

# South Carolina Commission on Higher Education

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Interim Executive Director

CAAL  
5/24/16  
Agenda Item 1

May 24, 2016

## **MEMORANDUM**

**TO:** Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

**FROM:** John Lane, DMA, Director of Academic Affairs

**Consideration of Request for Amendment to Existing License to Add New Program**  
**Master of Science in Occupational Therapy**  
**Lenoir-Rhyne University, Hickory, NC, at the Lutheran Theological Southern Seminary and Center for Graduate**  
**Studies, Columbia**

### **Summary**

Lenoir-Rhyne University (LRU), in Hickory, NC ([www.lr.edu](http://www.lr.edu)), requests an amendment to its license to offer a program leading to the Master of Science in Occupational Therapy. According to the proposal, the University will deliver the program through face-to-face instruction beginning in summer 2017.

LRU is a non-profit corporation affiliated with the North Carolina Synod of the Evangelical Lutheran Church in America. The institution began in 1891 as Highland College; it became Lenoir-Rhyne College in 1924 and changed its name to Lenoir-Rhyne University in 2008. In 2012 LRU merged with the Lutheran Theological Southern Seminary (LTSS) in Columbia, where it continues the seminary, and also offers Master of Arts (M.A.) degrees in Counseling, Community College Administration, Leadership, and Human Services. The campus address is 4210 North Main Street, approximately two miles north of Elmwood Avenue. LRU also has a Graduate Center in Asheville, NC.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has accredited LRU since 1928. The Commission on Accrediting of the Association of Theological Schools accredits the seminary. The Accreditation Council for Occupational Therapy Education (ACOTE) accredits the Master of Science in Occupational Therapy degree program at the Hickory campus. LRU has begun the process of applying to ACOTE for accreditation of the program at the Columbia Campus.

The following information from the U.S. Department of Education shows the most recently available student loan default rates at LRU:

<b>Lenoir-Rhyne University</b>			
<b>Cohort Default Rates</b>	FY2012	FY2011	FY2010
<b>Default Rate</b>	8.1%	11.5%	7.6%
<b>Number in Default</b>	45	58	33
<b>Number in Repay</b>	550	504	431

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

Attachments include the program proposal and a request via memo for additional information.

**Recommendation**

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission an amendment to the license of Lenoir-Rhyne University to offer a program leading to the Master of Science degree in Occupational Therapy at its Center for Graduate Studies in Columbia, to be implemented in June 2017, provided that no state funding be required or requested. The staff further recommends that the license be amended under the following conditions: that LRU develop its new facilities for the program, gain ACOTE Candidacy status for the program, and increase its assignment of collateral to \$50,000.

The staff recommends that the Commission authorize the Commission staff to issue an amended license to LRU upon LRU meeting the conditions outlined above, and after inspection by CHE staff of the facilities.

# **Lenoir-Rhyne University**

**Master of Science in Occupational Therapy**

**Submitted December 10th, 2015**

**Signature of the president or chief executive officer of the  
institution or system**

**Dr. Wayne Powell, President**

**[powellw@lr.edu](mailto:powellw@lr.edu)**

**828-328-7334**

*Signature: See hard copy for signature*

**Dr. Larry Hall, Provost**

**[larry.hall@lr.edu](mailto:larry.hall@lr.edu)**

**828-328-7110**

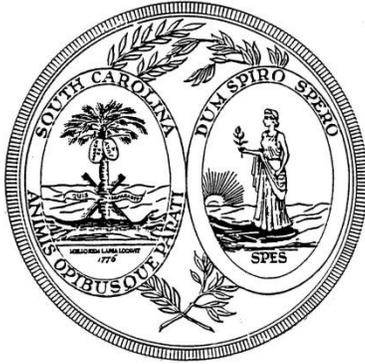
*Signature: See hard copy for signature*

**Lenoir-Rhyne University Columbia Campus  
Lutheran Theological Southern Seminary and  
Center for Graduate Studies**

**4201 N. Main Street**

**Columbia, SC 29203**

**Program Director Phone: 828-328-7366 (Dr. Toni Oakes)**



## **South Carolina Commission on Higher Education**

**Postsecondary Institution Licensing**  
**1122 Lady Street, Suite 300, Columbia, SC 29201**  
**Telephone (803) 737-2260; FAX (803) 737-2297**  
**Web site: [www.che.sc.gov](http://www.che.sc.gov)**

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**TEMPLATE**

**FOR**

**PROGRAM PROPOSAL**

**(ALSO SEE PROCEDURES FOR PROCESS, TIMELINES, AND FEES)**

## **INSTITUTIONAL PROFILE (ONE PER INSTITUTION)**

### **1. Cover Page**

- A. *Name of the proposing institution*
  - a. **Lenoir-Rhyne University**
- B. *Title of the proposed programs and concentrations, options, and tracks*
  - a. **Master of Science in Occupational Therapy**
- C. *Date of submission*
  - a. **December 10, 2015**
- D. *Signature of the president or chief executive officer of the institution or system*
- E. *Name, title, and contact information (include telephone and email) for institution official submitting request*

**Dr. Wayne Powell, President**  
[powellw@lr.edu](mailto:powellw@lr.edu)  
**828-328-7334**

**Dr. Larry Hall, Provost**  
[larry.hall@lr.edu](mailto:larry.hall@lr.edu)  
**828-328-7110**

- F. *Address and phone number for site(s) where program(s) will be offered*

*Lenoir-Rhyne University Columbia Campus*  
**Lutheran Theological Southern Seminary and Center for Graduate Studies**  
**4201 N. Main Street**  
**Columbia, SC 29203**  
**Program Director Phone: 828-328-7366 (Dr. Toni Oakes)**

### **2. Assessment**

- A. *A brief explanation of the assessments of student learning outcomes that will be used other than normal grading and testing*

In addition to the traditional course assessments, Occupational Therapy (OT) students complete the following:

- a practice National Board Certification of OT (NBCOT) practice exam,
- the NBCOT official exam
- Fieldwork Performance Evaluations-28 weeks of Fieldwork during the program
- Grand Rounds Presentations - written and communication skills
- Proper assessment and treatment documentation
- Evidence-based Practice Research

- B. *A detailed discussion of the plan for programmatic assessment with a description of the program learning outcomes to be assessed and identification of multiple data to be collected (e.g., scores of graduates or national or certification exams, employment data for graduates, surveys sent to employers, graduates, or admissions committees for graduate and professional schools to which graduates apply)*

Attached to this application is the 2014-2015 Occupational Therapy Assessment Plan (Attachment A). The OT program reports annually on student performance related to the learning outcomes. Course grades, test data, fieldwork evaluations, and comprehensive exams are used to provide multiple points of data for the assessment of the overall program. The annual report to the university includes quantitative and qualitative data tracking of the programs strengths and needs. The OT program is also reviewed on a regular basis for re-accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE). (See attached memorandum from ACOTE.)

C. *An explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program, if needed*

Lenoir-Rhyne University sustains a thorough set of policies and processes regarding the establishment, review, and assessment of all program curriculum and instruction. Programs that are developed at the Columbia campus will follow the standard protocols used at the traditional campus and will be reviewed and assessed like all other programs at the Hickory, NC campus. In the cases of the proposed programs, the program coordinator/chair will reside in Hickory and all curriculum and assessment proposals/reviews will be managed at the main campus. Additionally, a coordinator will be hired to support the ongoing management needs for the OT cohort in Columbia; s/he will report directly to the Chair of the school in Hickory.

LRU ensures that each educational program for which academic credit is awarded is approved by the faculty and administration as mandated by its Board of Trustees through its *Faculty Handbook* and Faculty Constitution. The Board of Trustees is the final authority over academic programs and standards, as indicated in the Board of Trustees Bylaws. The University's *General Catalog* lists educational programs that award academic credit. Similarly, the University has established a series of policies and procedures that ensure that all academic programs are assessed to promote continual improvement of student learning outcomes.

These two processes are outlined below.

*Academic Program and Curriculum Review*

According to the LRU *Faculty Handbook*, effective practices require that faculty are "key contributors in the development of institutional policies and procedures" in the educational mission of the University. Among the primary responsibilities of faculty are the "establishment and/or revision of course curriculum and the content of academic programs..." Depending on the discipline, faculty within a program (major) utilize a variety of resources to develop and/or revise curriculum, including program accreditation standards, national professional standards, input from advisory panels, student data, and professional judgment. Faculty engage annually in program assessment practices and regularly in program review as mandated by LRU's institutional effectiveness policy and process.

Faculty furnish proposed changes in academic curriculum and/or policy to the Academic Policy Committee (APC), a campus-wide, representative council responsible for reviewing all proposals for academic program, course, and/or policy revisions. In special cases, other faculty committees review these proposals and furnish recommendations prior to APC action: graduate program-related courses (through the Graduate Studies

Council); teacher education courses (through the Teacher Education Council); and core curriculum classes (through the Core Curriculum Committee). Upon APC recommendation, the Provost brings proposals to the full Faculty Assembly for consideration/approval. If the changes include the addition of new academic programs, the Board of Trustees further reviews and approves proposals. If proposals are approved, the Registrar makes necessary changes in the subsequent University *General Catalog*, which is revised annually.

Within the University's system of shared governance, LRU's administration contributes to the academic program and policy approval process. First, the University's chief academic officer, the Provost, serves as chair of the APC, coordinating all actions related to academic curriculum and policy deliberations. Second, if the APC receives proposals that require new resources, the Provost confers with the University's Budget Committee, an advisory committee of the University President, prior to the committee making any recommendations or the faculty any decisions. Third, if a submitted proposal affects other academic or administrative programs, the protocols require that these programs be engaged and informed prior to the initial submission of a proposal. Fourth, proposals including the creation of a new academic program ultimately require consideration and approval by the Board of Trustees, by recommendation through the Board's Instruction and Student Life Committee (which also includes the Provost and faculty representation).

The University's *Protocol for Approval of Academic Programs* outlines the procedure for approval of new academic programs at LRU. To begin the process of creating a new program, a faculty member writes a concept statement explaining:

- how the new program aligns with the University's mission, vision, and values;
- how the program is of the academic quality expected at LRU;
- how the new program will address demonstrable needs; and
- how the program will be a financially responsible endeavor.

First, the Academic Program Committee (APC) reviews the concept statement. APC representatives seek feedback on the concept statements from the faculty members they represent. If the APC supports the concept, faculty sponsors develop a full proposal for the new program and present the full proposal to the APC; its representatives again solicit faculty feedback. If the proposal requires new financial resources, the Provost shares it with the University's Budget Committee for consideration prior to any APC recommendations to the Faculty Assembly. Following APC approval, the Provost brings new program proposals to a monthly Faculty Assembly meeting for faculty approval. After approval by the Faculty Assembly, the Provost brings recommendations for new academic programs to the Board of Trustees Committee on Instruction and Student Life. That committee makes recommendations to the full Board of Trustees for approval, which is recorded in the Board minutes.

As with the protocols for proposals for new programs, faculty may initiate changes to an existing major. They first consult with other programs that may be affected by the changes. Where relevant, they consult with the Teacher Education Council (to ensure that changes do not adversely affect education majors/programs), the Core Curriculum Committee (if programmatic changes affect the Core Curriculum), and/or the Graduate

Studies Council (if the revisions affect any graduate policies or curriculums). School chairs and faculty review change proposals before they are submitted to the APC.

After review at the school level, faculty submit a completed Academic Curriculum/Policy Change Form to the APC, which normally meets on a weekly basis and reviews any proposals on a rolling basis. Standard protocol requires at least two readings of a given proposal over at least two weeks before a final recommendation is reached. This allows APC members adequate time to reflect upon the proposal and to solicit feedback from faculty in their schools and colleges. If the APC receives proposals that require new resources, the Provost will confer with the University's Budget Committee prior to making any recommendations.

The Provosts brings to monthly Faculty Assembly meetings proposals approved by the APC. The Faculty Constitution requires all to attend Faculty Assembly meeting to ensure inclusion of all voting faculty members in the process of program approval.

These policies and procedures are outlined in the LRU *Faculty Handbook*.

#### *Program Assessment*

Lenoir-Rhyne University (LRU) engages in a decentralized institutional effectiveness process that includes all academic programs. In each program, faculty:

- define the mission of each unit as related to the University's mission;
- identify expected outcomes or goals;
- identify and develop means for assessing or evaluating outcomes or goals;
- regularly assess or evaluate the extent to which they achieve these outcomes;
- analyze the results of assessment or evaluation; and
- use these results to develop strategies for continuous improvement of the community and its learners.

The University assigns each academic major to a unit or program based on shared functions and outcomes. Faculty identify specific student behaviors, skills, and/or attitudes to be assessed, the tools for assessment, the expected outcomes, and the opportunities and cycles for assessment. Program faculty collect assessment results, analyze the data, and plan strategies for improvement or enhancement of individual units. The University requires that each unit submit annually an assessment plan and report of student learning outcomes to its college dean and the Director of Institutional Research and Assessment.

In addition to collecting assessment plans and reports, the Director of Institutional Research and Assessment provides data and information to academic programs as requested; initiates or responds to requests for training in outcomes-based assessment; assists in development of assessment tools and collection protocols; and facilitates analysis and planning sessions. The Director of Institutional Research and Assessment presents summary information from annual assessment plans and reports to the Institutional Effectiveness and Assessment Committee (IEAC), which oversees the overall evaluation of the effectiveness of the University's educational programs, and other LRU constituencies. The Provost reports on the findings of IEAC to the President's Cabinet.

Every five years, the University requires that academic programs undergo an intense, internal self-study of the program, its curriculum, and student learning outcomes. The IEAC coordinates program reviews and establishes the schedule. Externally accredited programs submit accreditation self-studies in lieu of the institutionally developed form. The IEAC considers the program's accreditation cycle in developing the program review schedule.

As all three University campuses are within one governing structure, all policies and procedures on these matters function within one system of governance, abiding by the same processes regardless of a program's geographical location.

### **3. Student Borrowing**

#### *A. Institution's most recent three-year cohort default rate*

Lenoir-Rhyne University reports the most recent three-year Cohort Default Rate at 8.1 % (FY 2012 official rate). This number reflects combined undergraduate/graduate data.

#### *B. Average student loan debt*

Lenoir-Rhyne University reports the median federal student loan debt at \$20,612. This number reflects combined undergraduate and graduate data.

### **4. Institution Admissions Policy**

#### *A. An outline of the institution's base admissions requirements*

Candidates for the MS in Occupational Therapy program will meet the following admissions criteria in order to be accepted to the graduate program. The initial size for each of these cohorts will be approximately 32 students. Occupational Therapy application guidelines can be found at:

<http://www.lr.edu/academics/programs/occupational-therapy>

Candidates for admission to the Master of Science in Occupational Therapy program must meet the following criteria:

- Have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale,
- Submit an official copy of GRE scores of Verbal in the 40<sup>th</sup> percentile, Quantitative in the 35<sup>th</sup> percentile and an Analytical Writing score of 3.5
- Completion of all pre-requisite courses with a minimum B- and completed within the last 5 years.
- Submit a detailed vita or resume
- Submit a written essay limited to 750 words describing the perception of the field of OT and the candidate's fit with the profession.
- Three (3) Recommendations (done via email through the [application system](#).) The Recommendations must be completed by professionals attesting to the student's ability, two of which must come from OT practitioners.

## 5. Facilities

- A. *A description of facilities that will support the proposed programs and an explanation of whether or to what extent the existing physical plant will be adequate to provide space for the proposed program for at least the first three years for associate degree programs or five years for all other degree programs*

The proposed program will be offered on the University's Columbia campus through the Center for Graduate Studies of Columbia. The approximately 20-acre campus serves as the main base for the University's School of Theology (including the seminary) and also serves current graduate programs in Human Services and Counseling. The campus fully supports all University functions and includes curricular, co-curricular, administrative, and residential facilities: classrooms; faculty and staff offices, a substantial library (also connected virtually with the Hickory campus system); chapel; apartments and townhouses; auditorium; student union and dining hall; and well maintained grounds. (<http://ltss.lr.edu/visitors-and-friends/seminary-campus>)

The Columbia campus provides a full slate of necessary teaching and learning facilities normally found on a traditional college campus. A detailed campus map may be viewed at (<http://ltss.lr.edu/visitors-and-friends/campus-map>)

- B. *A discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities*

The OT program will be housed in a fully new facility currently in planning for construction, which will be completed prior to the first planned cohort of students in June 2017. While still in planning phases, we anticipate this facility will be developed on Main Street, directly across from the current main portions of the campus. In addition, adequate residential space (designed for adult students and families) is available for OT students looking for on-campus housing. Finally, currently unused residential facilities are available for renovation directly adjacent to the planned new OT building that can be renovated to provide additional housing as the demand exists.

The renovation/construction plan includes the following:

- 4 classrooms/labs
- Site Coordinator Office
- 4 Faculty Offices
- Administrative Office/Workroom
- Restrooms
- Lobby
- Student Lounge
- Study Area and Small Group Study Rooms
- Conference Room

## FORMAT FOR NEW PROGRAM PROPOSALS (ONE PER PROPOSED PROGRAM)

### 1. Classification

A.	Program title, level of degree, and total number of credit hours	<b>MS in Occupational Therapy, 70 credit hours</b>
B.	Concentrations, options, and tracks	<b>NA</b>
C.	CIP code from the current U.S. Department of Education's Classification of Instructional Programs	<b>51-2306: Occupational Therapist</b>
D.	Proposed date of implementation	<b>Summer, 2017</b>
E.	Site	<b>Lenoir-Rhyne Center for Graduate Studies-Columbia/Lutheran Theological Southern Seminary</b>
F.	Delivery mode (traditional, distance education, and/or blended)	<b>Traditional</b>
G.	Area of certification for programs that prepare teachers and other school professionals	<b>NA</b>
H.	Steps of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval	<b>This program is approved at the university. Upon all other approvals, SACSCOC will be notified of this extension to the Columbia campus.</b>
I.	Program director contact information.	<b>Dr. Toni Oakes 828-328-7366 oakest@lr.edu</b>

### 2. Purpose

#### A. *A statement of the purpose and objectives of the program*

The purpose of the master's degree program in Occupational Therapy is to prepare students for entry-level positions in a variety of settings. The Columbia program will mirror the current Hickory curriculum so that the 70-hour degree program in Occupational Therapy will meet requirements for eligibility to take the examination to become a National Board Certified Occupational Therapist.

Occupational therapy is skilled treatment that helps individuals achieve independence in all facets of their lives. It gives people the "skills for the job of living" necessary for independent and satisfying lives. Occupational therapy practitioners are health care professionals whose education includes the study of human growth and development with specific emphasis on the social, emotional, and physiological effects of illness and injury.

The MS in Occupational Therapy has the following objectives:

- To develop occupational practitioners who demonstrate a general knowledge as skilled and caring clinicians.
- To develop practitioners who apply theory and evidence to current and future cases.

- To develop skilled and caring practitioners who understand how setting or context can change one's occupational therapy roles, goals, and supervisory responsibility requiring the ability to respond adaptively to the situation.
- To develop practitioners who meticulously investigate their work and knowledge base
- To develop practitioners who provide ethical and unbiased occupation-based services to diverse populations who advocate the value and efficacy of occupation and occupational therapy services to clients, funders and other professionals.

### 3. Justification

A. *A discussion of the need for the program in the state and an explanation of how graduates will contribute to the economic development of the state. Include student demand or interest, anticipated employment opportunities for graduates supported by the most current U.S. Bureau of Labor Statistics, state, and regional employment data; local or regional employment opportunities as advertised in newspapers, the Department of Education and Workforce, or other sources; or demand for graduates supported by community and business surveys. This data must be quantified to the maximum extent possible, cover a reasonable period in the future beyond the anticipated date of graduation of the first classes, and must include sources of the data. Programs that prepare teachers and other school professionals must cite the most recent data published by the [Center for Educator Recruitment, Retention, and Advancement](#) (CERRA).*

*NOTE: Student demand or interest may be cited in this section but, unsupported, does not constitute evidence of need. If student demand survey data is included, a copy of the survey (and basic survey methodology) must be provided.*

Lenoir-Rhyne University has an established Center for Graduate Studies on the campus of the Lutheran Theological Southern Seminary campus. The Graduate Center currently offers SC Commission for Higher Education-approved programs in Clinical Mental Health Counseling and Human Services. The vision of the University, for programs housed on this campus, is to enrich the seminary community and provide connections between seminary students, graduate students in service-related fields, and the local community. The Occupational Therapy program will provide students with a professional curriculum delivered in a Christian university. This design meets the University Vision to position "... our graduates for success in their professional, personal and spiritual lives and providing an unparalleled quality of caring within our university community."

The US Bureau of Labor reports that the growth in jobs for individuals in the field of occupational therapy will be significantly higher than the average growth for all occupations in America. Typically, students completing this program will work in offices of occupational therapy or in hospitals. Others work in schools, nursing homes, physicians' offices, and home health services. Therapists spend a lot of time on their feet while working with patients. Employment of occupational therapists is projected to grow **29 percent** from 2012 to 2022, much faster than the average for all occupations. Occupational therapy will continue to be an important part of treatment for people with

various illnesses and disabilities, such as Alzheimer’s disease, cerebral palsy, autism, or the loss of a limb.

<http://www.bls.gov/ooh/healthcare/occupational-therapists.htm>. Based on the ACOTE website listing of programs, only one institution in South Carolina currently provides the Master of Science in Occupational Therapy: The Medical University of South Carolina. The proposed OT program for Lenoir-Rhyne at the Columbia campus will help SC meet potential needs for qualified OT professionals in the state.

According to the May 2015, Bureau of Labor Statistics, South Carolina employs between 1,310 and 2,750 occupational therapists with a location quotient between 0.80 and 1.25. (The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.) SC OTs earn an average salary of \$74,710 - \$79,630 annually.

<http://www.bls.gov/oes/current/oes291122.htm#st>

According to Indeed.com and Monster.com, there are between 667 and 679 OT jobs available in South Carolina at this time (<http://www.indeed.com/q-Occupational-Therapist-l-South-Carolina-jobs.html>) and (<http://www.monster.com/jobs/q-occupational-therapist-jobs-l-south-carolina.aspx>).

The Medical University of South Carolina reports an average graduation size of 44 students between 2013 and 2015. During the same period, LR graduated an average of 28 students. The LRU SC OT cohort is anticipated to graduate 30-32 students annually. Combined with the graduates from MUSC, these numbers will not fill the available jobs reported at this time.

*B. A discussion of the relationship of the proposed program to other related programs within the institution*

The College of Health Sciences at Lenoir-Rhyne University houses the proposed program as part of the School of Occupational Therapy. As such, the proposed program will fall under the same administration structures as those on the Hickory, NC campus. The MS in Occupational Therapy will use the same curriculum as the current ACOTE-accredited OT program at Hickory. As this program will double the current enrollment in OT, we intend to add an equal number of full-time faculty (4) and administrative support (1) to the Columbia cohort.

*C. If the program is offered at other campuses, provide graduation and placement rates for the program for each site.*

Graduation Year	Graduation Rate	Employment Rate
2015-2016	32 out of 34 (94%)	
2014-2015	31 out of 34 (91%)	90% (28 out of 31)
2013-2014	19 out of 27 (70%)	100% (19 out of 19)
2012-2013	24 out of 33 (73%)	100% (24 out of 24)

3 year aggregate (2013-2015)	74 out of 94 (79%)	96% (71 out of 74)
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### Most Recent National Board Exam Outcome Data

Graduation Year	Number of New Graduates Taking Exam That Year	Number of New Graduates Passing The Exam	Percentage of New Graduates Passing The Exam	Percentage of First-time New Graduates Passing the Exam
2015	30	29	100%	97%
2014	19	19	100	95%
2013	24	24	100%	100%
Total 3-year	73	72	100%	98.6%

\* ACOTE standard A.5.6 now requires reporting of the number of new graduates (within 12 months of graduation) who have passed the NBCOT Certification Exam.

[http://secure.nbcot.org/nbcot\\_portal/pdcomparisondata.asp](http://secure.nbcot.org/nbcot_portal/pdcomparisondata.asp)

*D. A comprehensive list of similar programs in the state (not required for institutions applying for licensure to recruit in the State for out-of-state courses)*

Based on the ACOTE website listing of programs, only one institution in South Carolina currently provides the Master of Science in Occupational Therapy: The Medical University of South Carolina. Although competition for clinical sites is to be expected, Lenoir-Rhyne plans to focus on the Columbia area and west in South Carolina as we recruit new sites for OT fieldwork. However, the LRU OT program has existing contracts with numerous SC sites (see table below). In addition, many of our OT students complete clinical education in states other than NC and SC and these sites will be available to the SC cohort as well.

Current SC sites used by the Hickory, NC OT Cohort:

Clinical Site Name	Address	City
Advanced Therapy Solutions	2500 Winchester Place, Suite 100	Spartanburg
Anderson Place	311 Simpson Road	Anderson
ATS peds - Greenville	28 Jimmy Doolittle Drive	Greenville
Beaufort Memorial Hospital	955 Rebound Rd	Beaufort
Bon Secours St. Francis Eastside	131 Commonwealth Drive Suite 200	Greenville
Cascades Verdae	10 Fountainview Terrace	Greenville
Emeritus Senior Living - Greenville	1306 Pelham Road	Greenville
Greenville Hospital System	701 Grove Road	Greenville
HealthSouth - Rock Hill	1795 Frank Gaston Blvd	Rock Hill
Heritage Healthcare Inc.	536 Old Howell Road	Greenville
Interim Healthcare	16 Hyland Rd	Greenville
Interim Healthcare Hospice	16 Hyland Rd	Greenville
LCCA Columbia	2514 Faraway Drive	Columbia
McLeod Regional Medical Center	555 East Cheves Street	Florence
Newberry Hospital	2669 Kinard Street	Newberry
NHC - Greenville	1305 Boiling Springs Road	Greer
NHC Mauldin	850 E. Butler Road	Greenville
NHC-Bluffton	3039 Okatie Highway PO Box 3110	Bluffton
Oakmont Of Union	709 Rice Ave Ext	Union
Palmetto Health	5 Richland Medical Park Dr	Columbia
Pediatric Therapy of Aiken	6140 Woodside Executive Ct	Aiken
Pee Dee Orthopaedic Associates	901 E. Cheves Street, Suite 100	Florence
Pee Dee Orthopedic	901 East Cheves Street Suite 100	Florence
Physical Therapy & Upper Extremity Specialists	1 Creekview Court, Suite B	Greenville
Presbyterian Home of Summerville	201 W 9th N St #140	Summerville
Regional Medical Center - HealthPlex	3000 St. Matthews Rd	Orangeburg
Select Physical Therapy	154-101 Amendment Avenue	Rock Hill
Shriners Hospitals for Children	950 W. Faris Rd	Greenville

#### 4. Admission Criteria

##### A. A description of the admission criteria specific to the program

Candidates for the MS in Occupational Therapy program will meet the following admissions criteria in order to be accepted to the graduate program. Occupational Therapy application guidelines can be found at:

<http://www.lr.edu/academics/programs/occupational-therapy>

Candidates for admission to the Master of Science in Occupational Therapy program must meet the following criteria:

- Have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale,
- Submit an official copy of GRE scores of Verbal in the 40<sup>th</sup> percentile, Quantitative in the 35<sup>th</sup> percentile and an Analytical Writing score of 3.5

- Completion of all pre-requisite courses with a minimum B- and completed within the last 5 years.
- Submit a detailed vita or resume
- Submit a written essay limited to 750 words describing the perception of the field of OT and the candidate's fit with the profession.
- Three (3) Recommendations (done via email through the [application system](#).) The Recommendations must be completed by professionals attesting to the student's ability, two of which must come from OT practitioners.

## 5. Enrollment

A. *Projected Total Enrollment (Table A) showing projected total student enrollment in each term for at least the first three years for associate degree programs or five years for all other degree programs; for institutions recruiting SC residents to out-of-state institutions, provide the number of SC residents the institution anticipates enrolling into the program.*

**Table A – Projected Total Enrollment, Columbia Campus**

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017 – 18	32	384	32	384	32	384
2018 – 19	64	768	64	768	64	480
2019 – 20	64	768	64	768	64	768
2020 – 21	64	768	64	768	64	768
2021 – 22	64	768	64	768	64	768

## 6. Curriculum

A. *A curriculum outline that lists the course numbers, titles, and credit hours*

### **Master of Science in Occupational Therapy (70 semester credit hours)**

<b>Courses</b>	<b>CR HRS</b>
OCC 502: Evidence Based Practice	3
OCC 503: Occupational Therapy Practice	4
OCC 504: Physical Disabilities and Rehabilitation, Lab, FW	5
OCC 505: Health Systems	2
OCC 512: Modalities	2
OCC 514: Mental Health, Lab, FW	5
OCC 524: Pediatrics, Lab, FW	5
OCC 534: Gerontology, Lab, FW	5
OCC 571: Fieldwork IIA	3
OCC 574: Musculoskeletal Anatomy and Movement Analysis	4
OCC 584: Applied Neuroscience for Rehabilitation	4
OCC 602: Grand Rounds I	2
OCC 603: Treatment and Assessment I	3
OCC 612: Grand Rounds II	2
OCC 613: Treatment and Assessment II	3
OCC 623: Assistive Technology	2
OCC 633: Principles of Leadership and Administration	3
OCC 651: Advanced Clinical Practice in Vision and Cognition	3
OCC 672: Fieldwork IIB	3
OCC 691 Professional Reasoning	2
OCC 692 Professionalism	2
OCC 693 School Based Practice	3
<b>Total hours</b>	<b>70</b>

## 7. Faculty and Staff

A. *The minimum educational and teaching qualifications for instructors*

Lenoir-Rhyne University is a regionally accredited university (through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)) and accordingly, abides by the standard expectations regarding quality and credentials of its teaching faculty. According to its *Faculty Handbook*, to teach graduate level courses, LRU faculty will be required to possess a terminal degree in the field-of-study. In rare circumstances, the University will consider faculty who may hold a Master's degree along with exceptional professional experience or other qualities. For the MS in Occupational Therapy, faculty will possess a terminal degree in an appropriate field and an appropriate degree at some level in Occupational Therapy.

B. *Confirmation that at least one full-time faculty member will be employed for the program*

The current LRU Occupational Therapy program and the new program will be supervised by the Chair of the School of Occupational Therapy. An Occupational

Therapy Program Coordinator will be hired for the SC location no later than nine (9) months prior to the start of classes.

Three additional full-time faculty members will be hired to support the program at the Columbia location. The program coordinator and two faculty members (one of which will serve as the Fieldwork Coordinator) will be in-place for the first cohort, with a goal of having all four in-place prior to the start of the second cohort. An administrative assistant will also be hired starting as a part-time position and moving to full-time once the program is at full capacity.

*C. A description of the oversight for the program; provide the organizational structure of program and of the program's relation to the institution's organizational structure*

Program oversight will be provided from the School Chair who serves as the program director. The Chair will oversee the Hickory program and the Columbia program. The Hickory program will initially maintain the current faculty structure with three faculty members. The Columbia program will grow to include the four faculty members mentioned above (Site Coordinator, an Academic Fieldwork Coordinator, and two faculty members). With the chair overseeing both programs, an additional faculty member will be hired at the Hickory campus, with possible duties at both campuses.

The School of Occupational Therapy is part of the College of Health Sciences. All faculty within the School of OT report to the School Chair. The School Chair reports to the Dean of the College of Health Sciences and serves on the College Academic Leadership team.

*D. A description of additional student support services for the program*

The Columbia students will have access to the same student support services offered to the Hickory students. Library resources are available on-site and electronically to all students. In the relatively rare case in which hard copies of texts are needed from the Hickory campus, the University has in place protocols for quick delivery to both its Asheville and Columbia campuses. Counseling services are available on both campuses. In addition, the Assistant Provost and Dean of Graduate Studies will be on both campuses to meet with students on a biweekly basis.

## **8. Equipment**

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

The OT program in Hickory has an extensive equipment list consisting of 1033 items. The new Columbia program will mirror the Hickory program and have all included equipment on-site. Equipment categories include:

- Therapeutic Modalities
- Ambulation Assist Devices
- Craft Supplies
- Sensory-motor Assessments
- Range of Motion and Movement Measurement
- Various OT Assessments

- Pediatric Lab Equipment
- Various Cognitive Assessments
- Activities of Daily Living Assessments and Management Tools
- Splints and Splinting Materials
- Rehabilitation Supplies

## 9. Library Resources

A. *Information that the institution will provide to enrolled students showing library resources, including local libraries, designating in some recognizable way those libraries with which the institution has a current formal agreement. The document should also include resources that are available to the students through the institution's main-campus and in-state libraries and the process for using those resources. (Not required for institutions applying for licensure to recruit in the State for out-of-state courses.)*

Students will have access to the library facilities at the Columbia Campus (at the Lutheran Theological Southern Seminary which also houses the Lenoir-Rhyne Graduate Center of Columbia). In addition, all Lenoir-Rhyne electronic resources will be available to students through Rudisill Library on the campus of Lenoir-Rhyne University in Hickory, NC.

The Columbia Campus is served by Lineberger Memorial Library, which provides access to a wide variety of print resources. The Chair of the School of OT will work with the Dean of University Library Services to ensure necessary classic and up-to-date print materials are available. Interlibrary loan services will be available for materials not found on-site or at Rudisill Library. Lineberger Library has a photocopier/scanner available for student use.

Lineberger Library is staffed by two professional librarians (one half-time), one full-time staff person, and a number of students. It is open 74 hours per week during the fall and spring semesters and 40 hours per week during semester break and summer term.

The library building, a gift of the Lineberger family of Belmont, North Carolina, is an open pleasant place to work and study. The library building was completed in the summer of 1975, and has had major renovations to the facility since the merger of LR and LTSS in 2012. Designed by Walter Dodd Ramberg, it won a Merit Award from the American Institute of Architects in 1976 and was cited by the American Library Association as one of the finest academic library buildings constructed in the previous year.

The building offers individual carrels, a meeting room, a common computer lab, a music listening room, and study tables, as well as wireless computer access. Lineberger Library's objectives and policies, and its handbook, are available on the institution's website, at [http://www.ltss.edu/current\\_community/lineberger\\_memorial\\_library/](http://www.ltss.edu/current_community/lineberger_memorial_library/) and [http://www.ltss.edu/public/files/docs/New\\_Student\\_Library\\_Handbook2011.pdf](http://www.ltss.edu/public/files/docs/New_Student_Library_Handbook2011.pdf), respectively.

Basic reference and bibliographic works for the field of occupational therapy will be available at the time the program begins. Appropriate titles will be determined in consultations with program faculty members.

Students will also be served by Rudisill Library in Hickory, NC. Rudisill Library is staffed by six professional librarians (four full-time and two half-time), three staff members, and

university student workers. Rudisill Library is open approximately 90 hours per week during the regular fall and spring semesters and somewhat less during semester breaks and summer term.

Students will have electronic access to over 5,000 medical and allied health journals through Rudisill Library's many online databases (<http://library.lr.edu/databases/alpha>). They will have access to the ICE Video Library, an online streaming video database covering patient assessment and intervention for occupational and physical therapy students. Though the R2 Digital Library as well as Rudisill Library's web catalog (<http://library.acaweb.org/search~S26>), students will have access to a comprehensive selection of medical, nursing, and allied health ebooks. Other available resources include the Cumulative Index of Nursing and Allied Health Literature (CINAHL) and ProQuest Health and Medical Complete. Assistance from a professional librarian is available to students through the real-time chat reference service, Ask a Librarian, on Rudisill Library's website.

## 10. Accreditation, Approval, Licensure, or Certification

- A. *If the proposed program is subject to specialized or professional accreditation or approval by any entity other than the Commission (including other state agencies or boards), a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and a projected timeline of when accreditation or approval may be reasonably expected.*

The Lenoir-Rhyne OT program will follow the ACOTE guidelines for proposing an additional location. A formal proposal for the additional location must be submitted 12 months prior to the project start date of the first student cohort. Upon receipt of the initial proposal, the two ACOTE accreditation reviewers assigned to LRU will complete a paper review of the proposal to determine if the additional location meets established criteria for Candidacy review. The Lenoir-Rhyne OT program gained initial accreditation on December 7<sup>th</sup>, 1996, and recently earned reaccreditation in 2012.

<b>Plan and projected timeline to achieve programmatic accreditation</b>	
<i>Steps</i>	<i>Projected dates</i>
Initial Proposal to ACOTE to add a location	Summer 2016
ACOTE review	Upon receipt of initial proposal
Candidacy Application	Upon ACOTE decision of initial proposal
ACOTE Decision	After review of Candidacy Application and potential on-site review
First Cohort	Summer 2017

- B. *If licensure or certification is required for employment by any public or private agency, a brief description of the licensure or certification eligibility requirements and process and of the ways in which the proposed program will ensure that graduates can reasonably expect to achieve such certification or licensure.*

South Carolina requires licensure to practice as an OT. State licensure is achieved by passing the NBCOT exam and obtaining for SC licensure from the South Carolina Board of Occupational Therapy (<http://www.llr.state.sc.us/pol/occupationaltherapy/>).

- C. *For programs at the graduate level that focus directly on teacher education (not educational leadership, etc.), a concise but complete description of how the proposed program addresses the core propositions of the National Board for Professional Teaching Standards.*

Not Applicable

## **11. Tuition and fees**

- A. *A statement of tuition costs and fees by credit hour or term and total for program*

Graduate Occupational Therapy students will pay tuition per semester credit hour. For the 2015-2016 academic year, tuition is \$750.00/credit hour. A typical semester requires 12 credit hours, which equals \$9,000.00/semester. With the 70 credit hour curriculum a student will pay approximately \$52,500.00 for tuition for the OT program. Additional fees bring the total for the OT program to approximately \$57, 613.00.

## **12. Programs for Teachers and Other School Professionals (only)**

- A. *Compliance with South Carolina Department of Education requirements:*

Not Applicable

- B. *SPA or other national specialized and/or professional association standards:*

Not Applicable

Academic Program Assessment PLAN

**Year Submitted: 2015**

**This plan is:**     **Revised**            **X Continuing**

**Program Mission**

The School of Occupational Therapy in concert with the mission of the college and university seeks to develop skilled and caring clinicians who respond adaptively to situations, meticulously investigate their world and knowledge base, and provide ethical and unbiased services. The school serves as a resource for OT practitioners and advocates for the value of occupation to the community.

**Program Goals and Outcomes**

**Goal 1** To ensure attainment of standard A.5.3 from Accreditation Council for Occupational Therapy Education, the program will document

- Outcome 1.1.** Faculty effectiveness in their assigned teaching responsibilities
- Outcome 1.2.** Students' progression through the OT program.
- Outcome 1.3.** Student retention rates
- Outcome 1.4** Fieldwork performance evaluation
- Outcome 1.5** Student evaluation of fieldwork experience
- Outcome 1.6** Student satisfaction with the program
- Outcome 1.7** Graduates' performance on the NBCOT certification exam

ACOTE standard A.5.6 requires "the average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts).

- Outcome 1.8** Graduates' job placement
- Outcome 1.9** Graduates' job performance as determined by employer satisfaction

**Goal 2** The OT program will maintain a quality curriculum.

- Outcome 2.1** Critique each course, peer review, annually

**Goal 3** Program will produce students who will function competently as clinicians.

- Outcome 3.1** Students will demonstrate oral communication skills suitable for clinical practice.

- Outcome 3.2** Students will demonstrate written skills suitable for clinical practice.
- Outcome 3.3** Students will be able to respond adaptively to clinically relevant situations.
- Outcome 3.4** Students will demonstrate ability to meticulously investigate their world and knowledge base relevant to clinical situations.
- Outcome 3.5** Students will demonstrate the provision of ethical and unbiased professional services.
- Outcome 3.6** Students will successfully complete NBCOT practice exam.
- Outcome 3.7** Students will successfully complete required fieldwork experiences.

### Course/Program Alignment

Outcome	Courses in Which Outcome is Introduced (I), Developed & Practiced (D), Mastery Demonstrated (M)					
1.1	na					
1.2	na					
1.3	na					
1.4	OCC 504 (I)	OCC 514 (I)	OCC 524 (I)	OCC 534 (I)	OCC 571 (D)	OCC 672 (M)
1.5	OCC 504 (I)	OCC 514 (I)	OCC 524 (I)	OCC 534 (I)	OCC 571 (D)	OCC 672 (M)
1.6	na					
1.7	na					
1.8	na					
1.9	na					
2.1	na					
3.1	OCC 502 (I)	OCC 633 (D)	OCC 602 (M)	OCC 612 (M)		
3.2	OCC 584 (I)	OCC 505 (D)	OCC 613 (M)			
3.3	OCC 504 (I)	OCC 514 (I)	OCC 524 (I)	OCC 534 (I)	OCC 603 (D)	OCC 612 (M)
3.4	OCC 502 (I)	OCC 603 (D)	OCC 613 (M)			
3.5	OCC 502 (I)	OCC 603 (D)	OCC 613 (D)	OCC 571 (M)	OCC 672 (M)	
3.6	OCC 602 (D)	OCC 691 (M)				
3.7	OCC 571 (M)	OCC 672 (M)				

### Assessment Timeline and Methods

	<b>Assessment Cycle</b>	<b>Assessment Methods</b>	<b>Assessment Criteria</b>
1.1	Summer (2014), fall (2014), spring (2015)	On-line course evaluations	Majority of overall responses will be 3.0 or higher on on-line course evaluations
1.2	Summer (2014), fall (2014), spring (2015)	Review of course grades (transcripts)	End of each semester, after grades submitted, 100% grades are reviewed to monitor compliance of policy and procedures regarding course progression.
1.3	May Annually	Rosters	80% student retention in program for the academic year

1.4	August annually	FWII AOTA evaluation form (Fieldwork Performance Evaluation for the OT Student=FWPE)	90% of students will pass FW II experiences according to FWPE
1.5	August annually	Student evaluation of Level II experience (Student Evaluation of Fieldwork Experience=SEFWE) (Likert scale 1-5; 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly disagree)	85% will report (agree or strongly agree) that experiences supported the student's professional development on SEFWE.
1.6	August annually	Anonymous Student survey via survey monkey in OCC 692 (Professionalism) prior to end of spring semester; Likert scale 1-5	85% will report degree of satisfaction with OT program as neutral, agree or strongly agree in response to either Survey Question #5 on Post Graduate (PG) (within 1 year post graduation) or survey Question #10 on Alumni/Graduate (AG)survey (>1 year post graduation).
1.7	August annually	NBCOT report	80% graduates will pass NBCOT exam within 12 months of graduation.
1.8	December annually	Student survey	85% of recent graduates (who are seeking employment) will be employed within 3 months after successfully passing NBCOT exam (Question #1 on Post Graduate survey).

1.9	June annually	Employer survey (Likert scale 1-5; 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly disagree)	85% of employers who respond to Employer (E) Survey will report satisfaction (3 or higher on Likert scale) with LR OT graduates. Question #9 on Employer survey; Question #10 on Alumni/Graduate survey
2.1	August, December, May annually	Core faculty review evidenced by curriculum mapping	100% of OT courses will be reviewed by core faculty members to ensure ACOTE standards are met.
3.1	December, May annually	Review of course grades for OCC 602 and OCC 612	90% of students will make a B- or better in OCC 602 and OCC 612.
3.2	May annually	Course grade in OCC 613 Treatment and Assessment	90% of students will make a B- or better in OCC 613.
3.3	September annually	FWPE Item 25	90% of students will make a 3 or better.
3.4	May annually	Course notebook OCC 502 EBP	90% of students will make a B or better.
3.5	August annually	Fieldwork II ethical component question (FWPE) Item # I. Fundamentals of practice 1. Adheres to ethics	100% of students will make a 3 or better as is required to pass FWII.
3.6	May annually	OT practice exam OCC 691	100% of students will pass the NBCOT practice exam.
3.7	August annually	Score on FW II AOTA rubric	100% of students will pass FW experiences (OCC 571 and 672) inclusive of retakes, exclusive of WP or WF.

**Program Assessment Coordinator: Toni S. Oakes EdD, MS, OTR/L**  
**Other Participants in Program Assessment Planning Process:**  
**Teresa Norris PhD, MSW,OT/L; Sue Friguglietti DHA,MA,OTR/L; Anita Niehues PhD, MS, OTR/L**  
**Date(s) Submitted to School Chair/Dean: 05-29-15**  
**Date(s) Reviewed by Dean:**  
**Date Approved Plan Submitted to OIRA:**  
**Date Received/Approved by OIRA:**

Academic Program Assessment REPORT

Report For AY: 2014-2015

**Assessment Findings**

Unit Goal No 1. Desired Outcomes 1.1-1.8

Unit Goal 2. Desired Outcome 2.1

Unit Goal 3. Desired Outcomes 3.1-3.7

**Reflections and/or Analysis of Results**

	Assess Cycle	Results	Analysis
1.1	Summer (2014), fall (2014), spring (2015)	Goal met: Course evaluations using composite scores. 100% responses for courses in School of OT had overall score of 3.0 or higher on on-line course evaluations	School of OT course evaluations approximate course evaluations for similar programs in CHS
1.2	Summer (2014), fall (2014), spring (2015)	Goal met: OT faculty reviewed 100% course grades.	Progression monitored by faculty. No trend noted in progression issues.
1.3	May annually	Goal met: 91% of students progressed from Summer 2014 to Fall 2014 100% first year students progressed from Fall 2014 to Spring 2015; 97% second year students progressed from Fall 2014 to Spring 2015; 100% (OT1s and OT2s) students progressed from Spring 2015 to Summer 2015.	Goal was met. Majority of students progressed through curriculum after passing first semester (summer I) foundational courses.
1.4	August annually	Goal met: For the year 2014, 100% (51/51) of all students passed FWII experiences according to FWPE. (Fieldwork Performance Evaluation for the OT Student=FWPE)	SOT goal is 90% pass rate for this outcome.
1.5	August annually	Goal met: 100% students reported either "agree" or "strongly agree" on SEFWE that their experiences matched their expectations for Level II fieldwork in 2014 (Student	Placements continue to be appropriate.

		Evaluation of Fieldwork Experience=SEFWE) (Likert scale 1-5 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly disagree)	
1.6	August annually	Goal not assessed: Class of 2015 not yet assessed. The overall response rate for the previous year was low, so the timing of this survey has been modified to August.	Anecdotally, student representatives who attend OT faculty meetings monthly to share questions, concerns from members of cohort state students are pleased with the program.
1.7	August annually	Goal met: Pass rate for NBCOT exam for Class of 2014 within 12 months of graduation was 100%	This reflects new ACOTE standard for pass rate calculation (ACOTE Standard A.5.6) This demonstrates quality and rigor of OT program thus preparing students for required certification exam.
1.8	December annually	Goal met: 100% (>85%) of recent graduates who sought employment were employed within 3 months after successfully passing NBCOT exam. Information was gathered by graduates response to <i>Post Graduate Survey</i> distributed in December or by their communication with the program of their update.	Employers continue to find LR's OT graduates desirable.
2.1	August, December, May annually	Goal met: 100% courses reviewed by core faculty at end of summer, fall and spring semester.	Course reviews at end of summer, fall and spring to critique courses and pedagogy.
3.1	December, May annually	Goal met: >90% of students will made a B- or better in OCC 602 and OCC 612 (95% achieved criteria in 602; 100 achieved criteria in OCC 612)	Continue to monitor
3.2	May annually	Goal met: >90% of students made a B- or better in OCC 613 (100% achieved criteria)	Continue to monitor
3.3	September annually	Goal met: 96% (>90%) 49/51 students made a 3 or better on FWPE Item 25 (updates, modifies, or terminates intervention plan	Continue to monitor

		based upon careful monitoring of the client's status).	
3.4	May annually	Goal met: >90% of students made a B or better on course notebook OCC 502 EBP (100% achieved criteria)	Continue to monitor
3.5	August annually	Goal met: 100% of students made a 3 or higher on Fieldwork II ethical component question (FWPE) Item # I. Fundamentals of practice 1. Adheres to ethics.	Continue to monitor
3.6	May annually	Goal met: 100% of students passed the NBCOT practice exam in OCC 691	Continue to monitor
3.7	August annually	Goal met: 100% students (51/51) successfully passed Level II FW experiences in 2014.	100% of students passed FW experiences (OCC 571 and 672) inclusive of retakes, exclusive of WP or WF. This allows student to repeat one FWII experience per School of OT's Academic Probation policy and procedure p. 23 Student Handbook.

### Action Plan

	Specific Actions	Who	When	Resources
1.1	Faculty to review course evaluations and make changes to improve courses	Faculty	During course review at end of each semester; share information gathered through attending conferences or sessions on pedagogy.	On-line course evaluations
1.2	Continue to monitor student progression	Faculty	At end of each semester	Transcripts
1.6	Revise student survey to use in OCC 692	Faculty	Prior to spring 2016	Survey
1.9	Review surveys and assessment cycle. to June	Faculty	By end of June 2016	Survey
2.1	Core faculty to review courses during curriculum mapping	Faculty	At end of each semester	Typhon or ACOTE Curricular Mapping

# ACOTE

Accreditation  
Council for  
Occupational  
Therapy  
Education  
The American  
Occupational  
Therapy  
Association, Inc.

## MEMORANDUM

TO: Wayne B. Powell, PhD  
President  
Lenoir-Rhyne University

Katherine Pasour, PhD  
Dean, College of Health Sciences  
Lenoir-Rhyne University

Toni S. Oakes, EdD, OTR/L  
Department Chair and Associate Professor  
School of Occupational Therapy  
Lenoir-Rhyne University

FROM: Letha J. Mosley, PhD, OTR/L, FAOTA  
ACOTE Chairperson

DATE: May 16, 2012

SUBJECT: ACOTE Action

*More Than  
75 Years of  
Service,  
Experience,  
and*

*Excellence in  
Accreditation*

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Enclosed is the report detailing the accreditation decision made at the April 28-29, 2012 meeting of the Accreditation Council for Occupational Therapy Education (ACOTE®) regarding your occupational therapy program. Please feel free to contact AOTA Accreditation staff should you have any questions.

Enclosure: Report of ACOTE Action

cc: Janet S. Jedlicka, PhD, OTR/L, FAOTA, Reviewer, ACOTE (Encl. Report of ACOTE Action)  
Dahlia Castillo, MS, OTR, Reviewer, ACOTE (Encl. Report of ACOTE Action)  
Neil Harvison, PhD, OTR/L, FAOTA, Director of Accreditation, AOTA (Encl. Report of ACOTE Action)

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**REPORT OF ACOTE ACTION**  
Meeting of April 28-29, 2012

**Program Reviewed:**

Lenoir-Rhyne University  
OT program (professional entry-level master's and combined baccalaureate/master's)  
Hickory, North Carolina

**Material Reviewed:**

- Plan of Correction regarding areas of noncompliance #1 and #3.
- Progress Report regarding area of noncompliance #2.

**Action Taken:**

Accept the Plan of Correction and Progress Report.

**Corrected Areas of Noncompliance:**

Areas of noncompliance #1 and #3 as cited by ACOTE in December 2011 and area of noncompliance #2 as cited by ACOTE in May 2010 are considered fully corrected. No further report is required.

**Accreditation Status:**      ACCREDITATION

The Accreditation Council  
for

Occupational Therapy Education

ESSENTIALS for an ACCREDITED EDUCATIONAL PROGRAM  
for the OCCUPATIONAL THERAPIST  
for substantial compliance with the

# CERTIFICATE OF ACCREDITATION

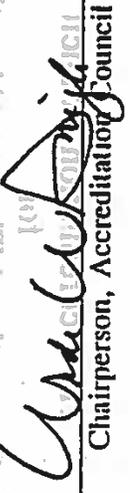
December 7, 1996

to the Occupational Therapy Program at

**LENOIR-RHYNE COLLEGE**

for substantial compliance with the  
ESSENTIALS for an ACCREDITED EDUCATIONAL PROGRAM  
for the OCCUPATIONAL THERAPIST

Occupational Therapy Education

  
Chairperson, Accreditation Council

TO: Dr. Michael McGee, Dean of the College of Health Sciences, Lenoir-Rhyne University

FROM: John Lane, DMA, Director of Academic Affairs

DATE: Friday, May 13, 2016

RE: Questions regarding the proposal to offer the Master of Science in Occupational Therapy at Lutheran Theological Southern Seminary, Columbia, SC

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Thank you and Lenoir-Rhyne University – Lutheran Theological Southern Seminary (LTSS) for transmittal of the proposal to offer the MS Degree in Occupational Therapy at your LTSS campus. Upon review of the proposal, follow-up responses to the questions below will be beneficial to consider in anticipation of the meeting of the SC Commission on Higher Education Committee on Academic Affairs and Licensing on May 24, 2016. You may prepare to respond at the meeting or reply in advance. If in advance, we ask that you transmit your responses by Monday, May 16, so that we may include them in the proposal packet for committee review prior to the meeting.

**Institutional Profile Section:**

- 2C. **Use of Assessment Data.** An explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program if needed.

The initial response on page 4ff. and additional information on page 18ff. provides sufficient details confirming 1) that program evaluation data and student performance assessment data are scheduled and used, and 2) that the university has policies and procedures for authenticating program change. If changes to the OT program are needed, however, please describe in this section how the program evaluation data and student performance assessment data are specifically connected to the change and prompts initiation of change. Inclusion of examples of how the curriculum would be revised or how the curriculum delivery would be revised based on positive data, neutral data or areas for improvement will be beneficial.

- 5B. **Additional Physical Plant.** A discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities.

A new facility is described as “in planning for construction,” as of the proposal submission date (12/6/15). Please provide a progress update of planning or construction since proposal submission. Please provide assurances from the builders that June 2017 remains the completion date. Committee members will be interested to know about construction costs and financing. To transmit this data prior to the meeting will be beneficial.

**Program Proposal Section:**

- 1H. **Steps of Institutional Approval.** Please provide a chronology of institutional approvals regarding the decision to launch the program at the Columbia campus.
- 8A. **Equipment.** The proposal note is that the “new Columbia program will mirror the Hickory program and have all included equipment on-site.” Please verify whether this includes the 1033 items in the current Hickory inventory. What progress has been made since the proposal submission for procurement of the new inventory? What are the costs to procure it and to properly supply the program? Describe the sources of funding, stages of funding, nature (one-time or recurrence) and anticipated maintenance and/or replacement.