The total ineligible loan totals included in this finding include the loans that are duplicated in Finding 4. Detailed information regarding duplicate liabilities included in this finding is provided in Appendix M.

The total amount of Pell that ASU improperly disbursed during the 2014-2015 award year for this finding is $973. The total amount of Direct Loan that ASU improperly disbursed during the 2014-2015 award year for this finding is $45,939.

Title IV Program	Fund Liability	Cost of Funds	Total
Pell	$973.00	$16.20	989.20
Direct Loan	$45,939.00	$706.00	$46,645.00
Total	$46,912.00	$722.20	$47,634.20

In addition to the ineligible Pell and Direct Loan awards, ASU is also required to repay the Cost of Funds (COF) on the ineligible Federal Pell Grant and Direct Loan disbursements. The COF is the expense the Department incurred as a result of ASU retaining ineligible funds. The rate of interest is based on when the funds should have been returned to the Department. The COF is calculated through the date of the Program Review Report (September 27, 2016). A copy of the COF calculation is included in Appendix N. Liability totals for ineligible Pell and Direct Loan disbursements is presented in the table below.

A full accounting of the total liability is discussed in the Summary of Liabilities section of this report. Instructions for repayment of this liability are included in the Repayment section of this report.

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Campus Safety and Security Findings:

Finding 6: Drug and Alcohol Abuse Prevention Program Requirements Not Met

Summary of Noncompliance:

The Drug-Free Schools and Communities Act (DFSCA) and Part 86 of the Department's General Administrative Regulations require each institution of higher education (IHE) to certify that it has developed and implemented a Drug and Alcohol Abuse Prevention Program (DAAPP). The program must be designed to prevent the unlawful possession, use, and distribution of drugs and alcohol on campus and at recognized events and activities.

On an annual basis, each IHE must provide the following information in writing to all current students (enrolled for any type of academic credit except for continuing education units) and all current employees:

1. A written statement about its standards of conduct that prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees;

2. A written description of legal sanctions imposed under Federal, state, and local laws and ordinances for unlawful possession or distribution of illicit drugs and alcohol;

3. A description of the health risks associated with the use of illicit drugs and alcohol abuse;

4. A description of any drug or alcohol counseling, treatment, and rehabilitation/re-entry programs that are available to students and employees; and,

5. A statement that the IHE will impose disciplinary sanctions on students and employees for violations of the institution's codes of conduct and a description of such sanctions.

The distribution plan must make provisions for providing the DAAPP disclosure annually to students who enroll at a date after the initial distribution and for employees who are hired at different points throughout the year.

In addition, each IHE must conduct a biennial review to determine the effectiveness of its DAAPP and to ensure consistent enforcement of applicable drug and alcohol-related statutes, ordinances, and institutional policies against students and employees found to be in violation. The biennial review materials must be maintained by the IHE and made available to the Department upon request. 34 C.F.R. §§ 86.3 and 86.100

ASU violated multiple requirements of the DFSCA. Specifically, the institution failed to develop and implement a comprehensive drug and alcohol abuse prevention program

(DAAPP) and to publish a materially-complete disclosure that summarizes the plan. As a result of these failures, ASU also violated DFSCA's annual DAAPP disclosure distribution requirement by failing to deliver program information to all employees and students who are enrolled for any academic credit each year.

As a direct consequence of the violations described above, the University also failed to conduct a biennial review of the effectiveness of its DAAPP and of the consistency of sanctions imposed for violations of its disciplinary standards and codes of conduct and by logical extension therefore, also failed to produce a biennial review report of findings and recommendations for improvement.

Failure to comply with the DFSCA's DAAPP requirements deprives students of important information regarding the educational, disciplinary, health, and legal consequences of illegal drug use and alcohol abuse. Failure to comply with the biennial review requirements also deprives the institution of important information about the effectiveness of its own drug and alcohol programs. Such failures may contribute to increased drug and alcohol abuse as well as an increase in drug and alcohol-related violent crime at ASU.

Directive from PRR:

ASU was required to take all necessary corrective actions to resolve these violations. At a minimum, these actions included:

* Developing and implementing a comprehensive DAAPP that includes all of the required elements found in the DFSCA and the Department's Part 86 regulations and publishing a materially-complete disclosure that summarized the program;

* Developing procedures for ensuring that the DAAPP program disclosure is distributed to all employees and all students enrolled for academic credit on an annual basis. ASU was required to provide a draft copy of its DAAPP disclosure and new distribution policy with its response to this Program Review Report. Once the materials are approved by the Department, the University was required to distribute them in accordance with the Part 86 regulations and provide documentation evidencing the distribution as well as a statement of certification attesting to the fact that the materials were distributed as required. This certification was also required to affirm that ASU understands all of its DFSCA obligations and that it has taken all necessary corrective actions to ensure that these violations do not recur.

* Conducting a substantive biennial review to assess the effectiveness of its DAAPP. ASU was required to describe the research methods (both quantitative and qualitative) and data analysis tools that it used to determine the effectiveness of the program and identify the responsible official(s) and office(s) that conduct the biennial review. Finally, the biennial review report was required to be approved by the

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University's chief executive and/or its board. The biennial review was to be completed by September 15, 2016. ASU's report was to be submitted to the review team by October 1, 2016.

* ASU was required to establish policies and procedures to ensure that all subsequent biennial reviews are conducted in a timely manner and are fully documented. The University is also required to take all other necessary action to ensure that these violations do not recur.

As noted above, the exceptions identified in this finding constituted serious violations of the DFSCA that, by their nature, could not be cured. There was no way to truly "correct" a violation of this type once it occurred. The institution was given an opportunity to implement a substantive DAAPP, publish and distribute an accurate and complete DAAPP disclosure, conduct a biennial review and to otherwise bring operations into compliance with the DFSCA, as required by its Program Participation Agreement (PPA). However, ASU is advised that these remedial measures cannot and do not diminish the seriousness of these violations nor did they eliminate the possibility that the Department will impose an adverse administrative action and/or require additional corrective measures as a result.

ASU's Response:

In its official response, dated March 31, 2017, ASU concurred with the finding, stating that it had taken remedial action as directed in the Program Review Report (PRR). In support of its claims, the University submitted an enhanced 2016 DAAPP and 2016 Biennial Review.

Final Determination:

Finding 6 the PRR cited ASU for violations of the DFSCA and Part 86 of the Department's General Administrative Regulations. ASU failed to develop and implement a comprehensive 2015 DAAPP that included all required components. As a result of these violations, ASU was required to enhance its 2016 DAAPP, produce and distribute an accurate and complete annual disclosure, and to provide a biennial review of ASU's drug and alcohol prevention program. In its response, the University concurred with the finding and described its initial remedial actions. ASU also submitted documents (i.e., its 2016 DAAPP and 2016 Biennial Review) in support of its claims.

The Department carefully examined ASU's narrative response and supporting documentation. The review team's examination showed that the identified violations were, for the most part, satisfactorily addressed by the University's response, its revised 2016 DAAPP, new annual disclosure, its new internal policies and procedures, and 2016 Biennial Review. Based on the Department's review and ASU's admission of noncompliance, the violations identified in the initial finding are sustained. The

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Department also determined that the University's remedial action plan meets minimum requirements. For these reasons, the Department has accepted the response and considers this finding to be closed for purposes of this Program Review. Nevertheless, the officials and directors of ASU are put on notice that the University must take all other action that may be necessary to address the deficiencies and weaknesses identified by the Department, as well as those that were detected during the preparation of the response to the Department's report and as may otherwise be needed to ensure that these violations do not recur.

In this regard, ASU officials are advised that the University must continue to develop its DAAPP and take definitive steps to regularly test its effectiveness, especially according to the results of the institution's Biennial Review analysis. Although this finding is now conditionally closed, ASU is reminded that the exceptions identified above constitute serious and persistent violations of the DFSCA that, by their nature, cannot be cured. There is no way to truly "correct" violations of this type once they occur. ASU asserted that it has taken adequate remedial actions, and that, by doing so, has taken steps to finally comply with the DFSCA as required by its Program Participation Agreement. Notwithstanding the remedial efforts taken thus far, ASU officials must understand that compliance with the DFSCA is essential to maintaining a safe and healthy learning environment. Data compiled by the Department shows that the use of illicit drugs and alcohol abuse is highly correlated to increased incidents of violent crime on campus. DFSCA violations deprive students and employees of important information regarding the negative consequences of drug and alcohol abuse and deprive institutions of important information about the effectiveness of any drug and alcohol abuse prevention policies or programs that may have been in place during the review period. For these reasons, ASU is advised that its remedial measures cannot and do not diminish the seriousness of these violations nor do they eliminate the possibility that the Department will impose an adverse administrative action and/or additional remedial measures as a result.

In light of the serious consequences associated with compliance failures of this type, the Department strongly recommends that ASU re-examine its DAAPP policies and procedures on at least an annual basis and revise them as needed to ensure that they continue to reflect current institutional policy and are in full compliance with the DFSCA. Furthermore, the updating of DAAPP policies and procedures after an effective biennial review is essential for the positive evolution of the DFSCA. Please be advised that the Department may request information on a periodic basis to test the effectiveness of the University's new policies and procedures.

Finding 7: Crime Awareness Requirements Not Met

Summary of Noncompliance:

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act) and the Department's regulations require that all institutions that receive Title IV, HEA funds must, by October 1 of each year, publish and distribute to its current students and employees through appropriate publications and mailing, a comprehensive Annual Security Report (ASR) that contains, at a minimum, all of the statistical and policy elements described in 34 C.F.R. §668.46(b).

The ASR must be prepared and actively distributed as a single document. Acceptable means of delivery include U.S. Mail, hand delivery or campus mail distribution to the individual, or posting on the institution's website. If an institution chooses to distribute its report by posting to an internet or intranet site, the institution must, by October 1 of each year, distribute a notice to all students and employees that includes a statement of the report's availability and its exact electronic address, a description of its contents, as well as an advisement that a paper copy will be provided upon request. 34 C.F.R. §668.41(e)(1). The Department's regulations also require participating institutions to provide a notice to all prospective students and employees that includes a statement about the ASR's availability, its contents, and its exact electronic address if posted to a website. This notice must also advise interested parties of their right to request a paper copy of the ASR and to have it furnished upon request. 34 C.F.R. §668.41(e)(4).

The Clery Act and the Department's regulations require institutions to include statistics for incidents of crimes reported during the three most recent calendar years. The covered categories include criminal homicide (murder and non-negligent manslaughter), sex offenses (rape, fondling, incest and statutory rape), robbery, aggravated assaults, burglary, motor vehicle theft, and arson. Statistics for certain hates crimes as well as arrest and disciplinary referral statistics for violations of certain laws pertaining to illegal drugs, illegal usage of controlled substances, liquor, and weapons also must be disclosed in the ASR. These crime statistics must be published for the following geographical categories: 1) on campus; 2) on-campus student residential facilities; 3) certain non-campus buildings and property; and, 4) certain adjacent and accessible public property. 34 C.F.R. § 668.46(c)(1). When applicable, an institution must also compile and publish crime statistic disclosures for each of its campuses. 34 C.F.R. §668.41 (e)(4).

Several policy statements must be included in the ASR. These disclosures are intended to inform the campus community about the institution's security policies, procedures, and the availability of programs and resources as well as channels for victims of crime to seek recourse. In general, these policies include topics such as the law enforcement authority and practices of campus police and security forces, incident reporting procedures for students and employees, and policies that govern the preparation of the report itself. Institutions are required to disclose alcohol and drug policies and educational

programs, as well as policies pertaining to sexual assault education, prevention, and adjudication. Institutions must also provide detailed policies of the issuance of timely warnings, emergency notifications, and evacuation procedures. All required statistics and policies must be included in a single comprehensive document, known as an ASR. With the exception of certain drug and alcohol program information, cross-referencing to other publications is not sufficient to meet the publication and distribution requirements of the Act. § 485(f) of the HEA 20 U.S.C. 1092(f); 34 C.F.R. §668.46(b).

Finally, each institution must also submit its crime statistics to the Department for inclusion in the Office of Postsecondary Education's (OPE) "Campus Safety and Security Data Analysis Cutting Tool." 34 C.F.R. §668.41(e)(5).

ASU violated multiple provisions of the Clery Act. The most serious of these violations pertain to the institution's persistent failure to prepare, publish, and distribute a materially complete ASR. ASU's 2015 ASR did not include the following required statistical disclosures and policy statements:

* The Fire Safety Report did not contain information regarding the institution's policies or rules on portable appliances, smoking, and open flames in a student housing facility.

* The crime statistics included on page 41 had tables that did not include non-negligent manslaughter and negligent manslaughter.

* The crime statistics tables for CY 2014 on page 43 did not include Fondling, Incest, Statutory Rape, and stalking.

* Crime statistics for CY 2012-2014 were not delineated according to Clery geography: 1) on campus; 2) on-campus student residential facilities; 3) certain non-campus buildings and property; and, 4) certain adjacent and accessible public property.

* An institution must report to the Department and disclose in its annual security report statistics the total number of crime reports that were "unfounded" and subsequently withheld from its crime statistics during each of the three most recent calendar years.

* Arrests and referrals for disciplinary actions, including—Arrests for liquor law violations, drug law violations, and illegal weapons possession, and persons not included in the arrests, but who were referred for campus disciplinary action for liquor law violations, drug law violations, and illegal weapons possession.

Failure to publish accurate and complete ASRs in accordance with federal regulations indicates a lack of administrative capability and deprives the campus community of important security information that can empower its members to be informed and play an active role in their own safety and security.

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Directive from PRR:

As a result of this violation, ASU was required to review and revise its policies and procedures regarding the preparation, publication, and distribution of ASR to ensure that all aspects of the ASR process are carried out in accordance with the Clery Act. Using its new and revised policies as a guide, ASU was required to prepare and publish an accurate and complete ASR that includes all of the statistical disclosures and policy, procedure and programmatic information required under 34 C.F.R. §668.46(b). In addition, the University was required to actively distribute its new ASR to all current students and employees in accordance with 34 C.F.R. §668.41(e). A copy of the University's new and revised policies and procedures and revised ASR was required in its response to this Program Review Report.

Based on the time in the current calendar year, it is almost time for meeting the October 1, 2016 distribution requirements. Therefore, in response to this finding ASU was required to provide a copy of an accurate and complete 2016 ASR. ASU was also required to submit a copy of the new and revised policies and procedures as part of its response to the Program Review Report. The ASR(s) must contain all of the statistical, policy, procedure, and programmatic disclosures required under 34 C.F.R. §668.46(b). In addition, ASU was required to provide documentation to the Department evidencing the distribution along with a certification statement attesting to the fact that the materials were distributed in accordance with the Clery Act C.F.R. §668.41(e). This certification was required to affirm that the institution understands its Clery Act obligations and that it has taken all necessary corrective actions to ensure that these violations do not recur.

As noted above, the exceptions identified in this finding constitute serious violations of the Clery Act that, by their nature, cannot be cured. ASU was given an opportunity to address the violations identified above. In doing so, the institution took the first steps toward compliance with the Clery Act and the terms and conditions of its PPA. However, ASU is advised that these remedial measures cannot and do not diminish the seriousness of these violations nor do they eliminate the possibility the Department will impose an adverse administrative action and/or require additional corrective measures as a result. Based on an evaluation of all available information including ASU's response, the Department will determine if additional actions will be required to address the listed violations.

ASU's Response:

In its official response, dated March 31, 2017, ASU management concurred with the finding, stating that it had taken remedial action as directed in the PRR. Per that response, the University established a task force to develop and implement internal policies and procedures to govern the production and distribution of its ASRs. In support of its claims, ASU submitted a copy of its 2016 ASR, a Clery Act Disclosure Policy, and

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a certification statement that states that the 2016 report was actively distributed to all enrolled students and current employees on September 29, 2016.

Final Determination:

ASU was cited for multiple violations of the Clery Act and the Department's regulations, as outlined in the Noncompliance section above. Specifically, the review team found that the University did not produce a materially complete ASR in 2014 and 2015. Information developed during the review indicates that this condition has persisted for many years, possibly back to the enactment of the Clery Act in the 1990 and the inception of the ASR requirement in 1992.

As a result of the violations, ASU was required to take all necessary remedial action to ensure that the 2016 ASR contain all of the required content, and ensure the report was actively distributed to all enrolled students and current employees by the regulatory deadline date. In addition, ASU was required to ensure that prospective students and employees were provided a conspicuous notice of availability about the ASR and ensure the contents of the notice conforms with distribution requirements prescribed by the Clery Act.

The Department carefully examined ASU's narrative response and supporting documentation. The review team's examination showed that the identified violations were, for the most part, satisfactorily addressed by the University's response and its revised 2016 ASR, new annual disclosure, and its new internal policies and procedures. Based on the Department's review and ASU's admission of noncompliance, the violations identified in the initial finding are sustained. The Department also determined that the University's remedial action plan meets minimum requirements. For these reasons, the Department has accepted the response and considers this finding to be closed for purposes of this Program Review. Nevertheless, the officials and directors of ASU are put on notice that the University must take all other action that may be necessary to address the deficiencies and weaknesses identified by the Department, as well as those that were detected during the preparation of the response to the Department's report and as may otherwise be needed to ensure that these violations do not recur.

ASU is, once again, reminded that the exceptions identified above constitute serious violations of the Clery Act that, by their nature, cannot be cured. There is no way to truly "correct" violations of this type once they occur. The requirement to develop and implement a comprehensive public safety and crime prevention program, and to publish and distribute a materially-complete ASR that contains accurate and complete campus crime statistics and campus safety policies and procedures are fundamental goals of the Clery Act. ASU asserted that it has taken adequate remedial actions, and that, by doing so, is now in compliance with the Clery Act as required by its PPA. Nevertheless, ASU is advised that it remedial actions cannot and do not diminish the seriousness of these

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violations, nor do they eliminate the possibility that the Department will impose an adverse administrative action and/or require additional corrective actions as a result.

Because of the serious consequences of a compliance failure, the Department strongly recommends that ASU officials re-examine the school's campus security, drug and alcohol, and general Title IV policies and procedures on an annual basis to ensure that they continue to reflect current institutional practices and are compliant with Federal requirements. ASU officials are encouraged to consult the Department's "Handbook for Campus Safety and Security Reporting" (2016) as a reference guide on Clery Act compliance. The Handbook is online at: www2.ed.gov/admins/lead/safety/handbook.pdf. The Department also provides a number of other Clery Act training resources. The University can access these materials at: www2.ed.gov/admins/lead/safety/campus.html. The regulations governing the Clery Act can be found at 34 C.F.R. §§ 668.14, 668.41, 668.46, and 668.49.

D. Summary of Liabilities

The total amount calculated as liabilities from the findings in the program review determination is as follows. The liability amount in the first chart below reflects duplicated liabilities because some students are included in more than one finding. This information is provided so that the institution understands the liabilities associated with each finding. Duplicate liabilities have been removed in the second chart. Final Cost of Fund and Estimated Loss totals are presented in the second table (unduplicated). The payment instructions in Section E have been adjusted to reflect the unduplicated totals.

Actual Liabilities by Finding – Including Duplicate Liabilities

Findings	Pell	FSEOG	Direct Loan Subsidized and/or Unsubsidized
Finding 1 2014 -2015	$59,331	$484	$76,889
Finding 1 2015 -2016	$21,893		$37,231
Finding 3 2014 -2015			$689,982
Finding 3 2015 - 2016			$135,920
Finding 4 2014 - 2015	$1,112,098.77	$8,333.00	$3,950,125 $93,365 Duplicated in

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			Finding 3 $8,998 Duplicated in Finding 5
Finding 4 2015 - 2016	$101,041.00	$600.00	$405,594 $19,685 Duplicated in Finding 3
Finding 5	$973.00		$45,939.00

Total: 6,768,391.77 - includes loan total used to determine EL for Finding 1, 3 and 4.

<u>Established Liabilities – Duplicate Liabilities Removed</u>

Findings	Pell	FSEOG	Direct Loan Subsidized and/or Unsubsidized	Cost of Funds (COF) by Program	Estimated Actual Loss (EAL)
Finding 1 – 2014-2015	$51,716.00	$484.00		$930.42 - Pell $8.24 - FSEOG	$7,500.65
Finding 1 – 2015-2016	$20,449.00			$208.82	$3,393.68
Finding 3					$5,509.02
Finding 4 2014 - 2015	$1,112,098.77	$8,333.00		$21,081.99 - Pell $141.18 - FSEOG	$108,058.36
Finding 4 2015 - 2016	$101,041.00	$600.00		$1,050.02 - Pell $6.00 - FSEOG	$30,690.82
Finding 5	$973.00		$45,939.00	$16.20 - Pell $706.00 - Direct Loan	
Totals	$1,286,277.77	$9,417.00	$45,939.00	$24,148.87	$155,152.53

Total: $1,520,935.17

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E. Payment Instructions

ASU owes **$1,520,935.17** to the Department. This liability must be paid using an electronic transfer of funds through the Treasury Financial Communications System, which is known as FEDWIRE. ASU must make this transfer within **45 days of the date of this letter**. This repayment through FEDWIRE is made via the Federal Reserve Bank in New York. If ASU's bank does not maintain an account at the Federal Reserve Bank, it must use the services of a correspondent bank when making the payments through FEDWIRE.

Any liability of $100,000 or more identified through a Program Review must be repaid to the Department via FEDWIRE. The Department is unable to accept any other method of payment in satisfaction of these liabilities.

Payment and/or adjustments made via G5 will not be accepted as payment of this liability. Instead, the school must first make any required adjustments in COD as required by the applicable Finding and the COD Adjustment Instructions below. Upon receipt of payment the Department will apply the funds to the appropriate G5 award (if applicable). The payment of the $155,147.55 in Direct Loan estimated loss liability will be applied to the general Direct Loan fund.

Instructions for completing the electronic fund transfer message format are included on the attached FEDWIRE form. The repayment must be accomplished within 45 days of the date of this letter. If payment is not received through FEDWIRE within that period, interest will accrue in monthly increments, starting with the day after the date of this FPRD until the date receipt at FEDWIRE.

The following identification data applies to this repayment and must be written on the attached FEDWIRE form and any other documents submitted related to this liability:

Amount: **$1,520,935.17**
TIN: 586001996
PRCN: 201640429389
DUNS: 030052815

If you have any questions regarding interest accruals or payment credits, you may telephone 202-245-8080 and ask to speak to your institution's account representative. If full payment cannot be made within 45 days of the date of this letter, contact the Accounts Receivable and Bank Management Group at (202) 245-8080 to apply for a payment plan. Interest charges and other conditions apply. Written request may be sent to:

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U.S. Department of Education
OFO Financial Management Operations
Accounts Receivable and Bank Management Group
550 12th Street, SW, Room 6114
Washington, DC 20202-4661

If within forty-five days of the date of this letter, ASU has neither made payment in accordance with these instructions nor entered into an arrangement to repay the liability under terms satisfactory to the U.S. Department of Education, the Department intends to collect the amount due and payable by administrative offset against payments due to ASU from the Federal Government. **ASU may object to the collection by offset only by challenging the existence or amount of the debt.**

To challenge the debt, ASU must **timely appeal** this determination under the procedures described in the "Appeal Procedures" section of the cover letter which accompanies this FPRD. The Department will use those procedures to consider any objection to offset. **No separate appeal opportunity will be provided.** If a timely appeal is filed, the Department will defer offset until completion of the appeal, unless the Department determines that offset is necessary as provided in 34 C.F.R. § 30.28. This debt may also be referred to the Department of the Treasury for further action as authorized by the Debt Collection Improvement Act of 1996.

2. <u>COD Adjustments for Closed Award Years</u>

The disbursement record for each student identified in Finding 2 (R2T4 Calculation Error), Finding 4 (R2T4/Unofficial Withdrawal) and Finding 5 must be adjusted in the Common Origination and Disbursement (COD) system based on the recalculated amount (principal) identified in the applicable Finding and the Appendices identified below.

Adjustments in COD must be completed prior to remitting payment to the Department. **Payment cannot be accepted via G5. Once the Department receives payment via FEDWIRE, the Department will apply the principal payment to the applicable G5 award. Interest will be applied to the general program account.**

A copy of the adjustment to each student's COD record must be sent to Jon Finkelstein **within 45 days of the date of this FPRD**.

Finding	Award Year	Program	Amount Principal	Student Level Appendix
1	2014 – 2015	Pell	$51,716.00	D
1	2015 – 2016	Pell	$20,449.00	D
4	2014 – 2015	Pell	$1,112.098.77	I
4	2015 – 2016	Pell	$101,041.00	I

Albany State University
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| 5 | 2014 – 2015 | Pell | $973.00 | M |
| | 2014 -2015 | Direct Loan | $45,939.00 | M |

Institution	FY19 Instruction Expenditures/FTE
Albany State University	**4,816**
Clayton State University	4,942
Columbus State University	5,958
Fort Valley State University	4,460
Georgia College & State University	6,160
Georgia Southwestern State University	5,789
Middle Georgia State University	5,709
Savannah State University	5,464
University of North Georgia	5,686
Average State University excluding ASU	**5,521**
Abraham Baldwin Agricultural College	4,611
Atlanta Metropolitan State College	4,087
College of Coastal Georgia	5,268
Dalton State College	4,365
East Georgia State College	3,521
Georgia Gwinett College	5,483
Georgia Highlands College	3,426
Gordon State College	4,494
South Georgia State College	3,430
Average State College	**4,298**
ASU in relation to State Univ Avg	-12.77%
ASU in relation to State College Avg	12.04%

University System of Georgia
FY2019 Statistics Annual Expenditure Report
Total Expenditures (General Funds/FTE)

Institution	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	OMP	Scholarship	Total
Augusta University	$ 7,912	$ 1,673	$ 1,892	$ 3,332	$ 487	$ 5,783	$ 2,777	$ -	$ 23,856
Georgia Institute of Technology	$ 9,262	$ 5,493	$ 147	$ 2,316	$ 617	$ 4,298	$ 5,704	$ -	$ 27,837
Georgia State University	$ 5,256	$ 1,738	$ 26	$ 2,276	$ 861	$ 955	$ 1,797	$ 72	$ 12,980
University of Georgia	$ 7,772	$ 4,201	$ 1,112	$ 2,822	$ 677	$ 2,540	$ 3,703	$ -	$ 22,827
Georgia Southern University	$ 5,786	$ 197	$ 32	$ 1,767	$ 909	$ 1,785	$ 1,619	$ -	$ 12,095
Kennesaw State University	$ 5,248	$ (0)	$ 54	$ 2,178	$ 815	$ 1,512	$ 1,967	$ 12	$ 11,786
University of West Georgia	$ 5,911	$ 74	$ 6	$ 1,785	$ 1,116	$ 1,931	$ 1,305	$ -	$ 12,128
Valdosta State University	$ 5,892	$ -	$ 20	$ 1,305	$ 1,447	$ 2,255	$ 1,425	$ -	$ 12,343
Albany State University	$ 4,816	$ -	$ -	$ 1,552	$ 699	$ 2,409	$ 1,474	$ -	$ 10,948
Clayton State University	$ 4,942	$ 2	$ 11	$ 1,444	$ 1,251	$ 2,119	$ 1,187	$ -	$ 10,957
Columbus State University	$ 5,958	$ 2	$ -	$ 2,300	$ 853	$ 2,107	$ 1,994	$ -	$ 13,213
Fort Valley State University	$ 4,460	$ 1,206	$ 1,038	$ 1,077	$ 973	$ 3,588	$ 2,685	$ -	$ 15,027
Georgia College & State University	$ 6,160	$ 85	$ 38	$ 2,130	$ 1,051	$ 2,613	$ 2,362	$ -	$ 14,438
Georgia Southwestern State University	$ 5,789	$ -	$ 0	$ 1,238	$ 1,074	$ 2,391	$ 1,547	$ -	$ 12,038
Middle Georgia State University	$ 5,709	$ -	$ -	$ 998	$ 896	$ 1,618	$ 1,684	$ -	$ 10,905
Savannah State University	$ 5,464	$ 13	$ 115	$ 1,673	$ 999	$ 1,985	$ 2,198	$ -	$ 12,448
University of North Georgia	$ 5,686	$ 52	$ -	$ 1,413	$ 738	$ 1,500	$ 1,547	$ -	$ 10,936
Abraham Baldwin Agricultural College	$ 4,611	$ -	$ 32	$ 2,376	$ 1,016	$ 1,550	$ 1,499	$ -	$ 11,085
Atlanta Metropolitan State College	$ 4,087	$ -	$ -	$ 672	$ 1,081	$ 2,978	$ 1,714	$ 72	$ 10,604
College of Coastal Georgia	$ 5,268	$ -	$ -	$ 830	$ 982	$ 1,826	$ 1,255	$ -	$ 10,161
Dalton State College	$ 4,365	$ -	$ -	$ 599	$ 725	$ 1,311	$ 1,460	$ -	$ 8,460
East Georgia State College	$ 3,521	$ -	$ -	$ 1,115	$ 743	$ 1,370	$ 1,252	$ -	$ 8,001
Georgia Gwinnett College	$ 5,483	$ 5	$ -	$ 1,058	$ 660	$ 2,287	$ 1,032	$ -	$ 10,524
Georgia Highlands College	$ 3,426	$ -	$ -	$ 687	$ 905	$ 2,296	$ 858	$ 3	$ 8,175
Gordon State College	$ 4,494	$ 1	$ -	$ 686	$ 628	$ 1,359	$ 1,177	$ -	$ 8,346
South Georgia State College	$ 3,430	$ -	$ -	$ 1,353	$ 969	$ 1,973	$ 1,543	$ -	$ 9,267
University System of Georgia	**$ 6,183**	**$ 1,504**	**$ 276**	**$ 2,026**	**$ 824**	**$ 2,246**	**$ 2,390**	**$ 13**	**$ 15,463**
System Average (non-weighted)	$ 5,412	$ 567	$ 174	$ 1,576	$ 891	$ 2,244	$ 1,875	$ 6	$ 12,746

University System of Georgia
FY2018 Statistics Annual Expenditure Report
Total Expenditures (General Funds/FTE)

Institution	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	OMP	Scholarship	Total
Augusta University	$ 9,108	$ 154	$ 2,030	$ 3,829	$ 452	$ 5,163	$ 2,835	$ -	$ 23,571
Georgia Institute of Technology	$ 9,250	$ 5,795	$ 148	$ 2,233	$ 628	$ 4,029	$ 5,652	$ -	$ 27,735
Georgia State University	$ 5,266	$ 1,872	$ 27	$ 2,269	$ 895	$ 874	$ 1,806	$ 87	$ 13,097
University of Georgia	$ 7,796	$ 4,906	$ 1,109	$ 2,265	$ 784	$ 2,341	$ 3,205	$ -	$ 22,405
Georgia Southern University	$ 5,551	$ 271	$ 38	$ 1,686	$ 953	$ 2,146	$ 1,792	$ -	$ 12,436
Kennesaw State University	$ 5,271	$ (0)	$ 62	$ 2,051	$ 758	$ 1,411	$ 1,323	$ 8	$ 10,884
University of West Georgia	$ 5,726	$ 63	$ 6	$ 1,734	$ 1,154	$ 1,879	$ 1,823	$ -	$ 12,385
Valdosta State University	$ 5,601	$ -	$ 22	$ 1,436	$ 1,466	$ 2,202	$ 1,404	$ -	$ 12,130
Albany State University	$ 4,957	$ -	$ -	$ 1,628	$ 769	$ 2,844	$ 1,324	$ -	$ 11,522
Armstrong State University	$ 5,839	$ -	$ 0	$ 1,423	$ 816	$ 1,852	$ 1,333	$ -	$ 11,263
Clayton State University	$ 4,811	$ -	$ 12	$ 1,650	$ 1,225	$ 1,922	$ 1,314	$ -	$ 10,932
Columbus State University	$ 6,112	$ -	$ -	$ 1,931	$ 818	$ 2,118	$ 1,980	$ -	$ 12,959
Fort Valley State University	$ 4,495	$ 1,274	$ 1,083	$ 1,040	$ 984	$ 4,318	$ 2,168	$ -	$ 15,361
Georgia College & State University	$ 6,028	$ 58	$ 53	$ 2,099	$ 1,073	$ 2,456	$ 2,409	$ -	$ 14,176
Georgia Southwestern State University	$ 5,476	$ -	$ 1	$ 1,038	$ 950	$ 2,126	$ 1,451	$ -	$ 11,042
Middle Georgia State University	$ 5,793	$ -	$ -	$ 1,034	$ 1,096	$ 1,564	$ 1,424	$ -	$ 10,911
Savannah State University	$ 5,350	$ 22	$ 32	$ 1,572	$ 965	$ 1,689	$ 2,213	$ -	$ 11,844
University of North Georgia	$ 5,406	$ 54	$ -	$ 1,503	$ 723	$ 1,398	$ 1,504	$ -	$ 10,588
Abraham Baldwin Agricultural College	$ 4,235	$ -	$ 41	$ 1,823	$ 907	$ 1,910	$ 1,585	$ -	$ 10,502
Atlanta Metropolitan State College	$ 3,928	$ -	$ -	$ 531	$ 1,104	$ 2,777	$ 1,644	$ -	$ 9,984
Bainbridge State College	$ 3,502	$ -	$ -	$ 749	$ 659	$ 2,222	$ 1,528	$ -	$ 8,660
College of Coastal Georgia	$ 4,824	$ -	$ -	$ 742	$ 957	$ 1,842	$ 1,169	$ -	$ 9,533
Dalton State College	$ 4,373	$ -	$ -	$ 470	$ 681	$ 1,350	$ 1,292	$ -	$ 8,165
East Georgia State College	$ 3,429	$ -	$ -	$ 1,082	$ 763	$ 1,235	$ 1,102	$ -	$ 7,612
Georgia Gwinnett College	$ 5,511	$ 4	$ -	$ 1,108	$ 610	$ 2,106	$ 1,145	$ -	$ 10,485
Georgia Highlands College	$ 3,329	$ -	$ -	$ 724	$ 866	$ 2,069	$ 828	$ -	$ 7,816
Gordon State College	$ 4,220	$ -	$ -	$ 773	$ 605	$ 1,292	$ 1,179	$ -	$ 8,069
South Georgia State College	$ 3,089	$ -	$ -	$ 1,218	$ 1,037	$ 1,707	$ 1,915	$ -	$ 8,965
University System of Georgia	**$ 6,148**	**$ 1,541**	**$ 278**	**$ 1,918**	**$ 840**	**$ 2,136**	**$ 2,246**	**$ 14**	**$ 15,120**
System Average (non-weighted)	$ 5,296	$ 517	$ 167	$ 1,487	$ 882	$ 2,173	$ 1,798	$ 3	$ 12,323

University System of Georgia
FY2017 Statistics Annual Expenditure Report
Total Expenditures (General Funds/FTE)

Institution	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	OMP	Scholarship	Total
Augusta University	$ 9,426	$ 207	$ 1,672	$ 3,647	$ 487	$ 5,211	$ 2,626	$ -	$ 23,276
Georgia Institute of Technology	$ 9,255	$ 5,733	$ 139	$ 2,110	$ 653	$ 3,651	$ 5,120	$ -	$ 26,659
Georgia State University	$ 5,039	$ 1,785	$ 30	$ 2,102	$ 861	$ 890	$ 1,818	$ 58	$ 12,584
University of Georgia	$ 7,754	$ 4,653	$ 1,086	$ 2,220	$ 755	$ 2,407	$ 2,915	$ -	$ 21,789
Georgia Southern University	$ 5,181	$ 303	$ 31	$ 1,632	$ 868	$ 1,849	$ 1,655	$ -	$ 11,519
Kennesaw State University	$ 5,264	$ 1	$ 84	$ 2,173	$ 742	$ 1,362	$ 1,380	$ 9	$ 11,016
University of West Georgia	$ 5,565	$ 53	$ 6	$ 1,758	$ 987	$ 1,655	$ 1,693	$ 0	$ 11,718
Valdosta State University	$ 5,643	$ -	$ 25	$ 1,289	$ 1,161	$ 1,920	$ 1,600	$ -	$ 11,638
Albany State University	$ 6,255	$ -	$ -	$ 1,336	$ 799	$ 3,927	$ 1,771	$ -	$ 14,087
Armstrong State University	$ 5,585	$ -	$ 0	$ 1,410	$ 953	$ 2,009	$ 1,513	$ -	$ 11,470
Clayton State University	$ 4,816	$ 0	$ 11	$ 1,500	$ 1,167	$ 2,190	$ 1,121	$ -	$ 10,805
Columbus State University	$ 5,851	$ (0)	$ -	$ 1,893	$ 764	$ 1,815	$ 1,988	$ -	$ 12,312
Fort Valley State University	$ 4,444	$ 1,345	$ 1,128	$ 1,141	$ 911	$ 3,718	$ 2,085	$ -	$ 14,772
Georgia College & State University	$ 5,815	$ 55	$ 55	$ 2,050	$ 980	$ 2,504	$ 2,074	$ -	$ 13,533
Georgia Southwestern State University	$ 5,180	$ -	$ 1	$ 981	$ 919	$ 1,956	$ 1,357	$ -	$ 10,395
Middle Georgia State University	$ 5,235	$ -	$ -	$ 1,231	$ 923	$ 1,449	$ 1,483	$ -	$ 10,320
Savannah State University	$ 5,264	$ 41	$ 21	$ 1,453	$ 835	$ 1,869	$ 1,861	$ -	$ 11,345
University of North Georgia	$ 5,043	$ 39	$ -	$ 1,309	$ 683	$ 1,442	$ 1,414	$ -	$ 9,932
Abraham Baldwin Agricultural College	$ 3,850	$ -	$ 37	$ 2,158	$ 700	$ 1,469	$ 1,564	$ -	$ 9,777
Atlanta Metropolitan State College	$ 3,745	$ -	$ -	$ 761	$ 1,135	$ 2,635	$ 1,521	$ -	$ 9,798
Bainbridge State College	$ 3,016	$ -	$ -	$ 861	$ 617	$ 1,624	$ 1,079	$ -	$ 7,198
College of Coastal Georgia	$ 4,532	$ -	$ -	$ 755	$ 962	$ 1,683	$ 1,303	$ -	$ 9,234
Dalton State College	$ 4,189	$ -	$ -	$ 585	$ 597	$ 1,232	$ 982	$ -	$ 7,585
Darton State College	$ 4,440	$ -	$ -	$ 1,049	$ 637	$ 1,131	$ 1,016	$ -	$ 8,273
East Georgia State College	$ 3,226	$ -	$ -	$ 912	$ 729	$ 1,158	$ 873	$ -	$ 6,899
Georgia Gwinnett College	$ 5,516	$ 3	$ -	$ 1,013	$ 616	$ 1,933	$ 1,083	$ -	$ 10,165
Georgia Highlands College	$ 3,075	$ -	$ -	$ 665	$ 821	$ 1,938	$ 809	$ -	$ 7,307
Gordon State College	$ 4,363	$ -	$ -	$ 622	$ 690	$ 1,129	$ 1,205	$ -	$ 8,008
South Georgia State College	$ 2,913	$ -	$ -	$ 1,363	$ 969	$ 1,834	$ 1,657	$ -	$ 8,736
System Wide Average	**$ 5,154**	**$ 490**	**$ 149**	**$ 1,448**	**$ 825**	**$ 2,055**	**$ 1,675**	**$ 2**	**$ 11,798**

Institution	Instruction	FTE	Inst Exp/FTE
Albany State University	16,470,454	2,633	6,255
Darton State College	13,893,591	3,129	4,440
	30,364,045	5,762	5,270

13.3

Financial Responsibility

The institution manages its financial resources in a responsible manner.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Off-Site Committee Report

The institution has provided insufficient evidence in support of its case for compliance with this standard. As described in the *Resource Manual*, "Institutions have obligations to the public, to government entities, and to current and future students to responsibly manage their finances. This standard boils down to two questions: Is the institution operating within its means? Are its fiscal activities sustainable?" Although the institution appears to have taken strong and appropriate management practices and fiscal discipline into the process of merging with Darton State College, real questions remain when it comes to fiscal sustainability.

Specifically, enrollment issues appear to be central to many of the challenges facing the institution. The merger with Darton State College bolstered overall enrollment on a one-time basis, but it is unclear if the newly combined institution will be able to sustain or grow enrollment. Due to the importance of this issue, information regarding fall 2019 enrollment is needed in order to better understand the success of the many efforts underway. Additional narrative regarding enrollment plans should also be provided along with how the institution would handle ongoing enrollment challenges.

Focus Report Response

Albany State University (ASU) has placed significant efforts towards stabilizing enrollment. Through consolidation, ASU was able to eliminate duplicate administrative positions and reinvest those funds into increased faculty and improved student support services. Focused on strengthening ASU for long-term success, major new initiatives and reinvestment have centered on three critical areas: student experience, curriculum redesign and enrollment management.

One of the reasons for Albany State's consolidation with Darton State College was declining enrollment on both campuses. Prior to consolidation, the combined fall enrollments of the two institutions declined 24.9% from fall of 2014 to fall of 2016. Since consolidation, as demonstrated in table 1 below, the rate of enrollment decline has decreased and is now beginning to stabilize. From Fall 2017 to Fall 2018, there was a 3.7% decrease in overall enrollment and a 3.9% in the subsequent year (fall 2018 to fall 2019). Furthermore, as demonstrated in table 2 below, spring enrollment actually increased slightly both from 2018 to 2019 and from 2019 to 2020. This positive trend can also be noted in summer enrollment which increased 4.6% from 2018 to 2019.

Table 1. Fall 2017 - Fall 2019 Enrollment Trends

Albany State University	2017	2018	2019
Enrollment	6,615	6,371	6,122
One-Year % Change	-7.6%	-3.7%	-3.9%

Table 2. Spring 2017 - Spring 2020 Enrollment Trends

Albany State University	2017*	2018	2019	2020
Enrollment	7,354	5,729	5,737	5,763
One-Year % Change	-6.9%	-22.1%	0.1%	0.4%
* Combined Data of ASU & DSC				

Table 3. Summer 2017 - Summer 2019 Enrollment Trends

Albany State University	2017	2018	2019
Enrollment	2,847	2,475	2,540
One-Year % Change	-22.4%	-13.1%	4.6%

A visual depiction of this stabilizing enrollment trend can be seen in the following charts which illustrate enrollment by both headcount and FTE since consolidation.
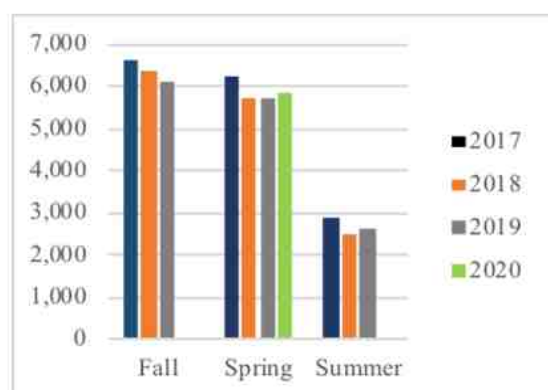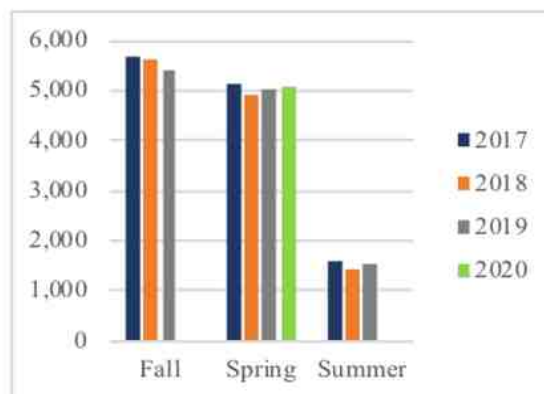

Chart 1.
Headcount: Fall 2017 – Spring 2020

Chart 2.
FTE: Fall 2017 – Spring 2020

Additionally encouraging is that credit hour production has leveled out. This can be attributed to a state program that began in FY 18. The part of this program, referred to as "momentum year", that defaults new incoming students into 15 credit hours caused an increase in credit hour production that was fully realized in FY 19. The state Appropriations funding formula is enrollment based, but specifically uses credit hour generation as a measure. The fact that from fiscal year 2018 to fiscal year 2019 credit hour generation decreased by an insignificant 48 credit hours additionally supports the assertion that enrollment and therefore funding from the state has flattened out and is reaching a more stable position. **[01]**

Many efforts have been initiated to bolster enrollment. The institution filled several vacant key leadership positions and a permanent president was hired in 2018. The University System Office provided guidance and both financial and system experts resources to assist ASU during the transition. **[03]**

ASU has identified two major factors that have impacted enrollment: limited availability of on-campus housing and limited supply of local, off-campus student housing; and a decline in retention and persistence rates for returning students.

In an effort to address the inadequate housing needs the University has provided, when asked, information to developers. That has yielded increased interest in private development housing and a private 217 bed facility adjacent to the campus is under construction and is scheduled to be completed by Fall 2020. This will help increase the ability of student to secure housing and therefore assist with enrollment.

The institution has implemented many strategies as described below to address the decline in retention rates, and has realized an increase in fall-to-fall retention rate of first-time full-time freshmen. The retention rate has increased six percentage points from 55.4% to 62.1% (fall 2018 to fall 2019).

In addition to the efforts to improve enrollment the University continues to look for efficiencies in its operations. Albany State University is in the final stages of a system initiative referred to as the Comprehensive Administrative Review (CAR). The process has required a deep review of all administrative areas of the University and yielded recommendations related to improvements of organizational Structures and related process improvements. The draft report from this project has been shared with the university system office for review and feedback. As currently written the report includes recommendations that would eliminate 30.5 positions and reduce redundancies and inefficiencies still in place since the consolidation and will generate savings of $1,593,154.00. Of these savings, $945,000 will be reinvested into 14 positions, primarily in areas designed to improve student success. The additional savings of $648,154.00 will be retained to rebuild the University's reserves.

ASU has an enrollment plan with efforts to identify, recruit, enroll, retain and graduate a student body that aligns to the mission and goals while also maintaining fiscal sustainability. ASU has developed strategies in four areas to increase enrollment: increasing communication to prospective students by the use bi-weekly email communications, calling campaigns and text messaging campaigns; increasing the reach and impact of high school recruiting by scheduling ASU days and on-site

acceptance at various high schools; increasing international student enrollment; Presidential Bus Tours (PBT) offering on-site acceptance during both spring and fall terms and creating a more effective orientation program.

The following enrollment management strategies are currently employed at assist with increasing enrollment:

Enrollment Management Strategies		
Strategy	Description	Actual/Anticipated Result
ASU Days/Presidential Bus Tours (Recruitment)	Designed to share an up-close look at ASU in an effort to recruit the best and brightest students in our local school districts and other targeted regions. The tours include the recruitment team, student ambassadors, faculty, staff, and alumni. Additionally, we focused on replacing our high school lunch room visits with ASU Days that focus on information sessions, application completion, onsite acceptances, and financial information.	The 2019 Presidential Bus Tour included 4 schools and yielded 140 onsite acceptances and additional applications were submitted after the conclusion of the event. The 2020 Presidential Bus Tour is expanding the number of visits to include 10 schools.
Alumni Recruitment Program (Recruitment)	The Office of Admissions and Recruitment collaborated with the ASU National Alumni Association to create an alumni volunteer recruitment program in which alumni represent the University across the country at local college fairs, high school visits and other recruitment programs. All of our recruitment opportunities for the recruitment season are published on our online recruitment calendar and accessible to the public to assist with identification of resources to support the events.	Since its initiation in Summer 2019, the program has allowed ASU to have a presence at events where our limited campus resources would not have supported attendance.
Presidential Scholars Program (Recruitment and Retention)	The program targets recruitment of high school seniors with superior academic achievement and a commitment to service. ASU will continuing hosting recruitment receptions across the state and border states to share information and answer questions with/from prospective students and their families. The ASU Foundation has identified funding for the Presidential Scholars Program.	Recruitment for this program began during the Spring 2020 semester and the inaugural cohort will start Fall 2020 semester.

Targeted Marketing – High Ability Students (Recruitment)	Enhanced marketing strategy focused on purchasing contact information and production of marketing mailers to target high ability students (based on top 10% of high school and defined ACT/SAT test scores). The focus will be on targeted Georgia regions and border states.	We will begin targeted marketing efforts during the Spring 2020 semester, pending the completion of new marketing materials and the purchase of names from College Board.
Golden Rams Retention Grant (Retention)	We recognized that each semester, hundreds of qualified students were being dropped from their classes for lack of payment. In conjunction with the ASU Foundation, we provide micro grants to students each semester to help cover modest financial shortfalls affecting the students' ability to pay tuition and fees and prevents them from stopping their studies or dropping out.	During the 2018-2019 academic year, the ASU Foundation assisted 389 students by awarding a total of $238,757.94, with an average award of $614. For Fall 2019, the ASU Foundation has already assisted 221 students with awards totaling $104,388.06, with an average award of $472.
Local Scholars Grant (Recruitment)	As a part of the Presidential Bus Tours to the local school districts, the ASU Foundation offers students, that submit their transcripts and receive conditional onsite admission acceptance, varying grant amounts based on their final high school GPA if their attend ASU.	In Fall 2019, 23 students who enrolled received the grant.
ASU to Atlanta (Recruitment and Retention)	During the spring semester, staff from Enrollment Management traveled to Atlanta to assist students with financial aid and other enrollment services for students that have been accepted to ASU and have outstanding enrollment matters.	During the Spring 2019 semester, we assisted over 200 students and their families with enrollment needs.
Summer Success Academy (Recruitment and Retention)	Six-week comprehensive program of orientation and academic support designed to ease the transition from high school to college while building a solid academic foundation.	The inaugural Summer 2019 cohort included 39 students. 95% of the students successfully completed the program and returned to ASU for the Fall 2019 semester.

The institution is operating within its means, consistently balances its annual budget (see Statement 2 below), and is fiscally sustainable. The University has maintained financial stability through the challenging environment of consolidations and enrollment declines.

The Statement of Changes to Fund Balances below will show that over the last three fiscal years, while revenues decreased by 2%, expenditures decreased at a larger rate of 3%. Additionally, the Reserves available for expenditures in subsequent year increased by $1,305,055. (See Statement 1 below.) Both Statements 1 and 2 below are excerpts from Supplementary Information in the Annual Financial Reports for the years referenced [02]. These statements are prepared on a statutory basis of accounting other than GAAP.

Statement 1

Surplus Analysis Report
Statutory Basis

REVENUES	FY 2017	FY 2018	FY 2019	-year change
State General Funds	34,506,562	35,808,158	30,285,573	
Other Funds	58,974,702	62,339,706	61,340,874	
Total Revenues	93,481,264	98,147,864	91,626,447	-2.0%
Prior Year Reserves Available for Expenditure	2,931,024	1,605,158	3,352,373	
Total Funds Available	96,412,288	99,753,021	94,978,820	
EXPENDITURES	94,599,884	95,335,062	91,805,719	-3.0%
Excess of Funds Available over Expenditures	1,812,405	4,417,960	3,173,101	

Beginning Fund Balance July 1

	FY 2017	FY 2018	FY 2019	
Reserved	4,683,888	3,365,395	6,192,224	
Unreserved, Undesignated Fund Balance (Surplus) for Prior	60,183	77,636	10,228	
Surplus Returned to State for Prior Year	-60,183	-77,636	-10,228	
Early Return of Current Year Surplus			-54,986	

Adjustments

	FY 2017	FY 2018	FY 2019	
Prior Year Payables/Expenditures	82,897	-242,320	138,858	
Prior Year Receivables/Revenues	-205,135	266,575		
Reserved Fund Balance Carried Over from Prior Yr as Funds	-2,931,024	-1,605,158	-3,352,373	
Ending Fund Balance, June 30	3,443,031	6,202,452	6,096,824	

Analysis of Fund Balance
Reserved

	FY 2017	FY 2018	FY 2019	
Departmental Sales & Services	140,886	148,153	599,987	
Indirect Cost Recovery	1,158,020	1,506,874	1,053,056	
Technology Fees	306,216	1,043,657	1,045,463	
Uncollectible Accounts Receivable	1,760,237	2,839,851	3,110,775	
Tuition Carry-Forward	0	653,689	211,672	
Total Reserved	3,365,359	6,192,224	6,020,952	
Unreserved				
Surplus	77,636	10,228	75,872	
TOTAL FUND BALANCE	3,442,995	6,202,452	6,096,824	
Reserve available for expenditure for subsequent year	1,605,122	3,352,373	2,910,177	

Includes Departmental Sales & Services, Indirect Cost Recovery,
Technology Fees, and Tuition Carry-Forward

Statutory Basis financial information was prepared on a prescribed basis of accounting that demonstrates compliance with budgetary statutes and regulations of the State of Georgia, which is a special purpose framework.

Statement 2

Statement of Changes to Fund Balance by Program and Funding Sources
Statutory Basis

	FY 2017	FY 2018	FY 2019
Final Budget	108,909,770	102,643,537	102,027,264
Total Funds Available	96,412,289	99,753,022	94,978,820
Current Year Expeditures	94,599,884	95,335,062	91,805,719
Excess of Funds Available Over Expenditures	**1,812,405**	**4,417,960**	**3,173,101**

The narrative above and supporting documentation attached adequately addresses the concerns noted for compliance with Standard 13.3. Albany State University manages its financial resources in a responsible manner. The institution is operating within its means and its fiscal activities are sustainable.

Sources

📄 01_FR_FY19 credit hour production

📄 02_FR_FY17-19 Sch2-Annual Financial Reports

📄 03_FR_ASU Support Letter

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The following pages contain Supporting Documentation

Institution	2019 Credit Hours	2018 Credit Hours	Number of Credit Hours	Percent Change	Lower	Upper	443 of 635 of
Augusta University	352,044	338,583	13,461	4.0%	86,210	61,923	203,911
Georgia Institute of Technology	801,522.5	757,334	44,188.5	5.8%	232,291	219,448	349,783.5
Georgia State University	1,353,338.5	1,309,517	43,821.5	3.3%	807,815	320,979.5	224,544
University of Georgia	1,138,235.1	1,105,124.15	33,110.95	3.0%	446,990	413,456.5	277,788.6
Research Universities	3,645,140.1	3,510,558.15	134,581.95	3.8%	1,573,306	1,015,807	1,056,027.1
Georgia Southern University	710,983.36	733,421.09	-22,437.73	-3.1%	401,223.36	249,587	60,173
Kennesaw State University	918,075.36	919,950.09	-1,874.73	-0.2%	525,121.36	337,607	55,347
University of West Georgia	342,497.36	336,582.09	5,915.27	1.8%	184,497.36	113,402	44,598
Valdosta State University	279,016.36	281,232.09	-2,215.73	-0.8%	138,790.36	95,264	44,962
Comprehensive Universities	2,250,572.45	2,271,185.36	-20,612.91	-0.9%	1,249,632.45	795,860	205,080
Albany State University	158,795.36	158,844.09	-48.73	0.0%	127,138.36	25,247	6,410
Clayton State University	168,291.36	164,068.09	4,223.27	2.6%	93,515.36	67,004	7,772
Columbus State University	198,842.36	202,357.09	-3,514.73	-1.7%	106,041.36	67,333	25,468
Fort Valley State University	76,858.36	73,684.09	3,174.27	4.3%	47,882.36	22,072	6,904
Georgia College & State University	198,276.5	198,595	-318.5	-0.2%	109,150.5	68,006.5	21,119.5
Georgia Southwestern State University	74,196.36	76,230.09	-2,033.73	-2.7%	37,676.36	26,116	10,404
Middle Georgia State University	187,715.36	176,141.09	11,574.27	6.6%	123,725.36	59,724	4,266
Savannah State University	113,737.36	123,672.09	-9,934.73	-8.0%	73,443.36	36,559	3,735
University of North Georgia	477,237.36	459,163.09	18,074.27	3.9%	341,160.36	121,350	14,727
State Universities	1,653,950.41	1,632,754.73	21,195.68	1.3%	1,059,733.41	493,411.5	100,805.5
Abraham Baldwin Agricultural College *	103,734.73	121,011.18	-17,276.45	-14.3%	86,222.73	17,512	0
Atlanta Metropolitan State College	49,354.36	55,758.09	-6,403.73	-11.5%	44,285.36	5,069	0
College of Coastal Georgia	83,047.36	85,075.09	-2,027.73	-2.4%	61,423.36	21,624	0
Dalton State College	120,776.36	120,270.09	506.27	0.4%	88,709.36	32,067	0
East Georgia State College	68,631.36	69,324.09	-692.73	-1.0%	67,489.36	1,142	0
Georgia Gwinnett College	305,935.36	302,568.09	3,367.27	1.1%	230,823.36	75,112	0
Georgia Highlands College	134,530.36	130,584.09	3,946.27	3.0%	130,310.36	4,220	0
Gordon State College	86,148.36	92,727.09	-6,578.73	-7.1%	74,519.36	11,629	0
South Georgia State College	61,056.36	61,875.09	-818.73	-1.3%	57,763.36	3,293	0
State Colleges	1,013,214.64	1,039,192.91	-25,978.27	-2.5%	841,546.64	171,668	0
University System Totals	8,562,877.6	8,453,691.15	109,186.45	1.3%	4,724,218.5	2,476,746.5	1,361,912.6

*Data for fiscal year 2019 and 2018 reflect the merged credit hours of Abraham Baldwin Agricultural College and the former Bainbridge State College. In the consolidation of the two colleges, the technical academic programs at Bainbridge, and the students enrolled in them, were transitioned to Southern Regional Technical College. This strategic decision resulted in markedly fewer credit hours this fall at the former Bainbridge State College sites.

ALBANY STATE UNIVERSITY
STATEMENT OF FUNDS AVAILABLE AND EXPENDITURES COMPARED TO BUDGET BY PROGRAM AND FUNDING SOURCE
(STATUTORY BASIS) BUDGET FUND
YEAR ENDED JUNE 30, 2017

	Original Appropriation	Amended Appropriation	Final Budget	Current Year Revenues
Teaching				
State Appropriation				
State General Funds	$ 34,506,558.00	$ 34,506,558.00	$ 34,506,562.00	$ 34,506,562.00
Other Funds	75,326,941.00	75,326,941.00	74,403,208.00	58,794,412.62
Total Operating Activity	$ 109,833,499.00	$ 109,833,499.00	$ 108,909,770.00	$ 93,300,974.62

Statutory Basis financial information was prepared on a prescribed basis of accounting that demonstrates compliance with budgetary statutes and regulations of the State of Georgia, which is a special purpose framework.

	Funds Available Compared to Budget				Expenditures Compared to Budget		Excess of Funds
	Prior Year Carry-Over	Adjustments and Program Transfers	Total Funds Available	Variance Negative	Actual	Variance Positive	Available Over Expenditures
$ 0.00	$ 0.00	$ 34,506,562.00	$ 0.00	$ 34,506,562.00	$ 0.00	$ 0.00
2,931,024.01	180,289.86	61,905,726.49	(12,497,481.51)	60,093,321.77	14,309,886.23	1,812,404.72
$ 2,931,024.01	$ 180,289.86	$ 96,412,288.49	$ (12,497,481.51)	$ 94,599,883.77	$ 14,309,886.23	$ 1,812,404.72

ALBANY STATE UNIVERSITY
STATEMENT OF FUNDS AVAILABLE AND EXPENDITURES COMPARED TO BUDGET
BY PROGRAM AND FUNDING SOURCE
BUDGET FUND
FOR THE FISCAL YEAR ENDED JUNE 30. 2018

	Original Appropriation	Amended Appropriation	Final Budget	Funds Available Compared to Budget	
				Current Year Revenues	Prior Year Reserve Carry-Over
Teaching					
State Appropriation					
State General Funds	$ 35,673,967.00	$ 35,673,967.00	$ 35,808,158.00	$ 35,808,158.00	$ —
Other Funds	61,645,412.00	61,645,412.00	66,835,379.00	62,339,705.82	1,605,157.61
Total Teaching	97,319,379.00	97,319,379.00	102,643,537.00	98,147,863.82	1,605,157.61
Total Operating Activity	$ 97,319,379.00	$ 97,319,379.00	$ 102,643,537.00	$ 98,147,863.82	$ 1,605,157.61

Actual amounts were prepared on a prescribed basis of accounting that demonstrates compliance with budgetary statutes and regulations of the State of Georgia, which is a special purpose framework.

ALBANY STATE UNIVERSITY
STATEMENT OF FUNDS AVAILABLE AND EXPENDITURES COMPARED TO BUDGET
BY PROGRAM AND FUNDING SOURCE
BUDGET FUND
FOR THE FISCAL YEAR ENDED JUNE 30. 2018

	Funds Available Compared to Budget			Expenditures Compared to Budget		Excess (Deficiency) of Funds Available Over/(Under) Expenditures
	Program Transfers or Adjustments	Total Funds Available	Variance Positive (Negative)	Actual	Variance Positive (Negative)	
Teaching						
State Appropriation						
State General Funds	—	35,808,158.00	—	35,808,158.00	—	—
Other Funds	—	63,944,863.43	(2,890,515.57)	59,526,903.79	7,308,475.21	4,417,959.64
Total Teaching	—	99,753,021.43	(2,890,515.57)	95,335,061.79	7,308,475.21	4,417,959.64
Total Operating Activity	—	99,753,021.43	(2,890,515.57)	95,335,061.79	7,308,475.21	4,417,959.64

Actual amounts were prepared on a prescribed basis of accounting that demonstrates compliance with budgetary statutes and regulations of the State of Georgia, which is a special purpose framework.

ALBANY STATE UNIVERSITY
STATEMENT OF FUNDS AVAILABLE AND EXPENDITURES COMPARED TO BUDGET BY PROGRAM AND FUNDING SOURCE
(STATUTORY BASIS) BUDGET FUND
YEAR ENDED JUNE 30, 2019

	Original Appropriation	Amended Appropriation	Final Budget	Current Year Revenues
Teaching				
State Appropriation				
State General Funds	$ 30,252,949.00	$ 30,252,949.00	$ 30,285,573.00	$ 30,285,573.00
Other Funds	60,790,185.00	60,790,185.00	71,741,691.00	61,340,874.18
Total Operating Activity	$ 91,043,134.00	$ 91,043,134.00	$ 102,027,264.00	$ 91,626,447.18

Statutory Basis financial information was prepared on a prescribed basis of accounting that demonstrates compliance with budgetary
statutes and regulations of the State of Georgia, which is a special purpose framework.

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	Funds Available Compared to Budget				Expenditures Compared to Budget		Excess of Funds Available
	Prior Year Reserve Carry-Over	Program Transfers or Adjustments	Total Funds Available	Variance Negative	Actual	Variance Positive	Over Expenditures
$	-	$ -	$ 30,285,573.00	$ -	$ 30,285,573.00	$ -	$ -
	3,352,372.94	-	64,693,247.12	(7,048,443.88)	61,520,145.76	10,221,545.24	3,173,101.36
$	3,352,372.94	$ -	$ 94,978,820.12	$ (7,048,443.88)	$ 91,805,718.76	$ 10,221,545.24	$ 3,173,101.36

BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

CHANCELLOR STEVE WRIGLEY
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

PHONE: (404) 962-3000
FAX: (404) 962-3013
EMAIL: CHANCELLOR@USG.EDU

January 29, 2020

President Marion Fedrick
Albany State University
504 College Drive
Albany, GA 31705

Dear President Fedrick:

We received the Preliminary Report of the Reaffirmation Committee for Albany State University (ASU). This report is largely a validation of the progress that has been made under your leadership and I thank and congratulate you for the successes reflected. Your continuing leadership is vital to keeping ASU on its current path of responding to the needs of its community and State, providing educational opportunities that meet student demands and retaining the quality of instruction that ASU has provided in its over 100 year history.

The University System of Georgia (USG) is just that, a System, which is only as successful as the institutions under its governance. As a System, we have the ability to mobilize and allocate resources when and where they are needed. The USG has demonstrated this ability and sustained support for ASU including:

- $7.4 million in formula funds since fiscal year 2016, in order to mitigate the effect of enrollment declines
- Assembly of a 10-person transition team of System experts in their field during fiscal year 2018, with a focus on process improvements in the areas of Academics; Enrollment Management; Financial Aid; Student Experience; Human Resources; and, Communication
- Exemption from a reduction plan related to enrollment decline for fiscal year 2021, given the improvement in enrollment/credit hour production in academic year 2019
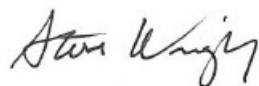
Strategic enrollment management and strong fiscal management will be key to keeping the institution moving forward. The accomplishments achieved through the transition team are not static and must be continuously refined. I am pleased to know that there has been significant progress made related to financial aid issues as evidenced by the fiscal year 2019 student financial aid and compliance audit by the Department of Audits. Now that this area is functioning well, I cannot overemphasize the importance of having a system in place to ensure there are no future lapses.

President Marion Fedrick
January 29, 2020
Page 2

I also look to you and your leadership team to be innovative in identifying efficiencies that can be captured as ASU completes its USG Comprehensive Administrative Review. Your work in this effort will enable you to reinvest dollars into the critical areas of enrollment management and student success.

These efforts are not easy ones, but neither are they insurmountable. I am committed to seeing the full potential realized at ASU and will continue to support the institution as it makes the necessary changes and reinvestments during this time. I look forward to working with you as you lead this institution further forward and know that my team and I are available to assist and consult in any way.

Sincerely,

Steve W. Wrigley

cc: Teresa MacCartney, Executive Vice Chancellor for Administration
Tracey Cook, Executive Vice Chancellor for Strategy and Fiscal Affairs
Tristan Denley, Executive Vice Chancellor for Academic Affairs
Ashley Jones, Vice Chancellor for External Affairs and Chief of Staff
John Fuchko, III, Vice Chancellor for Organizational Effectiveness

13.6

Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Judgment

☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Report from the Off-Site Committee

The institution has provided insufficient evidence in support of its case for compliance with this standard. Compliance with federal financial aid rules, laws, and guidelines is central to the reason accreditation exists. As such, any problems in this area must be taken very seriously. The institution appears to have made errors in processing federal financial aid for the last four consecutive years for which the U.S. Department of Education has issued a final determination letter, and those errors have brought the requirement to repay millions of dollars to the federal government.

Although it does appear that the institution has placed a high priority on getting these issues fixed and has taken many positive actions, there is insufficient evidence that the problems actually have been fixed. The last program review cited appears to be for the 2015-2016 fiscal year. The institution should provide program review documents, final determination letters, or any other proof from the Department of Education or an independent outside authority that these problems did not recur in fiscal years 2016-2017, 2017-2018, and, indeed, that they do not continue to exist today.

At the top of page three of four in the institution's statement for this standard, the institution states, "The results of this extensive study stressed that the institution must establish it a high priority the institution's Title IV operations be in compliance." The institution should provide copies of the extensive study and the findings mentioned in this statement, if available.

Focus Report Response

Albany State University (ASU) appreciates the Off-Site acknowledgement that the institution has placed a high priority on getting issues fixed and has taken many positive actions in spite of the pre-consolidation federal financial aid issues. Albany State University acknowledges there was insufficient evidence to demonstrate that the issues have been fixed. Consequently, the additional evidence to demonstrate the issues have been fixed are demonstrated below. Albany State University has corrected all findings related to Title IV issues. To ensure the institution was in compliance an external auditor, State of Georgia Department of Audits and Accounts, ASU's External Auditors, audited and confirmed issues were addressed and resolved as described below.

Each year the Georgia State Department of Audits and Accounts has to report the status of federal findings until the findings are resolved. Evidence that the institution continues to place high priorities on resolving issues are illustrated in the reduced number of audit findings.

In fiscal year 2017, the Georgia Department of Audits and Accounts released a Full Disclosure Management report disclosed all previously reported findings as resolved **[06]** and identified only one Federal Award finding for excessive cash balances **[01]**. The findings were addressed with corrective actions.

> The University will establish procedures to ensure that Federal Direct Loan and Pell grant funds are disbursed within three business days of the receipt of such funds.

The fiscal year 2017 audit finding was tested as part of the most recent audit of student financial aid as communicated in the 2019 FDMR transmittal letter **[02]**.

The Georgia Department of Audits and Accounts 2019 full disclosure management report disclosed no current year (2019) federal award findings **[03]** and disclosed the prior year (2017) finding status as "previously reported corrective action

implemented" (resolved) **[04]**. The University is awaiting the final determination letter for fiscal year 2017 which has not been issued by the Department of Education as of this report.

The extensive financial aid study results **[05]** from the University System of Georgia provided recommendations for the institution to have a successful consolidation. The institution successfully consolidated and made the recommended changes. This is evidenced by the fact that no material or significant items were noted in the 2019 federal awards audit.

Albany State University is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and audits financial aid programs as required by federal and state regulations.

Sources

01_FR_FY2017 Current Year Audit Findings

02_FR_FY2019_FDMR Letter of Transmittal

03_FR_FY 2019 Current Year Audit Findings

04_FR_FY2019 Prior Year Findings

05_FR_USGReport

06_FR_FY2017 Prior Year Findings

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The following pages contain Supporting Documentation

ALBANY STATE UNIVERSITY
SCHEDULE OF FINDINGS, QUESTIONED COSTS AND OTHER ITEMS
YEAR ENDED JUNE 30, 2017

COMMUNICATION OF INTERNAL CONTROL DEFICIENCIES

The auditor is required to communicate to management and those charged with governance control deficiencies identified during the course of the financial statement audit that, in the auditor's judgment, constitute significant deficiencies or material weakness.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Internal control deficiencies identified during the course of this engagement that were considered to be significant deficiencies and/or material weaknesses are presented below:

FINANCIAL STATEMENT FINDINGS AND QUESTIONED COSTS

No matters were reported.

FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

FA-2017-001 Excessive Cash Balances

Compliance Requirement:	Cash Management
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U. S. Department of Education
Pass-Through Entity:	None
CFDA Number and Title:	84.SFA Student Financial Assistance Cluster
Federal Award Number:	P268K170079 (Fiscal Year: 2017), P268K160079 (Fiscal Year: 2016), P063P160079 (Fiscal Year: 2017), P063P150079 (Fiscal Year: 2016)
Questioned Cost:	None Identified

Description:
The Institution maintained excessive cash balances related to the Direct Loan and Pell programs.

Criteria:
Provisions included in 34 CFR 668.163 and 668.166 provide requirements for maintaining and accounting for funds and excess cash, respectively.

Condition:
Upon review of cash drawdowns and disbursements related to the Federal Direct Loan and Pell programs at the Institution's East Campus, excessive cash balances were noted for up to 26 days for the Direct Loan program and 66 days for the Pell grant program in the fiscal year. Provisions included in 34 CFR 668.166(a) state: "The Secretary considers excess cash to be any amount of Title IV, HEA program funds, other than Federal Perkins Loan Program funds, that an institution does not disburse to students or parents by the end of the third business day following the date the institution received those funds from the Secretary".

ALBANY STATE UNIVERSITY
SCHEDULE OF FINDINGS, QUESTIONED COSTS AND OTHER ITEMS
YEAR ENDED JUNE 30, 2017

<u>FEDERAL AWARD FINDINGS AND QUESTIONED COSTS</u>

Cause:
In discussing these deficiencies with management, they stated this occurred due to internal procedural errors that led to the untimely return of funds to the grantor agencies.

Effect or Potential Effect:
The Institution was not in compliance with Federal regulations concerning the disbursement of Federal Direct Loan and Pell funds and excess cash.

Recommendation:
The Institution should establish procedures to ensure that Federal Direct Loan and Pell funds are disbursed within three business days of the receipt of such funds. The Institution should only request Federal Direct Loan and Pell funds when the amounts are immediately needed to disburse funds to students or parents. Additionally, the Institution should develop and implement a monitoring process to ensure that controls are properly implemented. The Institution should also contact the U.S. Department of Education regarding resolution of this finding.

Views of Responsible Officials and Corrective Action Plans:
We concur with this Finding. The University will establish procedures to ensure that Federal Direct Loan and Pell grant funds are disbursed within three business days of the receipt of such funds

<u>OTHER ITEMS (NOTED FOR MANAGEMENT'S CONSIDERATION)</u>

Inadequate Controls over Purchasing Card

Observation:
A review of purchasing card transactions revealed purchasing card users that did not follow the guidelines for purchasing card transactions as prescribed in the Institution's <u>Procurement Card (P-Card) Manual</u>. The following was noted during testing:

1. Sales tax was paid on one purchase.
2. Pre-approval was not obtained for a technology purchase.
3. One employee exceeded the single transaction limit.
4. Two transactions for food and lodging of employees were not allowable per purchasing card guidelines.
5. One transaction did not have adequate documentation to support the amount paid.

Recommendation:
Management should review procedures in place and implement changes necessary to ensure that all purchasing card transactions adhere to the policies and procedures as outlined in the Institution's <u>Procurement Card (P-Card) Manual</u>.

Views of Responsible Officials and Corrective Action Plans:
ASU will continue to train card holders, monitor activity and take corrective action as needed.

Contact Person: Shawn McGee, Vice President for Fiscal Affairs
Telephone: 229-430-4609

E-mail: <u>shawn.mcgee@asurams.edu</u>

DEPARTMENT OF AUDITS AND ACCOUNTS
270 Washington Street, S.W., Suite 1-156
Atlanta, Georgia 30334-8400

Greg S. Griffin
STATE AUDITOR
(404) 656-2174

September 12, 2019

The Honorable Brian P. Kemp, Governor of Georgia
Members of the General Assembly of the State of Georgia
Members of the State Board of Regents of the
University System of Georgia
     and
Mrs. Marion Ross Fedrick, President
Albany State University

Ladies and Gentlemen:

This Management Report contains information pertinent to the Albany State University's compliance with the requirements of the Southern Association of Colleges and Schools Commission on Colleges (COC) Standard 13.2 (Financial resources) as of and for the year ended June 30, 2019. Additionally, we audited Albany State University's Federal Student Aid programs for the year ended June 30, 2019 to meet the requirements of COC Standard 13.6. Included in this report is a section on findings and other items for any matters that came to our attention during our engagement, including results of our audit of the Federal Student Aid programs. The other information contained in this report is the representation of management. Accordingly, we do not express an opinion or any form of assurance on it.

Additionally, we have performed certain procedures at Albany State University to support our audit of the basic financial statements of the State of Georgia presented in the *State of Georgia Comprehensive Annual Financial Report* and the issuance of a *State of Georgia Single Audit* Report pursuant to the Single Audit Act Amendments, as of and for the year ended June 30, 2019.

This report is intended solely for the information and use of the management of Albany State University, members of the Board of Regents of the University System of Georgia and the Southern Association of Colleges and Schools - Commission on Colleges and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully,

Greg S. Griffin
State Auditor

ALBANY STATE UNIVERSITY
SCHEDULE OF FINDINGS, QUESTIONED COSTS AND OTHER ITEMS
YEAR ENDED JUNE 30, 2019

COMMUNICATION OF INTERNAL CONTROL DEFICIENCIES

The auditor is required to communicate to management and those charged with governance control deficiencies identified during the course of the financial statement audit that, in the auditor's judgment, constitute significant deficiencies or material weakness.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Internal control deficiencies identified during the course of this engagement that were considered to be significant deficiencies and/or material weaknesses are presented below:

FINANCIAL STATEMENT FINDINGS AND QUESTIONED COSTS

No matters were reported.

FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

OTHER ITEMS (NOTED FOR MANAGEMENT'S CONSIDERATION)

Inadequate Controls over Purchasing Card

Observation:
A review of sixty-two purchasing card transactions revealed purchasing card users that did not follow the guidelines for purchasing card transactions as prescribed in the University's Procurement Card (P-Card) Manual. The following were noted during testing:

1. Two transactions included sales tax and the University did not seek reimbursement from the employee.
2. Two transactions did not have any receipt documentation and the University did not seek reimbursement from the employee.
3. Two transactions included charges in error.

Recommendation:
The University should implement procedures to ensure that Purchasing Card procedures are being followed by employees.

Management's Response:
ASU will continue to train card holders, monitor activity and take corrective action as needed.

Contact Person: Shawn McGee, Vice President for Fiscal Affairs
Telephone: 229-500-3026
E-mail: shawn.mcgee@asurams.edu

ALBANY STATE UNIVERSITY
ENTITY'S RESPONSE
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2019

PRIOR YEAR FINANCIAL STATEMENT FINDINGS AND QUESTIONED COSTS

No matters were reported.

PRIOR YEAR FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

FA 2017-001   Excessive Cash Balances

Compliance Requirement: Cash Management
Internal Control Impact: Significant Deficiency
Compliance Impact: Nonmaterial Noncompliance
Federal Awarding Agency: U.S. Department of Education
Pass-Through Entity: None
CFDA Number and Title: 84.SFA Student Financial Assistance Cluster
Questioned Cost: None Identified

Finding Status: Previously Reported Corrective Action Implemented

**BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA**

CLAIRE M. ARNOLD, ASSOC. VICE CHANCELLOR,
ACCOUNTING AND REPORTING
OFFICE OF FISCAL AFFAIRS
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

OFFICE (404) 962-3068
FAX (404) 962-3199
CLAIRE.ARNOLD@USG.EDU

August 1, 2016

RE: Financial Aid

President Dunning & President Carvajal:

The purpose of this letter is to provide you with the results of the last several months of review of the financial aid departments at your respective campuses and the readiness of these departments to consolidate by January 1, 2017 .

As each of you will recall, I met with you and your financial teams in January of this year to review the findings and issues reported in each of your institutions most recent audits. The purpose of those meetings was to determine the severity of the issues, determine what if any actions were underway to correct them, and determine if the System office could assist in resolving these to ensure that these issues would not be a barrier to a successful consolidation. Each of you had your staffs provide me with information and a determination was made to bring in additional staff from other institutions during the Spring to assist in the review of 100% of the financial files for the two most recent years of financial aid awards.

Over the course of the Spring and early summer staff from 4 other institutions participated in this assistance and I held weekly conference calls to monitor progress and identify any additional issues that arose thoughout the course of the review and made numerous on-site visits to ensure progress continued.

As a result of this efforts it became clear that both institutions had some long held issues to correct in their respective institutions. The following recommendations are being made as a result of this study of each department that will be necessary for a successful consolidated institution:

Recommendation 1 – The consolidated ASU must be in full compliance with Title IV regulations and to do this several actions are necessary. The following are minimum actions that should be considered immediately.

- Hire/Appoint a Director of Financial Aid with extensive knowledge of Title IV policies, regulations and procedures with proven background in establishing productive and compliant Financial Aid operations in higher education. You may consider one of your current directors or advertise but unified leadership sooner rather than later is a high priority.
- Evaluate and determine adequacy of current workforce personnel to meet necessary work performance levels. Having the best personnel suited for the newly restructured operations within Title IV is critical for success.
- Staff members that regularly meet and advise students of their aid and financial status, are critical and must be filled with the best qualified staff that attend regular training to stay updated on Title IV rules and regulations.
- Work with faculty and staff across academic programs to better inform them of the changes and ramifications of student financial aid.
- Work closely with U.S. Department of Education, USG personnel, and State Audit Department to ensure the University operates within all federal, state and USG policies and procedures.

Recommendation 2 – The consolidated ASU Financial Aid Department must be a more student-focused service unit. The following are measures that should be taken.

- Design and implement a more efficient service-oriented process for students to meet their student financial needs.
- Shorten the process, make it as simple as possible, make it accurate, and enhance what is available online as a resource for students to access financial aid information.

- Student financial planning requires being more proactive. Students need to know the financial ramifications of their continuing debt for financial aid in order to better plan their academic course objectives. Processes should be in place to not just give aid but explain what it will cost and how to plan to meet their academic goals with less costs that must be repaid in the future.
- Begin to serve students before they even become a student. Have pre-enrollment training sessions for prospective students and parents so they can be better informed students when they become students.
- Design and build a student financial service center around the above listed objectives and goals. It needs to be easily accessible and convenient for students, it needs to meet the objectives of quick, easy and accurate service, it needs to have the technology needed to assist students and their families to better understand the student's financial status and objectives, and needs to be staffed with the rightminded and professionally skilled personnel

I would like to close by saying that during the last several months much progress has been made. At ASU in particular new staff have been hired by the new director and trained, and all of the manual paper processes have been replaced with online digital solutions. With attention to the items above I am confident that the issues that occurred in the past will not recur in the future. I would also caution each of you that even after implementing the above recommendations. It may take a couple of audit cycles for these items to be considered fully resolve by our external auditors and the US Department of Education.

Thank you,

Claire Arnold, CPA
Associate Vice Chancellor, Accounting and Reporting

ALBANY STATE UNIVERSITY
ENTITY'S RESPONSE
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2017

PRIOR YEAR FINANCIAL STATEMENT FINDINGS AND QUESTIONED COSTS

No matters were reported.

PRIOR YEAR FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

Albany State University

FS-521-11-01 <u>Deficiencies in Student Financial Aid Process</u>

Control Category:	Special Tests and Provisions
Internal Control Impact:	Significant Deficiency
Compliance Impact:	None
Federal Award Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Finding Status:	Previously Reported Corrective Action Implemented

FA-2015-001 <u>Overpayment of Student Financial Assistance</u>

Control Category:	Eligibility
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Questioned Costs:	$12,797.00
Finding Status:	Previously Reported Corrective Action Implemented

FA-2015-002 <u>Undocumented Cost of Attendance Budgets</u>

Control Category:	Eligibility
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Finding Status:	Previously Reported Corrective Action Implemented

FA-2015-003 <u>Reports Not Reconciled</u>

Control Category:	Reporting
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Finding Status:	Further Action Not Warranted (1)

ALBANY STATE UNIVERSITY
ENTITY'S RESPONSE
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2017

FA-2015-004 <u>Verification Process</u>

Control Category:	Special Tests and Provisions
Internal Control Impact:	Material Weakness
Compliance Impact:	Material Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Questioned Costs:	$38,382.00

Finding Status: Previously Reported Corrective Action Implemented

FA-2015-005 <u>Return of Title IV Funds</u>

Control Category:	Special Tests and Provisions
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Questioned Costs:	$1,608.98

Finding Status: Previously Reported Corrective Action Implemented

FA-2015-006 <u>Inadequate Internal Controls over Unofficial Withdrawals</u>

Control Category:	Special Tests and Provisions
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Questioned Costs:	$18,824.43

Finding Status: Previously Reported Corrective Action Implemented

FA-2015-007 <u>Failure to Reconcile Federal Direct Loan Program</u>

Control Category:	Special Tests and Provisions
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster

Finding Status: Previously Reported Corrective Action Implemented

ALBANY STATE UNIVERSITY
ENTITY'S RESPONSE
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2017

FA-2016-001   Undocumented Cost of Attendance Budgets

Control Category:	Eligibility
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster

Finding Status: Previously Reported Corrective Action Implemented

FA-2016-002   Return of Title IV Funds

Control Category:	Special Tests and Provisions
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Questioned Costs:	$5,309.00

Finding Status: Previously Reported Corrective Action Implemented

FA-2016-003   Failure to Reconcile the Federal Direct Loan Program

Control Category:	Special Tests and Provisions
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster

Finding Status: Previously Reported Corrective Action Implemented

Darton State College

FA-570-14-02   Overpayment of Student Financial Assistance

Control Category:	Eligibility
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Questioned Costs:	$2,722.00

Finding Status: Previously Reported Corrective Action Implemented

ALBANY STATE UNIVERSITY
ENTITY'S RESPONSE
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2017

FA-570-14-03 Verification Process

Control Category:	Special Tests and Provisions
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Questioned Costs:	$150.00
Finding Status:	Previously Reported Corrective Action Implemented

FA-570-14-04 Return of Title IV Funds

Control Category:	Special Tests and Provisions
Internal Control Impact:	Significant Deficiency
Compliance Impact:	Nonmaterial Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Questioned Costs:	$2,974.05
Finding Status:	Previously Reported Corrective Action Implemented

FA-2015-001 Overpayment of Student Financial Assistance

Control Category:	Eligibility
Internal Control Impact:	Material Weakness
Compliance Impact:	Material Noncompliance
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Questioned Costs:	$17,770.00
Finding Status:	Previously Reported Corrective Action Implemented

FA-2016-001 Weaknesses in Logical Access IT General Controls

Control Category:	Activities Allowed or Unallowed
	Eligibility
Internal Control Impact:	Significant Deficiency
Compliance Impact:	N/A
Federal Awarding Agency:	U.S. Department of Education
CFDA Number and Title:	84.SFA – Student Financial Assistance Cluster
Finding Status:	Previously Reported Corrective Action Implemented

ALBANY STATE UNIVERSITY
ENTITY'S RESPONSE
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2017

FA-2016-002   Overpayment of Student Financial Assistance

Control Category: Eligibility
Internal Control Impact: Significant Deficiency
Compliance Impact: Nonmaterial Noncompliance
Federal Awarding Agency: U.S. Department of Education
CFDA Number and Title: 84.SFA – Student Financial Assistance Cluster
Questioned Costs: $7,588.00

Finding Status: Previously Reported Corrective Action Implemented

FA-2016-003   Return of Title IV Funds

Control Category: Special Tests and Provisions
Internal Control Impact: Significant Deficiency
Compliance Impact: Nonmaterial Noncompliance
Federal Awarding Agency: U.S. Department of Education
CFDA Number and Title: 84.SFA – Student Financial Assistance Cluster
Questioned Costs: $1,775.23

Finding Status: Further Action Not Warranted (1)

FA-2016-004   Inadequate Control Procedures over Unofficial Withdrawals

Control Category: Special Tests and Provisions
Internal Control Impact: Significant Deficiency
Compliance Impact: Nonmaterial Noncompliance
Federal Awarding Agency: U.S. Department of Education
CFDA Number and Title: 84.SFA – Student Financial Assistance Cluster
Questioned Costs: $5,218.83

Finding Status: Previously Reported Corrective Action Implemented

FA-2016-005   Failure to Reconcile the Federal Direct Loan Program

Control Category: Special Tests and Provisions
Internal Control Impact: Significant Deficiency
Compliance Impact: Nonmaterial Noncompliance
Federal Awarding Agency: U.S. Department of Education
CFDA Number and Title: 84.SFA – Student Financial Assistance Cluster

Finding Status: Previously Reported Corrective Action Implemented

(1) Findings/internal control deficiencies of this nature, that are not deemed significant deficiencies or material weaknesses and do not require reporting in the management report in accordance with 2 CFR 200.516(a), will be communicated in the exit conference.

13.8

Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Off-Site Committee Report

Although the institution demonstrated many aspects of this standard are being met, it has not provided sufficient evidence in support of its case for compliance. Specifically, the institution fails to address its Office of Civil Rights complaints, Title IX program, or the Annual Security Report in this narrative.

The institution does not address any Office of Civil Rights issues in its narrative which is a requirement in order to meet the standard. The institution should provide information regarding any violations alleging sexual violence that are currently open and ongoing as well as closed investigations that are active at the last SACSCOC comprehensive review or occurred since the last SACSCOC comprehensive review. If there are no investigations, the institution should make a statement to that fact.

Evidence of Title IX training, polices, and procedures may also be included in support of the institution's case for properly handling this federally-required activity. Additionally, a copy of the Annual Security report from October 1, 2019, may be provided to the on-site team along with evidence of training and processes for campus security authorities as defined under the Jeanne Clery Act.

Focus Report Response

Albany State University (ASU) thanks the Off-Site Committee acknowledgement that it demonstrated many aspects of the standard being met. Albany State University recognizes that Office of Civil Rights complaints, Title IX program, or the Annual Security Report was not addressed in the narrative.

Albany State University does not have any open or closed investigations since the last SACSCOC comprehensive review regarding any violations alleging sexual violence.

The Albany State University Police department maintain 24 hour a day/seven days a week patrol of the East and West campuses and are the first responders to any emergency on campus. The off-site instructional campuses have the same security as the East and West Campuses. The Cordele Center is patrolled by the City of Cordele Police Department. The other off-site instructional locations, South Georgia State College and Southern Regional Technical College, are patrolled by the Police Department of the respective campuses. The ASU Police Department website **[01]** provides information about the many services, crime statistics, policies, procedures, and the Annual Fire and Security Report **[02]**. The U.S. Department of Education requires all colleges and universities to prepare and publicize an Annual Security and Fire Safety Report. This report includes statistics for the previous three years concerning the reporting of specific crimes that occurred on campus, as required by the Higher Education Opportunity Act of 2008 and the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act). The monthly logs for all criminal activity on campus can be accessed from the ASU Police Department website. This annual report also includes institutional policies concerning campus security, the college's missing student notification policy, and the annual fire safety report for ASU and the campus student housing facilities. ASU posts its Annual Security and Fire Safety Report on the ASU Police Department website. Additionally, the Campus Police Department provides training and security processes for campus officers **[11] [12] [13] [14]**.

Title IX

Albany State University is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex (to include pregnancy, sexual harassment, gender identity, sexual orientation), gender, race, color, national origin, religion, age, disability, predisposing genetic characteristics, marital status, veteran status, domestic violence victim status, or ex-offender status. Albany State University is committed to providing an environment not impaired by sex and sexual misconduct, including sex discrimination and sexual harassment.

Title IX of the Education Amendment of 1972 is a federal law that prohibits discrimination on the basis of sex in educational programs, activities and employment practices **[03]**. Therefore, students, employees, applicants and other members of the Albany State University community may not be subjected to discrimination or harassment or otherwise treated adversely based upon a protected characteristic. This includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Similarly, the University will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the University community.

This policy applies to conduct occurring on campus, during any University program or activity on or off-campus or abroad, including academic programs, admissions, athletics, recruitment, financial aid, employment, as well as certain off-campus conduct perpetrated or suffered by a Albany State University student, employee, staff member, or third party member of the

University community.
The University encourages individuals to report all sexual misconduct immediately to the Title IX Coordinator, or another University staff or faculty member. The College will fully and promptly investigate all allegations of sexual misconduct and will impose intermediary measures, or take similar actions, as may be appropriate.

Albany State University (ASU) is committed to providing prompt and equitable resolution of any complaint involving sexual discrimination, hereinafter referred to as sexual misconduct, which includes dating violence, domestic violence, sexual exploitation, sexual harassment and stalking. ASU's commitment also extends to claims of discrimination based on sexual identity or failure to conform to stereotypical notions of masculinity or femininity. Any individual who believes that sexual misconduct has been perpetrated against him/her or another member of the community should follow the grievance procedure **[04]** which is listed on the Title IX website **[05]**.

In support of ASU's commitment to create a supportive and inclusive environment free of sexual discrimination. The Title IX Office provides online training through EVERFI and Law Room – Bridges, which provide training through online scenarios **[6]**. New students are required to complete online modules related to Sexual Misconduct and Alcohol/Substance Abuse as a part of a first year experience course. Returning students are strongly encouraged to complete online modules related to Sexual Misconduct and Alcohol/Substance Abuse and Sexual Misconduct Prevention. ASU employees are required to complete online Sexual Misconduct and Alcohol/Substance Abuse modules upon hire and annually. The Title IX Office also provides in person workshops to students, faculty and staff **[7] [8] [9] [10]**.

Sources

- 01_FR_ASU_Police_Department_Website
- 02_FR_2019 Annual Security Report
- 03_FR_Title IX Policy
- 04_FR_Title IX_Grievance-Procedure
- 05_FR_Title IX Grievance Procedure website
- 06_FR_EverFi_Training_Students
- 07_FR_Stalking Awareness Flyer
- 08_FR_Title IX brochure 2019
- 09_FR_TItle IX for ASU 1101 and Week of Welcome
- 10_FR_TItle IX for Residence Life
- 11_FR_Attendance for 3-20-19 training
- 12_FR_Clery pamphlet
- 13_FR_CSA-Clery training quiz
- 14_FR_CSA-CLERY TRAINING presentation

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The following pages contain Supporting Documentation

Albany State University

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Welcome Message From the Police Chief

ASUPD Chief Message December 2019

Watch later   Share

Chief Gregory Elder Sr.

On behalf of the men and women of the Albany State University Police Department, we would like to welcome all faculty, staff, students, and visitors to Albany State University, and introduce you to one of the best police departments in the University Systems of Georgia.

We hold in high esteem the major responsibility of protecting the future's most valuable asset; the ASU students; and we do this every day with pride. We understand that everyone's help is required to ensure that Albany State University continues to be one of the safest campuses in the University System of Georgia.

ASUPD supports the mission and guiding principles of Albany State University by promoting a safe and secure higher education environment. We will build partnerships to identify and implement solutions for improving the quality of life based on the best practices of campus law enforcement.

Our Vision is to become a premier campus police agency by deploying innovative industry standards for security and police strategies. The ASUPD will equip students, faculty, staff, and community members with the best systems, practices, and networks to achieve the highest quality of safety standards. Our committed efforts will result in an improved awareness and preparedness to campus safety through implementing safe campus initiatives, developing strategic partnerships, and increasing professional development opportunities.

Please visit the university's website @ www.asurams.edu and click on police department under the 'about tab' to obtain more information on the Albany State University Police Department, and our mission to protect and serve our campus community.

Again, I am Chief Gregory Elder, and this has been a message from the Albany State University Police Department. I encourage each and every one of you to - Ram up the Safety and Buck on the crime.

Also send a friend request to Facebook asupd albany ga

Like and follow us on Facebook Albany State University Police Department

Follow us on Instagram : asupd albany ga

Follow us on Twitter : @asuramspd

Gregory Elder Sr.
Chief of Police

Admin Staff Office Hours	Office Location	Contact Information
Monday - Friday	Albany State University Police Department	Telephone: (229) 430-4711
8:00 AM - 5:00 PM	504 College Drive	Fax: (229) 500-4922
	Albany, GA 31705	E-mail Address: gregory.elder@asurams.edu

Sidebar
- Message from the Chief
- Command Staff
- About ASU Police
- Staff
- Police Credentials
- Police Policy and Procedures
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- ASU Police Department Spotlight
- Jeanne Clery Act
- Annual Fire and Safety Report
- Emergency Preparedness
- **Connect5**
- Sexual Assault - Sexual Harassment
- Gun Laws
- Missing Persons Protocol
- ASU Police Department Forms
- Lost & Found Log

Albany State University

ASU East Campus
504 College Drive
Albany, GA 31705

ASU West Campus
2400 Gillionville Rd
Albany, GA 31707

Phone: (229) 500-2000

- Accreditation
- ASU Careers
- Maps
- Students
- Campus Safety
- ASU Foundation
- Flickr Photos
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Albany State University

UNIVERSITY SYSTEM OF GEORGIA

2019
Annual Safety and Fire Report

Table of Contents

Greetings from the President

Greetings,

At Albany State University, we are committed to ensuring that our campus community remains a safe environment for all. Our dedicated campus police officers routinely take proactive safety measures to enhance every person's overall experience at our beloved institution. Doing so ensures that our students have the freedom to focus more on academic achievement and personal and professional development.

We are thankful for our long-standing partnerships with local and state police agencies that help to preserve safety and security on our campuses. Those partnerships, along with advance technological equipment and ongoing crisis management training, strengthen the institution's commitment to public safety. We look forward to a productive and safe academic year.

Sincerely,

Marion Fedrick

President

Greetings from the Chief of Police

The Albany State University Police Department (ASUPD) is committed to providing a safe environment for its students, faculty, staff and guests. Albany State University Police Department will support the mission and guiding principles of Albany State University by promoting a safe and secure higher education environment, building partnerships with the community, and implement solutions for improving the quality of life based on the best practices of campus law enforcement.

Albany State University Police Department will become a premier campus police agency by deploying innovative industry standard, security and police strategies. The ASUPD will equip students, faculty, staff, and community members with the best systems, practices, and networks to achieve the highest quality of safety standards. Our committed efforts will result in an improved awareness and preparedness to campus safety through implementing safe campus initiatives, developing strategic partnerships, and increasing professional development opportunities.

At ASU the sense of safety you experience is due to the collaborative efforts of a university safety culture. As a result, this report contains policies and practices pertaining to campus security, crime reporting, alcohol and drugs, victims' assistance programs, student disciplinary policies, campus resources, community safety alerts, crime prevention, access to campus facilities and properties as well as personal safety tips.

In addition, ASU is committed to maintaining active and close partnerships with our area law enforcement agencies. Keep in mind that safety is a shared responsibility and we rely on every member of the University community to contribute. Welcome to Albany State University where we are **"Serving Excellence".**

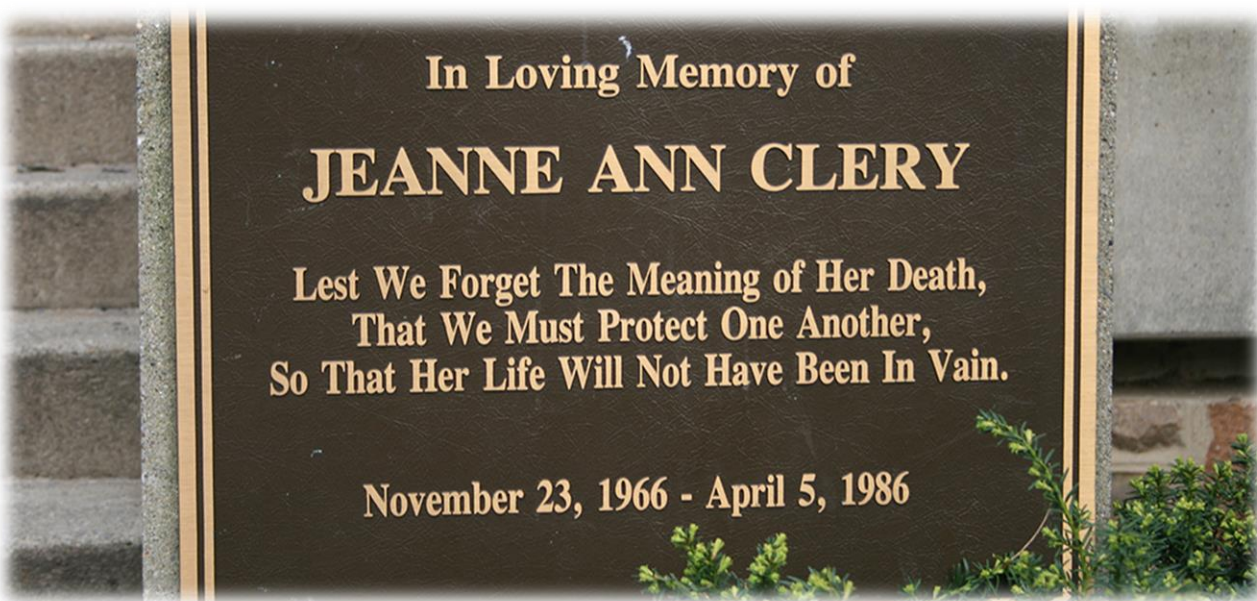**Gregory L. Elder Sr.**
Chief of Police

Preparation of the Annual Security Report and Disclosure of Crime Statistics

It is the policy of Albany State University to establish and implement safety and security-related parameters applicable to members of the ASU community at all University campuses and premises to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, more commonly referred to as the "Clery Act". Complying with the Clery Act, a federal mandate requires the University to publish and distribute an annual report containing crime statistics, security-related policy statements and procedures, fire safety requirements and local regulations. Additionally, the University is required to conduct a review to evaluate the effectiveness of the practices and implement changes to enhance services provided to students, faculty and staff as necessary. Both the U.S. Department of Education and ASU are committed to ensuring that the University remains in compliance with the Clery Act and strictly enforcing all applicable provisions of the Act.

Crime statistics are collected for crimes that occurred on-campus; in certain off-campus building or property owned or controlled by Albany State University; and on public property within, or immediately adjacent to and accessible from, the campus. Campus crime, arrest and referral statistics include those reported to the Police Department, local law enforcement agencies and designated campus officials (including but not limited to directors, deans, department heads, staff, judicial affairs, advisors to students/student organizations, athletic coaches), and local law enforcement agencies. Each year, an e-mail notification is made to all enrolled students that provide the website to access this report. Copies of the report may also be obtained at any ASU Police Department building or by calling **(229) 430-4711**. All prospective employees may obtain a copy from Human Resources located in Billy C. Black room 382 or by calling **(229) 500-2026**. A description of this report is also located in the Student Handbook.

The Annual Security and Fire Safety Report is distributed to the campus community by October 1st each year.

In Loving Memory of

JEANNE ANN CLERY

Lest We Forget The Meaning of Her Death,
That We Must Protect One Another,
So That Her Life Will Not Have Been In Vain.

November 23, 1966 - April 5, 1986

About the Albany State University Police Department

Authority and Jurisdiction

The powers of authority for The ASU Police Department are assigned from the Georgia Code annotated, section: **Georgia O.C.G.A. 20-3-72.** The authority of ASU Police and other security personnel to make arrests on and within 500 yards of any property owned or controlled by the Board of Regents within the State of Georgia. (Acts 1968.p.370; 1974, p.611). The Albany State Police officers are empowered to make ethical and sound police decisions on both Albany State University East and West campus as well as the Cordele campus. The police department can use other public safety agencies under current MOU'S to ensure best safety practices are conducted.

Facts about Albany State University Police Department:

The department is comprised of

- Police Officers
- Security Officers
- Dispatchers
- Parking Services Coordinator
- Office Manager
- Work Study and Student Assistants

The police staff has specialized training such as radar, active shooter, drug testers, post instructors, FEMA training, GEMA training, NIMS certification, CIT certifications and Crime prevention, etc.

In addition, the department is associated with several professional associations: the American Jail Association, Georgia Sheriffs' Association, Albany/Dougherty Crime Stoppers, HBCU Chiefs' Association, and Georgia Chiefs' Association.

Officer Training:

The officers of the ASU Police Department come with varied backgrounds, in not only law enforcement, but military experience as well. Many

members of the departmental personnel are college graduates holding academic degrees in areas of Criminal Justice, Public Administration, Management, Psychology, or are currently pursuing an education from an accredited university.

All members of the ASU Police Department attend specialized training beyond the state-mandated 20-hour requirements for their continued certification. These areas of training include but are not limited to campus law enforcement training, community-oriented policing, criminal investigation, crime prevention, bicycle patrol, first aid and C.P.R, cultural diversity, and emergency management training. The departmental standard is for every officer to obtain over 80 hours of training per year that vary between in-house and other outside training sources.

Albany State University Police Officers are commissioned under the scope of Georgia Law and Georgia Peace Officer Standards and Training Council (P.O.S.T.), and have the same authority as municipal police officers in Georgia. They are authorized to carry firearms and empowered to make arrests. All criminal incidents on Albany State University campuses are investigated by the Albany State University Police. All crimes that occur on either campus or institution property shall be reported to ASU Police Department.

As stated in the mission statement "The Albany State University Police Department will become a premier campus police agency by deploying innovative industry standards, security, and police strategies. We will equip students, faculty, staff, and community members with the best systems, practices, and networks to achieve the highest quality of safety standards. Our committed efforts will result in an improved awareness and preparedness to campus safety through implementing safe campus initiatives, developing strategic partnerships, and increasing professional development opportunities.

Albany State University Campuses:

The Main Campus is located at 504 College Drive. Albany, Ga 31705. 229-500-2000.

The West Campus is located at 2400 Gillionville Road. Albany, Ga 31707. 229-500-2000.

The Cordele Campus is located at 134 11th Avenue West. Cordele, Ga 31015. 229-500-3409.

The Cordele Campus:

Traci Griffen
Executive Director

As the Executive Director of the Albany State University, Cordele Campus I'm honored to serve our students in Cordele and the surrounding counties. I look forward to engaging and educating the Cordele-Crisp community, as well as neighboring communities, about the programs and academic disciplines offered here at ASU.

To prospective students, ASU offers many programs and services to help you achieve your academic goals and I look forward to working with each of you to help you explore different ways to stand out in class, and shape the future you desire."

Students attending the Cordele Campus will find a supportive and helpful faculty and staff. The campus offers day and evening college classes leading to Associate of Arts, Associate of Science degrees, and Certificates. Staff are available to assist students throughout the application and registration process. They also assist with developing academic plans, selecting appropriate courses that align with chosen majors, and solving any issues that may arise.

The Cordele campus is patrolled by security officers on **Monday from 8 am-8:30 pm and Tuesday-Friday 8 am-5pm**. If any issues arise that cannot be handled by those on duty, The Cordele Police Department will assist with handling the matter.

Working Relationship with Local, State, and Federal Law Enforcement Agencies

The Albany State University Police department maintains a cooperative relationship with local law enforcement and federal agencies such as: The Albany Police Department, The Dougherty County Sheriff's Department, The District Attorney's office, The Federal Bureau of Investigations (FBI), The United States Secret Service, The Georgia Bureau of Investigations (G.B.I.), The Georgia State Patrol (G.S.P.), and other State College/University Law Enforcement Agencies. This includes NIMS guidelines, to include intraoperative radio.

Albany State University also has (MOU's) Mutual Aids of Understanding with local law enforcement agencies that are in place for crisis and/or the need for additional assistance. Such agencies include Albany Police Department, Albany Technical College Dougherty County Sheriff's Office, Dougherty County Police Department, and Dougherty County School System Police Department.

Crimes Involving Student Organizations at Off Campus Events/Locations

Albany State University relies on close working relationships with local law enforcement agencies to receive information about incidents involving students and recognized student organizations, on and off campus. In coordination with local law enforcement agencies, the Albany State University Police will actively investigate certain crimes occurring on or near the campuses. If the ASU Police Department learns more details of criminal activity involving students or student organizations, they will coordinate with appropriate external law enforcement agencies, to forward information about the situation to the Office of Student Ethics and Integrity.

Albany State University requires all recognized student organizations to abide by federal, state, and local laws, and University regulations. The institutions may become involved in the off-campus conduct of recognized student organizations when such conduct is determined to affect a *Substantial University* Interest as defined in Student Code of Conduct policy: **https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf**.

ANNUAL SECURITY REPORT
Reporting Crimes and Other Emergencies

Reporting to Albany State University Police

We encourage the college community to report all crimes that occur on the campuses of Albany State University along with all suspicious activities to the Albany State University (ASU) Police Department. The ASU Police Department has a command center housed with dispatchers 24 hours a day for emergency and informational purposes. The **Albany State University Police emergency and non-emergency number** is **(229) 430-4711**. During regular business days and hours, you can also contact the ASU police at **(229) 500-3072/ 500-3081.** On the Albany State University East campus, the police department is located in the Central Plant location on Joseph Holley Drive across from the Billy C. Black Building. On the West campus, the police department is located in the Technology Building (A) Room 133.

Voluntary and Confidential Reporting
If crimes go unreported, it limits the possibility of helping other members of the community from also becoming victims. We encourage the campus community to report crimes promptly and to participate in and support crime prevention efforts. If you are the victim of a crime or want to report a crime you are aware of, but do not want to pursue action with the institution or criminal justice system, we ask that you consider filing a voluntary report while maintaining your confidentiality.

The confidential reports allow the institutions to compile accurate records on the number and types of incidents occurring on the campuses. Reports filed in this manner are accounted and disclosed in the Annual Security and Fire Safety Report.

The purpose of a confidential report is to comply with your wish to keep your personal identifying information private, while taking steps to ensure your safety and the safety of others.

Anonymous Reporting
If you are interested in reporting a crime anonymously, you can utilize the Albany State University Police Department's crime reporting line. Our **Crime Rammers Anonymous line** is **(229) 430-7963**. We can ensure that your information will remain confidential within the ASU police investigations unit.

By policy, we do not attempt to trace the origin of the person who submits this form, unless it is necessary for public safety. Persons may also report crime through the **Albany/Dougherty Crime Stoppers line** at **(229) 436-TIPS (8477)**.

When reporting crimes or suspicious activities to ASU Police, be sure to give the following information:
1. Nature of the incident
2. Persons involved in the incident
3. The number from where you are calling
4. Your name and address for the police record
5. Any noticeable injury
6. Any noticeable weapon (s)
7. Any information you feel is necessary or important

Should an assault or a sexual assault take place, report it to ASU Police immediately. If an assault occurs, please do not disturb the scene by clearing or removing any evidence. It could be detrimental to the case. Notify ASU Police as soon as possible.

Reporting to Other Campus Security Authorities

While the institutions prefer that community members promptly report all crimes and other emergencies directly to the Albany State University Police at **(229) 430-4711 or 911**, we also recognize that some may prefer to report to other individuals or institution offices. The Clery Act recognizes certain institution officials and offices as "Campus Security Authorities (CSA). "The Act defines these individuals as "officials of an institution who have significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, campus judicial proceedings, and faculty advisors to student groups. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of the institution." While both campuses have identified several hundred CSAs, we officially designate the following offices as places where campus community members should report crimes:

Official	Campus Address	Phone Number
Student Affairs/Student Life & Activities	East Campus Student Center	229-500-3528
Student Life	East Campus Student Center	229-500-2039
Human Resources	West Campus, K building	229-500-2026
Housing and Residence Life including RA's, GA's, RLC's	East Campus, Hall 3	229-500-2025
Student Conduct	East Campus, Student Center	229-500-2052
Title IX	East Campus, Daisy Brown building	229-500-3302
Student Health Services	East Campus, BCB Suite 138	229-500-3546
Athletics	East Campus Hyper Gym	229-500-2863
Clery Coordinator	West Campus, Police Dept.	229-500-3075, 229-894-0606

Once information is given to a CSA it is deemed reported. The process does not initiate once the police department knows about it, it starts with the Campus Security Authority. Once a report is made to a CSA the information needs to be reported to the Police Department, Title IX Coordinator, the Office of Judicial Affairs, or the Clery Coordinator.

Counselors and Confidential Reporting

According to the Clery Act, pastoral and professional counselors who are appropriately credentialed and hired by Albany State University to serve in a counseling role are not considered Campus Security Authorities (CSA's) when they are acting in the counseling role. As a matter of policy, the campus community encourages pastoral and professional counselors to notify those when they are counseling them of the voluntary confidential reporting options available to them.

Emergency Phones

On the Albany State University East campus, there are 32 emergency phones installed throughout the campus, and 34 emergency phones installed throughout the West campus. The phones are located around the academic buildings, public buildings and residence halls.

All of the Emergency Phones are linked to the Albany State University Police Dispatch Command Center.

It's up to Each of Us

The University takes great pride in the community and offers students, faculty, and staff many advantages. This community is a great place to live, learn, work, and study, however, this does not mean that the campus community is immune from all of the other unfortunate circumstances that arise in other communities. With that in mind, Albany State University has taken progressive measures to create and maintain a reasonably safe environment on campus.

Though the University is progressive with its policies, programs, and education, it is up to each of us to live with a sense of awareness and use reasonable judgment when living, working, or visiting, on campus.

Though there are many resources available, the campus police department should be notified of any crime whether or not an investigation continues to assure the institutions can assess all security concerns and inform the community if there is a significant threat.

Procedures Used to Notify the Campus Community

In the event of a situation that poses an immediate threat to members of the campus community, the University has various systems in place for communicating information quickly. Some or all of these methods of communication may be activated in the event of an emergency to all or a segment of campus community. These methods of communication include the mass notification system Black Board Connect 5, the University email system, verbal announcements within a building, indoor and outdoor sirens, and the public address system on police cars. The institution will also post updates during a critical incident on their homepage at **www.asurams.edu** and if the situation warrants, the institutions may activate portions of the Emergency Operations Center.

Emergency Notification System

The Blackboard Connect 5 and Early Warning Siren System are in place to notify faculty, staff, students, and visitors of potential disasters, inclement weather, active shooter situations, and any other activities on campus. The system **WILL NOT** be used for routine communications.

Timely Warnings and Emergency Notifications

TIMELY WARNINGS In the event that a serious crime arises, that, in the judgment of the Chief of Police or the College Administration, constitutes an ongoing or continuing threat, a campus-wide "Timely Warning" will be issued. The warnings are sent out as soon as the pertinent information is available. Timely Warnings will be issued in a manner likely to reach the entire campus community, therefore they will be issued through the Connect 5 system to students, faculty, and staff. The message will usually contain guidance about how to avoid victimization and contact information in addition to the actual warning.

Anyone with information warranting a timely warning should report the circumstances to the ASU Police department by phone at **229-430-4711** or in person at the following locations: 504 College Drive Albany, Ga 31705 (Radium Springs, East Campus) or 2400 Gillionville Road Albany, Ga 31707 (Gillionville, West campus).

EMERGENCY NOTIFICATIONS In the event that any significant emergency or dangerous situation occurs involving an immediate threat to the health or safety of students, faculty, and staff on the campus then an "Emergency Notification" will be issued without delay upon confirmation of the emergency by responsible authorities. Notifications can be localized to one area or building, but they may also be issued campus wide. Means of dispersal of the notification will be dependent upon the nature of the emergency.

Steps to Ensure Notification

- Update your information via the ASU Blackboard portal often to receive Connect 5 ASU Emergency Alerts and Timely Warnings.
- If your contact information has changed since your enrollment or hire date, please log in to the Campus Alert System Portal using the link below and either sign up (if you don't already have an account) or log in.
- The Connect 5 system utilizes severe warning sounds that chime and has voice notification options.
- If you experience any problems while logging on to the portal call 229-430-4711 for additional assistance.

Steps to update your portal account https://asurams.bbcportal.com/ **can be found**   **(The Campus Alert System Portal).**

ASUCampusAlertSys
temPortalInstruction

Access to University Facilities

On the Albany State University campuses, administrative buildings generally are open from 8:00 a.m. until 5:00 p.m. The campus buildings may have additional hours pending approval for building usage from the building coordinators. Access to individual classrooms and laboratories are limited to those enrolled in the courses meetings there. Many cultural and athletic events held in the University Facilities are open to the public. ***All building key control requests shall go through the facilities management department.***

Consideration for Residence Hall Access:

On the Albany State University campuses, all residence halls operate under a computerized Access Control and Security Monitoring System. Identification cards are coded so that only students who are residents in that hall are authorized electronic access entry; the system denies entry to all unauthorized persons. The side doors also have alarms which will activate if the door is left open for an extended amount of time. When a door is malfunctioning, personnel are summoned for an immediate repair.

Only residents and their invited guests are permitted in living areas of the residence halls. It is the resident's responsibility to ensure that his/her guest are aware of the campus and residence hall policies. Guests are not provided with room keys or access cards. A resident of the building must escort guests of the opposite sex at all times. It is the responsibility of residents and staff members to challenge or report individuals who cannot be identified as either residents or guests of residents.

The Albany State University Police increases officer presence in the residence halls after 10pm. Student workers (RA's) are assigned to help monitor their residence halls. There may be staggered holiday schedules put in place to ensure continued monitoring of the buildings. The access doors will remain locked.

Security Considerations for the Maintenance of Campus Facilities

Albany State University is committed to campus safety and security. At all campuses locks, landscaping, and outdoor lighting are designed for safety and security. Sidewalks are designed to provide well-traveled, lighted routes from parking areas to buildings and from building to building. Maps showing the best-lit and most traveled routes across the campuses are available by contacting **Albany State University Police Department at (229) 430-4711.**

Environment Health & Safety, in conjunction with representatives from the Albany State University Police department, conduct surveys of both campus properties twice each year to evaluate campus lighting. On both campuses, there are adequate walkways, parking lots, and roadway lights that provide illumination on campus. We encourage community members to promptly report any security concerns, including concerns about locking mechanisms, lighting, or landscaping to the ASU Police Department.

Campus Security Policies, Crime Prevention, and Safety Awareness Programs

In addition to the many programs offered by the ASU Police Department and other institution offices, both campuses have established a number of policies and procedures related to ensuring a reasonably safe campus community. These include:

RAM ROC (Risk Observation Council)

Albany State University extended its efforts on emergency preparedness and prevention with establishing the RAM ROC team. The objective of the team is to put in place a structured process for evaluating potentially threatening situations that occur at Albany State University. The team consists of the Faculty and Staff to include legal counseling, the Chief of Police, and the VP of Student Affairs and Success. In order to extend our efforts on emergency preparedness and prevention, Albany State University has established a Behavior Threat Management Team. The objective of the Behavior Threat Management Team (RAM ROC) is to put in place a structured process for evaluating potentially threatening situations that occur at the University. The multidisciplinary team is comprised of members from around the University community.

Crime Prevention and Safety Awareness Programs

By definition, an **"Awareness Program"** involves training strategies and tactics for educating the campus community and making them aware of security concepts. In an effort to promote safety awareness, the Albany State University Police Department maintains a strong working relationship with the campus community. The relationship includes offering a variety of safety and security programs, services and crime prevention programming. Specific programming is conducted each semester or on an as needed basis when requested. If you or your organization would like to request a specific program, please contact the Albany State University Police Training Division.

Programs Conducted by the University on a Semester Basis or as Requested

1. Hazing Awareness- Albany State University Police Department
2. Sexual Assault- Albany State University Police Department
3. Drugs / Alcohol abuse and prevention- Albany State University Police Department
4. Sexual Assault Prevention- Albany State University Police Department
5. Women's Empowerment- Albany State University Police Department
6. Crime Prevention- Albany State University Police Department
7. Theft Prevention-Albany State University Police Department
8. Civil Liability for Student Organizations- The Office of Student Ethics and Integrity
9. Domestic Violence Prevention-Albany State University Police Department
10. RAD (Self Defense for Women and Men)- Albany State University Police Department

Safety Programs:

Albany State University Police, Student Affairs, Housing, Residential Life, and other organizations shall present the following safety programs on a regular basis as well as provide these programs upon the request from any campus department or organization:

- Drugs / Alcohol abuse and prevention
- Sexual Assault Prevention
- Campus Watch
- Crime Prevention
- Theft Prevention
- Civil Liability for Student Organizations
- Domestic Violence Prevention
- RAD (Self Defense for Women and Men)

In our efforts to promote safety awareness, the ASU Police maintain a strong working relationship with the community. This relationship includes offering a variety of safety and security programs.

To request a safety program presentation, submit a written request at least five (5) working days in advance to the director or coordinator of any programming unit on campus. The Director/Coordinator of the unit will then advise you on the availability of an internal or external instruction.

Safety tips for students:

You should immediately report any crime, suspected crime, suspicious circumstances or person to the ASU Police day or night.

- Never leave your personal property unattended. If leaving your room lock the door. If in any classroom, office or in the library, take your possessions with you.
- When walking on or off campus at night, employ the "Buddy System" and walk with friends. Also, let friends know when and where you are going, how long you are going to be gone, and what time you are expected to return. This alerts them if you are overdue and gives them a reference point to locate you.
- Park your vehicle in a lighted parking area. Always lock your vehicle. Do not forget to take the keys out of the ignition. Do not leave CD's, tapes or other valuables in plain sight. Lock them in the trunk or take them with you.
- Properly lock and secure your bicycle to a bike rack. Use a strong chain and lock.

Faculty, Staff, and Students Crisis Response

Albany State University has resources and professionals to deal with a crisis that may take place on its campus. The focus is to narrow down the time, focus on intervention, identify the crisis, confront and resolve the crisis, restore equilibrium, and support appropriate adaptive responses.

Suicide Protocol and Procedures

All college and university campuses need to be aware of the need to be prepared to deal with students who are under extreme emotional distress. Some students who are under stress may have suicidal thoughts, or attempt suicide. It is very important that all universities and colleges develop protocols so that the campus can handle crisis situations in a methodical and consistent manner. See full Suicide Protocol HERE.

All procedures MUST be followed by the faculty and staff of Albany State University.

1. **Immediately Call 911** and ASU Police Department (**ASU PD**)
 (229) 430- 4711
   **Take any threat of self-harm seriously.**

2. Please **remain calm and call/send for help**.

3. Please remain with the student until proper authorities arrive to secure the location.
   Do Not Leave Person Alone.

4. ASU PD will contact the Counseling Director, and/or Housing Director and/or other resource persons at Albany State University.

5. ASU PD or the Counseling Director will determine who will accompany the student to the medical facility and contact Student Affairs.

If a student needs to be transported to a psychiatric facility for further evaluation, that process will be more productive if the ASU PD or Counseling Director and/or staff contact the facility, either by phone or in person, to give them the information about what has been going on. This information will help the personnel do a better evaluation.

6. ASU PD or the Vice President for Student Affairs will contact family members or the guardian of the student if necessary.

The Counseling Department will provide counseling to those who may have been affected by the events.

7. File a report of incident. It is very important to have proper documentation of the incident.
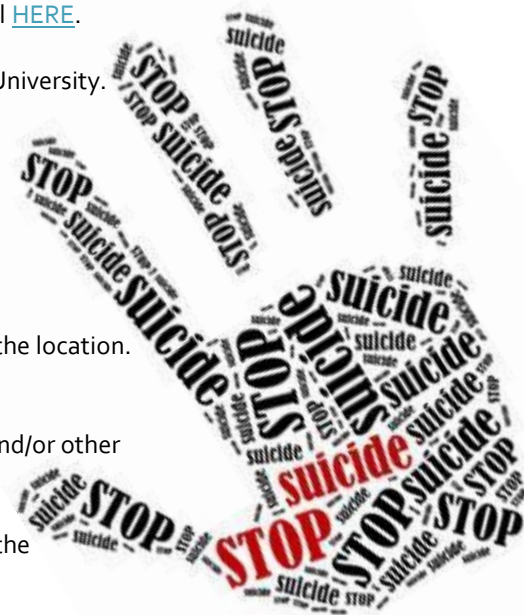
Missing Person Policy

Introduction

Albany State University (ASU) is committed to creating and preserving a safe and secure environment for its campus constituents. In order to support this commitment, this Policy sets forth rules and procedures to be followed in the event a person who resides in an ASU campus housing facility, is participating in an ASU sponsored activity, and/or is an enrolled student is reported missing.

Purpose

The Clery Act requires institutions that maintain on campus housing facilities to establish policies and procedures to address reports of missing students. Since individuals other than those enrolled in classes at ASU may reside in the campus housing facility, the intent is to cover those persons as well.

Definition

Missing Person: For the purpose of this policy, the term "missing person" generally refers to any person who was residing in an ASU residential facility, participating in an ASU sponsored/sanctioned activity, and/or enrolled as an ASU student at the time he/she is believed to have gone missing.

Scope

This policy outlines the actions which will be taken when a person is reported missing and it is determined the he or she has been missing for 24 hours or greater.

Policy

Members of the University community should immediately report a missing person(s) to the Albany State University Policy Department (ASUPD) by calling 229-430-4711. Within the University, responsibility for investigation of a missing person report rests with the ASUPD. There is no waiting period for reporting a missing person. Responding officers will carefully record and investigate the factual circumstances surrounding the disappearance in accordance with Departmental directives. Particular care will be exercised in instances involving those who may be mentally or physically impaired or others who are insufficiently prepared to care for themselves.

Consistent with the Clery Act, ASU has established the following policy:

Any individual who believes that a currently enrolled ASU student is missing should immediately notify the ASUPD at 229-430-4711. Following receipt of this information, the Department will commence an investigation. Should the investigation result in the conclusion that the student is missing, and has been missing for 24 hours, the Department will notify other law enforcement agencies as appropriate as well as the student's emergency contact within a span of time not to exceed 24 hours from the time the student was determined to be missing. In addition to notifying University police, certain University officials who are deemed Campus Security Authorities (CSAs) by Federal law may be notified when a student is believed to be missing. CSAs include, but are not limited to, the Dean of Students, athletic coaches, and advisors to student organizations, to as well as faculty members. The CSA will promptly notify the University police of the possible missing student. Should the University police investigate and determine that a student is a missing person, the Registrar, dean of students, director of Residence Life, chief of Police or their designee will be immediately notified to verify the appropriate missing person contact information. All students have the option to designate **an emergency contact** who will be notified by ASUPD if the student has been missing for 24 hours.

If the ASUPD, after investigation, determines that any person residing in one of ASU's residential facilities has been missing for 24 hours, the chief of Police or his/her designee will, within 24 hours after making such a determination, notify the missing person's designated contact that the individual is missing. *If the missing person is under the age of 18 and is not emancipated*, the chief of Police or his/her designee will also notify the student's parent or legal guardian within the 24-hour period after the ASUPD has determined that the person is missing in addition to the contact person designated by him or her.

Reports of missing ASU students who do not reside in on-campus housing will be referred by ASUPD to the police department having jurisdiction over the student's local residence, if known, or the student's permanent residence if a local residence cannot be determined. If a student is reported missing while participating in an ASU sponsored/sanctioned event including, but not limited to, global sites or sponsored travel, reporting individuals should contact the ASU Police Department as well as the police department having jurisdiction over the student's last known location.

All students may confidentially identify and register one or more individuals to be contacted if the student is determined to be missing. The contact person may be anyone including, but not limited to, the person the student has otherwise identified as an emergency contact. Students may register and update this contact information on Banner, the student records system each term they are enrolled. Only authorized university officials will have access to the contact information, and it will not be disclosed, except to law enforcement personnel to further a missing person investigation.

Weapons Policy

Possession or Use of Firearm or Lethal Weapons:

The University prohibits the possession or use of privately owned firearms or lethal weapons on campus, including those in vehicles. The possession, carrying and use of weapons, ammunition, or explosives is prohibited on University owned or controlled property. The only exception to this policy is for authorized law enforcement officers or others, specifically authorized by the University.

ASU Police will initiate the appropriate criminal action against any person found in violation of this state felony law. (Georgia Code 16-11-127.1)

As of July 1, 2016, the State of Georgia added the following paragraph to Georgia Code 16-11-127.1, permitting possession of certain electroshock devices (Tasers):

"(19) Any person who is 18 years of age or older or currently enrolled in classes on the campus in question and carrying, possessing, or having under such person's control an electroshock weapon while in or on any building or real property owned by or leased to such public technical school, vocational school, college or university or other public institution of postsecondary education; provided, however, that, is such person makes use of such electroshock weapon, such use shall be in defense of self or others. The exemption under this paragraph shall apply only to such person about such electroshock weapon. As used in this paragraph, the term 'electroshock weapon' means any commercially available device that is powered by electrical charging units and designed exclusively to be capable of incapacitating a person by electrical charge, including, but not limited to, a stun gun or Taser as defined in subsection (a) of Code 26 Section 16-11-106."

HB280

On July 1, 2017 House Bill 280 went into effect which prohibits the Carrying of concealed weapons by anyone including weapons carry License holders, on the following areas of a college campus:

- Buildings or property used for athletic sporting events
- Student housing, including but not limited to dormitories, Fraternity and sorority houses
- Any Preschool or childcare space
- Any room or space used for classes in which high school students are enrolled through a dual enrollment program, including, but not limited to, classes related to the "Move on When Ready Act"
- Any faculty, staff, or administrative offices
- Rooms where disciplinary proceeding are conducted

These excluded areas represent the most "sensitive places" on a college campus.

To read the full text of HB280 **Here**.

The Office of Student Affairs

The mission of the division of Student Affairs is a mission-driven team that aims to enrich the Golden Ram experience for all students in the Albany State University tradition. Student learning and success is the cornerstone of all we do for you, OUR students. It is our goal to enhance the quality of campus life for all students, employees, parents, and community members, and we do this by incorporating excellence and innovation in the delivery of programs, services, and facilities.

The Student Code of Conduct

The Office of Student Ethics and Integrity is responsible for administering the Code of Conduct for Students, which articulates the behavior standards and the equitable procedures employed by the University to respond to allegations of student misconduct.

The Code of Conduct for Students is administered at all properties owned by Albany State University and may address off campus student misconduct when a student's behavior affects a Substantial University Interest.

Students who are found responsible for violations may be subject to sanctions ranging from Disciplinary Warning, Disciplinary Probation, up to Suspension or Expulsion from the institutions. Students residing in institution-based housing may also lose the privilege of living on campus for violating the institution's rules and regulations or conditions of the housing contract.

The Zero Tolerance Policy also governs this office.

Zero Tolerance Policy:

A Zero Tolerance Policy is one, which requires a severe penalty to be imposed, which is unbending in its imposition, and often does not give allowance for extenuating circumstances. It is, as it states, completely intolerant of the behavior for which it requires consequences, no matter what. As part of "Zero Tolerance Policy", Albany State University will take disciplinary action for any and every alcohol, drug, weapon, sexual misconduct, hazing, and gang related activity violation on campus. ASU will also take disciplinary action for many of the violations reported off campus, provided these violations have a connection to the campus. This would include violations that endanger students or may cause harm to the campus community.

Exceptions: HB280

Formal hearing cases are completed:

Depending on the type of case, the following boards may conduct a hearing:

a. **University Disciplinary Committee (UDC):** Charged with hearing alleged violations of the Student Code of Conduct referred by the Office of the Vice President of Student Affairs.

b. **Academic Review Committee (ARC):** Charged with hearing alleged violations of the Academic Integrity Value, including but not limited to plagiarism, cheating, misrepresentation and/or fabrication of one's work and all other forms of academic dishonesty shall be referred to the ARC by the Vice President of Academic Affairs or Vice President of Student Affairs (if deemed appropriate).

c. **Housing Review Board (HRB):** Charged with hearing alleged violations of Residence Hall policies, rules and regulations, by residents and/or their guests.

d. **Interim Suspension Committee (ISC):** The interim Suspension Committee (ISC) hears all interim suspension cases at the student's request and may affirm the original decision and temporary exclusion until a full disciplinary proceeding has concluded or the panel may recommend that the interim suspension be lifted. The VPSA or his/her designee will consider the recommendation of the panel, but is

not bound by the recommendation. *(See Student Code of Conduct for full description of University Hearing Boards).*

In most cases, the Office of Student Ethics and Integrity will also assign development and educational interventions. They are designed to promote greater awareness, improved decision-making for students, and to further deter future misconduct.

In instances where there is reasonable cause to believe a student is an immediate threat to the safety of himself/herself or other persons or property or is an immediate threat to disrupt essential campus operations, the Office of Student Ethics and Integrity may assign an Interim Suspension and/or other actions, designed to protect the health and safety of the community and members therein.

The Division of Student Affairs and Success along with Student Activities provides outreach programming designed to inform and educate students and to promote Albany State University principles. Please visit the Offices on the Student Affairs home page where you may find the Student Code of Conduct, Parental Notification Policy, Student Records Policy and links to all policy and procedural guidelines related to the Student Conduct process.

Parental Notification policy

Albany State University reserves the right to report student discipline information to the parents or legal guardians of students.

The Office of Judicial Affairs has the right to notify parents of judicial incidents and sanctions in accordance with Family Educations Rights and Privacy Act of 1974 (FERPA). As outlined in the Student Code of Conduct, the Judicial Affairs Office will notify your parents or guardians each time you are found to have violated the Student Code of Conduct policies on the use of possession or alcohol or other drugs while under the age of 21. We do not notify guardians of any other violations nor do we send out police reports. In addition, if there is a concern for a student's health or safety, the parents or guardians will be notified.

Albany State University may also report non-alcohol or drug related incidents to parents or legal guardians of dependent students under circumstances described in the Student Guide to General University Policy and Rules.

Personal Safety

Theft, disorderly conduct, and alcohol related offenses are very common on college campuses. However, they do not stand-alone. Despite law enforcement's efforts, serious crimes on campus do occur on campuses. It is important to report any suspicious incidents to police and always remain alert and vigilant.

One of the more serious crimes that too often are unreported is Sexual Assault. It is important to know what these crimes are, because in many cases, victims do not realize they have been victimized. Additionally, crimes of that nature are very difficult for victims to report for a number of very complex reasons. You should be more alert and aware if you are faced with crimes of this nature.

Freedom of Expression Policy

Albany State University ("ASU") is committed to respecting the First Amendment rights of all individuals, including freedom of speech, freedom of expression, and the right to peaceably assemble.

View the full policy HERE.

Sexual Assault, Domestic Violence, Dating Violence, and Stalking Prevention......................................

Albany State University does not tolerate sexual misconduct or abuse, such as sexual assault, rape or any other form of nonconsensual sexual activity. Sexual misconduct in any form violates the Student Code of Conduct, institutional policies, and may also violate Federal and State Laws. Violations of this policy are subject disciplinary sanctions through the Office of Student Ethics and Integrity and/or those outlined in applicable institutional policies. Albany State University has protective measures in place to be sensitive to those who report sexual assault, domestic violence, dating violence, and stalking. Students and employees should contact Human Resources *(229) 500-* to file a disciplinary complaint or to seek accommodations.

What is Consent?

In Georgia, *Consent* is not defined in reference to sexual activity. However, Albany State University defines Consent as "Words or actions that show a knowing and voluntary willingness to engage in mutually agreed-upon sexual activity." Consent cannot be gained by force, intimidation or coercion, ignoring or acting in spite of objections of another, or by taking advantage of incapacitation. Consent is also, absent when the activity in question exceeds the scope of consent previously given. Past consent does not imply present or future consent. Silence or absence of resistance does not imply consent. Minors under the age of 16 cannot legally consent under Georgia Law.

Defining Sexual Assault, Domestic Violence, Dating Violence, and Stalking

Sexual Assault is any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent, as well as incest or statutory rape.

In Georgia **Rape** is defined under O.C.G.A. 16-6-1 as a "male having carnal knowledge of a female forcibly and against her will. Carnal knowledge in rape occurs when there is any penetration of the female sex organs by the male sex organs." The Code recognizes that rape can occur even between spouses so the defendant cannot use the fact that he is married to the person accusing him of rape as a defense. Rape is punishable by death, life imprisonment with or without parole, or a minimum of 25 years imprisonment, followed by probation for life.

In Georgia, Sexual Assault is defined under O.C.G.A 16-6-5.1 as "sexual contact" is that is perpetrated by "a person who has supervisory or disciplinary authority over another individual."

Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim.

In Georgia, the term Domestic Violence is not defined but Family Violence is defined under O.C.G.A 19-13-1 as "The occurrence of one or more of the following acts between past or present spouses, persons who are parents of the same child, parents and children, stepparents and stepchildren, foster parents and foster children, or other persons living or formerly living in the same household: (1) Any felony or (2) Commission of offenses of battery, simple battery, simple assault, assault, stalking, criminal damage to property, unlawful restraint, or criminal trespass".

Dating Violence means violence committed by a person who is or has been in a romantic or intimate relationship with the victim.

In Georgia, the term Dating Violence is not defined however "Family Violence" as defined under O.C.G.A. 19-13-1 to include some dating situations i.e. persons who are parents of the same child, other persons living or formerly living in the same household.

Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

In Georgia, Staling is defined under O.C.G.A. 16-5-90 as (a) (1) A person commits the offense of stalking

when he or she follows, places under surveillance, or contacts another person at or about a place or places without the consent of the other person for the purpose of harassing and intimidating the other person. For the purpose of this article, the terms "computer" and "computer network" shall have the same meanings as set out in code section 16-9-92; the term "contact" shall mean any communication including without being limited to communication in person, by telephone, by mail, by broadcast, by computer, by computer network, or any other electronic device; and the place or places that contact by telephone, mail, broadcast, computer, computer network, or any other electronic device is deemed to occur shall be the place or places where such communication is received. For the purpose of the article, the term "place or places" shall include any public or private property occupied by the victim other than the residence of the defendant. For the purpose of this article, the term "harassing and intimidating: means a knowing and willful course of conduct directed at a specific person which causes emotional distress by placing such person in reasonable fear for such person's safety or the safety of a member of his or her immediate family, by establishing a pattern of harassing and intimidating behavior, and which serves no legitimate purpose. The Code section shall not be construed to require that an overt threat of death or bodily injury has been made.

Additionally, a person commits the offense of aggravated stalking when such person, in violation of a bond to keep the peace posted pursuant to code section 17-6-110, standing order issued under code section 19-1-1, temporary restraining order, temporary protective order, permanent restraining order, permanent protective order, preliminary injunction, or permanent injunction or condition of pretrial release, condition of probation, or condition of parole in effect prohibiting the harassment or intimidation of another person, broadcasts or publishes, including electronic publication, the

picture, name, address, or phone number of a person for whose benefit the bond, order or condition was made and without such person's consent in such a manner that causes other persons to harass or intimidate such person and the person making the broadcast or publication knew or had reason to believe that such broadcast or publication would cause such person to be harassed or intimidated by others.

Interim Protective measures (Board of Regents policy 4.1.7.3)

The Title IX Coordinator (**CaDedria Hill**) or her designee may impose interim protective measures before the final outcome of an investigation and until final resolution of the allegations, if failure to take the interim measures would constitute an immediate threat to the safety and well-being of the alleged victim or other members of the institution, or to ensure equal access to the institution's education programs and activities. Before any such measures are instituted, however, the Title IX Coordinator should, where practicable, provide the respondent with an initial opportunity to respond to the allegations and to the imposition of any interim protective measures specifically.

Imposing interim protective measures does not indicate that a violation of this policy has occurred, and is designed to protect the alleged victim and community, and not to harm the respondent. To the extent interim measures are imposed, they should minimize the burden on both the alleged victim and the respondent, where feasible. Interim measures may include, but are not limited to:

1. Change of housing assignment;

2. Issuance of a "no contact" directive;

3. Restrictions or bars to entering certain institution property;

4. Changes to academic or employment arrangements, schedules, or supervision;

5. Interim suspension; and

6. Other measures designed to promote the safety and well-being of the parties and the institution's community.

An interim suspension should only occur where necessary to maintain safety, and should be limited to those situations where the respondent poses a serious and immediate danger or threat to persons or property. In making such an assessment, the institution should consider the existence of a significant risk to the health or safety of the alleged

victim or the campus community, the nature, duration, and severity of the risk, the probability of potential injury, and whether less restrictive means can be used to significantly mitigate the risk.

Before an interim suspension is issued, the institution must make all reasonable efforts to give the respondent the opportunity to be heard on whether his or her presence on campus poses a danger. If an interim suspension is issued, the terms of the suspension take effect immediately. When requested by the respondent, a hearing to determine whether the intermediate suspension should continue will be held within three (3) business days of the request.

If a victim reports to law enforcement, they may assist them in obtaining the correct documents used to be granted a no-contact/restraining order. Albany State is committed to ensuring that any such order is fully upheld on all institutionally owned and controlled property to protect victims from any further harm.

Victim Confidentiality

Albany State University recognizes the often-sensitive nature of non-consensual sexual contact, domestic violence, dating violence, and stalking incidents. We are committed to protecting the privacy of any individual who makes a report.

Reports made to Albany State University officials will be kept confidential, and identifying information about the victim shall not be made public (GA 24-5-509). Information about reports will only be shared with institutional personnel as needed to investigate and effectively respond to the report. Every effort will be made to limit the scope of information shared to minimum details, and only when necessary. Reports made to medical professionals licensed mental health counselors and pastoral counselors will not be shared with any third parties except in cases of imminent danger to the victim or a third party.

Conduct Proceeding

Albany State University strictly prohibits all acts of non-consensual sexual contact, domestic violence, dating violence, and stalking. In addition to facing criminal investigation and prosecution, students,

employees and other affiliates may also face disciplinary action by the institutions. Individuals found responsible for having committed such violations face permanent expulsion, termination of employment, suspension and or probation. A panel of at least three members including The Title IX Coordinator or his or her designee will handle incidents involving accused students. The investigator cannot serve on the panel nor can students.

All Conduct proceedings, or measures to determine disciplinary action, whether the conduct is reported to have occurred on campus or in connection with an institution's program or activity, shall provide a prompt, fair, and impartial investigation and resolution. All investigations shall be conducted by officials who have received annual training on the nature of the types of cases they are handling, and how to conduct an investigation in a manner that protects the safety of victims and promotes accountability.

Efforts will be made to complete the investigation within a reasonable timeframe, which will be determined based upon the allegations, availability of witnesses and/or evidence, etc. in a particular case. When the timeframe will extend past the reasonable timeframe, the parties will be informed of the delay and the reason for the delay. The investigator shall keep parties informed of the status of the investigation. In all proceedings, including any related meetings or hearings, both the accused and accuser are entitled to the same opportunities to have others present. This includes the right to be accompanied by an advisor of their choice. Both the accused and accuser shall simultaneously be informed in writing of the outcome of the proceeding, of procedures, and timeframe.

For detailed information about Conduct, proceedings (Investigations, Hearings, Possible Sanctions, and Appeals processes) please consult the ASU Sexual Misconduct policy available at:

https://www.asurams.edu/administration/title-ix/sexual-misconduct-policy/.

This policy pertains to sexual misconduct perpetrated against students by USG students, faculty, or staff.

Albany State University also supports and follows the Board of Regents policies on Sexual Misconduct and Student Conduct located in the following sections of the Board of Regents Policy Manual: 4.17 Sexual Misconduct Policy; 4.6.5 Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings. These policies can be viewed in their full text at:

http://www.usg.edu/policymanual/section4/C327/

Education and Prevention Programs

Albany State University is committed to increasing the awareness of and preventing violence. All incoming students and new employees are provided with programming and strategies intended to prevent rape, acquaintance rape, non-consensual sexual contact, domestic violence, dating violence, and stalking before it occurs. The approach used includes a clear statement that Albany State University prohibits such acts, their definitions, the definition of consent, options for bystander intervention, information about risk reduction, and our policies and procedures for responding to these incidents. Ongoing prevention and awareness campaigns are also offered throughout the year.

These programs include but are not limited to:

New Student Orientation
Department Collaboration Training
ASU Police Campus Training
Human Resource Training
Title IX Training
ASU Police Women Self Defense Training
Women Empowerment Sessions

Bystander Intervention programs refer to cases in which individuals witness and offer any means of help to a victim when other people are present. Due to five characteristics, bystanders go through cognitive and behavioral processes;

1. They notice that something is going on
2. They interpret the situation as being an emergency
3. They feel a degree of responsibility
4. They offer some form of assistance
5. They implement the action of choice

Primary Prevention programs aim to prevent a situation before it ever occurs. This is done by preventing exposures that cause injury, altering unhealthy or unsafe behaviors that can lead to situations and increasing knowledge on resistance to situations. The focus is on the potential perpetrator.

Risk Reduction programs focus on the victim and target potential victims or bystanders. Strategies and tactics are learned to use "in the moment" should an attack or an event that involves non-consensual sexual contact takes place.

On-going Prevention programs are those that are continuous implemented to prevent dating violence, domestic violence, events that involve non-consensual sexual contact, and stalking.

Awareness Campaigns or Programs influence insight and promote awareness about a particular issue or cause. Campaigns are often the first step to introduce the campus community to a new service, staff member, program, or facility.

Reporting an Incident

If a student, faculty, staff, or visitor has been the victim of an incident of non-consensual sexual contact, domestic violence, dating violence or stalking they should immediately report to the Albany State University Police Department, or other recommended points of authority such as the Title IX Coordinator. The ASU Police can be contacted at **229-430-4711.** On the Albany State University East campus, the Police Department is located at 111 Joseph Holley Drive, Albany GA. On the Albany State University West campus, the Police Department is located at 2400 Gillionville Road, Albany Ga in Building A – Technology Building, Room 133. The Title IX Coordinator, CaDedria D. Hill can be reached at **229-500-3302,** and is located in the Daisy Brown building on the East campus. In case of an emergency or ongoing threat, please get to a safe location and call 911. Local police may be contacted at 229-431-2100/2132 and are located at 201 W. Oglethorpe Blvd. Albany, GA.

Procedures Victims Should Follow

If an incident of non-consensual sexual contact, domestic violence, dating violence, or stalking

occurs, it is important to preserve evidence so that a successful criminal prosecution remains an option.

The victim of non-consensual sexual contact should not wash, douche, use the restroom, or change clothing prior to a medical exam – which is important to address any health issues that may arise and evidence collection. Any clothing removed should be placed in a paper, not plastic, bag.

Evidence of violence, such as bruising or other visible injuries, following an incident of domestic or dating violence should be documented by taking a photograph. Evidence of stalking including any communication, such as written notes, voice mail or other electronic communications should be saved and not altered in any way.

On and Off Campus Resources

Albany State University and the City of Albany, Georgia offer other important resources to the victims of sexual violence including medical treatment, counseling, and advocacy. The Lily Pad and Victims' Advocate Center are available to assist any student or employee free of charge. They will also help them consider their options and navigate through any resources or recourse they elect to pursue. A victim does not need to make a formal report to law enforcement or Albany State University to access the resources that include the following:

CaDedria Hill
Title IX Coordinator

Position/ Titles	Phone numbers
Chief of Police	229-500-3076
Anonymous Tip Line	229-430-7963
Title IX Coordinator	229-500-3302
Disability/Counseling Center	229-500-2013
Student Health Services	229 -500-3546
Residence Hall Staff	229-500-2025
Student Affairs/Success	229-500-2039
Phoebe Putney Hospital	229-312-1000

VICTIM/WITNESS ASSISTANCE (District Attorney's Office)   229-438-3985

Advocates for Victim's Rights offering physical & Emotional support/Help with Victim's Compensation forms/Victim Impact Settlements/ Testimonies/Resources/Liaison for victims in the Judicial System/Emergency TPO's.

LIBERTY HOUSE   *24 Hour Crisis Line*   229-439-7065

Shelter/legal advocacy & outreach services for victims of domestic violence & their children/Assistance with TPO's/Emotional Support/Financial Aid & Relocation. (Accepts male children up to age 17). Transportation to shelter provided by Sheriff's Office.

OPEN ARMS   229-431-1121

Counseling for children & adults in crisis/The Bridge House

LILYPAD   *24 Hour Crisis Line*   229-435-0074

Taped forensic interviews of abused/neglected children 18yrs & under/Counseling for children & adults in crisis/CASA-Court Appointed Special Advocates/BBCSA-Bob Boren Center for Sexual Assault/Research & Education Center/Rape Crisis Advocacy/Fire Fly House Child Advocacy Center/Counseling Referrals

ALBANY AREA COMMUNITY SERVICE BOARD (Aspire Mental Health Clinic)   229-430-4140

Counseling/Mental Health Services/28-Day Detoxification/Kids Can Program/Out-Patient

Alcohol & Substance Abuse Program/Anger Management Program

FAMILY ADVOCACY PROGRAM – (MCLB)   229-639-5252

Services for military members (active & retired) and military dependents.

MAGISTRATE COURT   229-431-3216

Good Behavior Warrants/Eviction Orders/Domestic/None-Domestic TPO's

If a victim of a sexual assault or relationship violence incident request a change in her or his living arrangements or academic schedule, the Office of Student Affairs and Success at Albany State University, will assist the individual with making these changes, as long as they are reasonably available.

Sex offender Registry

Any information regarding sex offenders in the Dougherty County area can be found at: **https://gbi.georgia.gov/georgia-sex-offender-registry**.
Registered Sex offenders are required under State law to provide notice of their enrollment or employment at any institution of higher learning in the state where he/she resides.

Policies Specific to Faculty, Staff, and Students

As an institution of higher education, Albany State University is committed to supporting and complying with the Drug Free Schools and Communities amendment act of 1989. The law under this act covers both drugs and alcohol, and relates to faculty, staff, and students therefore the entire campus community is mandated to comply. Albany State University prohibits the possession and use of alcoholic beverages in areas open to the public including areas of building open to the public. However, the use of alcoholic beverages, subject to the laws of Commonwealth may be permitted at institution-sponsored activities in areas designated by, and with the prior approval of, the President's Office. This includes private, closed and education and research areas.

University Disciplinary Sanctions for employees include the possibility of dismissal from the University and receiving a felony or misdemeanor drug or alcohol conviction. An employee must notify his or her supervisor of any criminal drug conviction for violation occurring in the University workplace no more than five (5) days after such conviction. An employee may also be required to participate in a drug abuse or drug rehabilitation program. All alcohol crimes are subject to be investigated and prosecuted by the Albany State University Police in occurrence with Georgia Law.

University Disciplinary Sanction for students include sanctions and disciplinary actions outline in the Student Code of Conduct in addition to penalties resulting from violating local, state, or federal laws. These sanctions are as follows: disciplinary warning, disciplinary probation, suspension, or expulsion. Students residing in campus housing may also lose the privilege of the housing contract. In most cases, the Office of Student Ethics and Integrity will also assign developmental and educational interventions. This is designed to promote greater awareness, improved decision-making for students, and further deter future misconduct.

Alcohol Policy

Albany State University will comply will all federal, state, and local laws including policies mandated by the Board of Regents of the University System of Georgia. The legal drinking age in the state of Georgia is 21. The possession of use alcoholic beverages is prohibited in all University on-campus undergraduate residence hall buildings. It is a violation of state law and university policy for a student under 21 years of age to attempt to purchase, consume, possess, or transport alcoholic beverages. It is unlawful to sell, furnish, and give alcoholic beverages or to permit alcohol to be sold, furnished or given to any minor. It is against residence hall policy for there to be any tailgating activities in the residential quad areas or residence hall parking lots where alcoholic beverages are being served on any football game/event weekend including all home football games. Violators can be charged under the uniformed code of GA Law. It is against residence hall policy for a student to be in a

residential area (room, common room, common building, building entryway, or quad area immediately adjacent to the residence halls) and in the presence of an illegal substance. Students who are in the presence of an illegal substance in these areas will be referred to the Office of Residence Life, the Office of Judicial Affairs and/or University Police.

Drug Policy

Albany State University does not permit or condone the illegal possession, sale, and/or use of controlled substances. Controlled substances means any drug, substance, or immediate precursor included in the definition of controlled substance in the Official Code of Georgia section 16-13-21 (4) or Schedule I through V of Section 202 of the Federal Controlled Substance Act (21 United States Code 812). Albany State University Police have the authority and will enforce all local, state, and federal laws regulating gal drugs and the unlawful possession, use and sale of drugs.

Georgia Law Codes Reference

Underage Drinking

It is illegal for anyone under the age of 21 years to attempt to purchase, consume, possess, or knowingly and intentionally transport any liquor, malt or brewed beverage. It is also illegal to lie about age to obtain alcohol and to carry a false identification card.

In accordance with O.C.G.A. 3-3-23. Furnishing to, purchase of, or possession by persons under 21 years of age of alcoholic beverages; use of false identification; proper identification; dispensing, serving, selling, or handling by persons under 21 years of age in the course of employment; seller's actions upon receiving false identification; immunity for seeking medical assistance for alcohol related overdose.

Carrying False I.D.

It is illegal for anyone under 21 to possess an identification card falsely identifying that person by name, age, date of birth, or photograph as being 21 or older to attempt to obtain liquor, malt or brewed beverage by using the identification card of another or by using an identification card that has not been lawfully issued to or in the name of the person who possesses the card.

In accordance with O.C.G.A. 3-3-23(A) (5). No person under 21 years of age shall misrepresent his or her identity or use any false identification for the purpose of purchasing or obtaining any alcoholic beverage.

Public Drunkenness

It is illegal to appear in any public place manifestly under the influence of alcohol to the degree that you may endanger yourself or other persons or property, or annoy others in your vicinity.

Public drunkenness is a crime when a person appears in any public manifestly under the influence of alcohol or controlled substance to the degree that he may endanger himself or other persons or property, or annoy persons in his vicinity.

In accordance with O.C.G.A. 16-11-41 (a) A person who shall be and appear in an intoxicated condition in any public place or within the curtilage of any private residence not his own other than by invitation of the owner or lawful occupant, which

condition is made manifest by boisterousness, by indecent condition or act, or by vulgar, profane, loud, or unbecoming language, is guilty of a misdemeanor.

Driving Under the Influence (DUI)

In Georgia, the legal level for DUI is .08% Blood Alcohol Content (BAC) and .02% BAC and prior for minors. The law emphasizes treatment and a three-tier penalty system based on BAC and prior offenses 1) general impairment (.08-099%), 2) high rate of alcohol (.10-.159%) and 3) highest rate of alcohol (.16% and above). In addition, drivers with any amount of a Schedule I, II, or III controlled substance not medically prescribed (or their metabolites) may not drive, operate, or be in actual physical control of a vehicle.

In accordance with O.C.G.A. 40-6-391. Driving under the influence of alcohol, drugs, or other intoxicating substances; penalties; publication of notice of conviction for persons convicted for second time; endangering a child;

(a) A person shall not drive or be in actual physical control of any moving vehicle while:

(1) Under the influence of alcohol to the extent that it is less safe for the person to drive;

(2) Under the influence of any drug to the extent that it is less safe for the person to drive;

(3) Under the intentional influence of any glue, aerosol, or other toxic vapor to the extent that it is less safe for the person to drive;

(4) Under the combined influence of any two or more of the substances specified in paragraphs (1) through (3) of this subsection to the extent that it is less safe for the person to drive;

(5) The person's alcohol concentration is 0.08 grams or more at any time within three hours after such driving or being in actual physical control from alcohol consumed before such driving or being in actual physical control ended.

It is illegal for anyone under 21 years of age to drive a vehicle with a blood alcohol content of .02 or higher. A first–time offense individual, under certain circumstances, may qualify for a First

Offender Program design for persons needed assistance.

In accordance with O.C.G.A. 40-6-391 (7) (k) (1) A person under the age of 21 shall not drive or be in actual physical control of any moving vehicle while the person's alcohol concentration is 0.02 grams or more at any time within three hours after such driving or being in physical control from alcohol consumed before such driving or being in actual physical control ended.

Refusing a Chemical Test

Any person who drives a motor vehicle automatically gives consent to one or more chemical test (breath, blood or urine). This implied consent means that a person does not have the right to an attorney before testing. If a person refuses to submit to a chemical test: 1) the test will not be done; 2) the person's license will be suspended for one year; 3) the person will most likely be charged with DUI.

In accordance with O.C.G.A. 40-5-55 Implied consent to chemical tests (a) The State of Georgia considers that any person who drives or is in actual physical control of any moving vehicle in violation of any provision of Code Section 40-6-391 constitutes a direct and immediate threat to the welfare and safety of the general public. Therefore, any person who operates a motor vehicle upon the highways or elsewhere throughout this state shall be deemed to have given consent, subject to Code Section 40-6-392, to a chemical test or tests of his or her blood, breath, urine, or other bodily substances for the purpose of determining the presence of alcohol or any other drug, if arrested for any offense arising out of acts alleged to have been committed in violation of Code Section 40-6-391 or if such person is involved in any traffic accident resulting in serious injuries or fatalities.

Open Container

In accordance with O.C.G.A. 40-6-253 Consumption of alcoholic beverage or possession of open container of alcoholic beverage in passenger area:

 (2) "Open alcoholic beverage container", means any bottle, can, or other receptacle that:
(A) Contains any amount of alcoholic beverage; and

(B) (i) Is open or has a broken seal; or (ii) The contents of which are partially removed.

 (3) Only a person who consumes an alcoholic beverage or possesses an open alcoholic beverage container in violation of this Code section shall be charged with such offense; provided, however, that an operator of a motor vehicle who is alone in the passenger area of such motor vehicle shall be deemed to be in possession of any open alcoholic beverage container in such passenger area.

Possession, manufacturing, etc., of certain controlled substances

In accordance with O.C.G.A. 16-13-30. Purchase, possession, manufacture, distribution, or sale of controlled substances or marijuana; penalties:

 (a) Except as authorized by this article, it is unlawful for any person to purchase, possess, or have under his or her control any controlled substance.

(b) Except as authorized by this article, it is unlawful for any person to manufacture, deliver, distribute, dispense, administer, sell, or possess with intent to distribute any controlled substance.
(c) Except as otherwise provided, any person who violates subsection (a) of this Code section with respect to a controlled substance in Schedule I or a narcotic drug in Schedule II shall be guilty of a felony and, upon conviction thereof, shall be punished as follows:

(1) If the aggregate weight, including any mixture, is less than one gram of a solid substance, less than one milliliter of a liquid substance, or if the substance is placed onto a secondary medium with a combined weight of less than one gram, by imprisonment for not less than one nor more than three years.

Possession of Drug Paraphernalia

In accordance with O.C.G.A. 16-13-1. Drug related objects:

(3) "Drug related object" means any machine, instrument, tool, equipment, contrivance, or device which an average person would reasonably conclude is intended to be used for one or more of the following purposes:

(A) To introduce into the human body any dangerous drug or controlled substance under circumstances in violation of the laws of this state;

(B) To enhance the effect on the human body of any dangerous drug or controlled substance under circumstances in violation of the laws of this state;

(C) To conceal any quantity of any dangerous drug or controlled substance under circumstances in violation of the laws of this state; or

(D) To test the strength, effectiveness, or purity of any dangerous drug or controlled substance under circumstances in violation of the laws of this state.

(4) "Knowingly" means having general knowledge that a machine, instrument, tool, item of equipment, contrivance, or device is a drug related object or having reasonable grounds to believe that any such object is or may, to an average person, appear to be a drug related object. If any such object has printed thereon or is accompanied by instructions explaining the purpose and use of such object and if following such instructions would cause a person to commit an act involving the use or possession of a dangerous drug or controlled substance in violation of the laws of this state, then such instructions shall constitute prima-facie evidence of knowledge that the object in question is a drug related object.

Sources for Crime Statistics

Albany State University Police Department maintains a combined Daily Crime and Fire Log of all crime and fire incidents reported to the Department. The University Police publishes the Daily Crime and Fire Log Monday-Friday, when the campuses are open. The log is available 24 hours per day to members of public. The log identifies the type, location and time of each criminal incident reported to University Police. The most current information is available on the website at www.asurams.edu.   Upon request, at 111 Joseph Holley Drive (ASU East), Albany GA as well on the 2400 Gillionville Road, Building A, room 133 (ASU West), Albany, GA. a copy of any maintained Daily Crime and Fire Log will be made available for viewing, within 48 hours of notice.

Offense Definitions

Per the Clery Act, crimes are classified based on the Federal bureau of Investigation's (FBI's) Uniform Crime Reporting (UCR) Handbook. For sex offenses only, the definitions used are from the FBI's National Incident-Based Reporting System (NIBRS edition of the UCR. Hate crimes are classified according to the FBI's Uniform Crime Reporting Hate Crime Data Collection Guidelines and Training Guide for Hate Crime Data Collection. Although the law states that institutions must use the UCR for defining and classifying crimes, it doesn't require Clery Act crime reporting to meet all UCR standards.

Murder/Manslaughter by Negligence – Murder - The willful killing of one human being by another.
Manslaughter by Negligence - is the killing of another through gross negligence
Sex offenses – Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
Sexual Assault — In Georgia, Sexual Assault is defined under OCGA § 16-6-5.1 as "sexual contact" is that is perpetrated by "a person who has supervisory or disciplinary authority over another individual."
Rape — The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females."
Fondling - the touching of private parts of another person for the purposes of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
Statutory Rape — Sexual intercourse with a person who is under the age of consent.
Incest - Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
Robbery - The taking or attempting to take anything of value from the car, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.
Aggravated Assault – An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.
Burglary – The unlawful entry of a structure to commit a felony or a theft. The UCR classifies offenses locally know as Burglary (any degree); unlawful entry with intent to commit a larceny or felony; breaking and entering with intent to commit a larceny; housebreaking; safecracking; and all attempts at these offenses as Burglary.

Motor Vehicle Theft – The theft or attempted theft of a motor vehicle.
Arson – Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Larceny/Theft—the unlawful taking, carrying, leading or riding away of property from the possession or constructive possession of another.
Simple Assault— An unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration or loss of consciousness.
Intimidation- to unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
Destruction/Damage/Vandalism of Property – To willfully or maliciously destroy, damage, deface or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it.
Hate Crimes – any of the aforementioned offenses, larceny, simple assault, intimidation and vandalism reported to local police agencies or to a campus security authority that manifests evidence that the victim was intentionally selected because of the perpetrator's bias. Categories of bias are:
Race – A preformed negative attitude toward a group of persons who possess common physical characteristics genetically transmitted by descent and heredity, which distinguish them as a distinct division of humankind.
Gender – A preformed negative opinion or attitude toward a person or group of persons based on their actual or perceived gender.
Gender Identity - A preformed negative opinion or attitude towards a person or a group of persons based on their actual or perceived gender identity.
Religion – A preformed negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being.
Sexual Orientation – A preformed negative opinion or attitude toward a group of persons based on their actual or perceived sexual orientation.
Ethnicity – A preformed negative opinion or attitude toward a group of people whose members identify with each other, through a common heritage, often consisting of a common language, common culture (often including a shared religion) and/or ideology that stresses common ancestry. The concept of ethnicity differs from the closely related term race in the "race" refers to grouping based mostly upon biological criteria, while "ethnicity" also encompasses additional cultural factors.

Disability – A preformed negative opinion or attitude toward a group of persons based on their physical or mental impairments, whether such disability is temporary or permanent, congenital or acquired by heredity, accident, injury, advanced age or illness.

National Origin- A preformed negative opinion or attitude toward a group of people based on their actual perceived country of birth.

Dating violence, domestic violence, and stalking Dating Violence – In Georgia, the term Dating Violence is not defined however "Family Violence" as defined under OCGA § 19-13-1 to include some dating situations – i.e. persons who are parents of the same child, other persons living or formerly living in the same household.

Domestic Violence -

A felony or misdemeanor crime of violence committed by:

- A current or former spouse or intimate partner of the victim,
- A person with whom the victim shares a child in common
- A person who is cohabiting with or has cohabitated with the victim as a spouse or intimate partner,
- A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies (under VAWA), or
- Any other person against an adult or youth victim who is protected from that person's
- Acts under the domestic or family violence laws of the jurisdiction.

Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

Stalking

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- Fear for his or her safety or the safety of others: or
- Suffer substantial emotional distress

Liquor Law Violations

The violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages, not including driving under the influence and drunkenness.

Drug Law Violations

The violation of laws prohibiting the production, distribution and /or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use; the unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation, or importation of any controlled drug or narcotic substance.

Weapons Law Violations

The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons.

Geographic Definitions

On campus

Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and

Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students and supports institutional purposes (such as a food or other retail vendor).

Non-campus Building or Property

Any building or property owned or controlled by a student organization that I officially recognized by the institution; or

Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students and is not within the same reasonable contiguous geographic area of institution.

Public Property

All public property (including thoroughfares, streets, sidewalks, and parking facilities) that is within the campus, or immediately adjacent to and accessible from the campus.

Unfounded Crimes- An institution may withhold, or subsequently remove, a reported crime from its crime statistics in the rare situations where sworn or commissioned law enforcement personnel have fully investigated the reported crime and, based on the results of this full investigation and evidence, have made a formal determination that the crime report is false or baseless and therefore "unfounded." Only sworn or commissioned law enforcement personnel may "unfound" a crime report for purposes of reporting under this section. The recovery of stolen property, the low value of stolen property, the refusal of the victim to cooperate with the prosecution, and the failure to make an arrest do not "unfound" a crime report.

Albany State University East Campus Crime Stat Information

The ASU crime statistic chart shown below are also posted on the **ASU PD website.**

Offense	Year	On Campus	Residential Facility	Non Campus Building or Property	Public Property
Criminal Homicide					
Murder and Non Negligent Manslaughter	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Manslaughter by Negligence	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Sex Offenses					
Rape	2016	2	2	0	0
	2017	4	4	0	0
	2018	6	6	0	0
Fondling	2016	3	2	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Statutory Rape	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Incest	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Robbery	2016	0	0	0	0
	2017	0	0	0	0
	2018	1	1	0	0
Aggravated Assault	2016	0	0	0	0
	2017	1	1	0	0
	2018	2	1	0	0
Burglary	2016	3	3	0	0
	2017	13	13	0	0
	2018	7	7	0	0
Motor Vehicle Theft	2016	0	0	0	0
	2017	1	0	0	0
	2018	0	0	0	0
Arson	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0

Other Offenses	Year	On Campus	Residential Facility	Non Campus Building or Property	Public Property
Arrest					
Liquor Law Violations	2016	1	0	0	0
	2017	17	17	0	0
	2018	17	17	0	0
Drug Abuse Violations	2016	23	20	0	0
	2017	12	7	0	1
	2018	35	27	0	3
Illegal Weapons Possession	2016	0	0	0	0
	2017	1	1	0	0
	2018	8	6	0	0
Judicial Referral					
Other Offenses	**Year**	**On Campus**	**Residential Facility**	**Non Campus Building or Property**	**Public Property**
Liquor Law Violations	2016	11	8	0	0
	2017	30	29	0	0
	2018	32	32	0	0
Drug Abuse Violations	2016	3	4	0	0
	2017	15	15	0	0
	2018	36	36	0	1
Illegal Weapons Possession	2016	0	1	2	0
	2017	0	0	0	0
	2018	1	1	0	0
VAWA Amendment Offenses	**Year**	**On Campus**	**Residential Facility**	**Non Campus Building or Property**	**Public Property**
Dating Violence	2016	16	11	0	1
	2017	7	5	0	0
	2018	4	4	0	0
Domestic Violence	2016	1	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Stalking	2016	4	2	0	0
	2017	1	0	0	0
	2018	1	0	0	0

Hate Crimes:	2016:	No Hate Crimes reported.
	2017:	No Hate Crimes reported.
	2018:	No Hate Crimes reported.
Unfounded Crimes:	2016:	One Unfounded Crime.
	2017:	One Unfounded Crime.
	2018:	Two Unfounded Crimes.

Albany State University West Campus Crime Stat Information

Offense	Year	On Campus	Residential Facility	Non Campus Building or Property	Public Property
Criminal Homicide					
Murder and Non Negligent Manslaughter	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Manslaughter by Negligence	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Sex Offenses					
Rape	2016	1	0	0	0
	2017	1	1	0	0
	2018	0	0	0	0
Fondling	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Statutory Rape	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Incest	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Robbery	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Aggravated Assault	2016	0	0	0	0
	2017	1	0	0	0
	2018	0	0	0	0
Burglary	2016	3	2	0	0
	2017	5	3	0	0
	2018	0	0	0	0
Motor Vehicle Theft	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Arson	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0

Arrest					
Other Offenses	**Year**	**On Campus**	**Residential Facility**	**Non Campus Building or Property**	**Public Property**
Liquor Law Violations	2016	15	26	0	0
	2017	5	5	0	0
	2018	6	6	0	0
Drug Abuse Violations	2016	5	5	0	0
	2017	19	16	0	1
	2018	11	11	0	0
Illegal Weapons Possession	2016	1	1	0	0
	2017	2	2	0	0
	2018	5	5	0	0
Judicial Referral					
Other Offenses	**Year**	**On Campus**	**Residential Facility**	**Non Campus Building or Property**	**Public Property**
Liquor Law Violations	2016	2	0	0	0
	2017	5	3	0	0
	2018	6	6	0	0
Drug Abuse Violations	2016	7	5	0	0
	2017	10	9	0	0
	2018	16	16	0	0
Illegal Weapons Possession	2016	0	0	0	0
	2017	0	0	0	0
	2018	2	2	0	0
VAWA Amendment Offenses	**Year**	**On Campus**	**Residential Facility**	**Non Campus Building or Property**	**Public Property**
Dating Violence	2016	6	5	0	0
	2017	1	1	0	0
	2018	0	0	0	0
Domestic Violence	2016	0	0	0	0
	2017	1	0	0	0
	2018	0	0	0	0
Stalking	2016	1	1	0	0
	2017	1	1	0	0
	2018	2	0	0	0

Hate Crimes:	2016: No Hate Crimes reported.
	2017: No Hate Crimes reported.
	2018: No Hate Crimes reported.
Unfounded Crimes:	2016: No Unfounded Crimes.
	2017: No Unfounded Crimes.
	2018: No Unfounded Crimes.

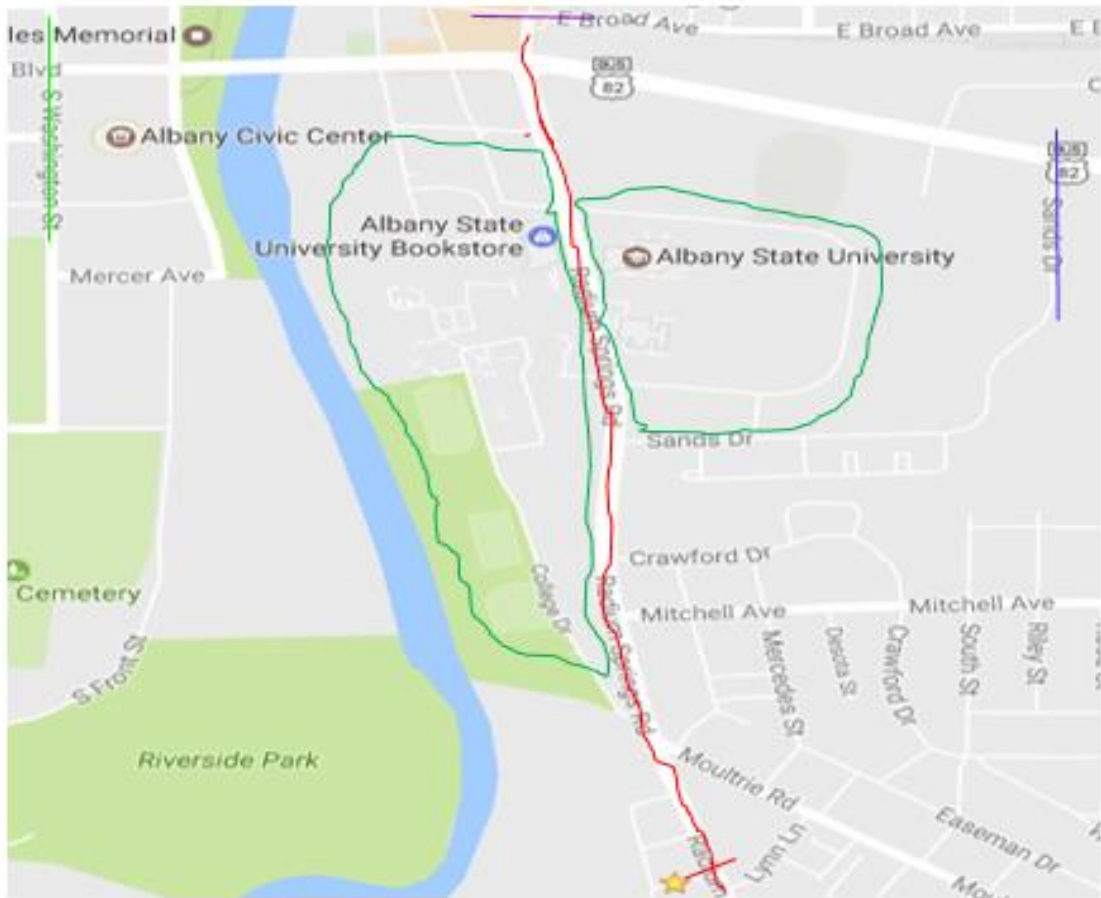# Albany State University Cordele Campus Crime Stat Information

Offense	Year	On Campus	Residential Facility	Non Campus Building or Property	Public Property
Criminal Homicide					
Murder and Non Negligent Manslaughter	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Manslaughter by Negligence	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Sex Offenses					
Rape	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Fondling	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Statutory Rape	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Incest	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Robbery	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Aggravated Assault	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Burglary	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Motor Vehicle Theft	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Arson	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0

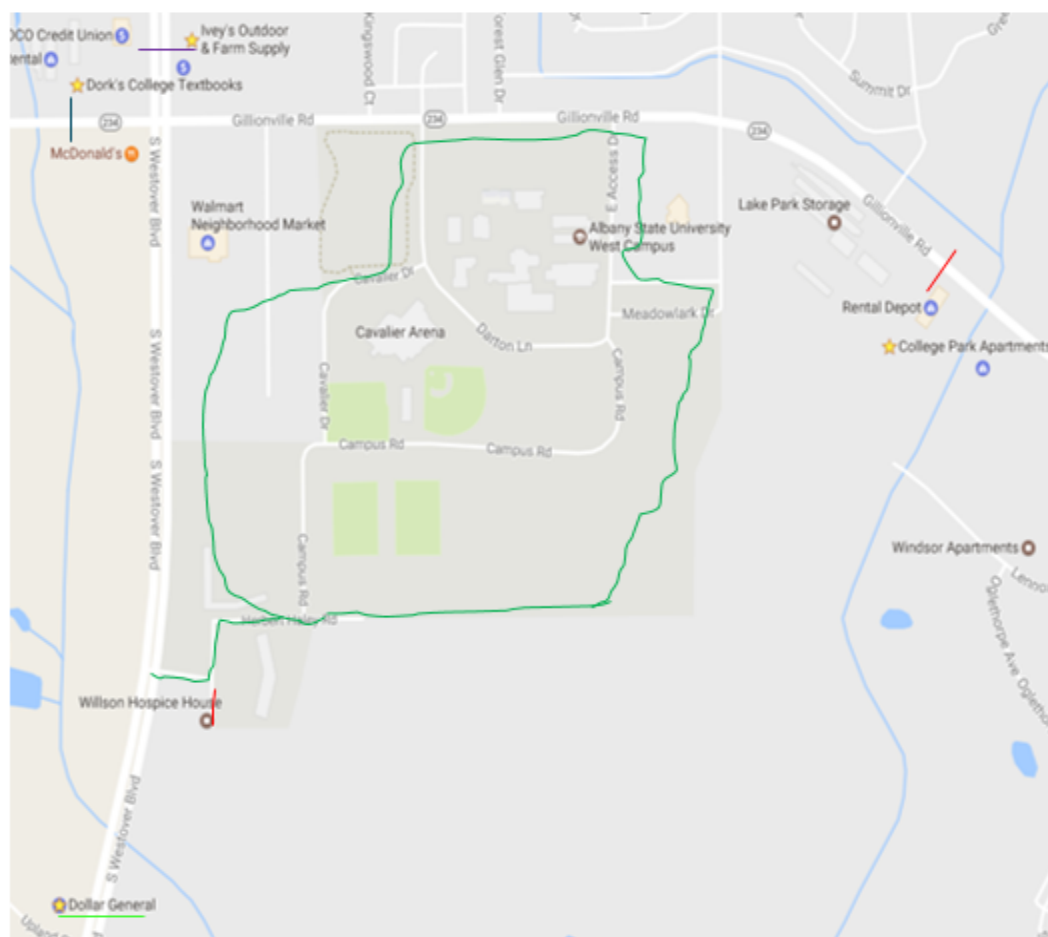| Arrest				
Other Offenses	**Year**	**On Campus**	**Residential Facility**	**Non Campus Building or Property**	**Public Property**
Liquor Law Violations	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Drug Abuse Violations	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Illegal Weapons Possession	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Judicial Referral					
Other Offenses	**Year**	**On Campus**	**Residential Facility**	**Non Campus Building or Property**	**Public Property**
Liquor Law Violations	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Drug Abuse Violations	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Illegal Weapons Possession	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
VAWA Amendment Offenses	**Year**	**On Campus**	**Residential Facility**	**Non Campus Building or Property**	**Public Property**
Dating Violence	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Domestic Violence	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0
Stalking	2016	0	0	0	0
	2017	0	0	0	0
	2018	0	0	0	0

Hate Crimes:	2016: No Hate Crimes reported. 2017: No Hate Crimes reported. 2018: No Hate Crimes reported.
Unfounded Crimes:	2016: No Unfounded Crimes. 2017: No Unfounded Crimes. 2018: No Unfounded Crimes.

Albany State University East Campus Clery Geographical Map

Red- Public

Green- On Campus

Boundaries

North- Broad Avenue _____

South- Richard Avenue _____

East- Sands Drive _____

West- South Washington Street _____

Albany State University West Campus Clery Geographical Map

Red- Public

Green- On Campus

Boundaries
North- Ivey's Outdoor & Farm Supply
South- Dollar General
East- College Park Apartments
West- Dork's College Textbooks

Albany State University's Annual Fire Safety Report

The Higher Education Opportunity Act enacted on August 1, 2008, requires institutions that maintain on-campus student housing facilities to publish an annual fire safety report that contains information about campus fire safety practices and standards of the institution.

Definitions

On-Campus Student Housing- A student housing facility that is owned or controlled by the institution, or is located on property that is owned or controlled by the institution, and is within a reasonable contiguous area that makes up the campus.

Fire- Any instance of open flame or other burning in a place not intended to contain the burning or an uncontrolled manner.

Residence Hall Fire Drills- Fire drills are conducted in all on-campus residence halls during the school year to allow occupants to become familiar with and practice their evacuation skills. The drills are conducted by the Resident Coordinators, Residence Assistants, Community Assistance, Housing Management and University Police.

Fire Safety- Albany State University takes fire safety very seriously and continues to enhance its programs to the university community through education, engineering and enforcement. Education programs are presented throughout the year to faculty, staff and students so they are aware of the rules and safe practices. These programs, which are available at designated campus locations, include identification and prevention of hazards, actual building evacuation procedures and drill, specific occupant response to fire emergencies and hands-on use of fire extinguishers.

All residence halls on both campuses have emergency evacuation plans and conduct fire drills twice a semester (September, November, February, and April) during the school year to allow occupants to become familiar with and practice their evacuation skills.

Albany State University have been leaders in ensuring the safety of students, faculty, staff and visitors who live and work in university operated residences. Automatic sprinkler systems and fire alarm systems are recognized engineered building features that help to provide for a fire safe living environment. All residence halls and apartments are provided with automatic sprinkler systems, smoke detectors and building fire alarm systems to provide early detection and warning of a possible fire emergency. Additionally, Food Service staff members at both institutions are trained annually on hands-on use of fire extinguishers and emergency procedures in the event of a fire.

The University maintains and tests all fire alarms and automatic fire suppression systems in accordance with the appropriate National Fire Protection Association Standard to insure system readiness and proper operation in the event of a fire emergency.

The University has adopted and developed numerous Safety Polices and Guidelines to help promote a safe living and work environment at all University locations.

Fire Safety Education and Training Programs for Students, Faculty and Staff

Environmental Health and Safety (EHS), in coordination with Residence Life and Housing and Food Service, provides annual training to Resident Assistants (RA), Community Assistants and Residence Life Coordinators.

- Fire prevention in the residence hall
- What to do in the event of a fire
- How to report a fire or other emergency
- How residence hall fire safety systems operate

What to Bring and What not to Bring

(4.06) COMBUSTIBLES
The use or possession of fireworks, other explosive, combustible materials and/or potentially harmful chemicals in the residence halls/apartments/suites or the immediate vicinity thereof is prohibited. Candles, oil lamps, incense, matches, torches and any other open flame devices are also prohibited.

(4.07) ELECTRICAL OUTLETS AND SMALL APPLIANCES
• Electric wall sockets are designed to handle only two residential type plug-in devices. Do not overload electrical circuits. It can cause fire and is prohibited.
• All electrical devices should be UL tested and safe. Approved surge protector power strips are permitted and recommended.
• Wattage and usage must be approved by the GARD or HM of these buildings.
• Hot plates, grills, toaster ovens & deep fryers are not permitted.
• Please see "What to Bring and What not to Bring" for other items prohibited in the residence halls.
For more information go to: https://www.asurams.edu/student-affairs/campus-housing/what-to-bring/.

Plans for Future Improvements in Fire Safety

Albany State University continues to monitor trends related to residence hall fire incidents and alarms to provide a safe living environment for all students. New programs and policies are developed as needed to help insure the safety of all students, faculty and staff.

 Emergency calls and notifications regarding fires are made to:

1. Albany State University Police Department   229-430-4711
2. Albany Fire Department   911
3. Albany Police Department   229-431-2100
4. Housing Staff and Office   229-500-2025

# Fire Statistics for Albany State University's Student Housing

Residential Facilities	Year	# of Fires	Date	Time	Cause of Fire	# of Injuries that Required Treatment at a Medical Facility	# of Deaths Related to a Fire	Value of Property Damage Caused by Fire
South Hall 504 College Drive	2016	0	N/A	N/A	N/A	0	0	0
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0
East Hall 504 College Drive	2016	0	N/A	N/A	N/A	0	0	0
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0
North Hall 504 College Dr.	2016	0	N/A	N/A	N/A	0	0	0
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0
Hall 1 504 College Dr.	2016	0	N/A	N/A	N/A	0	0	0
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0
Hall 2 504 College Dr.	2016	0	N/A	N/A	N/A	0	0	0
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0
Hall 3 504 College Dr.	2016	0	N/A	N/A	N/A	0	0	0
	2017	1	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0
Hall 4 504 College Drive	2016	0	N/A	N/A	N/A	0	0	0
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0
Hall 5 504 College Drive	2016	0	N/A	N/A	N/A	0	0	0
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0
Hall 6 504 College Drive	2016	0	N/A	N/A	N/A	0	0	0
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0
Wiley Hall 504 College Drive	2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0

Residential Facilities	Year	# of Fires	Date	Time	Cause of Fire	# of Injuries that Required Treatment at a Medical Facility	# of Deaths Related to a Fire	Value of Property Damage Caused by Fire
Gibson Hall 504 College Drive	2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0
Darton Commons 260 Foundation Ln. Albany, Ga 31707	2016	0	N/A	N/A	N/A	0	0	0
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0

Residential Facilities	Year	# of Fires	Date	Time	Cause of Fire	# of Injuries that Required Treatment at a Medical Facility	# of Deaths Related to a Fire	Value of Property Damage Caused by Fire
Darton Village South 2657 Herbert Haley Rd. Albany, Ga 31707	2016	0	N/A	N/A	N/A	0	0	0
	2017	0	N/A	N/A	N/A	0	0	0
	2018	0	N/A	N/A	N/A	0	0	0

Description of ASU's On-Campus Student Housing Fire Safety System

Residential Facilities	Number of Floors	Fire Alarm Monitoring Done On Site (by ASU PD)	Full Sprinkler System	Sprinkle red Trash Chute	Smoke Detection	Heat Detector	Fire Extinguisher Devices
South Hall	3	X	X		X	X	X
East Hall	4	X	X		X	X	X
North Hall	3	X	X		X	X	X
Hall 1	4		X		X	X	X
Hall 2	4		X		X	X	X
Hall 3	4		X		X	X	X
Hall 4	4		X		X	X	X
Hall 5	3	X	X		X	X	X
Hall 6	3	X	X		X	X	X
Darton Commons	3		X		X	X	X
Darton Village South	3		X		X	X	X

Albany State University Building Evacuation and Shelter in Place Plan
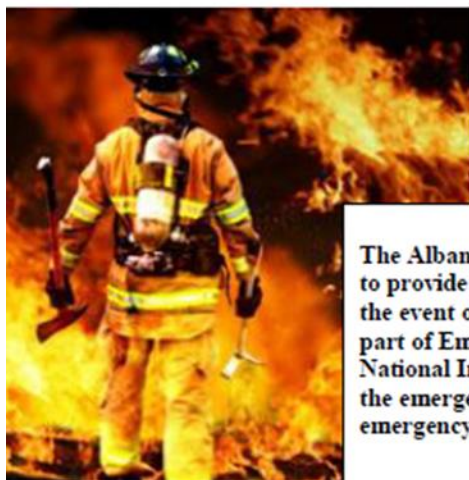
The Albany State University Evacuation Plan is designed to provide guidance for the ASU Campus Community in the event of a crisis on campus. The plan will be used as part of Emergency Operations in conjunction with the National Incident Management System (NIMS). NIMS is the emergency guidelines which is used by multiple emergency responders.
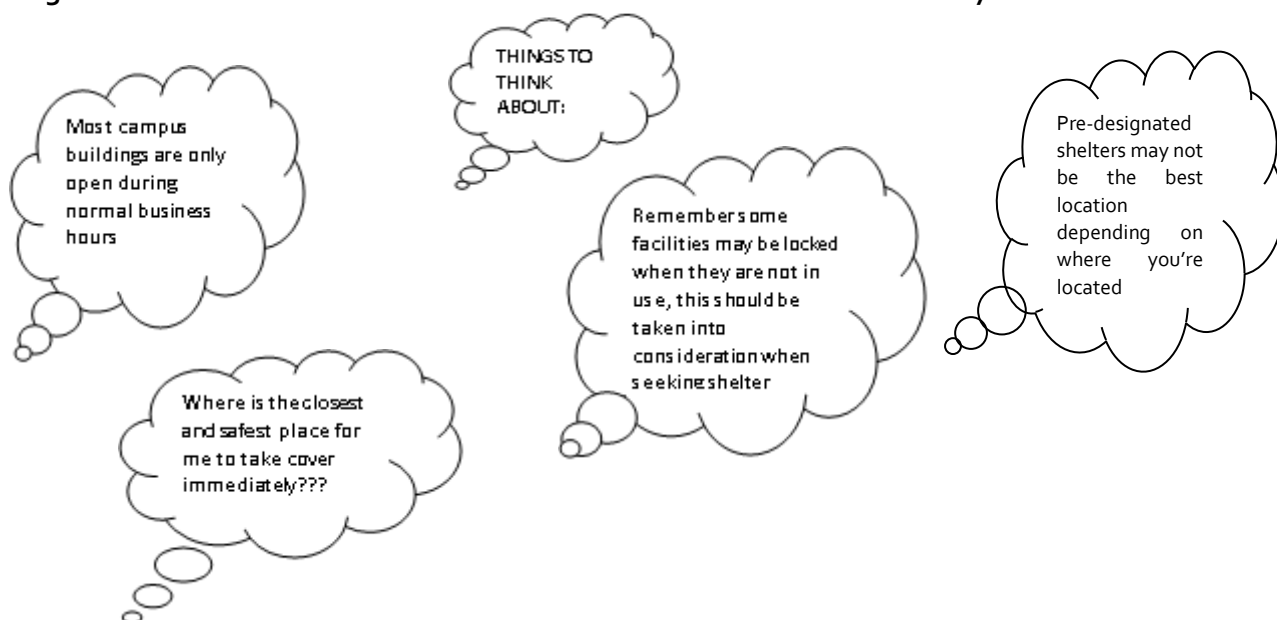
FIRE

TORNADO

HURRICANE

MAN-MADE DISASTER

Evacuation and Shelter

The evacuation/shelter plan is to be implemented upon notification from the Police Department. In the event of building evacuation, all students, faculty, staff and visitors are to proceed to the nearest exit (if not obstructed) and meet at the designated areas and remain until accounted for by a designee. In the event of a tornado warning or severe weather conditions, all students, faculty, staff and visitors are to proceed to the designated shelters within each facility on campus and remain until accounted for or conditions permit departure. Detailed list on next page.

- During a contained incident, local law enforcement and fire departments will provide evacuation and search and rescue services, as resources allow. Other organizations may provide assistance, including health, engineering, and local organizations, such as the American Red Cross.
- In a large scale incident, local fire and law enforcement capability may be overwhelmed due to evacuation and emergency search and rescue operations.

The following shelter list can be altered to fit circumstances. If by any chance students, faculty, or staff are unable to locate a designated shelter, seek shelter in place. Always stay clear of windows, go to the lowest level, and do not use elevators. Bathrooms and hallways are also a good option.

Pre-designated Shelters are used when conditions aren't inclement and time is on your side.

THINGS TO THINK ABOUT:

Most campus buildings are only open during normal business hours

Where is the closest and safest place for me to take cover immediately???

Remember some facilities may be locked when they are not in use, this should be taken into consideration when seeking shelter

Pre-designated shelters may not be the best location depending on where you're located

	Location	Evacuation	Shelter
East ASU Campus **Upper Campus**	ASU Early Learning Center	Occupants should exit the building and assemble across the street in the west parking area of the Hyper Gym	Occupants should assemble in the hallways and bathrooms without windows. Stay away from doors and windows
	Billy C. Black Building	Occupants should exit the building and assemble in the BCB parking area located on the east side of the building.	Occupants should assemble in Rooms 141, 143 or 150(Auditorium) - Predesignated Shelter all located on the first floor.
	Central Energy Plant (CEP) ASU Police Department	Occupants should exit the facility and assemble in BCB parking area.	Occupants should assemble in either the restrooms and or rooms 105,110 and 112.
	Health and Physical Education Building (HYPER)	Occupants should exit the building and assemble in the student parking area located on the east side of the building.	Occupants should assemble in the locker rooms and the sports medicine or weight room.
	Lovett Hall	Occupants should exit the building and assemble on the grassy area south of the building near North Joseph Holley Drive.	Occupants should assemble in the bathrooms and the Kitchen area. If you are in the west or east locker rooms, remain there until an "All Clear" notice has been given.
	The Quarterback Club	Occupants should exit the building and assemble on the grassy areas south of the building near North Joseph Holley Drive.	Occupants should assemble in both bathrooms or in the storage room by the kitchen area.
Lower Campus	Daisy Brown Building	Occupants should proceed to the Pedestrian Mall Area	Occupants should assemble in the office spaces 103,104 and 105 or the bathrooms of the facility.

Location	Evacuation	Shelter
Lower Campus	Harnett Hall (Criminal Justice)	Occupants should exit the building and assemble in the large parking area in front of the Harnett Hall Building.	Occupants should assemble in the auditorium located on the first floor of the building, room 111. The bathrooms are also suitable for shelter.
	James Pendergrast Memorial Library	Occupants on the first floor of the library should proceed to the parking lot area on the north side of the Pedestrian Mall. Occupants on the second and third floors should proceed to the parking lot area on the southeast side of the building near the main entrance	Occupants should assemble in the first floor auditorium (room 114).
	Military Science Facility: ROTC	Occupants should exit the building and assemble in the parking lot in the front of the R.O.T.C. building.	Occupants should assemble in the classrooms or the bathrooms
	Orene Hall	Occupants should proceed out of the facility and assemble in the parking lot area located on the north side of the facility.	Occupants in the building should assemble in the basement of the facility located in the rear of the building
	Peace Hall	Occupants should exit the facility and assemble in the parking lot area in front of Sanford Hall.	Occupants should assemble in conference room of the facility room 127 or first floor office spaces on the east end of the hallway.

	Location	Evacuation	Shelter
Lower Campus	Reese Building	Occupants should exit the building and assemble in the parking lot area near the track.	Occupants should assemble in the post office located on the first floor. The bathroom is also suitable for shelter
	Sanford Gym	Occupants should exit the building and assemble in the parking lot area near the track.	Occupants should assemble in the meeting rooms located around the south entrance.
North Campus	Facilities Management	Occupants should exit the building and assemble in the large parking area located across from Simmons Hall.	Occupants should assemble in the back hallway bathrooms and office spaces rooms 104, 105, 106, 116 and 117.
	New Student Center	Occupants should exit the building and assemble in the Pedestrian Mall area if on the first floor. Occupants on the second floor should exit the building and assemble in the Residence Hall 3 parking area.	Occupants on the first floor should assemble in the restrooms. Occupants on the second floor should assemble in the following areas: Dining Hall area room 123, 124, hallway area of the ballroom, hallway area 169, staging area 133,175,176 and formal meeting area.
	Old Presidents House	Occupants should proceed to the rear parking area of the facility.	Occupants should assemble in the kitchen and/or bathroom of the facility.
	Simmons Hall	Occupants should exit the building and assemble in the large Simmons parking area in front of the building.	Occupants should assemble in the auditorium located on the first floor if the building room 101 or rooms 103,111 and 112.

	Location	Evacuation	Shelter
North Campus	Chilaca's (Hall 4)	Occupants should exit the building and assemble in Residence Hall 3 parking area.	Occupants should assemble in the storage rooms.
	South Residence Hall	Occupants should exit the building and assemble in the ROTC parking lot.	Occupants should assemble in the hallways of the first floor of the facility. Close all doors and windows. Do not remain in rooms with exposed windows. Bathrooms are also suitable for shelter.
	Residence Halls 1 & 2	Occupants should exit the building and assemble in the east parking area of the Pendergrast Library near Radium Springs Road.	Occupants should assemble in the hallways of the first floor of the building. Close all doors and windows. Do not remain in upper floor rooms. Stay away from rooms with exposed windows. First floor rooms without windows and bathrooms are most suitable for shelter.
	Residence Halls 3 & 4	Occupants should exit the building and assemble in Residence Hall 3 parking area and on the south side roadway grassy area and the gravel parking area.	Occupants should assemble in the hallways of the first of the building. Close all doors and windows. Do not remain in the upper floor rooms. Stay away from rooms with exposed windows. First floor rooms without windows and bathrooms are most suitable for shelter.

	Location	Evacuation	Shelter
North Campus	Wiley and Gibson Hall	Occupants should exit the building and assemble in the parking lot near Daisy Brown Building.	Occupants should assemble in the hallways of the first floor of the building. Close all doors windows. Do not remain in offices with exposed windows.
	East Resident Hall	Occupants should exit the building and assemble in the South ROTC parking lot.	Occupants should assemble in the hallways of the first floor of the facility. Close all doors and windows. Do not remain in rooms with exposed windows. Bathrooms are also suitable for shelter.
	North Residence Hall	Occupants should exit the building and assemble in the ROTC parking lot.	Occupants should assemble in the hallways of the first floors of the building. Close all windows and doors. Do nor remain in the rooms with exposed windows. Bathrooms are also suitable for shelter.
	Residence Halls 5 & 6	Occupants should exit the building and assemble in the residence student parking area and the overflow parking area (East parking).	Occupants should assemble in hallway of the first floor of the building. Close all doors and windows. Do not remain on the upper floors. Stay away from rooms with exposed windows. First floor rooms without windows and bathrooms are most suitable for shelter.

	Location	Evacuation	Shelter
West ASU Campus	Building A- Technology/Computer Lab	Proceed North of A Building to the grassy area at the far end of the loop.	Occupants should assemble in the hallways of the first floor of the facility. Close all doors and windows. Do not remain in rooms with exposed windows. Bathrooms are also suitable for shelter.
	Building B- Math and Dental Hygiene	Proceed south across the student parking lot to the grassy area.	Occupants should assemble in hallway of the first floor of the building. Close all doors and windows. Do not remain on the upper floors. Stay away from rooms with exposed windows. First floor rooms without windows and bathroom are most suitable for shelter.
	Building C- Student Center	Proceed south across the student parking lot to the grassy area.	Occupants on the first floor should assemble in the restrooms. Occupants on the second floor should assemble in the following areas: Dining Hall hallway area of the ballroom.
	Building D- Plant Operations	Proceed north of the Plant Operations building to the grassy area across the parking lot.	Occupants should assemble in the bathrooms.

Location	Evacuation	Shelter
Building E- Physical Education	Proceed southwest of E building to the tennis courts.	Occupants should assemble in the locker rooms and the sports medicine or weight room.
Building F- Arts and Humanities	Proceed northwest of F Building and west of the library to the grassy area.	Occupants should assemble in hallway of the first floor of the building. Close all doors and windows. Do not remain on the upper floors. Stay away from rooms with exposed windows. First floor rooms without windows and bathroom are most suitable for shelter.
Building G- Library and Testing Center	Proceed to the west side of the G building to the grassy area behind the library facing the gym side (200 feet from the building).	Occupants should assemble in the back hallway, bathrooms, and office spaces.
Building H- Warehouse	Proceed to the southeast corner of the parking lot located to the east of the warehouse (graveled covered parking lot).	Occupants should assemble in the bathrooms.
Building I- Business and Social Science	Proceed north of I building across the faculty parking lot and to the grassy area.	Occupants should assemble in hallway of the first floor of the building. Close all doors and windows. Stay away from rooms with exposed windows.

Location	Evacuation	Shelter
Building J- Allied Health	Proceed east of J building and cross the access road.	Occupants should assemble in the first floor auditorium.
Building K- Academic Services	Proceed north of K building across the faculty parking lot and to the grassy area.	Occupants should assemble in the hallways of the first floor of the building. Close all doors windows. Do not remain in offices with exposed windows.
Building L- Nursing	Proceed to the front lawn (west side) of the Nursing building	Occupants should assemble in the first floor auditorium.
Building M- Bookstore	Proceed south across the student parking lot to the grassy area.	Occupants should assemble in the rear office.
West Commons	Proceed to east side of building (by woods).	Occupants should assemble in the hallways of the first floor of the building. Close all doors windows. Do not remain in offices with exposed windows. Bathroom also suitable for shelter.
Village South (West)	Proceed to grass area located near northeast corner of Foundation Lane.	Occupants should assemble in the hallways of the first floor of the building. Close all doors windows. Do not remain in offices with exposed windows. Bathrooms also suitable for shelter.

Location		Evacuation	Shelter
New Fine Arts Building East Campus	First Floor	Exits are located in each corner of the building. Proceed into the parking lot	Occupants should assemble in hallway. First floor rooms without windows and bathroom are most suitable for shelter.
	Second Floor	Take nearest exit down the stairs to the first floor then proceed to the nearest exit. Proceed across the street in to parking lot.	Occupants should assemble in hallway of the first floor of the building. Do not remain on the upper floors. Stay away from rooms with exposed windows.
	Third Floor	Take nearest exit down the stairs to the first floor then proceed to the nearest exit. Proceed across the street in to parking lot.	Occupants should assemble in the hallways of the first floor of the building. Close all doors and windows. Bathrooms also suitable for shelter.
Cordele Campus	First Floor	Exits are located in each corner of the first floor. Proceed across the street into parking lot.	Occupants should assemble in the bathrooms.
	Third Floor	Take nearest exit down the stairs to the first floor then proceed to the nearest exit. Proceed across the street in to parking lot.	Occupants should assemble in the hallways of the first floor of the building. Close all doors and windows. Do not remain in offices with exposed windows. Bathrooms also suitable for shelter.

Albany State University

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HOME › OFFICE OF LEGAL AFFAIRS › TITLE IX

Title IX

What is Title IX?

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) provides that no person shall, on the basis of sex, be excluded from participation in, be denied benefits, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The Title IX Coordinator/Compliance Officer;

- Promotes the creation of policies, procedures and notifications designed to ensure university compliance with Title IX

- Oversees implementation of compliance procedures, including investigation and disposition of complaints
- Answers questions and provides guidance about Title IX compliance and the university's related policies and procedures
- Acts as liaison to the state and federal agencies that enforce Title IX
- Helps ensure the campus community and university employees with Title IX compliance responsibilities are adequately trained and educated
- Monitors all other aspects of the university's Title IX compliance
- Primarily responsible for providing management oversight, advice, training, and resource management for developing, implementing, maintaining, monitoring and continuously improving a uniform and accessible body of University policies and procedures to ensure ongoing compliance with Board of Regents (BOR) policies and procedures, and all federal, state and local laws and regulations applicable to an institution of higher education

To report an incident of Sexual Misconduct, please click below.

[**Sexual Misconduct Incident Report Form**]

Title IX Coordinator/Compliance Officer, CaDedria D. Hill

Admin Staff Office Hours	Office Location	Contact Information
Monday - Friday	The Old President's House - East Campus	Telephone: (229) 500-3302
8:00 AM - 5:00 PM	504 College Drive	E-Fax: (229) 500-4913
	Albany, GA 31705	E-mail Address: cadedria.hill@asurams.edu titleix@asurams.edu

Sidebar

▸ Common Myths Regarding Title IX
▸ Title IX Frequently Asked Questions
▸ Grievance Procedure
▸ Incident Report Form - Electronic
▸ Notice of Non-Discrimination
▸ Title IX Resources
▸ Rights & Options
▸ Sexual Misconduct Policy
▸ Investigator and Hearing Panelist Training

Albany State University

ASU East Campus
504 College Drive
Albany, GA 31705

ASU West Campus
2400 Gillionville Rd
Albany, GA 31707

Phone: **(229) 500-2000**

- Accreditation
- ASU Careers
- Maps
- Students

- Campus Safety
- ASU Foundation
- Flickr Photos

- Request a Transcript
- ASU IT Help Desk
- Equal Employment Opportunity
- Ethics & Compliance Hotline
- Human Trafficking Notice

Title IX Grievance Procedure

Albany State University (ASU) is committed to providing prompt and equitable resolution of any complaint involving gender based discrimination, hereinafter referred to as sexual misconduct, which includes dating violence, domestic violence, sexual exploitation, sexual harassment and stalking. ASU's commitment also extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. Any individual who believes that sexual misconduct has been perpetrated against him/her or another member of the community should follow this grievance procedure.

INITIATING THE COMPLAINT

A formal complaint is initiated when a reporting individual notifies a responsible employee, privileged employee or confidential employee that an incident of sexual misconduct has occurred. The Title IX Coordinator/Compliance Officer will review every complaint to assess whether the issue is covered under Title IX. If the complaint is covered by a different university policy, the alleged victim will be notified, information will be forwarded to the appropriate individual and no further action will be taken by the Title IX Coordinator/Compliance Officer.

Note: Reporting an incident is not the same as requesting a formal investigation. Absent an emergency which poses a potential risk for the reporting individual, alleged victim, or other members of the University community and before a formal investigation can be initiated, the alleged victim must give consent to pursue such action.

If an incident involves prohibited behavior that is covered under Title IX, upon obtaining consent from the alleged victim, the formal investigative process will be initiated.

REPORTING OPTIONS

Complaints may be filed with a privileged employee, the Title IX Coordinator/Compliance Officer, an ASU Police Officer, a responsible employee (which includes student employees such as Resident Assistants) or a confidential employee.

Before a reporting individual reveals information that he/she may wish to keep confidential, a responsible employee should make every effort to ensure that the reporting individual understands: (i) the type of information the employee is obligated to report to the Title IX Coordinator/Compliance Officer; (ii) the student's option to request the school maintain his or

her confidentiality, which the school will consider; (iii) the student's option to report to a privileged employee at the Counseling Center or Student Health Services and the limitations of making the report to such an individual and (iv) that information is shared with only those who have a legitimate need to know.

Confidential Reporting

If a member of the University community wishes to discuss an incident of sexual misconduct in confidence, he or she must speak directly with a privileged employee. **University employees will make every effort to honor requests for confidentiality, but cannot absolutely guarantee it.** However, every request for confidentiality will be considered and weighed against the risk of harm or the potential thereof to the reporting individual and/or other members of the University community. If the request for confidentiality cannot be honored, the reporting individual will be informed prior to the disclosure of the information and interim measures will be implemented in order to protect the reporting individual and ensure the safety of others.

An alleged victim who initially requests confidentiality should be reminded that he/she may later request a full investigation of the incident. Honoring requests for confidentiality may limit the school's ability to respond fully to the incident, including pursuing disciplinary action against the respondent. Privileged Employees may be contacted at:

Albany State University Counseling & Student Disability Services
 (229) 903-3610 or (229) 317-6734

Albany State University Student Health Services
 (229) 430-4766 or (229) 317-6584

Anonymous Reporting

Anonymous reports may be made by placing a written complaint in the drop box located at the "Staff Only" entrance near Room 383 in the Billy C. Black Building.

General Reporting

In accordance with Federal law, ASU has designated certain individuals as responsible employees including faculty, staff and student employees, whose employment functions involve relationships with students or those who have significant responsibility for student welfare and/or campus activities; who have the authority to take action to redress sexual violence; who have been given the duty of reporting incidents of sexual violence or any other misconduct by students. Responsible employees **must** promptly or as soon as practicable report **any** act of sexual misconduct to the Title IX Coordinator/Compliance Officer. **The report must include all known information about the complaint.**

Note: A Responsible Employee is not authorized to use his/her own independent judgment regarding whether to report to the Title IX Coordinator/Compliance Coordinator. The reporting requirement is mandatory not discretionary.

Responsible Employees may be contacted at:

Albany State University Title IX Coordinator
Billy C. Black Building Room 383G
(229) 430-0538

Albany State University Police Department
(229) 430-4711

Albany State University Housing & Residence Life
Staff and Residential Assistants
(229) 430-4742 or (229) 317-6451

Albany State University Office of Student Affairs & Success
(229) 903-3607 or (229) 317-6728

Student Ethics & Integrity Coordinator
University Judicial Officer
(229) 420-7030

Albany State University Faculty & Staff Representatives
Faculty Senate President
facultysenate@asurams.edu

Staff Council President
Staffcouncil@asurams.edu

Note: Others including coaches and athletic trainers, faculty, staff, and administrators are also designated as Responsible Employees.

Criminal Reporting

The alleged victim may choose to file a criminal complaint with the University Police and/or local law enforcement. Law Enforcement may be contacted at:

Albany State University Police Department
(229) 430-4711

Local Law Enforcement (Albany State University Police Department may assist with coordination.)

Other Reporting

When the accused is a university employee, the reporting individual may also report the incident to the Office of Human Resource Management or request that one of the above referenced representatives assist them in reporting to Human Resources. When the accused is an employee of an affiliated entity or vendor of the university, university officials will, at the request of the reporting individual, assist in reporting to the appropriate office of the vendor or affiliated entity.

Albany State University Office of Human Resources Management
 (229) 430-4623 or (229) 317-6247

Special Considerations

If the reported incident involves any act of sexual violence, whoever is first notified should discuss the following with the alleged victim:

- Personal safety and protection from the perpetrator,

- Seeking medical attention to obtain treatment for pregnancy, sexually transmitted infections, and possible injury as well as to preserve any available evidence,

- Contacting the Title IX Coordinator/Compliance Officer about University resources and supports as well as rights and options,

- Contacting the Student Counseling Center and Student Health Services or the Lily Pad SANE Center, and/or

- Filing a report with ASU Police or local law enforcement.

All evidence should be preserved, if possible, as this may be necessary to establish that sexual violence has occurred. Evidence is best preserved, if following the incident, the individual against whom the act has been perpetrated reports the incident and immediately seeks medical attention. When seeking medical attention following an act of sexual violence, the alleged victim is encouraged to retain clothing or any item which might have evidence of the act, and refrain from taking a bath/shower, brushing his/her teeth, or using mouthwash.

Interim Measures
The Coordinator shall report to his/her direct supervisor and the System Director any allegation(s) of sexual misconduct that may require interim measures. The Title IX Coordinator/Compliance Officer or his/her designee may impose interim protective measures before the final outcome of an investigation if failure to implement the interim measures would constitute a threat to the safety and well-being of the reporting student, alleged victim or other members of the University Community.

Interim measures may include, but are not limited to:

- Change of university housing assignment;

- Issuance of a "no contact" directive;
- Restrictions or bars to entering certain University property;
- Changes to academic or employment arrangements, schedules or supervision;
- Interim suspension; and/or
- Other measures designed to promote the safety and well-being of the parties.

Note: If an interim suspension is issued, the terms of the suspension take effect immediately. Upon request, the respondent will have an opportunity to be heard by the respective conduct officer, Title IX Coordinator, or System Director, as appropriate, within three business days in order to determine whether the interim suspension should continue.

All interim measures will remain in effect **unless/until** modified by the Title IX Coordinator/Compliance Officer, Vice President of Student Affairs & Success or the President or his/her designee. Any party may appeal interim measures in writing to Title IX Coordinator/Compliance Officer.

Process for Investigating and Resolving Institutional Reports

The institution shall take necessary and appropriate action to protect the safety and well-being of its community. Accordingly, sexual misconduct perpetrated against students by University System of Georgia students, faculty, or staff should be addressed whenever such acts occur on a campus, in connection with an institution's program or activity, or in a manner that creates a hostile environment for members of the institution community. Further, the policy is applicable to all University System of Georgia students, faculty, and staff, as well as contractors, vendors, visitors, guests or other third parties.

Advisors

Both the alleged victim and respondent, as parties to the matter, shall have the opportunity to use an advisor (including an attorney) of his/her choosing for the express purpose of providing advice and counsel at his/her own expense. The selected advisor shall not otherwise be a party or witness involved in the investigation. The advisor may be present during any meetings and proceedings involved in the investigatory or resolution process in which the advisee is also eligible to be present. The advisor may advise the advisee, including providing questions, suggestions, advice on the proceedings, and guidance on responses to any questions of the participant, but shall not participate directly. The institution shall not prohibit family members of any party from attending if the party requests such attendance, but may limit the number to two family members.

Timeframe

Efforts will be made to complete the investigation within a reasonable timeframe, which will be determined based upon the allegations, availability of witnesses and/or evidence, etc. in a particular case. When the timeframe will extend past the reasonable timeframe, the parties will be informed of the delay and the reason for the delay. The investigator shall keep the parties informed of the status of the investigation.

Investigations

All sexual misconduct investigations involving a student respondent, whether overseen by the institution's Coordinator or the System Director, shall follow the investigation process set forth in Section 4.6.5 of the Board of Regents Policy, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings, which is referenced below.

"Throughout any investigation and resolution proceedings, a party shall receive written notice of the alleged misconduct, shall be provided an opportunity to respond, and shall be allowed to remain silent or otherwise not participate in or during the investigation and resolution process without an adverse inference resulting. If a party chooses to remain silent or otherwise not participate in an investigation, the investigation may still proceed and policy charges may still result and be resolved. Additionally, in any investigation involving allegations of sexual misconduct, timely notice of meetings shall be provided to each party of any meeting at which the complainant, respondent or alleged victim may be present. Timely and equal access to information that will be used during the investigation will be provided to the complainant, respondent and alleged victim (where applicable).

Where the potential sanctions for the alleged misconduct may involve a suspension or expulsion (even if such sanctions were to be held "in abeyance," such as probationary suspension or expulsion) the institution's investigation and resolution procedures must provide the additional minimal safeguards outlined below.

1. The alleged victim and respondent shall be provided with written notice of the complaint/allegations, pending investigation, possible charges, possible sanctions, and available support services. The notice should also include the identity of any investigator(s) involved. Notice should be provided via institution email to the address on file.

2. Upon receipt of the written notice, the respondent shall have at least three business days to respond in writing. In that response, the respondent shall have the right to admit or to deny the allegations, and to set forth a defense with facts, witnesses, and supporting materials. A non-response will be considered a general denial of the alleged misconduct. Any alleged victim shall also be provided three business days to respond to or to supplement the notice.

3. If the respondent admits responsibility, the process may proceed to the sanctioning phase or may be informally resolved, if appropriate.

4. If at any point the investigator determines there is insufficient evidence to support a charge or to warrant further consideration of discipline, then the complaint should be dismissed.

5. An investigator shall conduct a thorough investigation and should retain written notes and/or obtain written or recorded statements from each interview. The investigator shall also keep a record of any party's proffered witnesses not interviewed, along with a brief, written explanation of why the witnesses were not interviewed.

6. The initial investigation report shall be provided to the respondent and the alleged victim (where applicable). This report should clearly indicate any resulting charges (or alternatively, a determination of no charges), as well as the facts and evidence in support thereof, witness statements, and possible sanctions. For purposes of this Policy, a charge

is not a finding of responsibility, but indicates that there is sufficient evidence to warrant further consideration and adjudication.

7. The final investigation report should be provided to the misconduct panel or hearing officer for consideration in adjudicating the charges brought against the respondent. A copy shall also be provided to the respondent and alleged victim (where applicable) before any hearing. The investigator may testify as a witness regarding the investigation and findings, but shall otherwise have no part in the hearing process and shall not attempt to otherwise influence the proceedings outside of providing testimony during the hearing."

Hearings

All sexual misconduct hearings, sanctions, and appeals involving a student respondent, whether overseen by the institution's Coordinator or the System Director, shall follow the investigation process set forth in Section 4.6.5 of the Board of Regents Policy, *Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings,* which is referenced below.

"In no case shall a hearing to resolve charge(s) of student misconduct take place before the investigative report has been finalized.

Where the respondent indicates that he or she contests the charges, the matter shall be set for a hearing and once the investigative report has been finalized and copies provided to the respondent and alleged victim (where applicable); however, the alleged victim (where applicable) and respondent may have the option of selecting informal resolution as a possible resolution in certain student misconduct cases where they mutually agree, except where deemed inappropriate by the Vice President for Student Affairs (or his/her designee) or the System Director.

Where a case is not resolved through informal resolution or informal resolution is not available due to the nature of the charges, the respondent shall have the option of having the charges heard either by an administrator (hearing officer) or a hearing panel. However, all cases involving charges of sexual misconduct that go to a hearing shall be heard by a panel of staff and/or faculty. Sexual misconduct panel members shall receive appropriate annual training as directed by the System Director or Coordinator and required by the Clery Act. If an administrative hearing is requested, the respondent shall use his or her discretion to determine whether the case should be heard by a hearing panel. Notice of the date, time, and location of the hearing shall be provided to the respondent, complainant, and alleged victim (where applicable) at least five business days prior to the hearing. Notice shall be provided via institution email where applicable. Additionally, the following standards will apply to any such hearing:

The respondent shall have the right to present witnesses and evidence to the hearing officer or panel. Witness testimony, if provided, shall pertain to knowledge and facts directly associated with the case being heard. Both parties shall have the right to confront any witnesses, including the other party, by submitting written questions to the hearing officer for consideration. Advisors may actively assist in drafting questions. The Panel shall ask the questions as written and will limit questions only if they are unrelated to determining the veracity of the charge leveled against

the respondent(s). In any event, the Panel shall err on the side of asking all submitted questions and must document the reason for not asking any particular questions.

1. Where the hearing officer or panel determines that a party or witness is unavailable and unable to be present due to extenuating circumstances, the hearing officer or panel may establish special procedures for providing testimony from a separate location. In doing so, the hearing officer or panel must determine whether there is a valid basis for the unavailability, ensure proper sequestration in a manner that ensures testimony has not been tainted, and make a determination that such an arrangement will not unfairly disadvantage any party. Should it be reasonably believed that a party or witness who is not physically present has presented tainted testimony, the hearing officer or panel will disregard or discount the testimony.

In sexual misconduct cases, the hearing officer reserves the right to allow a party to testify in a separate room, so long as no party is unfairly disadvantaged by this procedure. A party must still give testimony in the presence of the Panel, and the opposing party must have the opportunity to view the testimony remotely and to submit follow-up questions.

2. Formal civil rules of evidence do not apply to the investigatory or resolution process.
3. The standard of review shall be a preponderance of the evidence; however, any decision to suspend or to expel a student must also be supported by substantial evidence at the hearing.
4. Institutions should maintain documentation of the proceedings, which may include written findings of fact, transcripts, audio recordings, and/or video recordings.
5. Following a hearing, both the respondent and alleged victim (where applicable) shall be simultaneously provided a written decision via institution email (where applicable) of the outcome and any resulting sanctions. The decision should include details on how to appeal, as outlined below. Additionally, the written decision must summarize the evidence in support of the sanction. The same form will be completed, regardless of whether the student opts for a hearing panel or an administrative proceeding.

Possible Sanctions

In determining the severity of sanctions or corrective actions the following should be considered: the frequency, severity, and/or nature of the offense; history of past conduct; an offender's willingness to accept responsibility; previous institutional response to similar conduct; strength of the evidence; and the wellbeing of the university community. The hearing panel, hearing officer or administrator that found that a policy violation occurred will determine sanctions and issue notice of the same, as outlined above.

The broad range of sanctions includes: expulsion; suspension for an identified time frame or until satisfaction of certain conditions or both; temporary or permanent separation of the parties (e.g., change in classes, reassignment of residence, no contact orders, limiting geography of where parties can go on campus) with additional sanctions for violating no-contact orders; required participation in sensitivity training/awareness education programs; required participation in alcohol and other drug awareness and abuse prevention programs; counseling or mentoring;

volunteering/community service; loss of institutional privileges; delays in obtaining administrative services and benefits from the institution (e.g., holding transcripts, delaying registration, graduation, diplomas); additional academic requirements relating to scholarly work or research; financial restitution; or any other discretionary sanctions directly related to the violation or conduct."

All sexual misconduct adjudication involving an employee respondent shall be addressed utilizing the institution's employment policies and procedures.

Appeals

"Where the sanction imposed includes a suspension or expulsion (even for one held in abeyance), the following appellate procedures must be provided. The alleged offender (and in cases involving sexual misconduct or other forms of discrimination and/or harassment, the alleged victim) shall have the right to appeal the outcome on any of the following grounds: (1) to consider new information, sufficient to alter the decision, or other relevant facts not brought out in the original hearing, because such information was not known or knowable to the person appealing during the time of the hearing; (2) to allege a procedural error within the hearing process that may have substantially impacted the fairness of the hearing, including but not limited to whether any hearing questions were improperly excluded or whether the decision was tainted by bias; or (3) to allege that the finding was inconsistent with the weight of the information.

Appeals may be made for the above reasons in any case where sanctions are issued, even when such sanctions are held "in abeyance," such as probationary suspension or expulsion.

The appeal must be made in writing, and must set forth one or more of the bases outlined above, and must be submitted within five business days of the date of the final written decision. The appeal should be made to the institution's Vice President for Student Affairs or his/her designee.

The appeal shall be a review of the record only, and no new meeting with the respondent or any alleged victim is required. The Vice President, or his or her designee, may affirm the original finding and sanction, affirm the original finding but issue a new sanction of lesser severity, remand the case back to the decision-maker to correct a procedural or factual defect, or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The Vice President or his or her designee shall then issue a decision in writing to the respondent within a reasonable time period.

The decision of the Vice President or his or her designee may be appealed in writing within five business days (as determined by the date of the decision letter) to the President of the institution solely on the three grounds set forth above.

The President may affirm the original finding and sanction, affirm the original finding but issue a new sanction of greater or lesser severity, remand the case back to the decision maker to correct a procedural or factual defect, or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The President's decision shall be simultaneously issued in writing to the complainant, the respondent and the alleged victim (where applicable)

within a reasonable time period. The President's decision shall be the final decision of the institution.

Should the respondent or alleged victim (where applicable) wish to appeal the President's decision, he or she may request review by the Board of Regents in accordance with the Board of Regents' Policy on Discretionary Review.

Recusal / Challenge for Bias

Any party may challenge the participation of any institution official, employee or student panel member in the process on the grounds of personal bias by submitting a written statement to the Dean of Students setting forth the basis for the challenge. The designee shall not be the same individual responsible for investigating or adjudicating the conduct allegation. The written challenge should be submitted within a reasonable time after the individual knows or reasonably should have known of the existence of the bias. The Dean of Students will determine whether to sustain or deny the challenge and, if sustained, the replacement to be appointed."

Statement against Retaliation

Retaliation via threats, intimidation, coercion or by any other means against a member of the University community who filed a complaint or participated in any manner in the school's investigation proceedings is prohibited under Title IX and is a violation of ASU policy. ASU will seriously consider any act(s) of retaliation and take immediate action to investigate, prevent the recurrence of and remedy any retaliatory effects. Reports of retaliation will be reviewed and investigated in the same manner in which other allegations of misconduct are handled. Any student or employee who engages in retaliation may be subject to sanction(s) or disciplinary action.

Note: The grievance procedure may be modified or amended by the Title IX Coordinator/Compliance Officer at any time when appropriate and with prior notice.

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Grievance Procedure

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- **Downloadable/Printable PDF of the Title IX Grievance Procedure**

❯ Initiating the Complaint

A formal complaint is initiated when a reporting individual notifies a responsible employee, privileged employee or confidential employee that an incident of sexual misconduct has occurred. The Title IX Coordinator/Compliance Officer will review every complaint to assess whether the issue is covered under Title IX. If the complaint is covered by a different university policy, the alleged victim will be notified, information will be forwarded to the appropriate individual and no further action will be taken by the Title IX Coordinator/Compliance Officer.

Note: Reporting an incident is not the same as requesting a formal investigation. Absent an emergency which poses a potential risk for the reporting individual, alleged victim, or other members of the University community and before a formal investigation can be initiated, the alleged victim must give consent to pursue such action.

If an incident involves prohibited behavior that is covered under Title IX, upon obtaining consent from the alleged victim, the formal investigative process will be initiated.

❯ Where and to whom may a student, faculty, staff member or third party file a complaint?

Complaints may be filed with a privileged employee, the Title IX Coordinator/Compliance Officer, an ASU Police Officer, a responsible employee (which includes student employees such as Resident Assistants) or a confidential employee.

Before a reporting individual reveals information that he/she may wish to keep confidential, a responsible employee should make every effort to ensure that the reporting individual understands: (i) the type of information the employee is obligated to report to the Title IX Coordinator/Compliance Officer; (ii) the student's option to request the school maintain his or her confidentiality, which the school will consider; (iii) the student's option to report to a privileged employee at the Counseling Center or Student Health Services and the limitations of making the report to such an individual and (iv) that information is shared with only those who have a legitimate need to know.

❯ Reporting Options

Confidential Reporting

If a member of the University community wishes to discuss an incident of sexual misconduct in confidence, he or she must speak directly with a privileged employee. **University employees will make every effort to honor requests for confidentiality, but cannot absolutely guarantee it.** However, every request for confidentiality will be considered and weighed against the risk of harm or the potential thereof to the reporting individual and/or other members of the University community. If the request for confidentiality cannot be honored, the reporting individual will be informed prior to the disclosure of the information and interim measures will be implemented in order to protect the reporting individual and ensure the safety of others.

An alleged victim who initially requests confidentiality should be reminded that he/she may later request a full investigation of the incident. Honoring requests for confidentiality may limit the school's ability to respond fully to the incident, including pursuing disciplinary action against the respondent. Privileged Employees may be contacted at:

Albany State University Counseling & Student Disability Services
(229) 500-3442

Albany State University Student Health Services
(229) 500-3546

General Reporting

In accordance with Federal law, ASU has designated certain individuals as responsible employees including faculty, staff and student employees, whose employment functions involve relationships with students or those who have significant responsibility for student welfare and/or campus activities; who have the authority to take action to redress sexual violence, who have been given the duty of reporting incidents of sexual violence or any other misconduct by students. Responsible employees **must** promptly or as soon as practicable report **any** act of sexual misconduct to the Title IX Coordinator/Compliance Officer. **The report must include all known information about the complaint.**

Note: A Responsible Employee is not authorized to use his/her own independent judgment regarding whether to report to the Title IX Coordinator/Compliance Coordinator. The reporting requirement is mandatory not discretionary.

Responsible Employees may be contacted at:

Albany State University Title IX Coordinator Billy C. Black Building Room 383G
(229) 500-3302

Albany State University Police Department
(229) 430-4711

Albany State University Housing & Residence Life
Staff and Residential Assistants
(229) 500-3062

Albany State University Office of Student Affairs & Success
(229) 500-3553

Student Ethics & Integrity Coordinator
University Judicial Officer
(229) 500-3554

Albany State University Faculty & Staff Representatives Faculty Senate President
facultysenate@asurams.edu

Staff Council President
Staffcouncil@asurams.edu

Note: Others including coaches and athletic trainers, faculty, staff, and administrators are also designated as Responsible Employees.

Criminal Reporting

The alleged victim may choose to file a criminal complaint with the University Police and/or local law enforcement. Law Enforcement may be contacted at:

Albany State University Police Department
(229) 430-4711

Local Law Enforcement (Albany State University Police Department may assist with coordination.)

Other Reporting

When the accused is a university employee, the reporting individual may also report the incident to the Office of Human Resource Management or request that one of the above referenced representatives assist them in reporting to Human Resources. When the accused is an employee of an affiliated entity or vendor of the university, university officials will, at the request of the reporting individual, assist in reporting to the appropriate office of the vendor or affiliated entity.

Albany State University Office of Human Resources Management
(229) 500-3066

Special Considerations

If the reported incident involves any act of sexual violence, whoever is first notified should discuss the following with the alleged victim:

- Personal safety and protection from the perpetrator,
- Seeking medical attention to obtain treatment for pregnancy, sexually transmitted infections, and possible injury as well as to preserve any available evidence,
- Contacting the Title IX Coordinator/Compliance Officer about University resources and supports as well as rights and options,
- Contacting the Student Counseling Center and Student Health Services or the Lily Pad SANE Center, and/or
- Filing a report with ASU Police or local law enforcement.

All evidence should be preserved, if possible, as this may be necessary to establish that sexual violence has occurred. Evidence is best preserved, if following the incident, the individual against whom the act has been perpetrated reports the incident and immediately seeks medical attention. When seeking medical attention following an act of sexual violence, the alleged victim is encouraged to retain clothing or any item which might have evidence of the act, and refrain from taking a bath/shower, brushing his/her teeth, or using mouthwash.

❯ **Available Interim Measures.**	❯ **Sanctioning.**
❯ **Investigation.**	❯ **Appeal.**
❯ **Advisors.**	❯ **Recusal / Challenge for Bias.**
❯ **Timeframes for major stages of the process.**	❯ **Statement against Retaliation.**
❯ **The hearing (adjudication) process.**	

Additional Notes.

*The grievance procedure may be modified or amended by the Compliance Officer/Title IX Coordinator at any time when appropriate and with prior notice.

**The Compliance Officer/Title IX Coordinator has the authority to investigate all allegations of discrimination prohibited by Title IX.

For more information, please contact: Mrs. CaDedria Hill, Title IX Coordinator/Compliance Officer at (229) 500-3302 or e-mail cadedria.hill@asurams.edu.

Sidebar

❯ Common Myths Regarding Title IX
❯ Title IX Frequently Asked Questions
❯ Grievance Procedure
❯ Incident Report Form - Electronic
❯ Notice of Non-Discrimination
❯ Title IX Resources
❯ Rights & Options
❯ Sexual Misconduct Policy
❯ Investigator and Hearing Panelist Training

Albany State University

ASU East Campus
504 College Drive
Albany, GA 31705

ASU West Campus
2400 Gillionville Rd
Albany, GA 31707

Phone: **(229) 500-2000**

- Accreditation
- ASU Careers
- Maps
- Students

- Campus Safety
- ASU Foundation
- Flickr Photos

- Request a Transcript
- ASU IT Help Desk
- Equal Employment Opportunity
- Ethics & Compliance Hotline
- Human Trafficking Notice

Title IX Online Training

Data Dashboard

EVERFI

Part 2 Complete	2

👥 See All Students

Sexual Assault Prevention for Undergraduates (SAPU)

Find by Group

1201 Enrollee (If you belong to more than one group, please select this over all others)	252
All Other Students	649
Athlete	47
Online Student	171
Sexual Assault Prevention for Undergraduates (SAPU) - Default Cohort	0
Sorority or Fraternity Member	1

Find by Status

Registered, Not Started	286
Part 1 Started	296
In Intersession	77
Part 2 Ready	275
Part 2 Started	0
Part 2 Complete	186

👥 See All Students

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Module Summaries

EVERFI

Kimberly Carter ▾

Dashboard Students ▾ Courses Customize Reports ▾ Resources

Find by ID, name or email

Dashboard / Resources / Sexual Assault Prevention for Undergraduates (SAPU)

SEXUAL ASSAULT PREVENTION FOR UNDERGRADUATES

Target Audience: Incoming undergraduate Students

Structure:

- Part 1: 45 minutes
- Part 2: 5-10 minutes survey (ideally after a 30 day intersession!)

Key Content: *Sexual Assault Prevention for Undergraduates* includes Title IX and Clery Act Training which enables first-year students to recognize sexual assault and harassment behavior, identify healthy and unhealthy relationship practices, and equips students with essential skills to navigate consent-based conversations and engage in bystander intervention safely.

- Values, Identities, and Relationships
- Gender Identities and Stereotypes
- Sexual Harassment and Stalking
- Consent, Coercion, and Stepping In
- Reporting Options and Responding to a Survivor

Help   About EverFi   Privacy Policy   Terms of Service   Contact Us

Dashboard / Resources / Sexual Assault Prevention for Undergraduates (SAPU)

Sexual Assault Prevention for Graduate Students

Target Audience: Incoming graduate and professional students

Structure:

• Part 1: 45 minutes
• Part 2: 5-10 minutes survey (ideally after a 30 day intersession!)

Key Content: *Sexual Assault Prevention for Graduate Students* includes Title IX and Clery Act training which equips graduate students with the tools needed to navigate new and complex relationships including how to identify and respond to harassment from a faculty member or advisor, other workplace-based harassment, how to respectfully engage with undergraduate students, and how to respond to student disclosures.

• Values, Identities, and Relationships
• Gender Identities and Stereotypes
• Sexual Harassment and Stalking
• Consent, Coercion, and Stepping In
• Reporting Options and Responding to a Survivor

Albany State University

January is National Stalking Awareness Month. Be Informed!

What is Stalking?

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with person's property.

These are some common stalking behaviors that should set off red flags:

- Calling or messaging you repeatedly, even when you have asked them to stop.
- Following you on your way to work, school, home, etc.
- Showing up at places you frequent, repeatedly and purposefully.
- Entering your home uninvited.
- Sending "gifts" or leaving other forms of evidence that they have been at your home.
- Looking up your personal information and details through public records, online searches, contacting your friends and family, going through your trash, or hiring a private investigator.
- Posting information about you or spreading rumors about you publicly.
- Damaging your car, home, or property.
- Threatening to damage your property.
- Threatening to hurt you or people you know (either directly or indirectly).

If you think you're being stalked:

- Do not engage-Tell your stalker politely and seriously once to stop contacting you, following you, etc. Once you have made your disinterest clear, stop engaging with them.
- Put your safety first.
- Collect evidence-Keep records of all written messages that they send to you. Write down all the times that they try to call you. Record all of their visits to your home, gym, or office. Collect all of the "gifts" they send you and/or all the notes they leave.
- Talk about it-Tell your friends what is happening. Tell your family. Talk to law enforcement

For more information or to report an incident, please contact the Albany State University Office of Title IX at (229) 500-3302 or (229) 500-3304.

In case of an emergency, please call the ASU Police Department at (229) 430-4711.

What to do in an event of sexual assault?

For information on what to do if you or someone you know has been sexually assaulted, see:

http://www.asurams.edu/legal-affairs/title-ix/grievance-procedure.php

Anyone who believes, or receives a complaint, that prohibited retaliation has or is occurring should immediately contact the Title IX Coordinator.

CaDedria Hill, Title IX Coordinator
Albany State University, East Campus
Old President's House
Office (229) 500-3302 | Fax (229) 500-4934
Cadedria.hill@asurams.edu

Additional resources:

Counseling and Student Disability Services
(229) 500-3442

Student Health Services
(229) 500-3546

Police Department
(229) 430-4711

Housing & Residence Life
(229) 500-3062

Office of Student Affairs & Success
(229) 500-3553

Lily Pad Center (Sexual Assault Nurse Examiner)
(229) 435-0074

Is retaliation prohibited?

Yes. Title IX prohibits retaliation for making a good faith complaint about sex-based discrimination, including sexual harassment/violence, or for participating in or otherwise being associated with an investigation of alleged sex-based discrimination.

Any responsible employee (e.g., any administrator, supervisor, faculty, instructor, resident advisor or other University community member in a position of authority) who knows of, or receives a complaint of, sex-based discrimination, including sexual violence, must report this to the Title IX Coordinator and must relay any request for confidentiality by the complainant. Failure to so report can result in discipline. Except: The following confidential support/ privileged employees are not required to report information that identifies the alleged victim or third party complainant: Counseling and Disability Services and Student Health Services.

Amnesty–Individuals should be encouraged to come forward and to report sexual misconduct notwithstanding their choice to consume alcohol or to use drugs. Information reported by an individual during an investigation concerning use of drugs or alcohol will not be used against the particular individual in a disciplinary proceeding or voluntarily reported to law enforcement; however, individuals may be provided with resources on drug and alcohol counseling and/or education, as appropriate.

Note: Conduct prohibited by Title IX may also implicate other state or federal laws. Making a complaint to the Title IX Coordinator does not replace the right to pursue other options or remedies available under the law. Impacted individuals also have the right not to report Title IX violations.

TITLE IX

Protects people from discrimination based on sex in education programs or activities that receive federal funding.

Albany State University
UNIVERSITY SYSTEM OF GEORGIA™

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681)

What is Title IX?

Title IX is a federal law passed in 1972 that prohibits sex-based discrimination in all education programs and activities of institutions receiving federal funds, which includes Albany State University (ASU). Prohibited sex-based discrimination includes pregnancy discrimination, sexual harassment, including **sexual misconduct**.

What is sexual harassment?

- Unwelcome verbal, nonverbal, or physical conduct, based on sex or on gender stereotypes, that is implicitly or explicitly a term or condition of employment or status in a course, program, or activity;

- Is a basis for employment or educational decisions; or

- Is sufficiently severe, persistent, or pervasive to interfere with one's work or educational performance creating an intimidating, hostile, or offensive work or learning environment, or interfering with or limiting one's ability to participate in or to benefit from an institutional program or activity.

Sexual harassment prohibited by Title IX includes same-sex harassment regardless of either party's sexual orientation or gender identity, as well as harassment by a subordinate of a person in a position of authority, as well as vice versa.

What is sexual violence?

Sexual violence is a form of sexual harassment prohibited by Title IX that refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to: use of drugs or alcohol, being asleep, an intellectual or other disability, or being under the age of 16. Sexual violence includes rape, sexual assault, sexual battery and sexual coercion.

What is Dating Violence /Intimate Partner Violence?

Violence that occurs between people who are or have been involved in an intimate/romantic relationship.

Contexts in which Title IX applies:

Title IX applies to all ASU services, programs and activities, both on and off campus, including without limitation:

Admissions

Financial aid

Class assignments & course offerings

Academic advising, instruction evaluation, and grading

Discipline

Athletics

Housing

Study Abroad

Health and counseling services

Recreational, residential life & extracurricular services and programs

Employment of academic faculty, staff, and graduate assistants, including the recruitment and selection processes

Who must comply with Title IX?

All University community members must comply with Title IX, including, without limitation: students, faculty, staff, university administrators, athletic staff counselors and visitors.

How to report Title IX violations?

University community members with knowledge that sex-based discrimination, including sexual harassment/violence, has or may be occurring should contact:

CaDedria Hill, MS., Title IX Coordinator
Albany State University, East Campus
Old President's House
Office (229) 500-3302
Fax (229) 500-4934
Cadedria.hill@asurams.edu

OR

U.S. Department of Education Office for Civil Rights (800) 421-3481 or ocr@ed.gov

On-line complaint form available at:
http://www2.ed.gov/about/offices/list/ocr/ complaintintro.html

Complaints of Sex-based discrimination or harassment may also be submitted electronically at:

https://cm.maxient.com/reportingform .php? AlbanyStateUniv&layout_id=8

Title IX and Sexual Misconduct

Understanding Your Role, Rights And Responsibilities
As Members of The Albany State University Community

Federal Laws

- Title IX of the Education Amendments of 1972
  - Prohibits discrimination on the basis of sex in educational institutions that receive federal funding
- Title IX also includes Section 304 of the Violence Against Women (VAWA) Reauthorization Act of 2013.
  - This Extends Title IX to include dating violence, domestic violence and stalking
- The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)
  - Requires policies and procedures for sexual assault
  - Requires timely warning and external reporting of crimes

Focus of Title IX

- Sexual Violence
- Sexual Discrimination
- Sexual Harassment

What Is Sexual Harassment?

- Sexual harassment is unwelcome conduct of a sexual nature that adversely affects your ability to participate in or benefit from an educational program.

- It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature on or off campus.
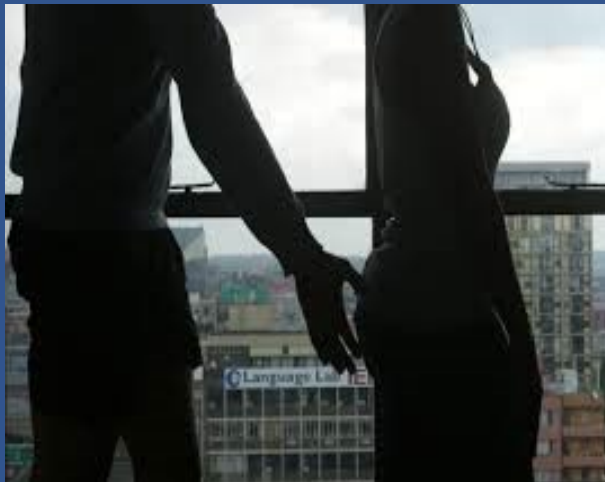
What Is Sexual Violence/Assault?

- Sexual violence is an umbrella term that includes sexual assault as well as dating, domestic and intimate partner violence and certain forms of stalking.

- Sexual assault is any form of sexual contact that occurs <u>without consent</u> and/or through the use of force, threat of force, intimidation, or coercion.

- Sexual assault can be committed when someone <u>has not given or is unable to give consent,</u> for example, because of intoxication.

- Sexual assault can be a form of sexual harassment.

Forms Of Sexual Violence

- Any unconsented or unwanted sexual touching or other physical contact may constitute sexual violence
    - Any form of sexual activity
    - Touching
    - Grabbing/Groping
    - Kissing
    - Caressing
    - Brushing against another's body
    - Patting
    - Pinching

Forms of Sexual Violence – Stalking

- Stalking is a course of conduct directed at a specific person that causes them reasonable fear or distress.

- Stalking usually includes repeated behaviors that harass or threaten the victim, such as following a person, appearing at a person's home or place of business, or sending repeated and/or harassing calls, messages or photos.

Forms of Sexual Violence:

<u>Dating/Intimate Partner/Domestic Violence</u>

- Dating/IP/Domestic violence is a pattern of coercive behavior that can include physical, psychological, sexual, economic and emotional abuse.

- It can also consist of a single incident of sexual assault.

- Rape or any sexual offense, whether on a date or not, or by someone you know or do not know, is the same criminal offense.

- Between 80 and 90 percent of all people who have been raped know their perpetrator(s).

- On college campuses, alcohol is often involved in date rape.

What Is Affirmative Consent?

- Affirmative Consent is a knowing, voluntary and mutual decision among all participants to engage in sexual activity.

- Consent can be withdrawn at any time.

- Consent can be given by words or actions, as long as those words or action create clear permission regarding willingness to engage in the sexual activity.

You Must Obtain Consent

• Before you engage in sexual activity, consider…

   – Have you expressed what you want?

   – Do you know what your partner wants?

   – Has your partner given consent?

   – Is your potential partner sober enough to decide whether or not to have sex?

   – Are you sober enough to know that you've correctly gauged consent?

Slow Down

Signs you may not have consent:

- You are not sure what the other person wants.

- You have had sex before but your partner has said he/she is not interested tonight.

- You feel like you are getting mixed signals.

- You hope your partner will say nothing and go with the flow.

- Your partner stops or is not responsive.

- Your partner may be intoxicated or high:
  - Slurred speech
  - Problems with balance
  - Impaired motor skills

Staff who must report to Title IX Coordinators:

- Title IX Coordinator and staff
- Office of Public Safety Employees
- VP Student Affairs, Dean of Students and all staff housed in those offices
- Residence Life staff, including Resident Assistants in owned or operated housing
- College President, Vice Presidents and Deans
- Athletics Staff

- Department Chairs
- Human Resources staff
- University Office of the General Counsel employees
- Faculty members when leading off-campus trips
- Faculty or staff advisors to student groups
- Employees who are managers

Confidentiality

What if I am not ready for an investigation that might disclose my identity?

  — The College encourages you to report the incident to one of the College's mental health counselors.

  — These counselors can talk to you confidentially, with rare exceptions, and can help you make the best decision for you.

Title IX Documents

- Rights and Options
- Sexual Misconduct Policy
- Grievance Procedure
- Resources

Who to Contact

- CaDedria Hill, Title IX Coordinator: 229-500-3302
- ASU Police: 229-430-4711
- Human Resources: 229-500-3066
- Counseling and Disability Services: 229-500-3442
- Housing and Residence Life : 229-500-3062
- Student Health Services: 229-500-3546
- Office of Student Affairs: 229-500-3553

Any trusted faculty advisor or member of
Albany State University administration

External Resources

Lily Pad SANE (Sexual Assault Nurse Examiner) Center
320 W. 2nd Ave
Albany, GA 31701
Office: 229-435-0074
Fax: 229-435-0756
Hours: 24/7

United States Department of Education
Office of Civil Rights (OCR)
61 Forsyth St. S.W. Suite 19T10
Atlanta, Georgia 30303-8927
Telephone: (404) 974-9406
Email: ocr.atlanta@ed.gov

Presented By:
CaDedria D. Hill
Albany State University
Title IX Coordinator
229-500-3302

Title IX and Sexual Misconduct

Understanding Your Role, Rights And Responsibilities
As Members of The Albany State University Community

Federal Laws

- Title IX of the Education Amendments of 1972
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  - Requires policies and procedures for sexual assault
  - Requires timely warning and external reporting of crimes

Focus of Title IX-Sexual Misconduct

- Sexual Discrimination
- Sexual Harassment
- Sexual Violence

What is Sexual Discrimination?

- Any _sex-based_ circumstances/events that deny or limit an individual's ability to participate in or receive benefits, services, or opportunities in the university's programs: academic programs, internships, sports, housing, admissions, health services, etc.

- This extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. This covers all students, faculty, staff and visitors regardless of whether his or her gender is male or female; his or her sexual orientation is straight/gay/lesbian/bisexual/transgender; with or without disabilities; he or she is of a different race or national origin; his or her employment status is part-time or full-time; his or her location is on the main campus; branch campuses; online; in internships and/or study abroad programs.

What Is Sexual Harassment?

- Sexual harassment is unwelcome conduct of a sexual nature that adversely affects your ability to participate in or benefit from an educational program.

- It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature on or off campus.
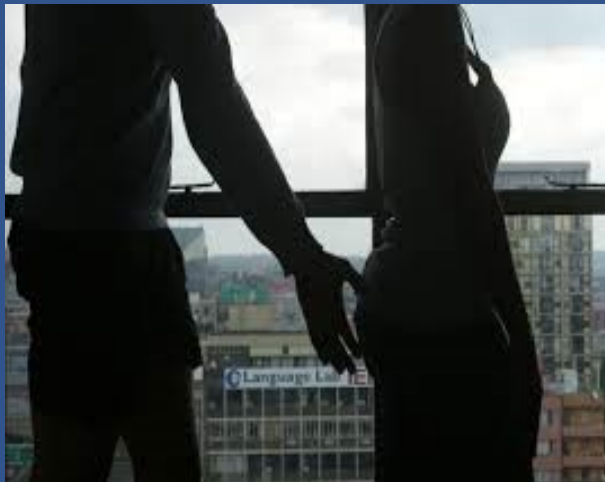
What Is Sexual Violence?

- Sexual violence includes nonconsensual sexual contact, dating/domestic/intimate partner violence, stalking and sexual exploitation.
  - Nonconsensual Sexual Contact includes but is not limited to touching (or penetrating) of a person's intimate parts (such as genitalia, groin, breasts, or buttocks); touching (or penetrating) a person with one's own intimate parts; or forcing a person to touch his or her own or another person's intimate parts.
  - Sexual Exploitation-non-consensual or abusive sexual advantage of another for one's own advantage or benefit, or for the benefit or advantage of anyone other than the one being exploited.

Sexual Violence cont'd.

Examples of sexual exploitation may include, but are not limited to, the following:

- Invasion of sexual privacy;

- Prostituting another individual;

- Non-consensual photos, video, or audio of sexual activity;

- Non-consensual distribution of photo, video, or audio of sexual activity, even if the sexual activity was consensual;

- Intentional observation of nonconsenting individuals who are partially undressed, naked, or engaged in sexual acts;

- Knowingly transmitting an STD or HIV to another individual through sexual activity;

- Intentionally and inappropriately exposing one's breasts, buttocks, groin, or genitals in non-consensual circumstances; and/or

- Sexually-based bullying.

Forms Of Sexual Violence – Stalking

- Stalking is a course of conduct directed at a specific person that causes them reasonable fear or distress.

- Stalking usually includes repeated behaviors that harass or threaten the victim, such as following a person, appearing at a person's home or place of business, or sending repeated and/or harassing calls, messages or photos.

Forms of Sexual Violence-Dating/Intimate Partner/Domestic Violence

- Dating/IP/Domestic violence is a pattern of coercive behavior that can include physical, psychological, sexual, economic and emotional abuse.

- It can also consist of a single incident of sexual assault.

- Rape or any sexual offense, whether on a date or not, or by someone you know or do not know, is the same criminal offense.

- Between 80 and 90 percent of all people who have been raped know their perpetrator(s).

- On college campuses, alcohol is often involved in date rape.

Reporting Options For Complainants

- A complainant of sexual misconduct may, but need not, file a criminal complaint with law enforcement officials; file a misconduct report with a Responsible Employee or Coordinator; or file both. A report may be filed anonymously, although anonymous reports may make it difficult for the institution to address the complaint. Any individual who believes that he or she has been a victim of sexual misconduct is encouraged to report allegations of sexual misconduct promptly

What it Means to be a Responsible Employee/CSA

- If someone tells you about a crime or an incident that might be a crime, record the information and submit a report.

- Simply get the facts - experts will do the analysis.

- To make a report, complete the ASU Title IX Incident Report Form and forward it to the Title IX Coordinator.

- When in doubt, report it!

Staff <u>who must report</u> to Title IX Coordinators:

- Title IX Coordinator and staff
- Office of Public Safety Employees
- VP Student Affairs, Dean of Students and all staff housed in those offices
- Residence Life staff, including Resident Assistants in owned or operated housing
- College President, Vice Presidents and Deans
- Athletics Staff

- Department Chairs
- Human Resources staff
- University Office of the General Counsel employees
- Faculty members when leading off-campus trips
- Faculty or staff advisors to student groups
- Employees who are managers

Report All Crimes Even If They Did Not Occur On Campus

Any crime involving an ASU student while attending a University sponsored event, function or in conjunction with the educational process must be reported, no matter the location of the incident.

- Example 1: A student is assaulted while attending a university sponsored conference in another city.

- Example 2: A student is being sexually harassed during an academic internship at a local business.

What If *You* Don't Do Anything?

- Personal Liability
  - Loss of responsibilities/employment status
  - Personal liability
  - Attorney's fees for personal attorney
  - Loss of reputation
  - Time, effort and stress of defending lawsuit
  - Depending on allegation, possible liability

What If _We_ Don't Do Anything?

- University's Liability
  - Attorney's fees to defend
  - Institutional time and effort to defend
  - Publicity
  - Reputation damage to University, college and program
  - Monetary judgments/fines
  - Plaintiff's attorney's fees

An Ounce of Prevention

- Model appropriate behavior.
- Remember that you are in a position of power.
- Inform students of proper behavior and intercede when necessary.
- Provide information on policies and resources.
- Encourage students to help each other model appropriate behavior and to come forward with complaints.
- Be available and keep your eyes and ears open.
- Address issues as they occur.

- Empower students and co-workers:
  - It's ok to tell someone that their attention or conduct is offensive or unwelcome;
  - Ask person to stop – make them aware of how their actions are perceived.
- Be careful when using social media.
- Remember your role when attending or inviting students to social functions.
- Do not put yourself in a compromising position.

Hypothetical Scenario

A student comes to you and confides in you that she was drinking at a party and passed out. When she woke up, a male student was in bed beside her. When she inquired as to what happened, he replied that she had invited him back to her room and they had sex. She states that she is embarrassed and does not want to talk with police, but this is affecting her ability to perform academically. The male student is in the same class with her.

What should you do?

Answer

If any form of possible sexual misconduct or harassment is reported to you, you must refer the information to the Title IX Coordinator.

In this hypothetical scenario, the student may not have had the capacity to effectively consent to the sexual activity.

How to Help the Student

- Explain to the student that you are a mandated reporter and whatever they tell you, you have an obligation to report it.

- Explain that the University takes these situations seriously, remind them of the sexual misconduct policy.

- Do not try to investigate the allegation from any perspective.

- Encourage the student to report the situation to University Police or local police, but don't insist. ***It is their choice!***

- Report the incident the Title IX Coordinator.

Title IX Documents

- Rights and Options
- Sexual Misconduct Policy
- Grievance Procedure
- Resources

Who to Contact

- CaDedria Hill, Title IX Coordinator: 229-500-3302

- ASU Police:

- Human Resources:

- Counseling and Disability Services:

- Housing and Residence Life:

- Student Health Services:

- Office of Student Affairs:

Any trusted faculty advisor or member of

Albany State University administration

Presented By:
CaDedria D. Hill
Albany State University
Title IX Coordinator/Compliance Officer
229-500-3302

Sign In Sheet
20 March 2019

3PM

Name	Department
Daphne D Washington	Housing & Residence Life
Viola Phillips	Student Health Services

Sign In Sheet
20 March 2019

3PM

Name	Department
Jackie Nicholson	Athletics
Rowena Daniels	Legal Affairs
Anne Bassey	Legal Affairs
Diane Rogers	Library House
LaShawnda Ethridge	ASU PD
Angelnique Jordan	Student Conduct
Grady Rachel	ASU P.D.
Tatashea Irving	Dougherty County P.D.
Daniel Diamond	ASU PD
CaDedric D. Hill	Office of Title IX

Advisory Board.

Sign In Sheet
20 March 2019

Name	Department
Cedric D. Hill	Office of Title IX
Marcus Guess	ASU PD
Daniel Diamond	ASU PD
Angelnique Jordan	Student Conduct
Rowena Daniels	Legal Affairs
LaShaunda Ethridge	ASU PD
Diane Rogers	Liberty House
Grady Rachel	ASU PD
Jackie Nicholson	Athletics

3. Officials with Significant Responsibility for Student and Campus Activities campus officials who manage or otherwise oversee students and campus activities, for example, staff responsible for campus student housing, a student center, or student extra-curricular activities; a director of athletics or a team coach; faculty advisors to a student groups; staff responsible for student discipline; campus judicial staff. Each campus must identify these individuals. The Clery Coordinator is responsible for ensuring that they are aware of their responsibilities and report periodically. If you are a Campus Security Authority you must report unless you are one of those whom the regulations define as exempt.

What about confidentiality?

The crime statistics included in the Annual Security Report do not include any information that would identify the victim or the person accused of committing the crime. Your report to the Clery Coordinator should not include personally identifying information. Make sure you advise the student that you will not release that information but that you are obligated to report the alleged criminal conduct.

If you are a pastoral counselor or professional counselor, use your judgement. When appropriate, you may tell a person you are counseling about campus procedures for reporting crimes and confidentially for inclusion in the annual disclosure of crime statistics report even if the person does not want to press charges or participate in an investigation. Procedures for reporting crimes confidentially must be included in the Annual Safety and Fire Report.

What about timely warnings?

Immediate reporting of crimes allows the police to act in a timely fashion to investigate or otherwise address alleged crimes that may present a clear danger to the campus community. All you need do is report the crime by calling the police. The ASU Police Department is responsible for gathering the data for all crimes reported, and soliciting information from local police agencies concerning crimes reported to them.

A copy of the Annual Safety and Fire Report and Compliance Statement can be found on the ASU website at www.asurams.edu.
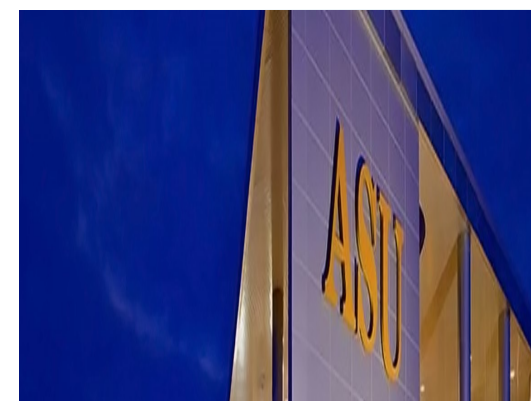
Clery Coordinator

Lt. LaShawnda Ethridge
Phone: (229) 894-0606
Lashawnda.ethridge@ asurams.edu

Albany Police Department

504 College Drive
Albany, Ga 31705

Phone: (229) 430-4711
Fax: (229) 500-4922
WWW.ASURAMS.EDU

Albany State University

UNIVERSITY SYSTEM OF GEORGIA

Albany State University Police Department

Jeanne Clery Act
Crime Statistics and Report Training for Campus Security Authorities

Overview of Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the landmark federal law, originally known as the Campus Security Act that requires colleges and universities across the United States to disclose information about crime on and around their campuses.

The directly relates to participation in federal student financial aid programs, therefore it applies to most institutions of higher education both public and private. It is enforced by the U.S. Department of Education (DOE).

The "Clery Act" is named in memory of 19 year old Lehigh University freshman Jeanne Ann Clery who was raped and murdered while asleep in her residence hall room on April 5, 1986. Jeanne's parents discovered that students hadn't been told about 38 violent crimes on the campus in the three years before her murder. They joined with other campus crime victims and persuaded Congress to enact this law, which was originally know as the " Crime Awareness and Campus Security Act of 1990"

The law was amended in 1992 to add a requirement that schools afford the victims of campus sexual assault certain basic rights, and was amended again in 1998 to expand the reporting requirements. The 1998 amendments also formally named the law in memory of Jeanne Clery.

What is a CSA?

CSA stands for "Campus Security Authority." CSA's are usually found in departments responsible for, but not limited to, student and campus activities, safety/security, discipline, housing, human resources, or judicial proceedings. This designation also includes any individual who has been specified by ASUPD to receive and report offenses. CSA's are responsible for reporting the number of crimes and incidents as described in the Clery Act that occur in their department to the ASU Police Department. These numbers are then included in the federally-mandated Clery Report, which is distributed every year by October 1st..

How do I know what to report?

You must report all allegations of crimes that you determine are made in good faith as a statistic that will be included in the Annual Security Report. Although law enforcement personnel may conclude after further investigation that some allegations are not substantiated by the facts or the law, you must report information that is a reported to you. Neither a formal police report nor an investigation is needed in order for a crime report to be included in these statistics. Your responsibility is to provide as accurate and complete a description as possible of what happened, including the location and whether the victim or alleged perpetrator was a student.

What crimes must I report?

The Annual Security Report must include statistics on nine types of crime:

o Criminal Homicide - (A) Murder and Non- Negligent Manslaughter, and (B) Negligent Manslaughter;

o Sex Offenses - (A) Forcible Sex Offenses and (B) Non-Forcible Sex Offenses;

o Robbery;

o Aggravated Assault;

o Burglary;

o Motor Vehicle Theft;

o Arson;

o Arrests and Disciplinary Referrals for liquor law violations, drug law violations, and illegal weapons possession; and

o Hate Crimes/bias.

Campus Police will ensure that crimes are properly classified.

Who must report campus crime?

In addition to the Police Department, Campus Security Authorities must report any crimes or incidents that may be crimes that are reported to them. You are a Campus Security Authority if you fit any the following descriptions: 1. Individuals with Campus Security responsibility staff assigned to security functions. 2. Designated Individuals – any individual or organization identified on the campus as Clery Coordinator to which crimes must be reported.

CSA/CLERY TRAINING QUIZ

1. Colleges must have timely warning policies in place, but the Clery Act does not require the college to publish that policy in the Annual Security Report.
   True or False?

2. If an incident occurred on public property right next to an academic building that was on-campus, but occurred between two non-students, is there any obligation to report it?
   Yes or No?

3. A bicycle belonging to a student is stolen from a rack on-campus. Is this a reportable Clery Act statistic?
   Yes or No?

4. Arrests for liquor law violations are reportable under the Clery Act?

   Yes or No?

5. All crimes designated as "hate crimes" under the Department of Justice guidelines must be reported.
   True or False?

6. The current fine for violating the Clery act is $51,008 per infraction.
   True or False?
7. It is a requirement of the Clery Act to publish monthly stats on your campus website.
   True or False?
8. CSA's are defined by job title.
   True or False?
9. The Annual Safety report must be distributed by Oct 1st annually.
   True or False?
10. Licensed professional mental health counselors and pastoral counselors are exempt from CSA reporting.
    True or False?

Answers:
1. False
2. Yes
3. No
4. Yes
5. True
6. False
7. False
8. False
9. True
10. True

Your role as a...

CAMPUS SECURITY AUTHORITY (CSA)

...under the Jeanne Clery Act

Albany State University Police Department
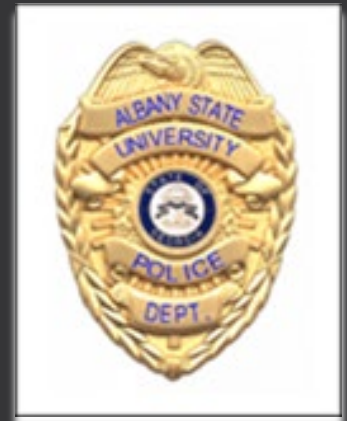
The History of the Clery Act

- In 1986 Jeanne Clery was raped and murdered in her dorm room at Lehigh University. The school had failed to inform students about the 38 violent crimes on campus in the 3 years preceding her murder.

- The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (referred to as the Clery Act) was enacted in her memory.

The Goal of the Clery Act

- To ensure both current and prospective students, their parents, and both current and prospective employees have access to accurate information about crimes committed on campus and about campus security procedures.

SECTION 1 of 3

- **CLERY ACT BASICS**

  - Overview
  - Why the the Clery Act is important
  - Requirements of the Clery Act
  - Review

Overview

The Clery Act requires institutions of higher education receiving federal financial aid to report specific crime statistics and provide safety and crime information to members of the campus community.

Colleges and universities are required to make timely warnings, emergency notifications, and provide annual information about campus crime statistics and security policies.

Institutions found to be in violation of the Act can be fined up to $57,317 per incidence. The fine is imposed by the U.S. Department of Education, the agency charged with enforcement of the Act.

Importance of the Clery Act

Many crimes, especially sexual assaults, are not reported to police.

The Clery Act requires that the University gather and publish crime data from multiple sources, including Campus Security Authorities, to ensure that students and others know about potential dangers on campus—even if those crimes were never reported to law enforcement by the victims.

Requirements of the Clery Act

- **Disclose, collect, classify and count crime** reports and statistics.

- **Issue crime alerts** . Known as a "timely warning," these alerts are disseminated for any Clery Act-specified crime that represents an ongoing threat to the safety of students or employees.

- **Issue emergency notifications** upon confirmation of significant emergency or dangerous situation involving immediate threat to health or safety.

- **Publish the Annual Safety and Fire Report.**

- **Submit crime statistics** to the Department of Education.

- **Maintain a publicly available daily crime log.**

- **Implement missing student notification procedures.**

- **Maintain fire safety information** - including fire log, annual fire report with statistics and policy statements**.**

Requirements of the Clery Act

Institutions must report (annually and on-going) the following:

- Where crimes occurred
- Type of crimes reported

Employees and students are notified by **October 1** of each year that the campus Annual Safety and Fire Report is updated and available.

Review

- Many crimes, especially sexual assaults, are not reported to police.

- The Clery Act requires institutions of higher education receiving federal financial aid to report specific crime statistics and provide safety and crime information to members of the campus community.

- Each campus is responsible for establishing appropriate procedures to implement these requirements.

- Employees and students are notified by October 1 of each year that the campus Annual Security and Fire Safety Report is updated and available.

SECTION 2 of 3

- **CAMPUS SECURITY AUTHORITIES**

  - What is a Campus Security Authority?
  - CSA designation
  - Examples of a CSA
  - CSA reporting exemptions
  - Review

Campus Security Authority Definition

The Clery Act requires that the University gather and publish crime data from multiple sources, including data from any person deemed to be a Campus Security Authority (CSA).

The law defines 4 categories of Campus Security Authorities:

- University Police

- Non-police security staff responsible for monitoring University property

- Staff members/offices designated under ASU policy as those to whom crimes should be reported

- "Officials with significant responsibility for student and campus activities".

CSA Designation

CSAs are defined by **job function** and not by title.

Function

A CSA is anyone who has significant responsibility for student and campus activities.

The law defines "significant responsibility" broadly, and includes, but is not limited to:

- Student Housing
- Student Conduct and Campus Judicial Proceedings

Examples of a CSA

Examples of CSAs

- Deans
- Student Housing staff
- Athletic coaches
- Student activities coordinators
- Officials who oversee a student center
- Student judicial officers
- Resident Advisors (RAs)
- Student advisors
- Faculty advisors to student organizations

Non CSAs

- Administrative staff not responsible for student activities (e.g., payroll, facilities)
- Clerical staff
- Individual faculty who do not serve as advisors to registered student organizations
- Doctors in the Student Health Center or Counselors in the Counseling Center, who only provide care to individual students

CSA Reporting Exemptions

Licensed professional mental health counselors.

Pastoral counselors (employed by a religious organization to provide confidential counseling) and are **working within the scope of their license or religious assignment.**

Although licensed mental health professionals and pastoral counselors are exempt from Clery Act requirements, the University encourages such counselors to tell victims about the Confidential Reporting Process, if, in their judgment, it is appropriate to discuss crime reporting with this client.

Victims have the option of reporting crimes confidentially to a CSA. This means the University will keep a record that a crime occurred but will not publish any identifying information. Reports filed in this manner are counted and disclosed in the annual crime statistics.

Review

- CSAs are defined by job function and not by title.
- A CSA is anyone who has significant responsibility for students AND campus activities.
- Examples of CSAs include deans, student housing staff, athletic coaches, and student coordinators and advisors.
- Administrative, clerical staff or faculty positions without responsibility for student activities or advising <u>do not</u> meet the requirements of a CSA.
- Licensed professional mental health and pastoral counselors are exempt from Clery Act reporting requirements.

SECTION 3 of 3

- **RESPONSIBILITIES & REPORTING**

  ▪ Overview

  ▪ What crimes to report

  ▪ Limitations on crimes to report

  ▪ Geography of reporting

  ▪ How to make a report

  ▪ Review

Responsibilities & Reporting Overview

- CSAs are responsible for collecting information on and reporting certain crimes that are reported to them by students and employees.

- The following slides in this section will help CSAs know what crimes need to be reported and how to report them within the provisions of the Clery Act.

615 of 633

What Crimes to Report

- **What is a CSA required to report?**
    - ▪ Criminal homicide (murder and manslaughter)
    - ▪ Sex offenses (Rape, Fondling, Statutory Rape, Incest)
    - ▪ Aggravated assault
    - ▪ Robbery
    - ▪ Burglary
    - ▪ Motor vehicle theft
    - ▪ Arson
    - ▪ Hate crimes, including any of the crimes listed above or any other crime causing bodily injury, if motivated by race, gender, gender identity, religion, sexual orientation, ethnicity, national origin or disability. As of 2008, please also report hate crimes that involve larceny/theft, simple assault, vandalism or intimidation.
    - ▪ Arrests and discipline referrals for liquor, drug and weapons law violations.

What Crimes to Report

In March 2013, President Obama signed a bill that strengthened the Violence Against Women Act (VAWA). Included in the bill was the Campus Sexual Violence Elimination Act (Campus SaVE) that amends the Clery Act to include reporting of the following effective 2014:

1. Dating violence

2. Domestic violence

3. Stalking

The three Clery crimes listed above must be tracked for inclusion in the reporting of Clery crime statistics as of the 2014 Annual Safety Report. The Annual Security Report must also include updated policy statements to include VAWA requirements addressing the ASU Sexual Harassment Policy and procedures for responding to complaints of sexual harassment.

Limitations on Crimes to Report

You are required to report the crimes listed on the previous slides only if they occurred within particular geographical areas.

Those areas are:

- On-campus, as defined by the Clery Act

- Off campus, as defined by the Clery Act

On-Campus Locations Defined

On-campus locations for the ASU campus includes all buildings and properties contiguous with main campus.

On-campus also includes streets, grounds and parking lots within campus boundaries and…

▪ On-campus housing facilities, even if privately owned or operated.

▪ Public property adjacent to campus (roads, sidewalks).

Off-Campus Locations Defined

Some off-campus locations are deemed so closely related to the University that crimes at these locations are included in campus crime statistics:

Any building or property owned or controlled by ASU that is used in direct support of ASU's educational purposes, is frequently used by students and is not "on-campus" property.

Foreign Locations

Situation	Clery Requirements
• ASU opens and operates a campus in another country.	… Must report.
• Students go abroad for credit in a program not run by ASU.	… No Clery reporting obligations.
• ASU runs an international program – contracts with an international entity to provide services and/or space.	… Must report if ASU "owns or controls" (e.g., leases) international property.

Reporting Exceptions

As a CSA, you DO NOT have to report the following:

- A crime that occurred before the victim came to the University.

- A crime that occurred while the victim was away from campus and not involved in a ASU activities (e.g., at home during break).

What to Do - Overview

If someone reports a crime to you...

1. Get the facts: Who, what crime, when, where, how, etc.

2. Immediately report all Clery Act crimes to ASUPD so the campus can comply with timely warning policies and maintain accurate crime statistics for the Annual Security Report.

3. Inform victims of their options, including confidential reporting and offering referrals to resources (e.g., campus assistance programs or a counseling or advocacy service, if appropriate).

What to Do – Reporting to Campus Safety

▪ Describe the incident/crime as completely and accurately as you can.

▪ You do not need to make a judgment about or investigate what happened, just get the facts as they are reported to you.

Note: If the victim reports a crime to you, but wishes to remain anonymous, you still need to report the incident, but you do not need to identify the victim.

Review

- The Clery Act requires institutions of higher education receiving federal financial aid to report specific crime statistics and provide safety and crime information to members of the campus community.

- Each campus is responsible for establishing appropriate procedures to implement these requirements.

- A Campus Security Authority (CSA) is anyone who has significant responsibility for student AND campus activities.

- CSAs are required to: get the facts, report all Clery-related crimes to the police department, inform victims of confidential reporting options, and offer referrals to resources.

Resources for CSAs

- Albany State University Police Department

https://www.asurams.edu/police/emergency-preparedness/

- U.S. Dept. of Education Handbook for Campus Safety and Security Reporting

- https://ifap.ed.gov/eannouncements/attachments/HandbookforCampusSafetyandSecurityReporting.pdf

- ASU's current Annual Safety and Fire Report

- https://www.asurams.edu/wp-content/uploads/Police/Annual-Fire-Safety-Report-2018.pdf

14.3

Comprehensive Institutional Reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgment

☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Report from the Off-Site Committee

The narrative and documentation for Standards 8.2.a and 10.4 were sufficient for those standards, however, that is insufficient for this standard. While the institution acknowledged in the Institutional Summary the presence of several off-site instructional locations, the institution did not fully demonstrate adequately how they ensure the implementation of the appropriate standards and policies to these distance learning programs, branches campuses, and off-campus instructional sites.

Focus Report Response

Albany State University (ASU) appreciates the Off-Site Committee acknowledgement that the University provided sufficient narrative and documentation for Standards 8.2 a and 10.4 in regards to its standards and policies to distance learner programs and off-campus instructional sites. Albany State University does not have branch campuses, but it does have off-campus instructional sites and online degree programs. Albany State University includes a review of distance education programs throughout its Compliance Certification. The University provides instruction and support for all its distance course and programs, no matter the location. Relevant standards outline how distance education students, including those at off-campus instructional sites, have access to the same education and services as traditional, face-to-face students. The information below notes content areas with appropriate standards and excerpts from these standards to document ASU's review of distance education and off-site instructional sites.

As described in Standard **2.1**, the expansive use of extended sites online and off-campus are reflected in the mission of Albany State University. Albany State University mission is appropriate in that it addresses learning opportunities for residents of its community, including the range of programs and services offered such as distance learning and off-site locations. The mission of Albany State University is consistent with the nature of off-campus locations and modalities of delivery. An excerpt of the mission is below:

> "Albany State University, a proud member institution of the University System of Georgia, 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."

As illustrated in Standard **3.1a**, Albany State University (ASU) provides instruction for all course work required for associate, bachelor, master, and specialist degrees. Students have the opportunity to complete course work at ASU regardless of the degree they seek, or location or mode of delivery.

Standard 4.3, multi-level governance, is not applicable, Albany State University (ASU) has no branch campuses, separate boards or multi-level governance structure.

Faculty are typically hired to support ASU's overall programs rather than programs only offered on-line or off-campus and are members of the an appropriate department or college at ASU. Table 2 in the narrative for Standard **6.1**, demonstrates adequacy of the number of full-time faculty regardless of discipline taught, campus location, or mode of delivery. As described in Standard **6.2.a**, the University employment for academic faculty meet the SACSCOC standards for credentials regardless of teaching modality or location. Additionally, faculty teaching at all sites and via all modes of delivery are included in faculty rosters provided for Standard **6.2.a**. Narrative **6.3** illustrate faculty appointment and evaluation are the same regardless of campus, off-site campus, or mode of delivery. Albany State University faculty appointments align to the Board of Regents Policy and ASU Employee handbooks. The University regularly evaluates each faculty member in accordance with criteria in the ASU Faculty Handbook. The handbook is posted online and accessible to all faculty members. All full- and part-time faculty member are evaluated annually regardless of mode of instruction or location.

The narrative for Standard **6.5**, depicts how the University provides ongoing professional development opportunities to faculty consistent with the institutional mission through the Center for Faculty Excellence (CFE). CFE provide face-to-face

workshops, online modules, travel mini-grants, redelivery workshops, consultant workshops, and faculty-staff workshops. The different platforms enable all faculty including off-campus and online to participate. For example, online training allows adjunct, part-time and off-campus faculty to attend trainings. The college subscribes to various content based professional journals and online databases, including JSTOR, Galileo, and books on teaching and learning. Additionally, the Online Distance Learning unit provides professional development activities to faculty using Quality Matters. This opportunity supports course design and development, providing faculty with strong pedagogical strategies for online course delivery. The program provides additional workshops in using GeorgiaVIEW and Quality Matters. The discussions for Standard 6 do not include faculty at branch campuses, ASU has no branch campuses.

For Standard **7.1**, Albany State University does not have aspirations for broad goals and outcomes regarding growth and development of off-campus instructional sites and distance education. In Standard **7.2**, all initiatives in the QEP include courses offered and students at the off-campus instructional support sites and online.

As described in the narrative for Standard **8.1**, Albany State University identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to its mission, the nature of the students it serves, and the kinds of programs offered. The University also uses multiple measures to document student success. Albany State University establishes appropriate and measurable targets and outcomes for our students based on program type, our student demographic and the overall mission of the University. Students enrolled in online courses and off-site locations were counted in the broader institutional statistics and into outcomes assessment measures. Confirmed as present by the Off-Site Committee Institutions with multiple sites or with a broad array of distance learning programs may find it helpful to consider location or mode of delivery as a key variable in developing ways to use assessment results for program improvement. The narrative for Standard **8.2.a** provides a table of student learning outcomes for ASU's educational programs. This table includes all delivery modes by which the respective educational programs are delivered, demonstrating that assessment data for student learning is collected for all of ASU's educational programs regardless of location or mode of delivery. All learning processes and compliance justifications have been incorporated into the appropriate narratives for the Core Requirements and Standards throughout ASU's Compliance Certification. These were satisfactorily evaluated by the Off-Site Committee.

As illustrated in the narratives for Standards **10.1** and **10.2**, ASU's general academic policies that primarily pertain to students on matters such as grading policies, withdrawals, academic standing, degree completion requirements, and academic misconduct policies are published in the university's Undergraduate Catalog and Graduate Catalog and available to all students regardless of location or mode of instructional delivery. Policies that pertain to the faculty are published in the Faculty Handbook. The graduate and undergraduate catalogs as well as the faculty handbook are available online on ASU's website and accessible to all students and faculty. The Academic and Student Affairs Handbook and the BOR Policy Manual are available on the USG website. Albany State University (ASU) makes current academic calendars, grading policies, cost of attendance, and refund policies available to all students and the public on publicly accessible websites and through various publications. All information is online and available to all students regardless of location or mode of instructional location. The institution does not have branch campuses. These were satisfactorily evaluated by the Off-Site Committee.

In the narrative for Standard **10.9**, Albany State University (ASU) faculty and administrative staff are committed to ensuring that transcripted coursework completed by students, regardless of location or format of delivery through eCore and eMajor collaboratives – which are SACSCOC accredited institutions within the University System of Georgia. The quality and integrity of the eCore courses recorded on the ASU transcripts as its own are ensured in a variety of ways. eCore courses are designed, developed, taught, and supported by faculty and staff from the University System of Georgia. This area was in compliance with the Off-Site Committee.

Narrative **10.4** was viewed by the Off-Site Committee as in compliance. As illustrated in the narratives for Albany State University educational programs are approved by the administration and faculty to ensure programs are appropriate for higher education and embody a coherent course of study for entrance into the workforce or transfer, no matter the location and mode of delivery. Development of distance education and off-campus courses taught follow the same procedure above. ASU utilizes a single course management system, GeorgiaView, to maximize consistency and minimize students' confusion.

As depicted in the narratives for Standards **11.1**, **11.2**, and **11.3**, Albany State University ensures that users have access to regular and timely instruction in the use of the library and learning/information resources, no matter the instructional location or delivery mode this is illustrated in the "Student and Faculty Access to Library Services" section. In fulfilling ASU libraries' mission "to provide comprehensive information resources and services that support academic achievement and foster intellectual and stimulating educational activities to the diverse multi-campus community in southwest Georgia and beyond," the University provides all patrons throughout the institution the opportunity to access appropriate library collections and resources needed for their educational and research, no matter the location or mode of delivery. The ASU libraries provide patrons with an extensive collection of books, non-print materials, and online resources to support student learning and faculty teaching. All students have access to the ASU library's online resources, GALILEO (GeorgiA LIbrary LEarning Online) and GIL (GALILEO Interconnected Libraries) that include over 200 databases and thousands of periodicals, newspapers and scholarly journals.

The narrative for Standard 12.1 was viewed by the Off-Site Committee as compliant. As illustrated in the narratives for Standard **12.1**, Albany State University offers a variety of student support programs, services, and activities that are consistent with the purpose and mission as a public four-year state university that promotes student learning and enhances the development of students regardless of location or mode of instruction. The narrative in Standard **12.1** provides a table

with student support services by on campus, online and off-site locations and the services match the needs of students by location and mode. The majority of student support services are offered to all students regardless of location and modality of instruction. Student health services, counseling and disability services, student activity advisory board, library, and tutoring are available to all students, online and off-site locations. ASU provides support services for distance learners through an orientation program with the learning management system and a support specialist.

As described in Standard **12.4**, procedures for addressing student complaints and grievances are the same for all Albany State University students regardless of location or mode of delivery of instruction.

The financial documents for branch campuses in Standard 12.2 is not applicable, Albany State University does not have branch campuses.

The narrative for Standard 13.7 was in compliance with the Off-Site Committee, all facilities including smaller off-site campuses were addressed in Requirement **13.7** under the "Campuses of Albany State University and Analysis of ASU's Facilities". ASU has adequate facilities which are depicted in the campus master building list, parking, and athletic facilities tables. There are no physical resources for branch campuses, Albany State University does not have branch campuses. All ASU campuses have access to library services that include over 200 online databases and thousands of periodicals, newspapers, and scholarly journals with more than 10,000 journals titles provided in full-text. This area was in compliance with the Off-Site Committee.

As described in **13.8**, Albany State University takes reasonable steps to provide a healthy, safe and secure environment for all members of its campus community. The Albany State University Police department handles safety and security issues on the East and West Campuses. Off-Site campuses handle security and safety issues through the respective city (e.g., Cordele) or institution (e.g, Southern Regional Technical College or South Georgia Regional Technical College. Counseling and disability services are provided to all students regardless of campus and mode of instructional delivery. Additionally, procedures for addressing student complaints and grievances are the same for all Albany State University students regardless of location or mode of delivery of instruction.

14.4

Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation, and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.")

Judgment

☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Report from Off-Site Committee

The institution has one additional U.S. Department of Education (DOE) recognized accreditor, and a screenshot of a webpage was included showing that the institution is in good standing with the accreditor. Part of the standard, however, calls for the institution to accurately and consistently represent itself across the DOE recognized agencies. However, there was no evidence seen in the narrative indicating how the institution represents itself to other DOE recognized agencies. Such evidence could include but is not limited to an excerpt from a self-study report or screenshot of the accreditor's website showing the institution's description of itself.

Focus Report Response

Albany State University (ASU) thanks the Off-Site Committee for acknowledging the U.S. Department of Education (DOE) recognized accreditor with a screenshot of a webpage was included showing that ASU is in good standing. The Off-Site Committee was correct in noting there was no evidence indicating how the institution represents itself to other DOE recognized agencies.The Resource Manual states in that regard:

> Evidence for compliance might include the website listings of other accreditors from their directories of accredited institutions, where institutional details should be consistent with those given to SACSCOC, especially as they appear in the SACSCOC institutional page at www.sacscoc.org. Another source of evidence could be excerpts for self-studies prepared for accreditation visits/actions by these other accrediting bodies.

The associate, bachelor, and master degree nursing programs are accredited by the Accreditation Commission for Education in Nursing. ACEN is a nationally recognized accrediting agency, accredits nursing education programs and schools, both postsecondary and higher degree, which offer either a certificate, diploma, or recognized professional degree (clinical doctorate, master's, baccalaureate, associate, diploma, and practical nursing) in the United States, its territories, and internationally, including those offered via distance education. The ACEN is recognized by both the United States Department of Education (USODE). This recognition by the USDOE also allows the ACEN to act as a Title IV gatekeeper for selected nursing programs. An except from the 2018 ACEN Self-Study illustrates how the institution represents itself to other agencies **[03]**.

Additionally, ASU's recognized accreditor, Accreditation Commission for Education in Nursing (ACEN) website directory **[01]** lists the same information on SACSCOC directory website **[02]**.

Sources

📄 01_FR_ACEN_directory_information

📄 02_FR_SACSCOC_directory information

📄 03_ACEN 2018 Focused Site Visit_Accreditation Report_excerpt

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The following pages contain Supporting Documentation

ACEN
Accreditation Commission
for Education in Nursing

Home   Search Accredited Programs

Search ACEN Accredited Nursing Programs

SEARCH RESULTS

ALBANY STATE UNIVERSITY	**ASSOCIATE**
Division of Nursing	**Accreditation Status**

2400 Gillionville Road
Albany, GA 31707

Initial Accreditation:	June 1972
Date of Most Recent Commission Action:	September 2018
Current Accreditation Status:	Accredited
Accreditation Stipulations:	None

Nurse Administrator:
Cathy Williams, DNP, RN
Chair
Email:cathy.williams@asurams.edu
Phone:(229) 430-4728

Date of Last Visit:	September 22-24, 2015
Next Site Visit:	Fall 2021

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ALBANY STATE UNIVERSITY	**MASTER'S/POST-MASTER'S CERTIFICATE**
Department of Nursing	**Accreditation Status**

2400 Gillionville Road
Albany, GA 31707

Initial Accreditation:	March 1991
Date of Most Recent Commission Action:	September 2018
Current Accreditation Status:	Accredited
Accreditation Stipulations:	None

Nurse Administrator:
Cathy Williams, DNP, RN
Chair
Email:cathy.williams@asurams.edu
Phone:(229) 430-4728

Date of Last Visit:	October 2013
Next Site Visit:	Fall 2021

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ALBANY STATE UNIVERSITY	**BACCALAUREATE**
Department of Nursing	**Accreditation Status**

2400 Gillionville Road
Albany, GA 31707

Initial Accreditation:	December 1983
Date of Most Recent Commission Action:	October 2018
Current Accreditation Status:	Accredited
Accreditation Stipulations:	None

Nurse Administrator:
Cathy Williams, DNP, RN
Chair
Email:cathy.williams@asurams.edu
Phone:(229) 430-4728

Date of Last Visit:	October 9-11, 2013
Next Site Visit:	Fall 2021

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CONTACT INFO

3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
P. (404) 975-5000
F. (404) 975-5020

Email: info@acenursing.org

Web: www.acenursing.org

SACS COC™

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Back to Results

Albany State University

As of 2/12/2020

The information on this page describes the accreditation relationship between this institution and the Southern Association of Colleges and Schools Commission on Colleges. General information about the Commission and the accreditation process is provided at the end of this document. In addition, links to definitions are provided for many of the terms used.

General Information

+ **CEO Name**
Ms. Marion Ross Fedrick

+ **Address**
504 College Drive
Albany, GA 31705

+ **Country**
United States

+ **Institutional Phone**
(229) 430-4600

+ **Approved to Offer**
Associate's Degree
Baccalaureate Degree
Master's Degree
Education Specialist Degree

+ View Available Programs

+ View Student Achievement Data

Accreditation Information

+ **Status**
Accredited

+ **Public Sanctions**

+ **Candidacy Date**

+ **Accreditation Granted**
2016

+ **Reaffirmation**
2016

+ **Next Reaffirmation**
2020

+ **Next Fifth-Year Review**
2026

+ **Degree Level**
IV ⓘ

+ **Control**
Public

Institution Search

Institution Name

albany state university

State

Any State

Highest Degree Offered

Baccalaureate Degree

Next Reaffirmation Year

Any Year

Search ⟩

Institutions

- Institutions
- Accreditation Actions and Disclosures Statements
- Third Party Comments

Resources

- Common Names versus Official Names Guide
- Name Change Cross Reference List
- Accredited and Candidate List

3343 Peachtree Road NE, Suite 850 | Atlanta, GA 30326 | P. 404.975.5000 | F. 404.975.5020 | www.acenursing.org

SECTION I: INTRODUCTION

SITE VISIT REPORT
Albany State University
Darton College of Health Professions
Albany, Georgia

Program Type: ASN, BSN, MSN/PMC
Purpose of Visit: Focus Visit Related to Merger
Date of Visit: April 16, 2018 – April 17, 2018

I. GENERAL INFORMATION

Nursing Education Unit
Albany State University
Department of Nursing
2400 Gillionville Road
Albany, Georgia 31707

Governing Organization
Albany State University
504 College Drive
Albany, Georgia 31705

Nurse Administrator
Cathy Williams, DNP, MSN, RN
Chair, Department of Nursing
229-317-6502
229-317-6671 (fax)
cathy.williams@asurams.edu

Larecia Gill, MSN, RN
Assistant Chair of Nursing
229-317-6827
229-317-6671 (fax)
lareicia.gill@asurams.edu

Chief Executive Officer
Marion Fedrick,
Interim - President
229-430-2799
229-878-3056 (fax)
marion.fedrick@asurams.edu

State Regulatory Agency Approval Status
Agency:	Georgia Board of Nursing
Last Review:	ASN 11/1/2011
	BSN 10/31/2015
Outcome:	ASN Full Approval
	BSN Full Approval
	(3/2017 Conditional Approval)
Next Review:	ASN Fall 2023
	BSN Fall 2021

Accreditation Status (Program)
Agency:	Accreditation Commission for Education in Nursing
Last Review:	ASN 9/15 BSN 10/9/13
	MSN 10/9/13
Outcome:	ASN/BSN/MSN Accredited
Next Review:	Fall 2021

Accreditation Status (Governing Organization)
Agency:	Southern Association of Colleges & Schools
Last Review:	3/11/2008
Outcome:	Re-Affirmation Granted
Next Review:	2020