

**Request for Authorization to Discontinue the
Bachelor of Science in Occupational Therapy at Winston-Salem State University**

Introduction

Winston-Salem State University requests authorization to discontinue the B.S. in Occupational Therapy degree effective October 2008.

Rationale

As of January 2007 the Masters degree is the entry level degree for the Occupational Therapy profession. Winston-Salem State University now offers the Master of Science in Occupational Therapy, and the last students in the B.S. in Occupational Therapy program graduated in May 2007. WSSU requests authorization to discontinue the B.S. in Occupational Therapy degree.

Recommendation

It is recommended that the Board of Governors approve the request to discontinue the Bachelor of Science in Occupational Therapy degree (CIP 51.2306) at Winston-Salem State University effective October 2008.



The University of North Carolina

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MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs

FROM: Erskine Bowles *EBB*

DATE: September 27, 2007

SUBJECT: Licensure of South College-Asheville to offer a new degree program in Asheville, NC

The Board of Governors of the University of North Carolina is charged under North Carolina General Statute Section 116-15 with responsibility for licensing nonpublic educational institutions to conduct post-secondary degree activity in North Carolina. In November 2004, the Board of Governors approved revisions to the document, *Rules and Standards: Licensing Nonpublic Institutions to Conduct Degree Activity in North Carolina*. This document provides the guidelines for interpreting the standards, and the rules, regulations, and procedures under which the Board issues licenses to institutions to conduct post-secondary degree activity in North Carolina.

South College-Asheville applied for licensure to offer the Bachelor of Science degree in Radiological Sciences at its Asheville campus.

Dr. Laurel Files, special assistant to the vice president for academic planning for licensure, reviewed the application and appointed a team of examiners to determine if South College-Asheville complied with the licensure standards outlined in *Rules and Standards*. On June 12, 2007, the team of examiners visited the campus of South College-Asheville. Following the site visit, the team of examiners issued its report with suggestions and recommendations, and a final recommendation to grant licensure to the one proposed degree program. Dr. Files agrees with the team's review and recommendations. For more details on the recommendations and the responses for the proposed degree programs, please review the summary.

Thus, I recommend to the Committee on Educational Planning, Policies, and Program of the UNC Board of Governors that a regular license be issued to South College-Asheville to offer the Bachelor of Science in Radiological Sciences proposed degree program in Asheville, North Carolina, subject to annual reports and review at any time. After one year has elapsed following licensure, South College-Asheville will be reviewed again, to judge whether the institution continues to maintain standards for licensure.

Enclosure: Summary

Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

An Equal Opportunity/
Affirmative Action
Employer

SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR SOUTH COLLEGE, ASHEVILLE, NC

BACKGROUND INFORMATION

South College-Asheville was founded in 1905 as Cecils Business College. On November 1, 1998, South College of North Carolina, Inc. purchased Cecils College from Executive Schools, Inc. Subsequently, in February 2002, Cecils College was renamed South College-Asheville. (South College in Knoxville, Tennessee is under the same ownership as South College-Asheville.)

South College-Asheville is a private, co-educational, nonsectarian academic institution that offers various academic programs at the certificate, associate, and baccalaureate levels. The Board of Governors initially approved licensure for South College-Asheville to offer degrees in 1975. Currently, South College-Asheville is authorized to offer the Bachelor of Science degree in Legal Studies, and the Associate of Applied Science degree in Accounting, Business Administration, Criminal Justice, Medical Assisting, Network Technology, Office Technology, Paralegal Studies, Physical Therapist Assistant, and Radiologic Technology.

South College-Asheville is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Committee on Accreditation for Medical Assistant Education.

THE APPLICATION AND SITE VISIT

South College-Asheville submitted an application and supporting documentation to General Administration for a proposed Bachelor of Science degree in Radiological Sciences on April 16, 2007. On its June 12, 2007 visit to South College-Asheville in response to this application, the team of examiners also reviewed the College's compliance with the Recommendations contained in the report of the team of examiners that had visited the College on November 14-15, 2005 to review the licensure application for the now licensed Associate of Applied Science degree program in Radiologic Technology.

Accordingly, a team of examiners with expertise in the specific disciplines relating to the application was assembled by Dr. Laurel Files, Special Assistant to the Vice President for Academic Planning for Licensure. The team included Dr. Richard E. Neel (Chair), Dean Emeritus, Belk College of Business, and Professor of Economics Emeritus, University of North Carolina at Charlotte, Charlotte, North Carolina; Dr. Ron E. Proffitt, Vice President of Instruction and Student Affairs, Wytheville Community College, Wytheville, Virginia (Dr. Proffitt has also been the team chair for the Joint Review Committee on Educational Programs in Radiography, and has served on the Board of Medicine for Radiography in Virginia); and Dr. Laurel A. Files, Special Assistant to the Vice President for Academic Planning for Licensure, The University of North Carolina General Administration, Chapel Hill, North Carolina, *Ex Officio*.

The June 2007 visit to South College-Asheville was to ascertain the institution's compliance, for the proposed baccalaureate program, with the fifteen standards contained in The University of North Carolina Board of Governors *Rules and Standards: Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina* (revised November 2004) (referred to in the rest of this summary as the *Rules and Standards*).

During the visit, the team of examiners met with numerous faculty and staff. This included meetings with John T. South, Jr., Chairman of the Board, South College of North Carolina, Inc.; Stephen A South, President, South College of North Carolina, Inc.; Robert Davis, Dean of Academic Affairs; Jane Sims, Department Chair, Radiologic Technology; Natalie Branch, Director of Clinical Education, Radiologic Technology; Amy Boggess, Head Librarian; Jessica Boing, Assistant Librarian; Jason Fair, Director of Financial Aid; Anne Moss, Office Manager; and Michael Wiseman, Director of Admissions.

DEGREE PROGRAM

South College-Asheville is applying for licensure to offer the BS in Radiological Sciences. Students will take 72 quarter credits in the core curriculum and 122 quarter credits in their major curriculum, and will be able to graduate in three-and-a-half years of full-time study. Major studies courses for this degree will include introduction to health administration, fundamentals of sectional anatomy, introduction to picture archiving communication systems, advanced patient care procedures, forensic radiology, understanding computed tomography, health science research, health care law, and current trends and issues in radiological sciences. The program emphasizes knowledge and skills related to communication, leadership, ethics, critical thinking, and cultural diversity in health care.

RECOMMENDATIONS

Following the visit, the team submitted to General Administration a *Preliminary Report to the President of The University of North Carolina from the Team of Examiners for the Licensure Visit to Review South College-Asheville's Licensed Associate of Applied Science Degree Program in Radiologic Technology and Proposed Bachelor of Science Degree Program In Radiological Sciences, on June 27, 2007*. The preliminary report of the team's findings was forwarded to South College-Asheville for correction of factual errors or significant omissions, and for review of the team's two recommendations and three suggestions.

The recommendations were with respect to faculty, specifically to employ one additional faculty member to teach in the proposed degree program who holds at least the master's degree or the equivalent in the field of specialization in which he/she is teaching, as well as to employ faculty to teach the general education courses in the proposed program who, at the time of their employment, hold the master's degree or the doctoral degree in the field of specialization in which they are teaching (or at least a master's degree with a minimum of 18 graduate semester credit hours in that field).

South College-Asheville responded to the *Preliminary Report* on July 16, 2007, including the team's two recommendations and three suggestions. The institution responded with two

corrections that were then included in the report. On July 30, 2007, the team of examiners informed Dr. Files that South College-Asheville had responded satisfactorily to all of the recommendations, and recommended licensure for their proposed degree program.

The team stated that if licensure is granted, a further recommendation is that a team of examiners visit South College-Asheville one year from the date of licensure to review the Bachelor of Science in Radiological Sciences degree program for compliance with all of the recommendations contained in their report, as well as for overall compliance with the fifteen licensure standards contained in the *Rules and Standards*.

Dr. Laurel Files, Special Assistant to the Vice President for Academic Planning for Licensure, agrees with the team's review and recommendations. Thus, General Administration recommends licensure of the Bachelor of Science in Radiological Sciences degree program, as indicated above.

Middle Grades Education (A1010x)
Associate in Arts Pre-Major

Under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement, this template has been developed by university and community college faculty as a blueprint for guiding community colleges in developing programs for students who intend to major in Middle Grades Education. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

All colleges will not offer all pre-major programs, and course selections may vary. Check college catalogs for course and program offerings.

<p>General Education Core (44 SHC)*Forty-four semester hours of credit in general education core courses are required as outlined on the NCCCS Curriculum Standards for Associate in Arts degree programs. The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.</p>
<p>English Composition (6 SHC) <i>Two English composition courses are required.</i></p> <ul style="list-style-type: none">English 111, Expository Writing, is required as the first composition course.The second composition course must be selected from the following: ENG 112 Argument-Based Research (3 SHC), ENG 113 Literature-Based Research (3 SHC), or ENG 114 Prof Research & Reporting (3 SHC)
<p>Humanities/Fine Arts (12 SHC) <i>Four courses from three discipline areas are required.</i></p> <ul style="list-style-type: none">One course must be a literature course. Select one course from the following (3 SHC): ENG 131 Introduction to Literature (3 SHC) <i>or</i> ENG 231 American Literature I (3 SHC) <i>or</i> ENG 232 American Literature II (3 SHC) <i>or</i> ENG 233 Major American Writers (3 SHC)The following course is required and can substitute for 3 SHC of Humanities/Fine Arts: COM 231 Public Speaking (3 SHC)One of the following courses is required (3 SHC): ART 111 Art Appreciation (3 SHC) <i>or</i> ART 114 Art History Survey I (3 SHC) <i>or</i> ART 115 Art History Survey II (3 SHC) <i>or</i> MUS 110 Music Appreciation (3 SHC)One additional course from the following discipline areas is required: interdisciplinary humanities, literature, philosophy, and religion.
<p>Social/Behavioral Sciences (12 SHC) <i>Four courses from three discipline areas are required.</i></p> <ul style="list-style-type: none">One course must be a history course. Select one course from the following (3 SHC): HIS 111 World Civilizations I (3 SHC) <i>or</i> HIS 112 World Civilizations II (3 SHC) <i>or</i> HIS 114 Comparative World History (3 SHC) <i>or</i> HIS 115 Introduction to Global History (3 SHC) <i>or</i> HIS 121 Western Civilization I (3 SHC) <i>or</i> HIS 122 Western Civilization II (3 SHC) HIS 236 NC HistoryThe following courses are required (6 SHC): PSY 150 General Psychology (3 SHC) <i>choose one:</i> SOC 210 Introduction to Sociology (3 SHC) <i>or</i> SOC 225 Social Diversity (3 SHC) <p>One additional course from the following discipline areas is required: anthropology, economics, geography, history, political science, psychology, and sociology.</p>
<p>Natural Sciences/Mathematics (14 SHC)</p> <p><i>Natural Sciences (8 SHC):</i></p> <ul style="list-style-type: none">The following courses are required: <i>choose one:</i> BIO 110 Principles of Biology (4 SHC) <i>or</i> BIO 111 General Biology I (4 SHC) <i>choose one:</i> CHM 131 Intro to Chemistry (3 SHC) <i>and</i> CHM 131A Intro to Chemistry Lab (1 SHC) <i>or</i> CHM 135 Survey of Chemistry I (4 SHC) <i>or</i> CHM 151 General Chemistry I (4 SHC) <i>or</i> PHY 110 Conceptual Physics (3 SHC) <i>and</i> PHY 110A Conceptual Physics Lab (1 SHC) <i>or</i> PHY 151 College Physics I (4 SHC)

Mathematics (6 SHC):

- The following course is required: CIS 110 Introduction to Computers (3 SHC)
- One of the following courses is required: MAT 141 Mathematical Concepts I (3 SHC) or MAT 161 College Algebra (3 SHC)(or higher)

Note: For students choosing mathematics as one of the concentrations, you will need MAT 171 Precalculus Algebra or higher

A college may award a diploma under the A1010x for completion of the entire general education core, as outlined, with a grade of "C" or better in each course.

Other Required Hours (20-21 SHC)* One semester hour of credit may be included in a sixty-five semester hour credit associate in arts program. The transfer of the 65th hour is not guaranteed.

- At certain UNC institutions, EDU 216 Foundations in Education and EDU 221 Children with Exceptional may fulfill major requirements; at a majority of institutions the courses will transfer as free electives. Students should check with the university to which they intend to transfer for the local transfer policy regarding EDU 216 and EDU 221.
- It is recommended that within the 20 semester hours of "Other Required Hours" pre-education students in Middle Grades Education select courses that will help meet two of the four corollary studies areas (Mathematics, Social Studies, Science, and Language Arts) in order to be consistent with NC licensure areas. These courses should be selected in conjunction with the requirements at each university, since available academic concentrations and their specific requirements differ on each campus. Some institutions of higher education require that the two areas be Science and Mathematics or Social Studies and Language Arts. Others allow the student to choose any two of the four areas.
- It is recommended the pre-major Middle Grades Education students **not** choose additional courses in Art, Communications, Foreign Languages, Music, or Physical Education. These courses will not assist students in completing their major.

- **Recommended Courses for Typical Academic Concentrations**

Language Arts Up to 12 SHC from the following:

ENG 231 American Lit. I or ENG 232 American Lit. II; ENG 241 British Lit. I or ENG 242 British Lit. II; ENG 261 World Lit. I or ENG 262 World Lit. II; or ENG 265 Thematic World Lit. I or ENG 266 Thematic World Lit. II; or ENG 272 Southern Lit.; ENG 273 African-Amer. Lit.; ENG 274 Lit. by Women

Mathematics Up to 12 SHC from the following:

MAT 151 Stat. I, MAT 151A Statist. I Lab. or MAT 155 Statist. Analy., MAT 155A Statist. Analy. Lab; MAT 161 College Algebra; MAT 162 College Trigonometry; MAT 167 Discrete Mathematics; MAT 172 Precalculus Trigonometry; MAT 172A Precalculus Trigonometry Lab, MAT 175 Precal., MAT 175A Precalculus Lab; MAT 271 Calculus I; MAT 272 Calculus II

Science Up to 12 SHC from the following:

AST 111 Descriptive Astronomy; AST 151 General Astronomy I; AST 152 General Astronomy II
BIO 110 Principles of Biology or BIO 111 General Biology I and BIO 112 General Biology II;
BIO 120 Intro. Botany or BIO 130 Intro. Zoo. or BIO 140 Environ. Bio. and BIO 140A Environ. Bio. Lab;
BIO 143 Field Biology Mini course; BIO 145 Ecology; BIO 146 Regional Natural History; BIO 221 Botany I; BIO 222 Botany II

CHM 131 Introduction to Chemistry; CHM 151 General Chemistry I; CHM 152 General Chemistry II

GEL 111 Introductory Geology; GEL 230 Environmental Geology

PHY 151 College Physics I; PHY 152 College Physics II

Social Studies Up to 12 SHC from the following:

ECO 151 Survey of Economics or ECO 251 Prin. Of Microeconomics

GEO 110 Intro. To Geography; GEO 111 World Regional Geography; or GEO 121 North Carolina Geography

HIS 111 World Civilizations I and HIS 112 World Civilizations II or

HIS 121 Western Civilization I and HIS 122 Western Civilization II;

HIS 131 American History I and HIS 132 American History II

POL 110 Intro Political Science; POL 120 American Government; POL 130 State & Local Government;

POL 210 Comparative Government; POL 220 International Relations

PSY 241 Develop. Psychology; PSY 243 Child Psychology; PSY 246 Adolescent Psychology;

PSY 263 Educational Psychology ; PSY 281 Abnormal Psychology

SOC 210 Intro to Sociology; SOC 213 Sociology of the Family; SOC 215 Group Processes;

SOC 220 Social Problems; SOC 230 Race & Ethnic Relations

Total Semester Hours Credit (SHC) in Program: 64-65

***Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.**

Application to a University

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the signatory institutions offering the baccalaureate degree as listed at www.northcarolina.edu/content.php/aa/planning/traditional.htm or in the NC Independent Colleges and Universities Handbook which is available online at www.ncicu.org/publications. Students are encouraged to contact the senior institution to confirm degree offerings.

*Middle Grades Education Associate in Arts Pre-Major
SBCC approved _____; BOG approved _____.*

Admission to the Major

Grade point average requirements vary, and admission is competitive across the several programs in Middle Grades Education.

Minimum statewide requirements are:

- 1. Minimum 2.5 grade point average on a 4.0 scale.*
- 2. Satisfactory passing scores as established by the State Board of Education on PRAXIS I
PPST-Reading; PPST-Writing; PPST-Math.*

Receiving institutions may have additional requirements, prerequisites, and/or proficiencies. Since these vary at receiving institutions, students should review the admission to teacher education requirements for the institutions they anticipate attending.

Change of School of Nursing to the College of Nursing and the School of Allied Health to the College of Allied Health at East Carolina University

East Carolina University requests that two schools be redesignated colleges. These requests have gone through the campus approval process and have been endorsed by Chancellor Ballard.

The School of Nursing, established in 1959, has transitioned from offering one baccalaureate program to a complex organization that offers baccalaureate, masters and doctoral degrees. Within the baccalaureate degree there are two areas of specialization, and within the master's degree there are eight concentrations. The school also offers a RN to BSN program, a RN to MSN program, and seven post-master's certificate programs. The doctoral program offers concentrations in nursing leadership and nursing education. The unit produces in excess of 20,000 student credit hours annually, with nearly 100 faculty FTEs. In the discipline of nursing, nursing units associated with academic medical centers are more frequently structured as colleges, and ECU believe that the complexity and scope of its nursing programs warrant that this school be designated as the College of Nursing.

Likewise, the School of Allied Health Sciences has become the largest provider of allied health professionals to the state with an enrollment of over 700 degree-seeking students, of which 61 percent are at the master's and doctoral levels. The school is growing rapidly and produces well over 20,000 student credit hours annually. The school offers fourteen degrees at the bachelor's, master's, and doctoral levels. The school's enrollment is similar to that of nationally recognized allied health programs that are classified as colleges. Given the competitive size and productivity of the school, the complexity of its programs, and its national recognition, the campus believes the recommended change in status to the College of Allied Health Sciences is in order.

It is recommended that the Committee and Board make this change.