

AGENDA ITEM

April 14, 2016

9. Licensure Program Approval..... Tim Gallimore

Situation: 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.

Background: The following institutions have applied for licensure to offer post-secondary degree programs online to students in North Carolina:

1. The University of Alabama
2. Walden University

Assessment: After appropriate review of the licensure application, including site visits by a team of examiners with expertise in the proposed degree program areas, UNC General Administration recommends approval of licensure for the above-listed institutions to offer the proposed degree programs.

Action: This item requires a vote by the Committee, with full Board vote through the consent agenda.

Request for approval of licensure for the following degree programs:

1. University of Alabama

- Bachelor of Science in Early Childhood Education
- Bachelor of Science in HES, Human Development and Family Studies, Child Life
- Bachelor of Music in Music Therapy
- Bachelor of Science in Social Work
- Bachelor of Science in Nursing
- Bachelor of Science in Nursing (RN to BSN)

- Master of Science in Nursing, Case Management Leadership
- Master of Science in Nursing, Clinical Nurse Leader
- Master of Science in Nursing, Nurse Practitioner in Mental Health and Primary Care in Rural Populations
- Master of Social Work
- Master of Arts in Rehabilitation Counseling
- Master of Arts in Clinical Mental Health Counseling
- Master of Library and Information Studies
- Master of Science Speech Pathology

- Education Specialist in Educational Psychology

2. Walden University

- Master of Science in Addiction Counseling
- Master of Science in Marriage, Couple, and Family Counseling
- Master of Science in Mental Health Counseling
- Master of Science in School Counseling
- Master of Arts in Teaching (Teacher Licensure Preparation): Early Childhood Education
- Education Specialist in Educational Leadership and Administration (Principal Licensure Preparation)
- Master of Science in Education: Educational Leadership and Administration (Principal Licensure Preparation)
- Master of Science in Education: Specialization in Reading and Literacy with a Reading K-12 Endorsement
- Master of Science in Nursing
- Master of Science in Clinical Psychology
- Master of Science in Forensic Psychology
- Master of Public Health
- Master of Social Work

SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR THE UNIVERSITY OF ALABAMA

BACKGROUND INFORMATION

The University of Alabama was created by statute in 1820 and opened its doors on April 18, 1831, as the University of the State of Alabama-- the state's first public college. The University was elevated to constitutional status in the Constitution of Alabama in 1868. There were 37,100 undergraduate, professional, and graduate students enrolled at the University in the fall semester of 2015.

THE APPLICATION AND SITE VISIT

The University of Alabama is proposing that the following degree programs be licensed for delivery online in North Carolina:

- Bachelor of Science in Early Childhood Education
- Bachelor of Science in HES, Human Development and Family Studies, Child Life
- Bachelor of Music in Music Therapy
- Bachelor of Science in Social Work
- Bachelor of Science in Nursing
- Bachelor of Science in Nursing (RN to BSN)

- Master of Science in Nursing, Case Management Leadership
- Master of Science in Nursing, Clinical Nurse Leader
- Master of Science in Nursing, Nurse Practitioner in Mental Health and Primary Care in Rural Populations
- Master of Social Work
- Master of Arts in Rehabilitation Counseling
- Master of Arts in Clinical Mental Health Counseling
- Master of Library and Information Studies
- Master of Science Speech Pathology

- Education Specialist in Educational Psychology

In accordance with the Rules and Standards: Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina, a team of examiners was appointed to review the application, visit the institution, and evaluate compliance with the licensure standards. The Team of Examiners with expertise in the specific disciplines related to the proposed degree programs was comprised of:

Dr. Wilson M. Stahl (Chair), Emeritus Professor, Western Carolina University, Cullowhee, North Carolina

Dr. Pauletta Bracy, Professor, School of Library and Information Science, North Carolina Central University, Raleigh, North Carolina (In absentia)

Dr. Robin Webb Corbett, Associate Professor and Interim Department Chair, Graduate Nursing Science, East Carolina University, Greenville, North Carolina (In absentia)

Dr. Kathleen T. Cox, Interim Chair and Director of Master's Education, Communication Sciences and Disorders, East Carolina University, Greenville, North Carolina

Dr. Cathy L. Grist, Associate Professor, Pre-Kindergarten (B-K) and Program Director, Birth-Kindergarten, Department of Human Services, Western Carolina University, Cullowhee, North Carolina

Dr. Timothy Gallimore, Associate Vice President for Academic Affairs, The University of North Carolina General Administration, Chapel Hill, North Carolina, Ex-Officio

Dr. Cathy McKinney, Professor and Coordinator of Music Therapy, Hayes School of Music, Appalachian State University, Boone, North Carolina (In absentia)

Dr. Ben H. Nunnally, Professor of Finance Emeritus, Department of Finance, Belk College of Business, University of North Carolina at Charlotte, Charlotte, North Carolina (In absentia)

Dr. Mario Paparozzi, Professor and Chair, Department of Sociology and Criminal Justice, University of North Carolina at Pembroke, Pembroke, North Carolina (In absentia)

Dr. Richard W. Redman, Ada Sue Hinshaw Collegiate Chair and Professor, School of Nursing, University of Michigan, Ann Arbor, Michigan

Dr. Frank T. Prochaska, Retired Associate Vice President for Academic Affairs, The University of North Carolina General Administration, Chapel Hill, North Carolina, (In absentia)

Dr. Cathryne Schmitz, Professor, Department of Social Work, University of North Carolina at Greensboro, Greensboro, North Carolina

The Team of Examiners conducted a site visit to the University of Alabama campus in Tuscaloosa, Alabama on June 25, 2015. The Team evaluated the facilities and resources of the university during its site visit and also reviewed the following reports and documents before and during the visit:

The University of Alabama's licensure/compliance application and the accompanying exhibits; curricula for the proposed programs; course syllabi; faculty credentials; library and electronic resources; budget data; annual financial reports; excerpts from the *University's Online Catalog*.

During the visit, the Team of Examiners met with numerous faculty, administrators, staff and students of the University of Alabama.

PROPOSED DEGREE PROGRAMS

The general education requirements of the proposed bachelor's degree program are in compliance with the Rules and Standards. The University of Alabama requires all undergraduate students to complete a common course of study, known as the Core Curriculum or General Studies. The 41- 42 semester credit hour Core Curriculum represents more than one-third of the overall credit hours required for baccalaureate degrees. The discipline areas of the Core Curriculum include Written Composition (6 semester credit hours), Humanities and Fine Arts (12 SCH), Natural Sciences and Mathematics (11-12 SCH), and History, Social, and Behavioral Sciences (12 SCH).

Bachelor of Science in Early Childhood Education

The concentration in the Early Childhood Education Program is 34 credit hours of coursework. This is in addition to general education courses required for the major. Students have required field experiences in several courses that prepare them for internship.

Bachelor of Science in HES, Human Development and Family Studies, Child Life

The concentration in the Child Life program is 40 credit hours of coursework. This is in addition to general education courses required for the major. The curriculum enables students to become a candidate to take the national certification exam administered by the Childlife Certifying Committee of the National Child Life Council.

Bachelor of Music in Music Therapy

The Bachelor of Music in Music Therapy requires 146 credit hours, including 65 hours in the music core and applied music, 34 hours in music therapy and clinical training, and 49 hours in general education and clinical foundations areas (biology and psychology). The degree program in Music Therapy is designed to meet the clinical training requirements and the professional competencies established by the American Music Therapy Association.

Bachelor of Science in Nursing (RN to BSN)

The RN to BSN curriculum consists of 25 credit hours, which includes 61+ clock hours of clinical work. The program is approved by the Alabama Board of Nursing and accredited by the Commission on Collegiate Nursing Education.

Bachelor of Science in Nursing

The BSN curriculum consists of upper and lower division courses (total 127 hours), with the lower division courses hours comprised of required sciences, humanities and other courses. The upper division consists of five semesters of didactic and clinical courses.

Bachelor of Science in Social Work

The BSW program is designed to prepare graduates for supervised practice and graduate education. The curriculum requires a minimum of 120 credit hours including at least 48 hours in social work and 450 field hours.

Master of Arts in Clinical Mental Health Counseling

This program is offered on campus at the University of Alabama. The program requires 60 hours of course work. The University seeks approval solely to offer its practicum/field placement courses in North Carolina.

Master of Arts in Rehabilitation Counseling

This program is accredited by the National Council for Accreditation of Teacher Education and the Council on Rehabilitation Education. It requires 48 hours of course work.

Master of Library and Information Studies

The University is applying for licensure only for its Library Media Center program. The curriculum requires a core of 18 credit hours. To meet certification requirements, students planning to work in library media centers may be required to complete a minimum of 39 hours. Internship guidelines require at least 100 hours in an elementary school library setting and at least 100 hours in a secondary (middle or high) school library setting.

Master of Science in Nursing, Case Management Leadership;

Master of Science in Nursing, Clinical Nurse Leader;

Master of Science in Nursing, Nurse Practitioner in Mental Health and Primary Care in Rural Populations

The MSN programs consist of varying credits, depending on the option. The Case Management and Clinical Nurse Leader programs require 38 – 41 credits. The Nurse Practitioner option requires 49 – 52 credits. Each program has an optional three-credit master's thesis. All specialties require completion of clinical courses.

Master of Science Speech Pathology

The MS in speech pathology curriculum requires 39 credits, plus 15 – 18 credits in clinical training for a total of about 56 credit hours.

Master of Social Work

The Master of Social Work program is designed to prepare graduates for leadership and independent practice. The curriculum consists of 60 credit hours with 1,000 hours of field practicum.

Education Specialist in Educational Psychology

The curriculum in the School Psychology Educational Specialist degree is designed to prepare candidates for the direct school-based practice of school psychology and credentialing as school psychologists. The curriculum consists of 69 graduate credit hours of coursework and internships. Students complete 12 credit hour field experiences and one-year internships of 1,200-hour in school-based settings.

RECOMMENDATIONS

After the site visit, the Team of Examiners submitted its *Report to the President of The University of North Carolina from the Team of Examiners to Review the University of Alabama's Proposed Bachelor of Music Therapy; Bachelor of Science in HES, Human Development and Family Studies; Bachelor of Science in Nursing; Bachelor of Science in Nursing (RN to BSN); Bachelor of Science in Social Work; Bachelor of Science in Early Childhood Education; Master of Science in Speech Pathology; Master of Science in Nursing, Clinical Nurse Leader; Master of Science in Nursing, Case Management Leadership; Master of Science in Nursing, Nurse Practitioner in Mental Health and Primary Care in Rural Populations; Master of Social Work; Master of Arts in Clinical Mental Health Counseling; Master of Library and Information Studies; Education Specialist in Educational Psychology, School Psychology; Doctor of Education (EdD) in School Psychology; Doctor of Philosophy (PhD) in School Psychology; and Doctor of Nursing Practice Programs to be offered online in North Carolina.*

The report included 26 recommendations and 5 suggestions based on review of the proposed degree programs. The recommendations addressed issues of faculty qualifications, assessment of learning outcomes, and the placement and supervision of students at clinical sites.

After receiving the Team of Examiners' report, the University of Alabama responded to the recommendations and suggestions. Upon reviewing the institution's response, the Team and UNC General Administration agreed that all recommendations have been satisfactorily implemented, and the Team recommends that the University of Alabama be licensed to offer 15 of the degree programs requested.

Dr. Tim Gallimore, Associate Vice President for Academic Planning & State Authorization, concurs with the Team's review and recommendation. The General Administration recommends licensure of the 15 degree programs listed above to be offered online by the University of Alabama in North Carolina.

An appropriate review will be performed within two calendar years of the initiation of these licensed degree programs, by a Team of Examiners with expertise in the field, to ascertain the University of Alabama's compliance with the Rules and Standards, including the recommendations contained in the report.

SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR WALDEN UNIVERSITY

BACKGROUND INFORMATION

Walden University was established in 1970 with the mission of enabling adults in the workforce to pursue their doctoral degrees and to become scholar-practitioners who can effect positive social change. Walden is a private for-profit institution headquartered in Minneapolis, Minnesota, offering bachelors, masters, and doctoral degrees online to almost 48,000 students. Laureate Education, Inc. owns the university. Walden University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

THE APPLICATION AND SITE VISIT

Walden University is proposing that the following graduate degree programs be licensed for delivery online in North Carolina:

- Master of Science in Addiction Counseling
- Master of Science in Marriage, Couple, and Family Counseling
- Master of Science in Mental Health Counseling
- Master of Science in School Counseling
- Master of Arts in Teaching (Teacher Licensure Preparation): Early Childhood Education
- Master of Science in Education: Educational Leadership and Administration (Principal Licensure Preparation)
- Master of Science in Education: Specialization in Reading and Literacy with a Reading K-12 Endorsement
- Master of Science in Nursing
- Master of Science in Clinical Psychology
- Master of Science in Forensic Psychology
- Master of Public Health
- Master of Social Work

- Education Specialist in Educational Leadership and Administration (Principal Licensure Preparation)

In accordance with the Rules and Standards: Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina, a team of examiners was appointed to review the application, visit the institution, and evaluate compliance with the licensure standards.

The Team of Examiners with expertise in the specific disciplines related to the proposed degree programs was comprised of:

Dr. Laurel A. Files (Chair), Special Assistant to the Associate Vice President for Academic Affairs, The University of North Carolina General Administration, and Professor of Health Policy and Management Emeritus, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina (In absentia)

Dr. Betty Epanchin, Professor and Associate Dean for Teacher Education Emeritus, School of Education, University of North Carolina at Greensboro, Greensboro, North Carolina (In absentia)

Dr. Cathy L. Grist, Associate Professor, Pre-Kindergarten (B-K), and Program Director, Birth-Kindergarten, Department of Human Services, Western Carolina University, Cullowhee, North Carolina (In absentia)

Dr. Donna Henderson, Professor, Department of Counseling, Wake Forest University, Wake Forest, North Carolina (In absentia)

Dr. Stephanie L. Lusk, CRC, Assistant Professor, Department of Rehabilitation, Human Resources, and Communication Disorders, College of Education and Health Professions, University of Arkansas, Fayetteville, Arkansas

Dr. L. Alvin Malesky, Jr., Professor, and Head, Department of Psychology, Western Carolina University, Cullowhee, North Carolina (In absentia)

Dr. Richard E. Neel, Dean Emeritus, Belk College of Business, and Professor of Economics Emeritus, University of North Carolina at Charlotte, Charlotte, North Carolina (In absentia)

Dr. Ann Newman, Associate Professor Emeritus, School of Nursing, University of North Carolina at Charlotte, Charlotte, North Carolina

Dr. Richard W. Redman, Ada Sue Hinshaw Collegiate Professor of Nursing, and Director, DNP Program, School of Nursing, University of Michigan, Ann Arbor, Michigan

Dr. Cathryne L. Schmitz, Chair and Professor, Department of Peace and Conflict Studies, and Professor, Department of Social Work, University of North Carolina at Greensboro, Greensboro, North Carolina (In absentia)

Julia Shaw-Kokot, Assistant Department Head for User Services, Health Sciences Library, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina

Dr. John A. Swope, Associate Professor and Associate Dean, College of Education, East Carolina University, Greenville, North Carolina

Dr. Bruce Taylor, Associate Professor of Reading and Literacy, College of Education, and Director, Center for Adolescent Literacies, University of North Carolina at Charlotte, Charlotte, North Carolina (In absentia)

Dr. Frank T. Prochaska, Associate Vice President for Academic Affairs, The University of North Carolina General Administration, Chapel Hill, North Carolina, Ex-Officio

The Team of Examiners conducted a site visit to the Walden University campus in Minneapolis, Minnesota on January 23, 2014. The Team evaluated the facilities and resources of the university during its site visit and also reviewed the following reports and documents before and during the visit:

Walden University's licensure/compliance application and the accompanying exhibits; curricula for the proposed programs; course syllabi; faculty credentials; library and electronic resources; budget data; annual financial reports; excerpts from the *Walden University Student Handbook, 2012-2013* and the *Walden University Catalog, 2012-2013*.

During the visit, the Team of Examiners met with numerous faculty, senior administrators, staff and students of Walden University.

PROPOSED DEGREE PROGRAMS

Master of Science in Addiction Counseling;

Master of Science in Marriage, Couple, and Family Counseling;

Master of Science in Mental Health Counseling

Coursework for the programs prepare students for work within the three areas of counseling, and all curricula are aligned with the requirements set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Addiction Counseling program requires all students to complete a 100-hour practicum and a 600-hour internship. Students are also required to complete two 6-day residential colloquia to meet graduation requirements.

Master of Science in School Counseling

The curriculum for the proposed Master of Science in School Counseling incorporates the knowledge and skills identified by CACREP for the School Counseling specialty. All the core knowledge areas as well as specialty knowledge, skills, and practice are articulated in the curriculum.

Master of Arts in Teaching: Early Childhood Education

The curriculum for the MAT in Early Childhood Education focuses on birth through 3rd Grade preparing teachers to meet the educational standards set forth both locally and nationally—by the Minnesota Professional Teaching Standards, the Minnesota Board of Teaching for Licensure, and the National Association of Education of Young Children.

Master of Science in Education with a Specialization in Reading and Literacy with a Reading K-12 Endorsement

The degree program offers a curriculum that addresses foundational theories, classroom applications, and opportunities for clinical experiences. The K-12 reading endorsement is a 19 credit hour sequence, while the MS with the specialization and endorsement requires 31 credits.

Master of Science in Education: Educational Leadership and Administration (Principal Licensure Preparation);

Educational Specialist in Educational Leadership and Administration (Principal Licensure Preparation)

The Master of Science in Education: Educational Leadership and Administration and the Education Specialist degree programs both focus on Principal Licensure Preparation. The degree programs consist of (a) 36 graduate semester hours credit (30 content course credits plus 6 field experience course credits), (b) development of an ePortfolio, (c) completion of field experiences, (d) exit evaluation activities plus successful completion of the School Leaders Licensure Assessment (SLLA) examination. The Education Specialist program also requires candidates to attend two three-day residencies.

Master of Science in Nursing

The proposed Master of Science in Nursing degree includes specializations in Leadership and Management, Nursing Education, Nursing Informatics, Adult-Gerontology Nurse Practitioner, and Family Nurse Practitioner. The curriculum for the program meets the educational objectives and the requirements of the Rules and Standards.

Master of Science in Clinical Psychology

The Master of Science in Clinical Psychology program is a 56-59 quarter credit hour curriculum, with an optional counseling specialization for another 35 quarter credit hours. The degree offers the fundamental graduate courses in psychopathology, psychological assessment, ethics, interventions, and research. Clinical coursework and practicum training are also required.

Master of Science in Forensic Psychology

The Master of Science in Forensic Psychology program requires 56 quarter credit hours, of which 45 credit hours must be completed at Walden University. The program offers a foundations course and five core courses, plus a capstone course or a field experience. Students also earn 20 quarter credit hours in a specialization area (Forensic Psychology in the Community; Mental Health Applications; Program Planning and Evaluations in Forensic Settings; or Psychology and Legal Systems).

Master of Public Health

The Master of Public Health curriculum requires 56 quarter hours and includes knowledge basic to public health—biostatistics, epidemiology, environmental health, health services administration, and social and behavioral sciences—plus a practicum and a culminating capstone experience.

Master of Social Work

The MSW Program has a concentration in Advanced Clinical Practice with six elective clusters (military; crisis and trauma; addictions; forensic populations; medical; and children, youth, and families) that allow students to focus their studies. This is a 92 quarter credit hour program, including 1,000 hours of field practicum.

RECOMMENDATIONS

After the site visit, the Team of Examiners submitted its *Report to the President of The University of North Carolina from the Team of Examiners to Review Walden University's Proposed Online Degree Programs to be Offered in North Carolina: Master of Arts in Teaching (MAT), Master of Science (6), Master of Science in Education (MSEd; 2), Master of Science in Nursing (MSN), Master of Public Health (MPH), Master of Social Work (MSW), Education Specialist (EdS), and Doctor of Nursing Practice (DNP)*.

The report included 31 recommendations and 6 suggestions based on review of the proposed degree programs. The recommendations addressed issues including membership of the governing board, faculty qualifications, student learning outcomes, assessment rubrics, placement and supervision of students at clinical sites, and provision of a tuition guaranty bond.

After receiving the Team of Examiners' report, Walden University responded to the recommendations and suggestions. Upon reviewing the institution's response, the Team and UNC General Administration agreed that all recommendations have been satisfactorily implemented, and the Team recommends that Walden University be licensed to offer 13 of the online degree programs requested.

Dr. Tim Gallimore, Associate Vice President for Academic Planning & State Authorization, concurs with the Team's review and recommendation. The General Administration recommends licensure of the 13 degree programs listed above to be offered online by Walden University in North Carolina.

An appropriate review will be performed within two calendar years of the initiation of these licensed degree programs, by a Team of Examiners with expertise in the field, to ascertain Walden University's compliance with the Rules and Standards, including the recommendations contained in the report.