



South Carolina Commission on Higher Education

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Executive Director

CAAL
1/9/2014
Agenda Item 6

January 9, 2014

MEMORANDUM

To: Chairman John L. Finan and Members, S.C. Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

Consideration of Request for Amendment to add A.A.S., Physical Therapist Assistant ECPI University, Charleston

Summary

ECPI University requests approval for an amendment to its license to offer at its existing location in Charleston a program leading to the A.A.S. degree in Physical Therapy Assistant. The program proposal is attached. The format of the proposal has been revised so that it more closely aligns with the format of program proposals from the public institutions.

ECPI University is a private, for-profit institution, was formed in January 1994, and operates campuses in Virginia Beach, Newport News, Norfolk, Richmond, and Manassas, Virginia; Greensboro, Raleigh, Charlotte, and Concord, North Carolina; and Greenville, Charleston, and Columbia, South Carolina. Mark B. Dreyfus is the primary shareholder. The Dreyfus family also owns Advanced Technology Institution which the Commission licensed to recruit in SC in October 2012. The Southern Association of Colleges and Schools accredits ECPI's network of institutions, including the three branches in South Carolina.

The Commission licensed the first branch of ECPI in Greenville in 2000, then Charleston in 2004, and Columbia in 2005. In 2008 the Commission authorized ECPI to offer bachelor's degree programs. No students have filed formal complaints with the Commission in the last five years.

The following information from the U.S. Department of Education (USDE) shows student loan default rates for the ECPI University. The University does not report on each individual campus.

School	Type	PRGMS		FY2011	FY2010	FY2009
ECPI University 5555 Greenwich Road Virginia Beach VA 23462-6542	Master's Degree or Doctor's Degree	Federal Family Education Loans (FFEL) and Federal Direct Loans (FDL)	Default Rate	8%	8.5%	8.7%
			No. in Default	618	521	438
			No. in Repay	7,703	6,119	5,007
			Enrollment figures	20,809	15,358	12,733
			Percentage Calculation	37%	39.8%	39.3%

To provide context for the Cohort Default Rate (CDR), USDE includes enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, these data are for the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2009 CDR Year uses 2007-2008 enrollment).

The USDE sanctions a school when the school’s three most recent cohort default rates are 25 percent or higher or if a school’s current default rate is greater than 40 percent. Except in the event of a successful adjustment or appeal, such a school will lose Federal Family Education Loan, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.

The attached Program Proposal addresses classification, purpose, justification, admission criteria, enrollment, curriculum, assessment, faculty, physical plant, equipment, library resources, and accreditation.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission an amendment to the license of ECPI University to offer a program leading to the A.A.S. degree in Physical Therapy Assistant, to be implemented in July 2014, provided that no state funding be required or requested. In addition, that the institution inform Commission of its progress for programmatic accreditation for the program. If accreditation efforts are not successful within the projected timeline, the institution may submit a revised timeline that shows significant progress in attaining accreditation. If the programmatic accrediting agency denies accreditation or if it becomes apparent that the program will not meet accreditation standards, the institution must inform students of the status, provide a plan to allow currently enrolled students to complete their programs, and discontinue advertising and enrolling new students into the program.



NONPUBLIC POSTSECONDARY INSTITUTION

Program Proposal

Proposing Institution:

ECPI University

Program Title:

Physical Therapist Assistant, Associate of Applied Science

Date of Submission:

September 30, 2013; revised and resubmitted December 31, 2013

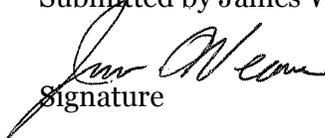
Institution Officials' Names and Contact Information:

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Submitted by James Weaver



Signature

Classification

- a) designation, type, and level of degree
Associate of Applied Science
- b) program title and total number of credit hours;
Physical Therapist Assistant, 73 credit hours
- c) concentrations, options, and tracks;
None
- d) CIP code from the current U.S. Department of Education's Classification of Instructional Programs;
51.0806
- e) proposed date of implementation;
July 2014
- f) site;
ECPI University
7410 Northside Drive, #101, Charleston, SC 29420
- g) delivery mode;
traditional and distance
- h) titles of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval.
Bernedette Bellas, Vice President, Accreditation and Regulatory Affairs-January 9, 2013
Barbara Larar, Senior Vice President-January 16, 2013
Mark Dreyfus, University President- January 16, 2013

Purpose

- a) a statement of the purpose of the program

The program is an Associate of Applied Science degree, Physical Therapist Assistant, which is designed to facilitate the development of each student into a competent, entry-level clinician. The program regards each student as an active participant, bringing a variety of individual needs and attributes to the educational process.

The program is committed to preparing the physical therapist assistant students to become lifelong learners and critical thinkers who will be able to contribute to the body of knowledge in physical therapy. Graduates of the program will be prepared to work under the direction and supervision of a physical therapist in the delivery of rehabilitative care.

The physical therapy profession is involved in rehabilitation, injury and illness prevention, health maintenance, and programs that promote health, wellness, and fitness.

Physical therapist assistants are essential participants in the health care system. The physical therapist assistant functions within the model of patient care through examination, evaluation, and treatment by providing physical therapy interventions and data collection. The physical therapist assistant will progress the rehabilitation process of a patient within the plan of care established by the supervising physical therapist.

The proposed physical therapist assistant program is comprehensive and provides the correct mix of technical training and general education to ensure graduates are able to function effectively as highly skilled professionals within the health care system. A variety of instructional methods are utilized in courses to support the learning style of each student yet challenge the student to recognize and develop alternative learning styles.

Student success involves:

- Faculty interest in teaching and learning
- Students interested in learning and are accountable for their education
- Effective feedback to allow the student to correctly monitor his/her progress within the curriculum

Professional behaviors are essential to an effective entry-level practitioner. Professional behaviors are learned through sharing and modeling effective practice. Professional behaviors include:

- Commitment to learning
- Interpersonal skills
- Communication
- Effective use of time and resources
- Use of constructive feedback
- Problem solving
- Responsibility
- Critical thinking
- Stress management
- Ethical choices and decisions

Students will interact with all levels of health care practitioners. Communication is essential for effective and safe practice within the health care system. Communication is emphasized throughout the curriculum in various activities and role modeling in the laboratory.

Program Objective

The program is designed to facilitate the development of each student into a competent, entry-level physical therapist assistant. The program regards each student as an active participant bringing a variety of individual needs and attributes to the educational process. The program is committed to preparing the physical therapist assistant students to become lifelong learners and critical thinkers who will be prepared to contribute to the body of knowledge in physical therapy. Graduates of the program will be prepared to work under the direction and supervision of a physical therapist in the delivery of rehabilitative care.

Program Goals

1. Prepare graduates for entry-level practice as physical therapist assistants who will work under the direction and supervision of a physical therapist in an ethical, legal, safe, and effective manner.
2. Prepare graduates who are competent in the implementation of comprehensive treatment plans developed by the supervising physical therapist, prepared to effectively monitor and modify the plan of care within the knowledge and limits of practice, and able to communicate with the supervising therapist in a timely manner regarding the patient's status.
3. Provide a learning environment that recognizes individual differences and promotes caring behaviors in the health care community.
4. Promote critical thinking skills to effectively address patient care problems and to adapt to the rapidly changing challenges in healthcare and physical therapist assistant.
5. Provide graduates with strong educational foundations for lifelong personal and professional growth.
6. Prepare graduates to take the national licensure exam

Justification

- a) a discussion of the need for the program in the state and an explanation of how graduates will contribute to the economic development of the state. This discussion should include, but is not limited to student demand or interest, anticipated employment opportunities for graduates supported by the most current U.S. Bureau of Labor Statistics (BLS), state, and regional employment data; local or regional employment opportunities as advertised in newspapers, the employment office, or other sources; or demand for graduates supported by community and business surveys. This data must be quantified to the maximum extent possible, cover a reasonable period in the future beyond the anticipated date of graduation of the first classes, and must include sources of the data.

A survey of area facilities was conducted by the University and thirteen responses were received. Of the thirteen responses, the indication of need for the proposed program in the area is as follows: one—low, three—average, and eleven indicated high. Eleven also indicated a willingness serve as a clinical site for clinical educational courses. The University also examined the current job openings in the area and there are several open at any given time. The campus has received 23 inquiries from potential students.

According to the Bureau of Labor Statistics, employment of physical therapy assistants is expected to grow 29 percent from 2010 through 2020, much faster than average because of increasing demand for physical therapy services. Job prospects for physical therapist assistants are expected to be very good. Aides may experience keen competition for jobs.

Changes to restrictions on reimbursement for physical therapy services by third-party payers will increase patient access to services and, thus, increase demand. The increasing number of people who need therapy reflects, in part, the increasing elderly population. The elderly population is particularly vulnerable to chronic and debilitating conditions that require therapeutic services. These patients often need additional assistance in their treatment, making the roles of assistants and aides vital. In addition, the large baby-boom generation is entering the prime age for heart attacks and strokes, further increasing the demand for cardiac and physical rehabilitation.

Medical and technological developments should permit an increased percentage of trauma victims and newborns with birth defects to survive, creating added demand for therapy and rehabilitative services.

Physical therapists are expected to increasingly use assistants and aides to reduce the cost of physical therapy services. Once a patient is evaluated and a treatment plan is designed by the physical therapist, the physical therapist assistant can provide many parts of the treatment, as directed by the therapist. Also according to the BLS, 2012 national median wage for physical therapy assistance was \$52,160, \$51,190 for South Carolina, and \$45,460 for Charleston; the state outlook is expected 37.4 percent change from 2010 to 2020. As of December 29, 2013, there were 100 job postings for PTAs in South Carolina and 22 potential candidates to fill those positions.

Sources: [U.S. Department of Labor Bureau of Labor Statistics and SC Department of Employment and Workforce.](#)

- b) a discussion of the relationship of the proposed program to other related programs within the institution:

ECPI University offers Physical Therapy Assisting at its Newport News Virginia and Richmond Virginia Campus. The Charleston campus offers a program leading to the AAS degree in Health Sciences, Medical Assisting.

- c) a comprehensive list of similar programs in the state:

Greenville Technical College
Horry-Georgetown Technical College
Midlands Technical College
Technical College of the Lowcountry
Trident Technical College

- d) a description of similarities and differences between the proposed program and those with similar objectives offered at other institutions in the state, the region, and the nation. The discussion should include programs offered by independent institutions headquartered in South Carolina, the Southern Regional Education Board's Academic Common Market, and institutions that offer online programs to SC residents.

The proposed physical therapy assistant program at ECPI is designed to facilitate the development of each student into a competent, entry-level physical therapist assistant. The curriculum complies with the requirements for specialized accreditation similar to programs offered throughout the state and region. The program is committed to preparing the physical therapist assistant students to become lifelong learners and critical thinkers who will be prepared to contribute to the body of knowledge in physical therapy. Graduates of the program will be prepared to work under the direction and supervision of a physical therapist in the delivery of rehabilitative care.

Tuition Cost Comparison – AAS, Physical Therapy Assistant		
Institution	PTA Credit Hours/semesters	Estimated tuition and fees (full-time enrollment)
Greenville Technical College	69/5	\$23,340 Out of state \$11,790 In state, out of county \$11,334 In county
Horry-Georgetown Technical College	73/5	\$14,320 Out of state \$10,065 In state, out of county \$7,895 In county
Midlands Technical College	73/5	\$33,069 Out of state \$13,797 In state, out of county \$11,023 In county
Technical College of the Lowcountry	69/5	\$24,012 Out of state \$12,489 In state, out of county \$10,764 In county
Trident Technical College	78/5	\$19,745 out of state \$11,574 in state, out of county \$10,432 in county
ECPI University	73/5	\$42,800

Admission Criteria

Describe the admission criteria specific to the program.

Admissions prerequisites.

The University assures the policies and procedures of recruitment and admission of PTA students are non-discriminatory, conform to the applicable federal and state laws, and are applied equitably. This is ensured by having consistent application requirements and a consistent admissions process. The following are required for admission:

- Application for admissions
- Official high school transcript or postsecondary transcripts verifying a minimum cumulative GPA of 2.5
- Official GED transcripts verifying a battery average score of 500 (when applicable)
- Four part Test of Essential Academic Skills (test administered by the University)
- Interview with the program director and/or the director of clinical education

Additional consideration is given for prior post-secondary coursework, professional references, and physical therapy volunteer/technician hours.

The admissions process is coordinated among the University's Admissions Department, Financial Aid Department, program director, and PTA Admissions Review Committee (campus president, director of Academic Affairs, director of admissions, and student records coordinator).

- Applicants contact the University requesting information.
- An admissions advisor is assigned and invites the applicant to the University for an interview.
- During the admissions interview the advisor completes a confidential questionnaire on the applicant. The confidential questionnaire consists of general information about the applicant, educational and career plans, concerns the applicant may have about attending the University, and the applicant's overall commitment in completing his/her educational goals.
- After the interview, each applicant is asked to take an admissions assessment, which is a requirement for acceptance to the University.
- Each applicant meets with their admissions advisor after the assessment to review results and/or make recommendations for acceptance into the University.
- Applicants are given programmatic fact sheets regarding their program of interest.
- The admissions advisor discusses the program in detail covering start dates, class schedule, attendance requirement, financial assistance, student services, graduate employment services, and tuition.
- Applicants tour of the facility.
- Applicants apply by requesting official copies of their high school and/or post-secondary transcripts, pay the registration fee, and complete an enrollment agreement.
- Applicants meet with a financial aid officer to complete a FASFA, a promissory note, and the entrance counseling quiz.
- The program director and/or director of clinical education verify completeness of the required documentation.
- The program director and/or director of clinical education interview the applicant.
- The PTA Admissions Review Committee reviews the applications and makes a decision whether or not to admit the applicant to the PTA program.
- The campus president sends a letter to the applicant informing them of admission status.

The program director or director of clinical education uses set of interview questions and interviewer rubric. PTA Admissions Review Committee uses the interview score and admissions criteria score. Admission to the program will be granted to the sixteen highest scoring applicants. If an applicant chooses not to enroll, the next highest scoring applicant will be offered acceptance until sixteen PTA students have accepted and enrolled.

Enrollment

- a) Projected Total Enrollment (Table A) showing projected total student enrollment in each term for at least the first three years for associate degree programs
- b) a discussion of the process by which these estimates were made, including the academic origin of students to be served;

We expect to receive approval from CAPTE to accept 32 students per year and plan to accept up to 16 students for fall and spring terms. With traditional attrition we expect to lose 10% per semester and graduate students every other year.

- c) a discussion of the number of new students projected to enroll in the program and the number projected to transfer into the new program from other degree programs within the institution as well as the effect such transfers will have on those degree programs.

We do not expect to transfer students from other programs offered at the Charleston campus into the physical therapy assistant degree although students could transfer general education courses.

Table A – Projected Total Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014 – 15	16	288	30	540	0	0
2015 – 16	42	756	54	972	0	0
2016 – 17	57	1026	69	1242	0	0
2017 – 18	72	1296	82	1476	0	0
2018 – 19	79	1422	76	1368	0	0

Curriculum

- a) a sample curriculum for undergraduate programs;

Course #	Course	Class Hrs	Lab Hrs	Clinical Hrs	Credit Hrs	Clock Hrs
SEMESTER 1						
CSA 128	Computer Applications	15	30	0	2	45
BIO 111	Anatomy & Physiology I	45	0	0	3	45
BIO 111L	Anatomy & Physiology I Lab	0	30	0	1	30
ENG 110	English Composition	45	0	0	3	45
BIO 116	Anatomy & Physiology II	45	0	0	3	45
BIO 116L	Anatomy & Physiology II Lab	0	30	0	1	30
PTA 101	Professional Issues for the PTA	30	0	0	2	30
PTA 105	Musculoskeletal	30	30	0	3	60
SEMESTER 2						
MTH 120	College Mathematics	45	0	0	3	45
PTA 111	Introduction to Physical Therapy	15	30	0	2	45
HUM 115	Reasoning and Analysis	45	0	0	3	45
PTA 120	Kinesiology for the PTA	30	30	0	3	60
PTA 135	Rehabilitation I: Assessment	15	30	0	2	45
PSY 105	Introduction to Psychology	45	0	0	3	45
SEMESTER 3						
PTA 250	Clinical Internship I	0	0	180	4	180
PTA 145	Medical/Surgical Conditions I	15	30	0	2	45
PTA 136	Rehabilitation II: Therapeutic Modalities	30	30	0	3	60
PTA 146	Medical/Surgical Conditions II	15	30	0	2	45
PTA 139	Rehabilitation III: Therapeutic Exercise	30	30	0	3	60
SEMESTER 4						
PTA 251	Clinical Internship II	0	0	180	4	180
PTA 147	Medical/Surgical Conditions III	15	30	0	2	45
PTA 138	Rehabilitation IV: Devices	15	30	0	2	45
PTA 205	Neurological Rehabilitation	15	30	0	2	45
PTA 210	Motor Development and Aging	15	30	0	2	45
SEMESTER 5						
PTA 252	Clinical Internship III	0	0	180	4	180
PTA 253	Clinical Internship IV	0	0	180	4	180
COR 191	Career Orientation	15	0	0	1	15
PTA 270	PTA Licensure Review	15	0	0	1	15
PTA 280	Dimensions of Physical Therapy	45	0	0	3	45
CURRICULUM TOTAL		630	450	720	73	1800

- b) a list of **all new courses** with catalog type descriptions that are to be added to the institution's course catalog within three years for associate degree programs.

As an existing program at two Virginia campuses, no new courses will be required for addition in the catalog.

Assessment

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 Virginia Beach • Newport News • Richmond • Northern Virginia • Charlotte • Greensboro • Raleigh • Charleston • Columbia • Greenville •
 Online

- a) a brief explanation of the assessments of student learning outcomes, other than normal grading and testing, that will be used;
- b) a detailed discussion of the plan for programmatic assessment with a description of the program learning outcomes to be assessed and identification of multiple data to be collected (e.g., scores of graduates or national or certification exams, employment data for graduates, surveys sent to employers, graduates, or admissions committees for graduate and professional schools to which graduates apply); and an explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program, if needed

The ECPI Newport News PTA program faculty developed the program curriculum following the recommendations from the CAPTE Central Panel, a CAPTE reviewer, a private educational consultant, the executive administration, Advisory Board Members, students, the clinical community, and employers. The APTA's Normative Model of Physical Therapist Education and the Physical Therapist Assistant National Physical Therapy Examination (NPTE) Test Content Outline were also used to guide the development of the curriculum.

The Newport News program faculty worked as a team to develop each PTA course. The team reviewed potential texts to determine the most appropriate course resource. The program director originally developed a basic course syllabus that the faculty used as a template to create each course. The lead course instructor was responsible for modifying the syllabus and creating the lesson plans to reflect the educational requirements of the course. The lead course instructor generated course materials including instructional resources, student assessment tools, and grading rubrics. The core faculty reviewed this together, and the program director gave final approval.

The curriculum is assessed annually by the PTA core faculty. The Evaluative Criteria, Normative Model for PTA Education, APTA Minimum PTA Entry-Level Skills Document, and PTA NPTE Test Content Outline are reviewed and compared. The curriculum is modified to reflect the changing roles and responsibilities of the PTA. The program determines the effectiveness of student understanding of the PT/PTA role by reviewing the student's performance during clinical affiliations through successful completion of the CPI and CI Comments on the Clinical Site Quality Improvement Questionnaire. Feedback from advisory boards and employer surveys also provide this information.

The program determines the effectiveness of the sequence of learning experiences by the ability of students to successfully pass clinical courses. Course content, syllabi, objectives, and assessments are reviewed after each term to assess the required student outcomes. Course objectives are reviewed for content and clarity before each term start.

Program directors, core faculty and campus directors of academic affairs review Student End of Course Critiques at the end of each term. The program directors will review After Action Reports at the end of each term. Both of these documents assess instructional methodology.

Measurement of student achievement of objectives is monitored on an ongoing basis with formative and summative reviews taking place at midpoint and course completion. Course instructors review all completed skills check and clinical competency forms and

directors of clinical education review all CPI's at midpoint and completion of the clinical affiliation. Upon student graduation, the Career Services Department assigns and collects graduate and employer surveys in order to assess student's overall success. The program directors and DCEs review graduate, employer, and student surveys for deficits and will recommend changes to the Curriculum Chair.

Competency is measured via formative and summative assessments, skills checks, lab practicals, clinical competencies and CPI's. Faculty members assess student success and minimum standards are set in order for a student to successfully progress through the curriculum.

Newport News Campus: Graduation rate for 2010 - 2012 is 73.4%. National Physical Therapy Exam for Therapist Assistants pass rate 2010 – 2012 is: 95.8%. PTA graduates who sought employment that were employed within six months of passing the licensure exam for 2010 – 2012 is 100%.

Richmond West Campus: New Program. First class accepted January 2011. First class graduated July 2012. Graduation rate for 2012 is 93.8% National Physical Therapy Exam for Therapist Assistants pass rate for 2012 is: 85.7%. PTA graduates who sought employment that were employed within six months of passing the licensure exam for 2012 is 92%.

Source: [CAPTE Website](#)

Faculty

This section must contain:

- a) a Faculty List (Table B) detailing the rank (not name) and academic qualifications of each faculty member who will be involved in the proposed program;

Table B– Faculty List

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Physical Therapy Program Director	Master's	Physical Therapy	Y
Physical Therapy Clinical Director	Master's	Physical therapy	Y
Physical Therapy Faculty	Master's	Physical Therapy	Y

- a) enumeration and discussion of the necessary qualifications of new faculty and staff who will be added in support of the proposed program;

The program director must hold a master's degree in physical therapy, PT licensure in South Carolina, and have a minimum of five years of clinical practice experience, three years of supervisory experience, and one year teaching experience. Further experience in the following areas must enable the individual to provide educational leadership and assume other responsibilities of the position: experience in curriculum design, development, implementation, evaluation, instructional design, methodology, student evaluation, and outcomes assessment.

Program faculty include:

Individual must be a graduate of an accredited college or university or a proprietary school certified by the Board of Education in a majority of the subjects the individual intends to teach. Individual must be licensed in the state of South Carolina to practice as a Physical Therapist or Physical Therapist Assistant. Individual must have 24 months of actual occupational experience in the trade or occupation OR have 24 months of successful teaching experience in the trade or occupation most appropriate to the classes he/she intends to teach.

- b) in the case of currently-employed faculty and administrators, an explanation of proposed changes in assignment and of the extent to which each new assignment may require the addition of new positions to fulfill the former assignment;

Hiring a program director and clinical director will fulfill the additional required assignments for the proposed program. We do not anticipate the addition of new positions due to changes in current and or new assignments.

- c) a description of the institutional plan for faculty development as it relates specifically to the proposed program, including but not limited to, release time for research, consulting, conferences, and curriculum development;

Professional development and training is defined as learning undertaken by faculty and staff to maintain and advance their skills, knowledge, and competencies, specifically as they relate and add value to their job and workplace. It is a dynamic process and may be achieved not only through participation in formal coursework but also through professional experience, collaboration, mentoring, in-service training, participation in activities of professional organizations, and independent research.

Faculty and staff are encouraged to actively pursue their professional and career development as an integral element of their employment with the University. The University acknowledges that continuing professional development contributes to personal job satisfaction, workplace productivity, reward, and recognition; further, the University recognizes professional development of faculty and staff during salary and promotion reviews.

Responsibility for Professional Development

Professional development and training opportunities are available to all faculty and staff. Supervisors need to plan for and allow appropriate professional development and training activities that occur as part of work time. Professional development and training activities that require time away from the employee's workplace must be approved by the campus president. Responsibility for professional training and development extends to all levels of the organization, as outlined below.

- The University is responsible for identifying, creating, and providing opportunities for professional development and training to enhance and build the capacity, skills, excellence, and professionalism of faculty and staff to enable them to contribute effectively and creatively to the University mission.
- Supervisors are responsible for assessing and communicating professional development and training needs of individual faculty and staff in their direct reporting line as well as identifying and actively encouraging and supporting appropriate learning experiences.
- Individual faculty and staff are responsible for assessing their job-related skills and knowledge, for maintaining a high level of performance throughout their University employment, and for seeking approval for appropriate professional development and training opportunities in consultation with their supervisors. The campus president has the final approval for funding and providing time for professional development and training opportunities.

Professional development and training activities outside of and in addition to regular work hours for staff require written approval in advance if the activities are to be considered as regular work for overtime compensation.

Faculty and staff should develop, with their supervisors, plans to enhance skills and prepare for continually evolving responsibilities in their positions.

Tuition Reimbursement

The University will underwrite the cost of certain professional development activities; including tuition reimbursement (see section 4.11 below). Approval for tuition reimbursement program must be obtained prior to enrolling in the desired program or course.

Certification Exams

Certification examinations will be paid by the University if they relate directly to the courses taught by the faculty member. The academic administrator or campus president must approve the certification test prior to test taking. A record of the passing test score will be placed in the faculty member's personnel profile on the HR Portal. Faculty who receive a failing test score are encouraged to take the exam again, but they must pay for the retake exam.

Professional Associations

Faculty participation in professional associations is encouraged. The University may reimburse certain dues or conference fees with written approval of the campus president. In addition to external sources of professional development, the University offers various faculty and staff focused training. The University identifies training goals and priorities and develops and implements a range of strategies and programs to enhance and build the capacity, skills, and professionalism of its faculty and staff to enable them to contribute effectively to the University mission and strategic direction.

Georgia Southern Teacher Training

Georgia Southern Teacher Training ("GSTT") is required for all academic personnel (including full-time and adjunct faculty members, program directors, campus directors of academic affairs, campus librarians, teaching assistants, and other University personnel, subject to individual terms of employment, (and as deemed appropriate by employee's immediate supervisor as part of a performance management plan), to assist them in the execution of their academic duties. All academic personnel participating in GSTT are required to complete GSTT within the first term (five weeks) of employment and are required to earn a minimum of 90% for each final examination associated with each of GSTT's ten learning modules.

Infotec Training

Faculty and staff are also encouraged to take advantage of online training opportunities offered through Infotec, an IT and leadership training company (infotecpro.com). Classes are available in many areas including IT certification and management. Classes can be arranged by contacting the local campus director of academic affairs or campus president. Information about faculty development can be found on the training Moodle (<http://train.ecpi.net>.)

Faculty Conference

The University sponsors a faculty conference each year attended by academic representatives of each campus and program. It offers an opportunity for faculty to learn more about pedagogy in higher education and about new educational technologies. In addition, this conference is an excellent forum for networking with other faculty from other campus sites. Registration for this annual conference is by invitation, and faculty members interested in attending should notify their campus director of academic affairs and/or campus president. Criteria for selection include contributions to curriculum development, lab development, technology implementation, learning management system development, as well as innovative classroom presentations.

In addition to the University faculty conference, the School of Health Science may hold an additional conference for its faculty.

All academic personnel selected to attend a conference are required to attend the scheduled sessions during the conference.

d) the institutional definition of full-time equivalent (FTE)

The workload for the instructional staff at ECPI University includes, but is not limited to, delivering the assigned academic teaching workload per semester, advising students, serving on academic committees, attending departmental meetings, engaging in professional development activities, and assisting in the administration of the department or University. The campus director of academic affairs and/or the program director, in conjunction with the individual faculty member or adjunct, will determine the individual's work load assignment in the areas of teaching load and other assigned duties. Assignments among faculty members will vary and will be evaluated each semester; assignments may be modified as necessary to meet the objectives of the individual department and the University.

For the purposes of this workload policy, faculty are members of the ECPI academic community who teach:

- a maximum of 18 undergraduate semester credit hours (transferable or non-transferable or a combination of both per semester) or
- a maximum of nine (9) graduate semester credit hours per semester or
- a maximum of 12 semester credit hours per semester through a combination of graduate and undergraduate courses, with a maximum of six graduate semester credit hours

Faculty have made a commitment to the University that includes their assigned academic teaching load including general student advising and office hours, student academic advising and tutoring, and professional development. In addition, Faculty will actively participate in one or more academic committee assignments and/or faculty mentoring activities. The academic teaching workload for Academic Administrators is adjusted to allow for administrative responsibilities.

Faculty II are members of the ECPI academic community who teach:

- a maximum of 18 undergraduate semester credit hours (transferable or non-transferable or a combination of both per semester) or
- a maximum of nine (9) graduate semester credit hours per semester or
- a maximum of 12 semester credit hours per semester through a combination of graduate and undergraduate courses, with a maximum of six graduate semester credit hours

Faculty II have made a commitment to the University that includes their assigned academic teaching load including general student advising and office hours, student academic advising and tutoring, and professional development.

Physical Plant

This section must include:

- a) an explanation of whether or to what extent the existing physical plant will be adequate to provide space for the proposed program for at least the first three years for associate degree programs or five years for all other degree programs; and
- b) a discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities and an explanation of how these requirements or modifications are to be financed.

The existing physical plant will be adequate to provide equipment, space and instructional material for the physical therapy assistant program. The existing physical plant is 26,000 square feet with three medical labs, seven computer labs, eight lecture classrooms, one video conference room, two faculty work rooms, 21 faculty and staff offices, one CPR room, one library, two student break rooms, and five restrooms. Once we receive SCCHE approval we will renovate one of the existing classrooms into a PTA classroom and Lab.

The facility currently has 20,000 square feet of available space to lease and improve as needed for program and campus growth.

Equipment

This section must include a brief discussion and identification of major equipment items which will be needed for at least three years for associate degree programs or five years for all other degree programs. Normal acquisitions of commonly used items for instruction and research may be excluded.

The equipment for the program will meet the requirements for specialized accreditation and include various orthotics, braces, assessment tools, treatment equipment, therapeutic exercise equipment, training equipment, furniture, assistive devices, and supplies for ancillary modalities.

Library Resources

This section must include:

- a) a qualitative and quantitative (i.e., number of monographs, number of serials, etc.) assessment of current holdings in view of the new program being proposed;

The ECPI Charleston School of Health Sciences collection is housed in the campus library on the first floor of the campus building. The library has an inviting atmosphere with comfortable seating, a reading area, tables and chairs near the periodical racks and reference desk. The 1,368 volumes in the library collection include 270 health science books and reference works. Health science includes a broad range of topics include physical therapy, anatomy and physiology, health care, health and wellness prevention, outcomes and measurements, and pharmacology. Eighteen medical content periodicals are on display in the library; and, back issues are retained: two years for journals, one year for magazines, and six months for newspapers. *Physical Therapy*, the journal of the American Physical Therapy Association was added to the print subscriptions. A core reference collection includes standard works such as *Mosby's Dictionary of Medicine, Nursing and Health Professions*, and *Taber's Cyclopedic Dictionary*. The University Library all-campus health science collection consists of 3,473 titles and an extensive eBook collection with 7,816 titles on all topics. The ECPI Online Library web site <http://ecpilibrary.sirsi.net> provides thousands of journals and magazines, and a Healthology video collection with more than 700 titles.

The core collection supports the objectives of the course syllabi and the course adopted textbooks. Standard bibliographies such as the *Brandon-Hill Selected List of Books and Journals for the Small Medical Library* are used to make selections for the collection. Recommended acquisitions for library collection development are suggested by the librarian, program Director and faculty. The Library budget provides for the development and maintenance of the learning resources. The ECPI Library Collection Development Guide describes the annual weeding of the health science collection coordinated by the librarian with the program Directors and faculty.

Interlibrary Loan is a free service available from all eleven ECPI University campus libraries. Students can reserve (place holds) directly from the Online Library Catalog or ask the campus librarian to place the hold. Books can be transported within 3-5 days from the other ECPI campus libraries.

The library collection is well-signed and arranged on open shelving in the Dewey Decimal Classification system order. Periodicals are arranged in alphabetical order on display racks. The Library provides a network printer for 12 computer workstations. Computers provide access to software that is also available in classrooms. Multimedia equipment and resources are maintained by Library and the Nursing Director. The Library is open during normal operating hours of the University 55 hours a week: Monday-Friday. The Library staff consists of a professional librarian with a Master's degree from an ALA accredited program in Library Science, and a student assistant. New student library orientations are provided each term by the campus librarian as an integral part of the freshman orientation course. New faculty orientations and In Service training sessions are held throughout the year.

Personalized reference assistance is also available from the ECPI Online library "Ask the Librarian" online reference service. Students complete an easy to use template online, which asks questions about the specific types of information they need, and a personalized response is provided by the professional ECPI librarian on the same business day.

The Library has several assessment tools to ensure the adequacy of the library services. End of Course Critiques, the Annual Library Survey, Annual Faculty and Staff Survey, and near-graduate Exit Library Survey responses are used to improve library services on an ongoing basis. The New Student Orientations are supplemented by a university-wide assessment in Moodle to gauge student understanding of the library resources and determine if new teaching techniques are needed. The campus Library Committee and Librarians Council (ECPI campus librarians) meet to review and suggest ways to improve library services.

ONLINE RESOURCES

The University provides all students, faculty and staff with electronic access to an extensive online health science collection from the ECPI Online Library at <http://ecpilibrary.sirsi.net>. A link to the Online Library is embedded into every Learning Management System (Moodle) course shell. The Online Library is also linked to the Medical Career Institute web site www.medical.edu. All students are assigned a Library Account and access it with their Username and PIN for onsite and remote access. Access and effective search techniques to effectively use these online learning resources are provided in the first term during the required library orientation, and reviewed during library instruction review periods scheduled by the classroom instructors.

The Online Library provides a virtual health sciences topic 'room' of resources including reference, books and eBooks, recommended web sites, tutorials, and periodical databases from Ebsco, Gale, and ProQuest. The databases are mostly full-text collections with an archives of nearly twenty years of millions of documents such as journals, newspapers, images, television and radio transcripts, photographs and maps, reference books and historical sources. In addition, the University has acquired access rights to over 92,000 electronic books through ebrary and Safari Books Online. The list of 7,816 eBook health science titles is provided with the Exhibits. EBSCOhost Health Source: Consumer edition includes 130 health sciences eBooks.

A summation of the Online Library health science periodical databases is listed below. Other online resources pertinent to all health science programs include current editions of 24 medical dictionaries and encyclopedias from the Credo Reference database, Nursing Reference Center, and the Britannica Encyclopedia Online with extensive anatomy images and videos.

Gale/Cengage Health and Wellness Resource Center journals	1,200 full-text
Gale/Cengage Health Reference Center Academic journals	1,700 full-text
Gale/Cengage Nursing & Allied Health Collection	1,115 full-text journals
EBSCOhost CINAHL Plus database	770 full-text journals
EBSCOhost Health Source: Consumer edition	80 full-text journals
EBSCOhost Health Source: Nursing edition	542 full-text journals
EBSCOhost MEDLINE with full-text	1,470 full-text journals
	TOTAL 6,877 online full-text journals as of

8-2012

Gale/Cengage 'Healthology' Video collection	700
Gale/InfoTrac HRCA Health Pamphlets	334
Gale/infoTrac HRW and HRCA Reference Titles	155

Accreditation, Approval, Licensure, or Certification

- a. if the proposed program is subject to specialized or professional accreditation or approval by any entity other than the Commission (including other state agencies or boards), a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and a statement of when that accreditation or approval may be reasonably expected;
- b. if graduates of the proposed program are subject to licensure or certification by any public or private agency, a brief description of the licensure or certification process and of the ways in which the proposed program will ensure that such certification or licensure can reasonably be expected to be achieved by graduates; and
- c. for programs at the graduate level that focus directly on teacher education (not educational leadership, etc.), a concise but complete description of how the proposed program addresses the core propositions of the National Board for Professional Teaching Standards.

The program was approved by the Southern Association of Colleges of Schools Commission on Colleges June of 2006. University will apply for programmatic accreditation with the Commission on Accreditation in Physical Therapy Education (CAPTE) SCCHE approval and after hiring a program director. The PTA program at the Virginia campuses is CAPTE accredited.

The South Carolina Board of Physical Therapy Examiners (SCBPTE) requires that applicants sit for and pass the National Physical Therapy Examinations (NPTE) as a prerequisite for licensure. The Federation of State Boards of Physical Therapy (FSBPT) is the organization responsible for administering and developing these examinations. Although SCBPTE neither administers nor develops the examination, it is responsible for ensuring that qualified candidates sit for the NPTE. No applicant who has failed the exam three or more times is eligible for licensure whether or not the exams were taken in South Carolina. Exam scores must meet the criterion-referenced passing point equal to a scaled score of 600 based on a range of 200-800.

Estimated Costs and Sources of Financing

Program Cost: \$8,560 per semester
Associate's Degree= 5 semesters x \$8,560 = \$42,800 (estimate)
ECPI semester = 3 terms
Resource and learning fee = \$345.00 per semester