

## **Request for Authorization to Establish a Bachelor of Science Degree in Atmospheric Sciences and Meteorology at NC A&T State University**

### **Introduction**

NC A&T State University notified UNC-GA of its intent to plan a BS in Atmospheric Sciences and Meteorology degree (CIP 40.0401) in August 2007 and requests authorization to establish the degree in January 2008.

### **Program Description**

The BS in Atmospheric Sciences and Meteorology is designed to prepare a graduate for employment as a meteorologist working on weather forecasting, climate modeling, and research to understand the chemical and physical processes of the atmosphere. Graduates may satisfy the requirements for civilian employment with the Federal meteorological agencies, be commissioned as a meteorological officer in the Air Force or Navy, or be appointed to an internship in the National Oceanic and Atmosphere Administration. The proposed program will be interdisciplinary involving the Departments of Physics, Chemistry, Mathematics, Journalism and Mass Communication, and Natural Resources and Environmental Design. Graduates will be well suited to enter the PhD program in Energy and Environmental Studies at NCA&T. More than 80 credit hours in the new program come from courses already available in existing programs.

### **Program Need**

In December 2006, the National Oceanic & Atmospheric Administration (NOAA) announced funding (anticipated to be \$12.5 million over five years) for the Interdisciplinary Scientific Environmental Technology (ISET) Cooperative Research and Education Center at NCA&T State University. The goal of the Center is to increase the number of program graduates from underrepresented communities in NOAA science and technology areas, and the program will only be the second program at an HBCU in the nation. Outreach to K-12 grades will be another aspect of the Center. Several studies indicate a strong demand for graduates of meteorological degree programs to address the growing and diverse needs of a wide range of users of meteorological data relating to global warming, acid rain, air pollution, coastal flooding, hurricanes, and other issues. By the fourth year of the program it is anticipated that 40 full-time and 10 part-time students will be enrolled.

### **Resources**

Faculty hires in the departments noted above will be coordinated to meet the needs of the program. A NOAA senior scientist has been hired into a position provided by the Provost starting in January 2008. ISET funds (\$2 million in 2006-07) will be used to purchase needed library materials and equipment. Space has been reallocated as needed or is currently under construction.

### **Recommendation**

It is recommended that the Board of Governors approve the NCA&T State University request to establish an BS in Atmospheric Sciences and Meteorology degree (CIP 40.0401) in January 2008.

## **Request for Authorization to Establish a Bachelor of Interdisciplinary Studies Degree at UNC Pembroke**

### **Introduction**

UNC Pembroke notified UNC-GA of its intent to plan a Bachelor of Interdisciplinary Studies (BIS) degree (CIP 30.9999) in August 2006 and requests authorization to establish the degree effective January 2008.

### **Program Description**

The Bachelor of Interdisciplinary Studies (BIS) program is exclusively designed for learners with at least two years of transferable credit from institutions other than UNCP, who hold either Associate in Applied Arts or Associate in Applied Science degrees. The program serves adult students, in particular, who seek a broad, more flexible degree program to help them to advance or become more established in their careers or to improve their understanding of the world around them. The BIS degree is an interdisciplinary restructuring of existing courses to constitute a program, with eight specific track (specializations) in Applied Professional Studies, Applied Information Technology, Criminal Justice, Cultural Studies, Family Studies, Hispanic Commerce, Hospitality, and Public & Non-profit Administration. The program will serve adult students, in particular, who seek a broad, more flexible degree program to help them advance in their careers or improve their understanding of the world around them. The BIS is intended for a set of diverse students who bring many academic, personal, and work-related experiences to the program including individuals who hold associate technical degrees from the community colleges. BIS students will be expected to meet the University's general education core requirements and take middle and upper level courses combined into an array of interdisciplinary program tracks.

### **Program Need**

The economy of North Carolina depends on the availability of an educated and technologically updated workforce. While the traditional BA and BS degrees serve the general college-bound population, a large segment of the state's population remains underserved—primarily those who have either completed or are interested in completing two-year primarily-technical degrees in NC community colleges. The program will build upon the skills and knowledge gained in such technical and vocational programs offered within the AAS programs at community colleges and enhances the capabilities of the participants by offering complementary classes comparable to those generally available only to Associate in Science and Associate in Arts community college graduates.

### **Resources**

Existing courses will satisfy the requirements for the various tracks of this degree. No other resources are required.

### **Recommendation**

It is recommended that the Board of Governors approve the UNC Pembroke request to establish a Bachelor of Interdisciplinary Studies degree (CIP 30.9999) effective January 2008.

## **Request for Authorization to Establish a Master of Science in Neurobiology Degree at UNC-Chapel Hill**

### **Introduction**

UNC-Chapel Hill requests authorization to establish an MS in Neurobiology degree (CIP 26.0906) effective April 2008.

### **Program Description**

The proposed degree will certify that students have achieved a high level of knowledge in clinical and basic neurosciences but without the rigorous research experience required of the PhD degree. All graduates will pass the same coursework as taken by PhD candidates and will write a Master of Science thesis. The overall goal of the Neurobiology Curriculum is interdisciplinary training in understanding the biological basis of behavior and neuropsychiatric disease at the cellular and molecular levels.

### **Program Need**

The Curriculum's primary goal is to graduate scientists who have earned the PhD degree and are able to conduct an independent research program or similar professional tasks. The MS degree is proposed because some students may realize during the early conduct of their PhD research that they do not have the interest or motivation required for a successful independent research career. They will, however, have demonstrated scientific competence in the neurosciences through their coursework and other training activities, and the MS degree will provide recognition of these achievements and assist these students in their professional careers. Very rarely there may be applicants who only wish to earn the MS degree, but the Curriculum will not recruit for this track. Having the option available, however, may occasionally be important as a service to students and to North Carolina.

### **Resources**

No resources are required other than those currently being used.

### **Recommendation**

It is recommended that the Board of Governors approve the UNC-Chapel Hill request to establish a Master of Science degree in Neurobiology (CIP 26.0906) effective April 2008.

## **Request to Establish a Doctoral Program in Bioinformatics and Computational Biology at the University of North Carolina at Chapel Hill**

### **Introduction**

Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved on May 10, 2007 the request from the University of North Carolina at Chapel Hill to plan a doctoral program in Bioinformatics and Computational Biology. The University of North Carolina at Chapel Hill now seeks approval to establish a doctoral program in Bioinformatics and Computational Biology (CIP: 26.1103) effective November 2007.

### **Program Description**

The Carolina Center for Genome Sciences proposes to transform the current certificate program in Bioinformatics and Computational Biology (BCB) to a PhD-granting curriculum. This proposal has unanimous support from all relevant departments in the Schools of Medicine, Public Health, Dentistry, Pharmacy, Information and Library Sciences, and the College of Arts and Sciences. The BCB certificate program was established in 2002, but has since grown and matured to a point where it is now ready to transition into an independent, degree-granting program. The program currently has 26 students and 37 affiliated faculty from 18 different departments across campus. The program is housed in and receives administrative support from the Carolina Center for Genome Sciences. The program is currently funded by grants from the UNC General Administration and the National Institutes of Health, and receives additional support from institutional and industrial sources. Because of the inherently interdisciplinary nature of the program, students are currently drawn from an exceptionally large number of departments with widely varying curricular requirements. In order to train students more effectively and continue to attract the best students in this rapidly evolving field, it will be critical to have a unified, comprehensive curriculum as well as direct oversight of their research and professional development. The best mechanism for addressing this need is to create a PhD-granting program in bioinformatics and computational biology.

Bioinformatics and computational biology are two related disciplines that have developed from the need to analyze and interpret large, complex datasets which have emerged in the last decade as genomics, proteomics, systems biology, and other high-throughput approaches have become more feasible. Bioinformatics and computational biology utilize techniques from applied mathematics, informatics, statistics, and computer science to solve biological problems. Major research efforts in the field include sequence alignment, gene finding, genome assembly, protein structure alignment, protein structure prediction, prediction of gene expression and protein-protein interactions, and mathematical modeling of intracellular processes. The terms “bioinformatics” and “computational biology” are often used interchangeably, although the former typically focuses on algorithm development and computational/statistical methods for data analysis, while the latter focuses more on hypothesis testing and discovery in the biological domain. Although this distinction is used by the National Institutes of Health in their working definitions of these

fields (<http://www.bisti.nih.gov/CompuBioDef.pdf>), it is clear that there is a tight coupling and mutual synergy between the more hypothesis-driven research in computational biology and the technique-driven research in bioinformatics. The University of North Carolina at Chapel Hill (UNC-CH) has a long history of excellence in biological, computational, mathematical, and information sciences. In the past six years, this institution has made a concerted effort to capitalize on these assets by building a strong research and training portfolio in bioinformatics and computational biology. These comparatively new fields are undeniably a major driving force in modern biology, which UNC-CH must continue to develop in order to remain competitive on a national level. The proposed PhD Program in Bioinformatics and Computational Biology (BCB) will contribute substantially toward this overall effort.

The Carolina Center for Genome Sciences (CCGS) was established at UNC-CH in 2001 as a campus-wide umbrella organization to coordinate and stimulate growth in basic and applied genomics research, education, and training. Unlike traditional academic departments, the Center brings together faculty from a wide variety of disciplines such as biology, computer science, chemistry, statistics, public health, and medicine.

This significant faculty investment in bioinformatics and computational biology has created a pressing need for graduate training in this highly interdisciplinary area of research. As the fields of bioinformatics and computational biology continue to expand into all aspects of modern biological research, the need for graduate training programs that bridge biological, quantitative, and computational sciences will also increase. To fill this gap at UNC-CH, the CCGS created the BCB certificate program in 2002 to offer new training opportunities to graduate students in relevant departments. BCB is unique in its breadth and diversity compared to other graduate programs at UNC-CH. Unlike most training programs that primarily serve the needs of the departments in which they are housed, BCB faculty come from 18 different departments across 6 different academic units.

Since the BCB program does not currently grant degrees, interested students must first apply to an affiliated department or curriculum. Thus, BCB faculty have had to work with numerous departments to identify potential applicants interested in bioinformatics and computational biology. Although this has been an effective mechanism for initiating the program, BCB has now grown and matured to a point where it is ready to recruit its own students into an independent degree-granting program. Moreover, it has been difficult to attract applicants who are interested specifically in bioinformatics and computational biology since they are more likely to apply to other universities that offer degrees, rather than certificates, in these fields. Another advantage to having a standalone, degree-granting program is the ability to tailor students' curricular requirements as well as their intellectual and professional development. The current certificate program requires students to fulfill substantial course requirements, lab rotations, and colloquia during their first two years. These expectations, in addition to the heavy course load required in departments such as Mathematics, Statistics & Operations Research, and Computer Science, place an undue burden on students that not only discourage them from applying, but also prevent them from focusing on their research training. By contrast, BCB students based in biomedical

departments such as Biology, Microbiology & Immunology, and Biochemistry & Biophysics, have fewer course requirements but higher research expectations early in their graduate careers. Additional disparities are also evident later in their graduate careers, as expectations for the PhD vary widely across departments depending on the discipline or academic “culture” from which they are derived. For example, BCB students in experimentally based departments who are primarily developing algorithms may have difficulty convincing their thesis committees of the value of such work, particularly when compared to their peers with more traditional projects. Likewise, BCB students with experiment-based projects may experience corresponding biases from mathematical or computational departments. Although these are generalizations, such issues have already arisen for current students in the certificate program. Departmental standards for qualifying exams, publications, theses, and other PhD requirements also vary substantially. As a result, there is very little consistency in the training experience among BCB students. Moreover, students are discouraged from pursuing truly interdisciplinary projects that do not fit neatly within the conventions of their respective home departments.

In the last four years, the BCB program has been successful in attracting highly qualified, motivated students with the help and support of affiliated departments. This certificate program will continue to be offered since it is well-suited for students in other degree programs who have a more limited interest in bioinformatics and computational biology. However, for the many reasons described above, it will be difficult to create a truly innovative, nationally competitive program without an independent PhD curriculum. The goal of BCB is to train the next generation of scientists who can develop and apply quantitative/analytical tools to driving biological problems, particularly those that are well-suited for computational approaches. A PhD curriculum would provide the necessary latitude to prepare students with the right balance of quantitative skills (e.g., mathematics, statistics, computer science) and experimental approaches (e.g., genetics, cell biology, molecular biology) for making important contributions to modern biological research.

### **Program Review**

The review process is designed to surface strengths and weaknesses in proposed new degree programs. Proposals to establish new doctoral programs are reviewed internally and externally. The concerns from the two review processes were summarized in letters to the Chancellor prior to the presentation to the Graduate Council. Those summaries follow:

#### ***Letter 1***

*This reviewer provides a very favorably view of the program. The reviewer comments that the faculty is uniformly strong, that there is a large pool of students seeking doctorates in this area, and that the market for PhDs remains good. The reviewer does raise concerns about the adequacy of financial support that will be provided by the University. While the reviewer recognizes the competitiveness of the faculty for grant support, the concern seems to be focused on the needed administrative support for the program and the support of graduate students that will be required.*

*The reviewer also suggests that the program might consider building an international component into the program.*

## **Letter 2**

*In the context of recommending approval of the program, this reviewer identified three concerns: the role of the student's home department, the role of the Graduate School in its traditional oversight function, and resources to support all the graduate students.*

## **Graduate Council**

The Graduate Council had, as a basis for its consideration, the proposal to plan the program, copies of the outside reviews of the program, the summary letters to the Chancellor, and a presentation to the Council by representatives of the program. In addition to the issues raised previously, the following concerns were expressed by Council members: that the advisory committee for the program be expanded or adjusted to include some member from outside the University perhaps from programs at other universities and industry.

## **Response**

A representative of the program presented an overview of the academic program and responses to the issues raised by the reviewers. While an interdisciplinary program can be complex to administer, the representative point out that there would be, in addition to the director, two administrators to support this and another doctoral program and there will be an associate director of research. As for graduate student financial support, the first year students will all be supported, and there will be seven slots for BCB students in the second year. The expectation is that by the third year the graduate students will be participating in funded research and will be supported through program grants. It was made clear that each student will have a home department and consistent guidance once the students has selected his or her program of study. The program will fall under the oversight of the Graduate School and will undergo the eight-year review the same as other graduate programs at UNC CH. The representative indicated that they would expand the advisory board and review all the recommendations of the reviewers for inclusion in the program.

## **Need for the Program**

The program currently exist as a certificate program in association with several other doctoral programs on the UNC Chapel Hill campus, so this is a proposal to move from a certificate combined with other doctoral programs, to a unified, though interdisciplinary, doctoral program that will focus on the core fields of the program. Reviews confirm that there is a good source of very good students for this program and that job opportunities are available for graduates of the program. UNC Chapel Hill has more than thirty students enrolled in the certificate program, so there is ample evidence that the doctoral program will draw both from those who sought a certificate in the past and from students who prefer a degree program in this field over a certificate program. This program area is at the core of developments in the biological sciences and represents the need for UNC CH to have such a program to compete at the highest leadership levels of the field.

## **Resources**

Most of the resources for this program have already been committed since students have been participating in the program through a certificate process, so the additional resources

will be for expanding the program beyond the number served now. The facilities, faculty, and infrastructure are already in place and the additional resources will be to support the 10 to 15 students expected to enroll overall in the doctoral over those in the current certificate program. Enrollment growth funding would bring resources to the campus, and well as the likelihood of additional grants based on the higher level of visibility the doctoral program will have.

**Recommendation by the Graduate Council**

After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval for the University of North Carolina at Chapel Hill to establish a doctoral program in Bioinformatics and Computational Biology.

**Recommendation**

The staff of the General Administration recommends that the Board of Governors approve the request from the University of North Carolina at Chapel Hill to establish a doctoral program in Bioinformatics and Computational Biology.

**Approved to be Recommended for Establishment to the Committee on Educational Planning, Policies, and Programs**



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Senior Vice President for Academic Affairs Harold Martin

October 29, 2007





## The University of North Carolina

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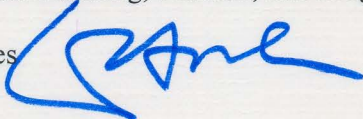
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### MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs

FROM: President Erskine Bowles 

DATE: October 29, 2007

SUBJECT: Licensure of the Art Institute of Charlotte to offer new degree programs

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.

The Art Institute of Charlotte applied for licensure to offer the following new degree programs at their campus in Charlotte: Bachelor of Arts in Digital Filmmaking & Video Production; Bachelor of Arts in Photography; Associate of Applied Science in Digital Filmmaking & Video Production; and Associate of Applied Science in Photography.

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 the Art Institute of Charlotte complied with the licensure standards outlined in *Rules and Standards*. On May 8, 2007, the team of examiners visited the Charlotte campus of the Art Institute of Charlotte. Following the site visit, the team of examiners issued its report with suggestions and recommendations, and a final recommendation to grant licensure to the proposed new degree programs. Dr. Files agrees with the team's review and recommendations. For more details on the recommendations and the responses for the proposed degree programs by the Art Institute of Charlotte, please review the summary.

Thus, I recommend to the Committee on Educational Planning, Policies, and Program of the UNC Board of Governors that the regular license issued to the Art Institute of Charlotte should now include the previously mentioned proposed degree programs in Charlotte, subject to annual reports and review at any time. After one year has elapsed, the Art Institute of Charlotte will be reviewed, to judge whether the institution continues to maintain standards for licensure.

Enclosure: Summary

## **SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR THE ART INSTITUTE OF CHARLOTTE, CHARLOTTE, NC**

### **BACKGROUND INFORMATION**

The Art Institute of Charlotte, formerly known as The American Business and Fashion Institute, was granted Articles of Incorporation in the State of North Carolina on November 22, 1972, and has been in continuous operation since that time. Ownership changed in August 1999 when The Art Institutes International, Inc. acquired The American Business and Fashion Institute and changed its name to The Art Institute of Charlotte.

The Art Institute of Charlotte (AICH) is a wholly owned subsidiary of The Art Institutes International, Inc., which is a wholly owned subsidiary of Education Management Corporation (EDMC), based at 210 Sixth Avenue, Pittsburgh, Pennsylvania 15222. The Art Institutes International, Inc. system represents the main operating unit of EDMC and consists of 35 campuses located in 27 major cities throughout the United States, with a combined enrollment of over 48,000 students, as of Fall 2006.

The UNC Board of Governors has previously approved the following degree programs to be offered by The Art Institute of Charlotte: Bachelor of Arts degrees in: Culinary Arts Management, Fashion Marketing & Management, Graphic Design, Interactive Media Design, and Interior Design; and Associate of Applied Science degrees in: Culinary Arts, Fashion Marketing, Graphic Design, Interactive Media Design, and Interior Design. The Art Institute of Charlotte is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

### **THE APPLICATION AND SITE VISIT**

The Art Institute of Charlotte submitted an application and related documents to offer the following new degree programs at their campus in Charlotte: Bachelor of Arts degrees in Digital Filmmaking & Video Production, and Photography; and Associate of Applied Science degrees in Digital Filmmaking & Video Production, and Photography.

Accordingly, a team of examiners with expertise in the specific disciplines relating to the application was assembled by Dr. Laurel A. Files, Special Assistant to the Vice President for Academic Planning for Licensure, The University of North Carolina General Administration. 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. Glenn E. Lewis, Professor of Industrial Design, Department of Industrial Design, College of Design, North Carolina State University, Raleigh, North Carolina; Dr. Eric K. Patterson, Assistant Professor of Computer Science, Department of Computer Science, University of North Carolina at Wilmington, Wilmington, North Carolina; Charles J. Popovich, Head Librarian, Business Library, and Associate Professor, Ohio State University, Columbus, Ohio; and Dr. Files, *Ex Officio*.

The May 8, 2007 visit to the Charlotte campus of The Art Institute of Charlotte was to ascertain the institution's compliance, for the four proposed degree programs, 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 staff, faculty, and students. These meetings included Brad L. Janis, President, AICH; Douglas N. Heaps, Dean of Academic Affairs; Dr. Elizabeth D. Annan, Dean of Student Affairs and Counselor; Gil C. Cendejas, Director of Admissions; Kara Pratt, Director of Human Resources; Cheryl Ann Coyle, Director of Library Services; Kai B. Campbell, Director of Student Financial Services; and Martha Miller, Registrar. Also, full-time faculty members Jane D. Bartholomew, Susan Cameron, Sue A. Johnson, and Keith L. Johnson; and part-time faculty members Hosne A. Begum, and Thomas H. Cooper, in addition to several students.

## **DEGREE PROGRAMS**

The proposed degree programs are the AAS and BA in Digital Filmmaking & Video Production, and the AAS and BA in Photography. The seven-quarter associate degree programs will require 112 quarter hours of course work (including 24 quarter hours of general education), while the twelve-quarter bachelor's degree programs will require 188 quarter hours of course work (including 56 quarter hours of general education). The objective is to prepare graduates who will gain entry-level management positions in the fields of study, with opportunities for future advancement. Initially, the proposed degree programs will be offered during the day only; the inclusion of evening instruction will be dependent upon needs assessment and faculty and facility availability. Summer instruction is offered by the Institute. As a supplement to on-ground courses AICH students are able to participate in online courses offered through a consortium agreement with the Art Institute On-Line, a division of the Art Institute of Pittsburgh.

## **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 The Art Institute of Charlotte's Proposed Bachelor's and Associate Degree Programs at Charlotte, North Carolina*, on May 24, 2007.

The team made eleven recommendations and five suggestions. Six recommendations addressed faculty qualifications and appropriate credentials; four of these had to do with the acquisition of space and resources to add more computer laboratories, video cameras, faculty offices, and an additional private room for consultation between faculty and students; and one recommendation was to acquire databases to support research in the proposed degree fields.

The *Preliminary Report* was forwarded to AICH on May 27, 2007 for correction of factual errors or significant omissions. AICH responded to this request on August 17, 2007, and, in their response, also addressed the eleven recommendations and five suggestions of the *Preliminary Report*. On September 16, 2007, the team of examiners informed Dr. Files that AICH had responded satisfactorily to all of the recommendations and recommended licensure for the proposed degree programs.

The team stated that if licensure is granted, a further recommendation is that a team of examiners visit the Charlotte campus of The Art Institute of Charlotte one year from the date of licensure to review the proposed degree programs 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 for the following new degree programs at The Art Institute of Charlotte's campus in Charlotte: Bachelor of Arts in Digital Filmmaking & Video Production, Bachelor of Arts in Photography, Associate of Applied Science in Digital Filmmaking & Video Production, and Associate of Applied Science in Photography.





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### MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs

FROM: President Erskine Bowles 

DATE: October 29, 2007

SUBJECT: Licensure of Winthrop University to offer degree programs in Charlotte, 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.

Winthrop University applied for licensure to offer the following degree programs at a site in Charlotte: Master of Education in Educational Leadership; Master of Education in Middle Level Education; and Master of Education in Special Education.

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 Winthrop University complied with the licensure standards outlined in *Rules and Standards*. On September 6, 2007, the team of examiners visited the Rock Hill, South Carolina, campus of Winthrop University. Following the site visit, the team of examiners issued its report with suggestions and recommendations, and a final recommendation to grant licensure to the proposed degree programs. Dr. Files agrees with the team's review and recommendations. For more details on the recommendations and the responses for the proposed degree programs by Winthrop University, please review the summary.

- Thus, I recommend to the Committee on Educational Planning, Policies, and Program of the UNC Board of Governors that the regular license be issued to Winthrop University to open a site in Charlotte, North Carolina, to offer the previously mentioned proposed degree programs, subject to annual reports and review at any time. After one year has elapsed, Winthrop University will be reviewed, to judge whether the institution continues to maintain standards for licensure.

Enclosure: Summary

## **SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR WINTHROP UNIVERSITY IN CHARLOTTE, NC**

### **BACKGROUND INFORMATION**

Winthrop University, located in Rock Hill, South Carolina, is a public institution chartered in the State of South Carolina. It was established in 1886, has been in continuous operation since then, and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The Teacher Education Program at Winthrop University is accredited at the graduate level by the National Council for Accreditation of Teacher Education (NCATE) for its Master of Science, Master of Education, and Master of Arts in Teaching degrees. All teacher education programs are approved by the South Carolina State Board of Education.

### **THE APPLICATION AND SITE VISIT**

On February 23, 2007, Winthrop University submitted an application and supporting documentation to offer the following three Master of Education (MEd) degree programs for Charlotte-Mecklenburg Schools (CMS), at a site in Charlotte:

- Master of Education in Educational Leadership
- Master of Education in Middle Level Education
- Master of Education in Special Education

The proposed degree programs are a part of the Charlotte Equity Plus Program, which focuses on schools in high poverty areas, and were developed in response to requests from CMS.

Accordingly, a team of examiners with expertise in the specific disciplines relating to the application was assembled by Dr. Laurel A. Files, Special Assistant to the Vice President for Academic Planning for Licensure of The University of North Carolina General Administration. 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; Karen Gavigan, Director, Teaching Resources Center, University of North Carolina at Greensboro, Greensboro, North Carolina; Dr. John A. Swope, Interim Dean, College of Education, and Associate Professor of Education, East Carolina University, Greenville, North Carolina; and Dr. Laurel A. Files, *Ex Officio*.

The team's task was to review the compliance document and to participate in a site visit to determine if the institution demonstrated compliance with licensure standards. The September 6, 2007 visit to the Rock Hill, South Carolina campus was to evaluate its compliance with the *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, staff, and students at the Rock Hill campus of Winthrop University. These meetings included Dr. Karen C. Jones, Assistant Vice President for Academic Affairs; Dr. Patricia L. Graham, Dean, College of Education; Dr. Mark DeWalt, Director of Graduate Studies, College of Education; Dr. Sue Peck, Chair of the Department of Curriculum and Instruction; Dr. Jonatha W. Vare, Director of the

Center for Pedagogy; Dr. Barbara R. Blackburn, Assistant Professor of Middle Level Education; Dr. Debra Leach, Assistant Professor of Special Education; Dr. Mary Martin, Assistant Professor of Educational Leadership; Dr. Mark Mitchell, Assistant Professor of Educational Leadership; Dr. Brad Witzel, Assistant Professor of Special Education; Dr. Mark Y. Herring, Dean, Library Services; Timothy A. Druke, Registrar; Betty C. Whalen, Director, Financial Aid; and seven students

## **DEGREE PROGRAMS**

The master's degree programs to be offered each require a minimum of 36 semester credit-hours (Middle Level, 36-39 credit-hours; Special Education, 36 credit-hours; Educational Leadership, 42 credit-hours). Upon the completion of the required program of study, in addition to receiving a diploma, each student receives from Winthrop's Certification Officer a verification form for the student to submit to the appropriate state agency (Form-V for the North Carolina Department of Public Instruction). The majority of instruction will be provided through face-to-face classroom delivery by Winthrop University faculty at the Charlotte site, although some of the courses may have components that will be delivered via WebCT. Any electronic instructional activity would originate in the State of South Carolina, where Winthrop University is authorized to operate.

## **RECOMMENDATIONS**

Following the visit, the team submitted to General Administration, on September 30, 2007, a Preliminary Report to the President of The University of North Carolina from the Team of Examiners for the Licensure Visit to Winthrop University's Proposed Master's Degree Programs at a Site in Charlotte, North Carolina. The preliminary report of the team's findings was forwarded to Winthrop University for correction of factual errors and/or significant omissions. Included in the report were nine recommendations and one suggestion. Recommendations must be addressed by the institution. Suggestions, however, are written for the institution's benefit, and do not need to be addressed by the institution; they reflect the professional judgment of team members, and do not signify that the institution is not in compliance with the *Rules and Standards*.

The recommendations for Winthrop were as follows: Three recommendations had to do with the publication of specific information in the school catalog or other noted publications, including making clear that receiving a degree is distinct from licensure for either teaching or administration. One recommendation required documentation of specific compliance requirements; another addressed attention to faculty qualifications, once the new programs are in place. And, finally, there were three standard requirements—regarding provision for archiving records, providing a copy of the tuition guaranty bond prior to the start of classes in North Carolina, and a statement by an independent certified public accountant, at the end of the first fiscal year at its North Carolina site, specifying the existing principal amount of the tuition guaranty bond. The suggestion was for a library resources handout to be distributed at orientation and made available on the library website.

Winthrop University reviewed the team's report for accuracy and also responded to the team's recommendations and suggestion. The team reviewed Winthrop's response, and reported on October 9, 2007 that their responses were satisfactory.

The team of examiners recommends that Winthrop University be licensed to offer the following new degree programs in Charlotte, subject to compliance with all of the recommendations contained in the report: Master of Education (MEd) in Educational Leadership; Master of Education (MEd) in Middle Level Education; and Master of Education (MEd) in Special Education.

If licensure is granted, a further recommendation is that a team of examiners visit the Charlotte site of Winthrop University one year from the date of licensure to review compliance with all of the Recommendations contained in this report, as well as overall compliance with the fifteen licensure 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 three proposed degree programs, as indicated above, to be offered in Charlotte, NC.



# **Monitoring the Progress of North Carolina Graduates Entering Primary Care Careers**

**November 2007**

Submitted by the University of North Carolina Board of Governors in response to  
General Statute 143-613 as amended by Chapter 507 of the 1995 Session Laws  
(House Bill 230) of the North Carolina General Assembly

# **Monitoring the Progress of Graduates Entering Primary Care**

## **Introduction**

This report, which is submitted by the University of North Carolina Board of Governors to the General Assembly, presents information on the ongoing progress of entry into primary care careers by graduates of the four schools of medicine in the state.

## **Background**

During its 1993 session, the North Carolina General Assembly expressed its interest in expanding the pool of generalist physicians for the state. In Senate Bill 27, as amended by House Bill 729, the General Assembly required that each of the state's four schools of medicine develop a plan with the goal for an expanded percentage of medical school graduates choosing residency positions in primary care. Primary care was defined as family practice, internal medicine, pediatrics, and obstetrics-gynecology. It set the goal for the East Carolina University (ECU) and UNC Schools of Medicine at 60 percent of graduates entering primary care. For the Wake Forest University and Duke University Schools of Medicine, it set the goal at 50 percent.

## **The Data**

Section I of this report provides information from the Wake Forest University School of Medicine, the Brody School of Medicine at East Carolina University, Duke University School of Medicine and the University of North Carolina at Chapel Hill School of Medicine. Each of the four schools of medicine has committed to developing a common database to track medical students. At the request of the four schools, the AHEC Program has assumed responsibility for developing and managing the common database in association with the Sheps Center for Health Services Research at UNC-CH. The development of a common database to track medical students has required a complex process of merging two national data sets, a state data set, and files in alumni and student affairs offices of the four medical schools. The national data sets include the graduate medical education tracking file of the Association of American Medical Colleges and the physician master file maintained by the American Medical Association. The state data set used is the North Carolina Medical Board's file for physicians licensed in North Carolina. The format for Section I on the medical students is consistent with and comparable to the baseline information provided in the May 1994 report "Expanding the Pool of Generalist Physicians for North Carolina." The term "primary care" includes family medicine, general pediatric medicine, general internal medicine, internal medicine/pediatrics, and obstetrics/gynecology.

## **Section I: The Entry of Medical School Graduates into Careers in Primary Care**

The General Assembly established goals for each of the four schools of medicine for entry of their graduates into primary care careers. For the UNC School of Medicine and the Brody School of Medicine at East Carolina University, the General Assembly established a target of 60 percent of the graduates to enter careers in primary care. For the Duke and Wake Forest University Schools of Medicine, the target set was 50 percent of graduates in primary care.

### Classes of 2001

Although initial choice of residency is important, a more important indication of entry into primary care is reflected in data on graduates five years after graduation. \* Table I-1 shows the percentage of 2001 graduates of each of the four schools who made an initial choice of primary care. \* Table I-2 shows the same graduates and the percentage that remained in primary care five years (in 2006) after graduation. Of the 417 graduates in 2001 who are still in training or practice as of 2006, 167, or 43 percent, remained in one of the four primary care specialties.

\*Figure 1 shows the trend in the percentage of physicians who graduated from NC medical schools practicing in primary care five years after graduation from 1990 - 2001. The percentage of graduates who remained in primary care increased gradually during the 1990's, but showed a clear decrease for all schools in the past year, with the exception of Wake Forest.

\* Table I-3 shows comparable data for state-supported graduates from Duke and Wake Forest who were in primary care training or practice five years after graduation.

### Classes of 2007

The percentage of most recent graduates entering primary care is also reported for the four schools in order to give an early indication of primary care career trends. \* Table I-4 shows the percentage of the graduates of the class of 2007 for each of the four schools of medicine who chose residency programs in one of the four primary care specialties of family medicine, pediatrics, internal medicine, and obstetrics and gynecology. In 2007, 202 out of the 412 total graduates, or 49 percent, entered primary care residency training.

\*Figure 2 shows the trends in initial residency choice of primary care. Although the percentage of graduates entering primary care residencies increased slightly during the 1990s, it has decreased steadily since 2000, with the exception of ECU. For 2007, all schools declined in the percentage of graduates choosing primary care.

Although the four schools continue to offer a variety of curricular and community experiences to interest students in a primary care career, there is a strong national trend away from primary care that is also influencing the medical students in North Carolina. Factors recently pointed to that deter choices of primary care careers include the high levels of debt being incurred by many students, particularly in private schools; lower salary levels associated with primary care careers; and lifestyle choices being made by the current generation of medical students. Students are increasingly gravitating to specialties that allow them to control their hours and have less call on nights and weekends. As a result, there has been a clear trend away from choosing primary care, particularly family medicine and general internal medicine. These national trends are reflected in the choices being made by students at the schools of medicine in North Carolina as well.

An additional trend that further exacerbates the loss of primary care physicians is the declining percentages of internists and pediatricians remaining in primary care careers. Ten years ago over 50 percent of residents choosing internal medicine and pediatrics practiced as generalists. Today only 10 percent of internists and less than 20 percent of pediatricians remain as generalists, with the remainder going on for fellowship training as sub-specialists. This trend further depletes the pool of generalists physicians needed to serve North Carolina's growing population.

## **Conclusion**

This report responds to the mandate of the 1993 and 1995 sessions of the General Assembly to monitor the progress of graduates of the schools of medicine into primary care. With the exception of East Carolina University medical graduates, the interest in primary care has declined among medical school graduates in the state. This decline matches a national trend, but needs to be monitored since a number of counties, particularly in rural and economically depressed areas of the state, are reporting increasing shortages of primary care physicians over the last several years. Combined with the loss of generalists in internal medicine and pediatrics, these trends do not bode well for meeting future primary care physician needs for the state. Because of the work of the medical and other health science schools, the North Carolina AHEC Program, the State Office of Rural Health, and related programs, North Carolina's rural areas continue to have a higher supply of physicians than comparable rural areas elsewhere in the country. Nevertheless, it will be important to monitor these trends in the coming years to assure that there still remains a steady supply of primary care providers to meet the needs of North Carolina communities.

## Section I: Medical Students

Table I-1  
North Carolina Medical Students-Initial Choice of Primary Care\*  
2001 Graduates

School	Total Number of 2001 Graduates	Number of 2001 Graduates not in Training or Practice as of 2006	Number of 2001 Graduates in Training or Practice as of 2006	Number of 2001 Graduates in Training or Practice with an Initial Residency Choice of Primary Care	Percent of 2001 Graduates in Training or Practice with an Initial Residency Choice of Primary Care
Duke	84	13	71	46	65%
ECU	68	2	66	46	70%
UNC-CH	157	4	153	90	59%
Wake Forest	108	8	100	65	65%

\*Primary Care = Family Medicine, General Pediatric Medicine, General Internal Medicine, Internal Medicine/Pediatrics, and Obstetrics/Gynecology.

Sources:

Duke Office of Medical Education  
UNC-CH Office of Student Affairs  
ECU Office of Medical Education  
American Medical Association

Wake Forest University SOM Office of Student Affairs  
Association of American Medical Colleges  
N.C. Medical Board

Compiled by:

N.C. AHEC Program  
Cecil G. Sheps Center for Health Services Research

Table I-2  
North Carolina Medical Students-Retention in Primary Care\*  
2001 Graduates

School	Total Number of 2001 Graduates in Training or Practice as of 2006	Number of 2001 Graduates in Training or Practice with an Initial Residency Choice of Primary Care	Percent of 2001 Graduates in Training or Practice with an Initial Residency Choice of Primary Care	Number of 2001 Graduates in Training or Practice in Primary Care Patient Practice as of 2006	Percent of 2001 Graduates in Training or Practice in Primary Care Patient Practice as of 2006
Duke	71	46	65%	14	20%
ECU	66	46	70%	38	58%
UNC-CH	153	90	59%	65	42%
Wake Forest	100	65	65%	50	50%

\*Primary Care = Family Medicine, General Pediatric Medicine, General Internal Medicine, Internal Medicine/Pediatrics, and Obstetrics/Gynecology.

Sources:

Duke Office of Medical Education  
UNC-CH Office of Student Affairs  
ECU Office of Medical Education  
American Medical Association

Wake Forest University SOM Office of Student Affairs  
Association of American Medical Colleges  
N.C. Medical Board

Compiled by:  
N.C. AHEC Program  
Cecil G. Sheps Center for Health Services Research

Figure 1

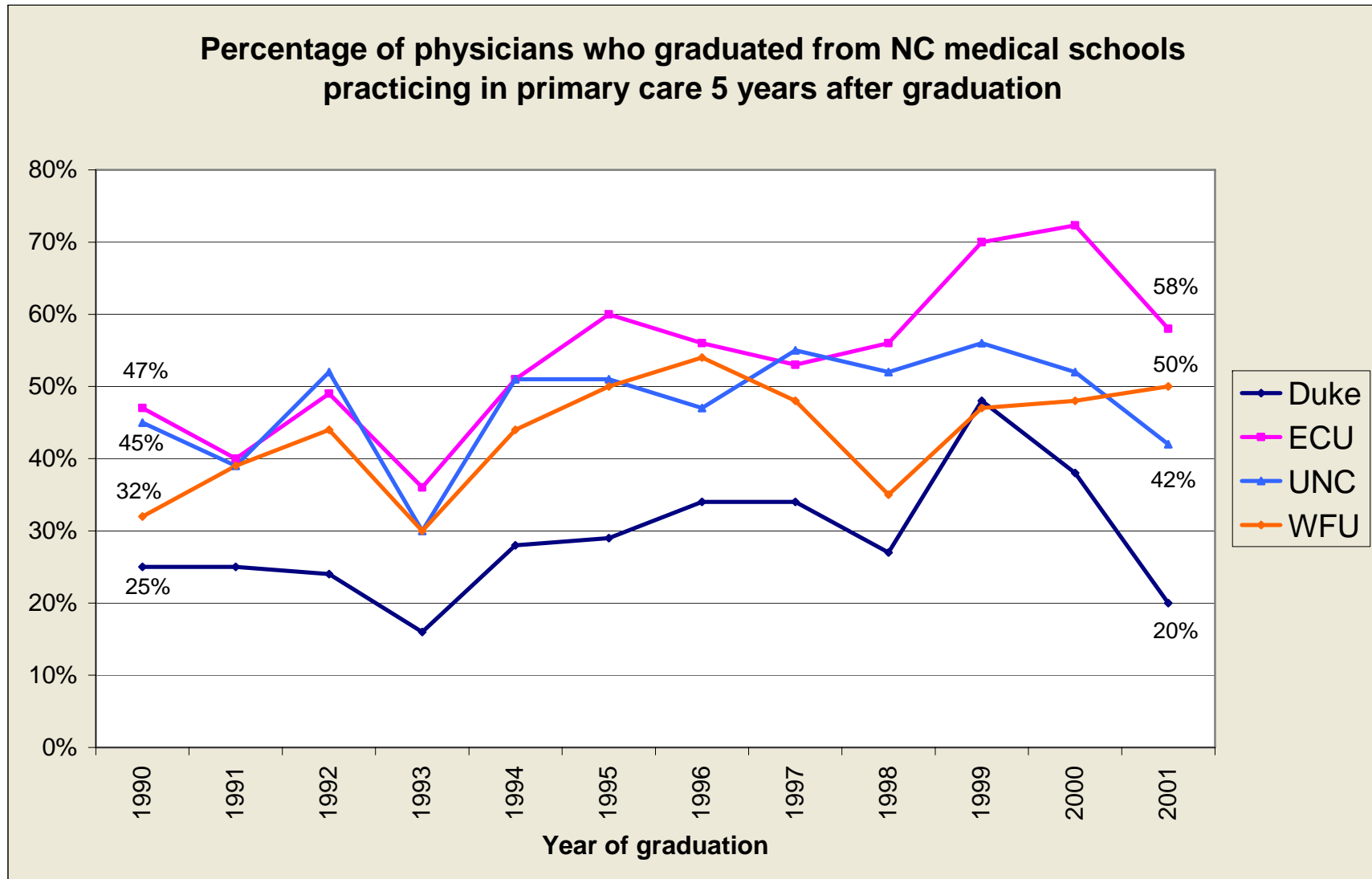


Table I-3  
State Supported North Carolinians Attending  
The Duke and Wake Forest Schools of Medicine - Choice and Retention in Primary Care Specialties\*  
2001 Graduates

School	Total Number of 2001 State Supported Graduates in Training or Practice as of 2006	Number of 2001 State Supported Graduates in Training or Practice with an Initial Residency Choice of Primary Care	Percent of 2001 State Supported Graduates in Training or Practice with an Initial Residency Choice of Primary Care	Number of 2001 State Supported Graduates in Training or Practice in Primary Care Patient Practice as of 2006	Percent of 2001 State Supported Graduates in Training or Practice in Primary Care Patient Practice as of 2006
Duke	22	14	64%	6	27%
Wake Forest	43	30	70%	22	51%

\*Primary Care = Family Medicine, General Pediatric Medicine, General Internal Medicine, Internal Medicine/Pediatrics, and Obstetrics/Gynecology.

Sources:

Duke Office of Medical Education  
Wake Forest University SOM Office of Student Affairs  
American Medical Association

N.C. Medical Board  
Association of American Medical Colleges

Compiled by:

N.C. AHEC Program  
Cecil G. Sheps Center for Health Services Research



Table I-4  
North Carolina Medical Students-Initial Choice of Primary Care\*  
2007 Graduates

School	Total Number of 2007 Graduates	Number of 2007 Graduates not Entering Residency Training	Number of 2007 Graduates Entering Residency Training	Number of 2007 Graduates Entering Residency Training Who Chose A Primary Care Residency	Percent of 2007 Graduates Entering Residency Training Who Chose A Primary Care Residency
Duke	91	0	91	43	47%
ECU	58	2	58	33	57%
UNC-CH	156	1	155	79	51%
Wake Forest	107	2	105	47	45%

\*Primary Care = Family Medicine, General Pediatric Medicine, General Internal Medicine, Internal Medicine/Pediatrics, and Obstetrics/Gynecology.

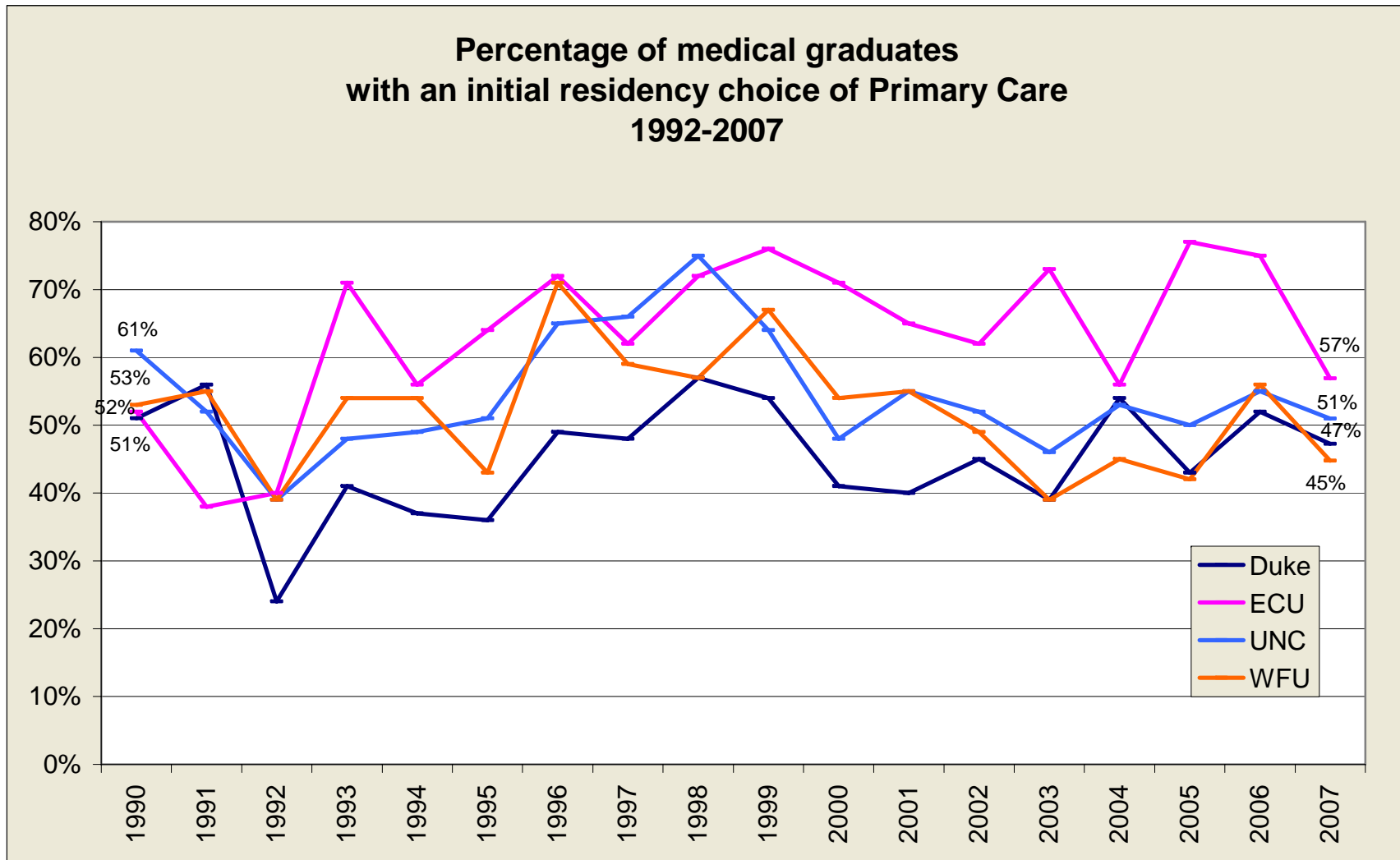
Sources:

Duke Office of Medical Education  
UNC-CH Office of Student Affairs  
ECU Office of Medical Education  
American Medical Association

Wake Forest University SOM Office of Student Affairs  
Association of American Medical Colleges  
N.C. Medical Board

Compiled by:  
N.C. AHEC Program  
Cecil G. Sheps Center for Health Services Research

Figure 2



**The University of North Carolina**  
**Report to the General Assembly**  
**Instruction in American Sign Language**

**October 2007**

**A Report Based on Session Law 2007-154**

### ***Introduction***

Session Law 2007-154 requires a report on the implementation on Section 116-11. All campuses have been contacted in the fall of 2007 to determine their practices in the development and use of American Sign Language.

### ***UNC Minimum Course Requirement***

American Sign Language is accepted by the University of North Carolina to meet the UNC minimum course requirement for all students accepted into a constituent institution that they have completed a foreign language through the second level.

### ***Campus Practices Regarding American Sign Language***

#### ***Appalachian State University***

Appalachian offers two courses in American Sign Language. They are offered as undergraduate electives through the Department of Language Reading and Exceptionalities and the Program in Communication Disorders. The courses are:

CD 3530 American Sign Language I  
CD 3531 American Sign Language II

Both courses have very healthy enrollment. American Sign Language does not meet the foreign language requirement at ASU, and ASU does not plan to offer a licensure or certification program.

#### ***East Carolina University***

ECU is offering two sections of ASLS 2020 (ASL-1) and one section of ASLS 2030 (ASL-2) during fall 2007 semester. The courses are taught by Disability Support Services, but are offered through the School of Allied Health Sciences. The director of Disability Support Services can offer up to 5 sections of ASL courses per semester. From 1997-2007, ECU's School of Social Work offered a graduate Social Work Practice with the Deaf and Hard of Hearing Certificate. The 17-hour graduate certificate required that students complete two advanced ASL courses, a deaf culture and community course, a health care perspective on deafness course, a law and deaf communities course, and a deaf culture immersion course. The certificate program, which was externally funded by a grant from the Division of Mental Health, Developmental Disabilities and Substance Abuse Services of the North Carolina Department of Health and Human Services, graduated its last MSW student in May 2007.

ECU's Department of Foreign Languages and Literatures faculty do not accept ASL courses as satisfying the foreign language requirement for their students. Additionally, while the ASL instructors at ECU are all licensed interpreters with 10+ years of experience, only one or two have completed a master's degree.

Faculty in the Teacher Education/College of Education have discussed the possibility of having ASL licensure since they recently hired a Hearing and Visually Impaired specialist in the Department of Curriculum and Instruction. However, no formal proposal for teacher certification in American Sign Language has been presented to the Office of Academic Programs.

### ***Elizabeth City State University***

ECSU currently offers two courses in sign language:

SPPA 250: Sign Language I (3 cr. hrs.)

SPPA 251: Sign Language II (3 cr. hrs.).

These courses are taught by a licensed instructor. They do not now meet the foreign language requirement but some discussion regarding that issue is ongoing. The beginning course has no prerequisites and is open to anyone, teachers included, who desires to learn sign language. At this time ECSU does not offer teachers certification in sign language.

### ***Fayetteville State University***

FSU does not offer American Sign Language classes at this time, but has begun discussions about doing so in the future. Since discussing the matter with the department chair of English and Foreign Languages, FSU has concluded that American Sign Language can meet the foreign language requirement. To begin offering these courses, a new faculty position must be established. Once that is approved, FSU will start offering American Sign Language classes and will also begin working with the FSU School of Education to expand the curriculum to include a teacher certification in American Sign Languages component.

### ***North Carolina A&T State University***

The Foreign Language Department does not offer American Sign Language but the Speech Department offers Speech 256: Sign Language. It is offered by the Speech Department for speech and hearing disorders. The Speech-Sign Language course is designed to provide students with a strong basic knowledge of 1500 signs (words) covering the tools of the English language such as nouns, verbs, adverbs, and adjectives in order to ensure signing competency and is offered for three hours of credit. Since the minimum requirement of a language is two consecutive semesters, American Sign

Language II will need to be developed to provide foreign language credit. The School of Education has expressed an interest in developing a program for American Sign Language certification.

### ***North Carolina Central University***

The Physical Education and Recreation Department at North Carolina Central University offers one American Sign Language course, PEDU 4510 American Sign Language for Beginners. The course does not satisfy the General Education Curriculum (GEC) language requirement. However, when the GEC was being revised there was some brief discussion in regards to the possibility of Sign Language meeting the language requirement. It was decided that the course or field did not meet the identified objectives. Also, additional courses would have to be developed and there were questions concerning student demand. Currently, there are no plans to offer teacher certification in American Sign Language

### ***North Carolina School of the Arts***

NCSA does not offer any courses in American Sign Language.

### ***North Carolina State University***

North Carolina State University does not currently offer American Sign Language. NCSU has offered a sign language course in the past but due to difficulty in finding instructors with the appropriate credentials has not offered the course recently.

### ***University of North Carolina at Asheville***

UNCA does not offer courses in ASL and does not have any current plans to do so. UNCA has on occasion accepted American Sign Language as a substitute for the FL requirement, but only for students with documented disabilities, and only with extenuating circumstances.

### ***University of North Carolina at Chapel Hill***

The University of North Carolina at Chapel Hill does not offer courses in American Sign Language.

### ***University of North Carolina at Charlotte***

UNC Charlotte does not offer American Sign Language, but students may take the courses at CPCC or other community colleges and universities and transfer them to UNC

Charlotte. American Sign Language is acceptable as meeting the foreign language requirements for most BA degrees in the College of Arts and Sciences and for majors in Nursing and Social Work.

### ***University of North Carolina at Greensboro***

UNCG offers courses in American Sign Language (ASL), Deaf Culture, ASL/Deaf Literature, and Lexical Development in American Sign Language. A proposal to accept ASL as satisfying the foreign language requirement is currently going through the appropriate university channels for approval. From favorable discussion among the department heads of the foreign language departments and the Associate Dean of the College of Arts and Sciences, it is anticipated that the proposal will be accepted. UNCG offers programs in Interpreter Preparation, K-12 Hearing impaired Teacher Licensure, Auditory-Oral/Birth-Kindergarten Teacher Licensure, and Community Based Services for the Deaf. A new concentration, ASL Teacher Licensure, will prepare individuals to teach ASL in the public schools. This concentration is currently going through the appropriate university curriculum approval process. It is anticipated that the concentration will be approved so that students can be admitted to the ASL teacher Licensure program effective with the Fall 2008 academic year. As components of the proposed ASL Teacher Licensure program, additional courses will be offered including ASL V and VI, Linguistics of ASL, Discourse Analysis: ASL/English, Methods of Teaching ASL, and Global Perspectives on Deafness. To ensure that UNCG prepares highly qualified professionals, students completing ASL III are required to take the nationally-recognized assessment, Sign Language Proficiency Interview (SCIPI), which is administered by Deaf and hard of hearing staff of the Regional Resource Centers for the Deaf. Students currently enrolled in Interpreter Preparation program are required to pass this receptive and expressive assessment at the Intermediate level before continuing in their studies. The majority of students have achieved an Advanced rating. Students in the ASL Teacher Licensure program will be required to achieve a Superior rating before beginning their student teaching practicum. There have been numerous inquiries about the ASL Teacher Licensure program and each concentration continues to see an increase in the numbers of students. An ASL/Deaf Studies minor is also being proposed so that students in other disciplines can obtain the knowledge and skills to be able to converse with Deaf and hard-of-hearing individuals in their disciplines.

### ***University of North Carolina at Pembroke***

UNCP offers three levels of Sign Language (Intro, Sign II and Sign III) through the School of Education as an elective opportunity for future teachers and as a general elective for any student interested. Teachers majoring in Special Education or Exceptional Children's programs are highly encouraged to take the class for sign exposure and there are a large number of education majors in the classes. The Introduction to Sign Language is not an American Sign Languages class because an American Sign Language class would focus on the culture and grammatical structure of

ASL as a foreign language and its consumers. The class offered at UNCP lends itself to focusing on basic vocabulary of Sign Language using an English structure because the class is housed in the School of Education it is primarily aimed at exposing future teachers to mass amounts of vocabulary associated with signing in English word order or Pigeon (which is a go-between the ASL and English) because that is what a future teacher would use in a mainstream classroom when working with a deaf student.

UNCP does not accept ASL for its foreign language requirement nor does it offer teacher licensure.

### ***University of North Carolina at Wilmington***

UNCW offers COM 245 Communication with Deaf and Hearing-Impaired Persons. The department has on occasion accepted petitions to allow this course to count as fulfilling the language requirement. If a student comes to us with American Sign Language fluency and evidence of course work we accept this and waive the foreign language requirement.

Recently the chairs of Communication Studies and Foreign Languages discussed ASL. The chair of Communication Studies stated that COM 245 is 70% culture and 30% language, and that he would recommend that if ASL is considered for fulfilling the language requirement, we should develop a new course which is 70% language and 30% culture. He also recommended that the course be taught under the offerings of the Foreign Language Department.

Currently there is not a certification program but this may change if the demand is clear and the course is integral to our School of Education and other UNCW programs.

### ***Western Carolina University***

WCU offer two classes (CSD 451 and 452) in American Sign Language through Communication Sciences and Disorders. It is a very popular offering and the campus could probably offer 5 sections and they would all fill up.

### ***WSSU***

WSSU offers four courses (beginners-advance, RH 2203, 2303, 2304, and 2305) through its Department Of Human Performance and Sports Science in the Rehabilitation Counseling major. WSSU has a certified professional who offers these courses. The campus has asked the Dean of Arts and Sciences to begin discussion with the chair of the English and Foreign Language Department as well as the Dean of Education and Human performance to explore the possibility of accepting these courses to meet the foreign language requirement. The four courses are:



REH 2302 American Sign Language I Credit: 3 hrs.  
REH 2302 American Sign Language II Credit: 3 hrs.  
REH 3305 American Sign Language III Credit: 3 hrs.  
REH 3306 American Sign Language IV Credit: 3 hrs.

### ***Dissemination***

Session Law 2007-154 has been disseminated to the Chief Academic Officer on each campus, as a way of encouraging the campuses to review their approach to the offering of American Sign Language.

### ***Conclusion***

Ten of our campuses offer one or more courses in American Sign Language and one while not offering it accepts it when taken at the community college or another university. Some other campuses have the matter under review. Two campuses (UNCG and FSU) are actively planning to offer teacher certification in this area with some other campuses considering that option.

## **Appendix**

**SESSION LAW 2007-154**

GENERAL ASSEMBLY OF NORTH CAROLINA  
**SESSION 2007**

**SESSION LAW 2007-154**  
**HOUSE BILL 915**

AN ACT ENCOURAGING THE PUBLIC SCHOOLS, THE COMMUNITY COLLEGE SYSTEM, AND THE UNIVERSITY OF NORTH CAROLINA TO OFFER AMERICAN SIGN LANGUAGE FOR CREDIT AS A MODERN FOREIGN LANGUAGE.

Whereas, American Sign Language is a fully developed, autonomous, natural language with a unique grammar, syntax, vocabulary, and cultural heritage; and

Whereas, the gestures, visual components, and structures of American Sign Language are neither derived from English nor a simplified version of English; and

Whereas, American Sign Language is the predominant language most commonly used by the deaf community in the United States; and

Whereas, there is increasing acceptance of American Sign Language as a foreign language taught in the public schools in the United States; and

Whereas, 33 states currently have legislation recognizing American Sign Language as a foreign language; and

Whereas, there is an increased acceptance of American Sign Language as a foreign language among foreign language faculty at colleges and universities; Now, therefore,

The General Assembly of North Carolina enacts:

**SECTION 1.(a)** Chapter 115C of the General Statutes is amended by adding a new section to read:

**"§ 115C-81.3. Instruction in American Sign Language.**

**(a) The State Board of Education shall encourage schools to offer American Sign Language classes in high schools as a modern foreign language.**

**(b) The State Board of Education shall adopt and implement standards for the certification of teachers of American Sign Language and shall set standards for teacher preparation programs that prepare students for certification as American Sign Language teachers."**

**SECTION 1.(b)** The State Board of Education shall report to the Joint Legislative Education Oversight Committee by October 1, 2007, on the implementation of this section.

**SECTION 2.(a)** Chapter 115D-5 of the General Statutes is amended by adding a new subsection to read:

"(r) The State Board of Community Colleges shall develop curriculum and continuing education standards for courses of instruction in American Sign Language and shall encourage community colleges to offer courses in American Sign Language as a modern foreign language."

**SECTION 2.(b)** The State Board of Community Colleges shall report to the Joint Legislative Education Oversight Committee by October 1, 2007, on the implementation of this section.

**SECTION 3.(a)** G.S. 116-11 is amended by adding a new subdivision to read:

**"§ 116-11. Powers and duties generally.**

The powers and duties of the Board of Governors shall include the following:

...

(4b) The Board of Governors shall encourage the constituent institutions to offer courses in American Sign Language as a modern foreign language."

**SECTION 3.(b)** The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee by October 1, 2007, on the implementation of this section.

**SECTION 4.** This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 25<sup>th</sup> day of June, 2007.

s/ Marc Basnight  
President Pro Tempore of the Senate

s/ Joe Hackney  
Speaker of the House of  
Representatives

s/ Michael F. Easley  
Governor

Approved 2:22 p.m. this 29<sup>th</sup> day of June, 2007