

The University of North Carolina at Greensboro

Self-Study Report 2000-2003

CHAPTER IV

EDUCATIONAL PROGRAM



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Educational Program

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1. Introduction

The University of North Carolina at Greensboro is focused on accomplishing its mission as “the leading student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service” by offering outstanding educational programs and allocating resources across administrative units and programs to ensure continued excellence in the learning environment. As demonstrated in the following pages, the University Mission is fulfilled through the preparation of students with the knowledge, skills, and competencies to facilitate their success in an increasingly complex and global society.

UNCG is organized into a College of Arts and Sciences and six professional schools—the Joseph M. Bryan School of Business and Economics, the School of Education, the School of Health and Human Performance, the School of Human Environmental Sciences, the School of Music, and the School of Nursing. Undergraduates have a choice of over 100 areas of study from which to select a major or concentration within a major. A variety of graduate programs are offered at UNCG, including research-oriented and professional programs, many of which have national standing and regional prominence.

In Fall 2001, the student body of UNCG—approximately 68% female and 32% male—comprised 13,343 men and women, about 78% of whom were undergraduates. Although 89% of students are from North Carolina, students come from 46 other states and 65 foreign countries. Minority enrollment is 25%, and African Americans represent the largest minority group (20% of the undergraduate students and 12% of the graduate students). Approximately 55% of UNCG students received some type of financial aid. At both the undergraduate and graduate levels, enrollment has increased since 1997. For example, freshman enrollment has increased 24% since 1996, and graduate enrollment almost 18% since 1997. Despite enrollment growth, UNCG has maintained a low student/faculty ratio of 14.7:1.

Undergraduates may choose from many areas of study and diverse instructional settings. Such programs as Residential College, Cornelia Strong College, Ione Grogan College, and study abroad programs provide unique opportunities for study, and students may choose majors in interdepartmental programs (e.g., African American Studies, Medical Technology, Women’s Studies, and Hospitality Management). The College also offers baccalaureate study in linguistics, archaeology, and international studies through Special Programs under the heading of Liberal Studies. Four UNCG Schools and several departments within the College of Arts and Sciences offer programs leading to teacher licensure in North Carolina in 23 subject areas and qualification of licensure in most other states. UNCG offers a University Honors Program and is one of only six higher educational institutions in North Carolina approved to have a chapter of Phi Beta Kappa.

Like the undergraduate programs, the graduate programs at UNCG are conducted by highly qualified faculty members. As of Fall 2001, UNCG employed 884 faculty members, 76% of whom were full-time and 89% who held the doctorate or terminal degree in their field. The search and recruitment process for faculty is well-defined and great care is taken to conduct orderly searches that result in the hiring of highly competent faculty.

Although some pervasive and ongoing concerns were noted on the various surveys (faculty, department, units) regarding academic programs and faculty retention, evidence shows that there are efforts underway to alleviate these concerns. Examples of these concerns follow. At the

undergraduate level, faculty reported concern about the ability of the current faculty to meet the needs of a growing student body. Without accompanying increases in resource allocation, meeting these needs while maintaining our strong commitment to student-centeredness may be jeopardized. At the graduate level faculty and departments reported a concern about the level of financial support for graduate students, as local and national data indicate that graduate stipends are quite low and other financial support (e.g., health benefits) is lacking. Thus, recruitment and retention of well-qualified graduate students are seriously affected. Regarding faculty recruitment and retention, departments report a problem with low salaries and inadequate benefits. These represent key issues under examination at UNCG to assure even stronger programs that recruit and retain both the best undergraduate/graduate students and faculty. If approved by the legislature, the campus-based tuition increase will be used to address some of these problems, including salary increases for faculty and health insurance for graduate teaching assistants.

Admissions criteria for all academic programs are published in the *Undergraduate Bulletin* and *The Graduate School Bulletin*, including academic policies (e.g., transfer credit and provisional admission). Clear distinctions exist in admission criteria for bachelor's, master's, doctoral, specialist, and certificate programs.

In comparison with undergraduate work, graduate programs pride themselves on assisting students to gain greater complexity and specialization in a given area, with particular focus given to extending a student's knowledge and intellectual maturity through development of critical thinking and analysis skills. Integration of research with instruction is common among the faculty in both undergraduate and graduate programs, with particular emphasis of such integration at the graduate level. A variety of instructional methods are used in the various programs. At the undergraduate level, the general goal is obtaining breadth of knowledge while providing basic knowledge in an area of study. At the graduate level, the general goal is to develop intellectual maturity, provide comprehensive understanding of the field, develop research knowledge and skills, and/or develop professional competencies for a given career. Effort is made to enhance both the quantity and quality of faculty-student interaction. Both faculty and undergraduate and graduate students agree that the methods employed to meet these goals and enhance faculty-interaction with students are successful. With few exceptions, combined instruction of undergraduate and graduate students in 500-level courses is structured to ensure appropriate attention to both groups; the noted exceptions have made arrangements to comply by Fall 2002. In addition, after the correction of a few minor exceptions, curricular offerings are clearly and accurately described in published materials.

A clearly described procedure for establishing new educational programs requires multiple levels of review, and educational programs are reviewed and evaluated on a regular basis. Such reviews and evaluation results in curriculum revision, although this is somewhat less systematic and somewhat varied, dependent (at least in part) on inherent differences in the nature of programs. Departments have established integrative methods to evaluate student competency at the undergraduate level; common among graduate programs are use of a variety of methods ranging from a thesis to internship experiences, depending on the nature of the program. At the graduate level are noted frequent faculty and student interactions that support accurate evaluations of student progress. All publications regarding admission to, enrollment in, and graduation from the University are readily available to students and to the public through many print and Web sources. These documents accurately and consistently describe the University history and policies, and reflect the principles of

good educational practice. In Fall 2001 there were few and relatively minor exceptions where curricular offerings were not clearly and accurately described in published materials; these exceptions have been addressed.

UNCG provides a number of distance learning programs developed and operated under a series of academic policies and articulated responsibilities to ensure that the quality of education provided mirrors that of students enrolled in on-campus courses and whose goals are consistent with the UNCG mission. Programs vary in the method of delivery, and assessment systems are in place to assure continuous progress towards achieving their stated goals.

Further, UNCG offers several programs that reflect the institution's commitment to facilitating lifelong learning through non-credit programs and services that actively engage academic departments in delivery and that are regularly evaluated. For example, the Fast Forward program offers credit-bearing courses to high school students onsite at high schools throughout North Carolina and provides training and mentoring of high school teachers who offer the courses.

Student records are the primary responsibility of the Office of the University Registrar. This office and its employees carefully, confidentially, and securely maintain and store the records for students for both credit and non-credit courses and adhere to established policies for the retention and disposal of such records.

Lastly, the University maintains strong partnerships with other college and university and community agencies within the area. For example, both consortial relationships via the Greater Greensboro Consortium with seven colleges and universities in the local area and a contractual agreement with one area hospital in conjunction with the program in Medical Technology are offered. Annual evaluations of the programs occur that result in renewal of agreements.

2. General Requirements of the Educational Program (4.1)

As noted in the introduction and in the documentation provided throughout this chapter, the University has a clearly stated mission that is reflected in the educational programs offered. In addition, UNCG is fortunate to have a first-rate faculty whose members are well qualified to fulfill their missions as teachers, researchers, performers, or artists. The quality of academic programs is ensured through on-going evaluation of faculty, teaching methodologies, student performance, curriculum, and related services; the results of such evaluations are used to further enhance the quality of the educational programs and learning environment to better fulfill the mission of the University.

Summary by Criteria

(4.1, p. 22, ll. 1-2) The range of educational programs offered are clearly related to the University's educational mission to offer undergraduate and graduate programs in the liberal arts and professions. Both faculty and staff agree that the "official practice (behavior) of UNCG is consistent with the mission" which is further reflected in the institutional ongoing assessment processes such as the *UNCG Plan 2003-2008*.

(4.1, p. 22, ll. 2-6) The faculty of UNCG have outstanding qualifications and multiple competencies. Library/learning resources, computer resources, and other instructional materials and equipment are

adequate. The physical facilities are minimally adequate; the addition of several new buildings scheduled to be erected through 2008 will provide new classrooms designed to enhance the instructional quality and educational experiences.

(4.1, p. 22, ll. 6-8) UNCG's enrollment is expected to increase to 17,000 by 2008. Funds from the State of North Carolina provide additional resources to accommodate such increases through the Enrollment Change Budget; it is probable that this practice will continue. Also, requests for annual tuition increases to add academic resources have been regularly approved by the Board of Governors. Based on funding formulas, the University receives adequate resources to maintain program quality. The State is currently experiencing a serious revenue loss that threatens the resources allocated to the University. The long-standing commitment of North Carolina to its university system and current funding procedures suggest that long-term harm to the institution will be minimal.

(4.1, p. 22, ll. 9-12) Through established assessment plans, accreditation reviews, and five-year reviews, each department seeks to ensure appropriate levels of student achievement and program quality, regardless of the methods of instruction or location of the program.

3. Undergraduate Admission (4.2.1)

General Admission Policies

General admission policies are established by the UNC Board of Governors. According to *The Code of the Board of Governors of The University of North Carolina* (hereafter referred to as *The Code*), the Board of Governors is given authority to set enrollment levels at each of the 16 constituent institutions in the UNC System. The Board of Governors has established minimum general criteria for undergraduate admission described in *The Administrative Manual of The University of North Carolina*, Chapter VII, "Admissions."

The UNCG Board of Trustees establishes expectations for the quality, size, and characteristics of the student body within the Board of Governors' guidelines under authority delegated to the boards of trustees in *The Code*:

Subject to such enrollment levels and minimum general criteria for admission as may be established for a constituent institution by the Board of Governors, each constituent institution of The University of North Carolina shall establish admissions policies and resolve individual admission questions for all schools and divisions within the institution. No appeal concerning an individual admission case shall lie beyond the institutional board of trustees (see Section VIII. Appendix to *The Code*, "Delegations of Duty and Authority to Boards of Trustees").

The Board of Trustees charges UNCG administration and faculty with implementation of specific admission policies. Enrollment Services, an administrative unit within the Division of Academic Affairs, implements and administers the admission policies that have been set by the administration and faculty through the Office of Undergraduate Admissions. All appeals flow to the Associate Provost for Enrollment Services, and to the Provost and Chancellor for further review. The

faculty are active in reviewing and recommending specific admissions policies to the Provost through the Enrollment Management Committee, a standing committee of the Faculty Senate.

A variety of departments and schools have special admission and progression requirements in addition to admission to the University. These are clearly identified in the *Undergraduate Bulletin 2001-2002*, “Additional College, School, & Departmental Requirements for All Applicants” (pp. 13-14). Institution-wide coordination of all admission policies and procedures is assured through the administration of the Office of Admissions. Policies regarding admissions criteria are developed and revised by the chief admissions officer in consultation with the faculty Enrollment Management Committee, approved by the Chancellor and Board of Trustees, and published in the *Undergraduate Bulletin*.

To ensure that admissions policies are consistent with the educational purposes of the institution, the Associate Provost for Enrollment Services reports directly to the chief academic officer, the Provost. By establishing selection criteria based on the University's mission and its expectations of student achievement, the admission policies and practices relate to and support the University's educational purposes. The mission statement of Enrollment Services emphasizes the academic mission of the University: “The Enrollment Services staff at The University of North Carolina at Greensboro works creatively and diligently to attain market prominence, achieve optimal enrollments, support the academic mission of the University, and enhance student success.”

Admission Requirements

The *Undergraduate Bulletin 2001-2002* (pp. 10-18) lists both qualitative and quantitative admissions requirements that help ensure that admitted students demonstrate reasonable potential for success. Examples of qualitative requirements include auditions to assess musical or artistic talent and portfolios of artistic work. Examples of quantitative requirements include SAT scores and high school grades. The administration and faculty at UNCG consider recruiting students who have a strong potential for success in their academic work to be a high priority. According to the *UNCG Plan 1998-2003*, “UNCG will increase its enrollment by actively recruiting and retaining students with the academic preparedness and potential to succeed in a rigorous academic environment.” The verbal SAT score, math SAT score, and high school grade point average are used to predict freshman performance (Predicted Grade Point Average—PGPA) at UNCG. As a cohort, the mean PGPA for the 2001 entering class was 2.62, up from 2.35 in 1995. Freshmen are admitted on the basis of their PGPA. The minimum required PGPA for admission has risen from 1.5 in 1995 to 2.1 for automatic admission, with 2.0-2.09 considered on a case-by-case basis.

Freshman enrollment has increased 24% since 1996, and transfer enrollment is at a record high. Undergraduate enrollment in Fall 2001 reached an all-time high with an increase of 683 students above the 1996 enrollment. This increase reflects an increase in new students, returning students, and retained students.

Applicants who are deficient in any high school unit except foreign language must complete a minimum of 6 semester hours (or 9 quarter hours) with grades of C- or better in each of four subject areas—English, mathematics, natural sciences, and social sciences— before they can be admitted to UNCG. These courses must be taken at an accredited institution of higher education and must be creditable towards a degree at UNCG. The requirements apply to all students who completed high school in 1988 or after; others are treated on a case-by-case basis. The *Undergraduate Bulletin 2001-*

2002 clearly explains the University's policy on entrance deficiencies (pp. 14-15).

A student deficient in one or two foreign language units may be admitted, but must remove the deficiency prior to the completion of 60 semester hours or become ineligible to continue at UNCG until the deficiencies are removed. Foreign language deficiencies can be removed by completing the appropriate college-level course in the area of the deficiency. Language placement tests are provided to determine the level at which students will be allowed to begin their study of a particular language at UNCG.

UNCG offers remedial instruction in mathematics through MAT 100: Intermediate Algebra. Credit for this course does not apply toward graduation nor count in the student's GPA. Placement tests in mathematics are mandatory for all freshman students and for all upper-class students who wish to take a college-level math course for the first time. If a student is admitted with a mathematics deficiency in algebra and/or geometry, she/he must remove the deficiency even though the area of study at UNCG may not require mathematics.

ENG 100: Basic Writing has not been offered in recent years but remains listed in the *Bulletin*. The course was designed to offer instruction and practice in basic writing skills for new students who need a transition course before undertaking college level coursework for a degree. Admission to the course is by advice of the Director of Composition on the basis of SAT scores and placement testing. Credit does not apply toward graduation nor count in the student's GPA.

ENG 203: Academic English for Speakers of Other Languages offers remedial instruction in English for students whose native language is not English. It is not used to meet TOEFL score requirements and does not satisfy the University composition requirement.

UNCG also provides two drop-in centers where students can seek tutoring and short-term, non-credit, self-instructional activities. The Student Success Center provides services that are largely remedial across subject areas. By contrast, the Writing Center serves a wide range of students from those needing remedial work to those who are highly prepared. About one-third of students who received assistance at the Writing Center in 2000-2001 needed remedial work, according to the Provost's report on remedial instruction for 2000-2001. In 2002-03 a Speaking Center will be established in support of the Speaking Across the Curriculum requirement of the General Education Program..

The INTERLINK Language Center located on campus offers intensive language instruction, cultural orientation, and academic preparation for international students, scholars, and professionals on a year-round basis. INTERLINK courses do not offer college credit, but students may use completion of INTERLINK in place of TOEFL for admission to UNCG.

The Admissions Office does not admit applicants without a high school diploma on the basis of experience. All students admitted to degree programs must show evidence of graduation from an accredited secondary school or completion of GED requirements. The candidate also may provide evidence of completion of the Adult High School Diploma in lieu of the traditional high school diploma. Sophomore transfer students enter the major upon entry to the University. Those majors which have secondary admission requirements also admit special students and unclassified students, but they must meet all University requirements prior to entering the major and comply with the same standards with which continuing students comply.

Review of Admission Procedures, Policies, and Publications

The Board of Trustees reviews both quantitative and qualitative enrollment issues at each quarterly meeting, as reflected in the Board of Trustees minutes. The Office of Admissions annually evaluates its admissions policies, and a report is incorporated in its annual report of enrollment goals within the larger University context. (See also the annual reports of Enrollment Services for results of ongoing evaluations.)

UNCG is committed to personalized undergraduate recruitment. From the initial point of contact with a prospective undergraduate student until she or he enrolls, the student could receive as many as 40 contacts from the University through personal interviews, phone calls, correspondence, publications, Web chats, Web mail, emails, and face-to-face recruitment events. In addition to Admissions staff, prospects may hear from faculty, current students, or alumni by telephone, email or through recruitment events.

Recruiting activities and materials are produced by the Office of Undergraduate Admissions, and several measures ensure the accuracy of the information provided to prospective students. The Enrollment Services publications coordinator provides guidance and production assistance based on University policy and on information regarding the UNC Office of the President's regulations and legal requirements, policies, standards, and technical capabilities. Prior to production of recruiting materials, the Associate Provost for Enrollment Services reviews drafts of all publications.

Rarely are complaints filed with the Undergraduate Admissions Office. When complaints are received, they are handled on a case-by-case basis, and, whenever possible, a response is made within 24 hours. As of May 2002, a record of all complaints has been established, listing the corresponding action taken. This file is available in the Undergraduate Admission Office.

Enrollment Policies and Procedures

UNCG selects students whose interests and capabilities are consistent with institutional admission policies and does not compromise admission and retention policies to maintain a desired enrollment. According to institutional policy stated in the *Undergraduate Bulletin 2001-2002* (p. 10), "Overenrollment or state budgetary constraints may require the restriction of admission during a given year or the adjustment of minimum requirements or application deadlines." Enrollment Planning activities for budget and other internal purposes are conducted by an Enrollment Planning Group coordinated by the Provost and the Vice Chancellor for Information Technology and Planning under a timetable established by the Office of the President. The Associate Provost for Enrollment Services, Associate Vice Chancellor for Institutional Planning and Research, and Associate Vice Chancellor for Financial Planning and Budgets play key roles in developing perspectives and analyses for the Enrollment Planning Group. The Assistant Director of the Office of Institutional Research provides primary support for Enrollment Planning activities through detailed reports of Fall and Spring semester enrollments that are distributed twice a month from November to August.

One ongoing concern of the Enrollment Planning Group is improving student retention to graduation. *The UNCG Environmental Scan: 2003-2008* identifies retention as an important goal for the University and compares these rates with UNC system-wide averages. As of Fall 2001, from the first to the second year, UNCG's retention rate is 6.7% less than the system-wide average, and 10.2% less than the system-wide average after three years. Recent data compiled by the Office of Institutional Research for presentation to the Enrollment Planning Group on July 11, 2002, further

reinforce the importance of retention for the University. UNCG has implemented various strategies for the retention of first and second year students such as the SAS 101 course, the much improved and personalized orientation program (SOAR), and the Master Advisor Program.

Transfer Students

The policy on the admission of transfer students is clearly defined and published in the *Undergraduate Bulletin 2001-2002* (pp. 11-18). This information also is available to prospective students on the Admissions Office Web site <<http://www.uncg.edu/reg/transfer/>>. In addition to meeting the basic admission standards required of freshmen, transfer students are required to provide official transcripts of credits earned from all institutions of higher education previously attended. Transfer credit awarded is determined by the quality and the quantity of the student's previous college work. Transfer students must have a 2.0 or better GPA on a 4.0 scale on all previous work attempted and on all transferable course work from a regionally accredited college or university. Grade point averages are recalculated to determine admissibility. Transfer students must be in good standing and eligible to return to their last attended institution. Course work completed with a grade of D+, D, or D- does not transfer for credit but may be used to fulfill course requirements. Transfer students who do not meet the minimum admission requirements (15 acceptable units of credit from an accredited secondary school) must meet the requirements for removing deficiencies before graduation. Until 2001-02 the sum total of transfer credit from two-year colleges, extension, or correspondence courses applicable toward an undergraduate degree could not exceed 64 semester hours. This policy was modified during 2001-02 and now states, "the sum total of transfer credit from two-year college(s) that may be applied toward an undergraduate degree may not exceed 64 semester hours" (*Undergraduate Bulletin 2002-03*, pp. 43-44).

UNCG does not accept transfer credit from non-collegiate institutions, professional certification, or experiential learning. The *Undergraduate Bulletin* also clearly states that transfer courses will not be accepted from non-accredited institutions. Current UNCG policy stipulates that courses completed in technical, vocational, or professional programs at community colleges or courses from technical colleges or proprietary institutions cannot be accepted in transfer, unless they are part of a 2 Plus articulation agreement. These agreements give students with articulated Associate in Applied Science degrees access only to complementary degrees at UNCG.

UNCG participates in the Advanced Placement Program of the College Entrance Examination Board and grants credit based on advanced placement examinations. The *Undergraduate Bulletin* lists required minimum scores, course equivalents, and credits awarded. The Admissions Office evaluates score reports of advanced-placement tests to determine placement and credit. A minimum score of three on an advanced-placement test is required for freshmen to receive appropriate credit and advanced placement. UNCG also awards credit for appropriate scores on the International Baccalaureate Higher Level Examinations and the College Board SAT II: Subject Tests. Minimum scores, credit hours awarded, and equivalent courses are identified in the *Undergraduate Bulletin*.

The University also grants course credit by means of College Level Examination Program (CLEP) tests, administered monthly at the Counseling and Testing Center, located in the UNCG Student Health Center <<http://shs.dept.uncg.edu>>. The *Undergraduate Bulletin* indicates which programs accept CLEP credit, the minimum score required for transfer credit, the number of credit hours a student may receive, and the specific courses for which credit is given. The University

follows commonly accepted good practice in higher education when determining those courses for which CLEP or advanced-placement examination credit is granted. The Admissions Office receives official scores on the tests identified above and assigns the appropriate credit hours.

The Transfer Credit Articulation unit, located in the University Registrar's Office, enters transfer credit coursework into the student's official record. Also, in association with University faculty, this unit is responsible for determining how other higher education institution coursework transfers into UNCG. According to the *Undergraduate Bulletin 2001-2002*, only credit earned at another accredited institution with a grade point average of 2.00 or better is accepted by the University, if the work transferred is comparable to the offerings of UNCG. The University Registrar follows the guidelines of the American Association of Collegiate Registrars and Admissions Offices, as published in "Transfer Credit Practices of Designated Educational Institutions," and all UNCG academic transfer policies in overseeing transfer processes.

Transfer students receive a transfer equivalency worksheet upon admission to the University. According to the Enrollment Services Annual Report (Executive Summary 2000-2001), "Transfer credit evaluation worksheets continue to be turned around to Admissions within 48 hours of receiving them from that office. It is believed that this quick response to Transfer students is of the utmost importance for recruitment."

Academic Dismissal, Suspension, and Readmission

UNCG has clearly defined policies on academic retention, dismissal, and readmission that are published in the *Undergraduate Bulletin 2001-2002* (pp. 36-38). A student who is placed on academic probation at the end of his/her first semester at UNCG is required to enroll in SAS 100: Strategies for Academic Success, a non-credit course, in the following semester. Students who have been academically dismissed cannot enroll at UNCG. One year after an academic dismissal, students may petition Student Academic Services to return to the University. Approval to continue after academic dismissal is a relatively rare occurrence. If approved, students will return carrying academic probation status. The Director of Student Academic Services and the Academic Appeals Committee, appointed from the faculty, consider special and meritorious requests for waivers of academic regulations stated in the *Bulletin*. The Committee's decision on an academic suspension and dismissal appeal is final.

The SAS 100 course is required of all students on first-time academic probation. For freshmen the cut-off is a 1.5 GPA and for transfers a 2.0 GPA. To continue on probation a student must earn a minimum 2.3 GPA in all courses in the probationary semester. To restore academic good standing and removal from probation a student must attain a cumulative 1.75 GPA for freshmen and a cumulative 2.0 for transfers. In Spring 2000, 271 students participated in SAS 100 and 252 of these completed the course. Academic good standing was earned by 26% of these students, 14% continued on probation, and 60% were suspended. In Spring 2001, for 304 students, of whom 291 completed the course, the figures improved, with 31% restored to academic good standing, 17% continuing on probation, and 52% suspended. In Spring 2002, 257 students were enrolled in SAS 100. Of these, 35% were restored to academic good standing, 16% continued on probation, and 49% were suspended. Over the three years the figures demonstrate a gradual decrease in suspension levels.

Summary by Criteria

(4.2.1, p. 22, ll. 13-15) General admission policies are established by The University of North Carolina Board of Governors based on the recommendation of the UNCG administration.

(4.2.1, p. 22, ll. 15-16) The Board of Governors is responsible for deciding the size and character of the student body.

(4.2.1, p. 22, ll. 16-18) Implementation of specific admission policies is the responsibility of the UNCG administration and faculty.

(4.2.1, p. 22, ll. 19-20) Enrollment Services implements and administers the admission policies that have been set by the administration and faculty through the Office of Undergraduate Admissions. The faculty are active in implementation of specific admissions policies through the Enrollment Management Committee of the Faculty Senate.

(4.2.1, p. 22, ll. 20-23) The Associate Provost for Enrollment Services ensures institution-wide coordination of all admission policies and procedures in cases where various subdivisions maintain separate admission requirements.

(4.2.1, p. 22, ll. 24-25) By establishing selection criteria based on the University's mission and its expectations of student achievement, the admission policies and practices relate to and support the University's educational purposes.

(4.2.1, p. 22, ll. 25-28) General admission policies include quantitative requirements that identify students who demonstrate reasonable potential for success at UNCG through the predicted grade point average and the completion of the NC high school curriculum. Specific undergraduate programs require additional quantitative and qualitative measures, for example, auditions or portfolios.

(4.2.1, p. 22, l. 28; p. 23, ll. 1-3) Applicants who are deficient in any high school unit except foreign language must remove those deficiencies before they can be admitted to UNCG. UNCG offers a variety of developmental or remedial support to assist students admitted with deficiencies in their preparation for collegiate study. A student deficient in one or two foreign language units may be admitted, but must remove the deficiency prior to the completion of 60 semester hours. UNCG also offers a remedial course in mathematics and maintains two drop-in centers where students can seek tutoring and short-term, non-credit, self-instructional activities.

(4.2.1, p. 23, ll. 6-7) UNCG evaluates its admission policies annually through the review process of the Office of Enrollment Services.

(4.2.1, p. 23, ll. 7-9) Ongoing review of publications and recruiting activities ensures that these materials accurately and truthfully portray the institution. Complaints regarding recruitment practices are handled on a case-by-case basis; since May 2002, a file of such complaints has been maintained in the Admissions Office.

(4.2.1, p. 23, ll. 10-13) The UNC Board of Governors and the University require evidence of high school graduation or equivalency for admission of freshmen and transfer students.

(4.2.1, p. 23, ll. 13-15) The Admissions Office does not admit applicants without a high school diploma on the basis of experience. Students admitted to degree programs must show evidence of graduation from an accredited secondary school, completion of GED requirements, completion of the Adult High School Diploma, or successful completion of home schooling as demonstrated by SAT scores.

(4.2.1, p. 23, ll. 16-18) Procedures established for implementation of institutional admission policies are followed in the admission of all students.

(4.2.1, p. 23, ll. 18-20) UNCG selects students whose interests and capabilities are consistent with the admission policies.

(4.2.1, p. 23, ll. 23-24) UNCG policies on admission of transfer students are clearly defined and published in the *Undergraduate Bulletin*, at the Admissions Office Web site, and in a handout available from the Admissions Office.

(4.2.1, p. 23, ll. 24-34) Transfer applicants are required to submit official transcripts of credits earned from all institutions of higher education previously attended. The UNCG policy of admission of transfer students includes qualitative and quantitative criteria used to determine the acceptability of transfer work and the awarding of advanced standing, including credit earned at another institution or by advanced placement examinations. Transfer applicants must present the 15 high school units required of all applicants. They may be admitted with a deficiency in the foreign language requirement; all other deficiencies must be addressed before they can be admitted. There is no provisional admission of undergraduates, including transfer students.

(4.2.1, p. 23, ll. 35-41; p. 24, ll. 1-11) UNCG does not accept transfer credit from non-collegiate institutions, professional certification, or experiential learning. The Admissions Office evaluates score reports of advanced-placement tests to determine placement and credit. A minimum score of three on an advanced-placement test is required for freshmen to receive appropriate credit and advanced placement. The University also grants course credit by means of College Level Examination Program (CLEP) tests. A brochure available from the UNCG Counseling and Testing Center indicates which departments accept CLEP credit, the number of hours of credit a student can receive, and the specific courses for which credit is given. Also see *Undergraduate Bulletin 2001-2002*, p. 17. The University follows commonly accepted good practice in higher education when determining those courses for which CLEP or advanced-placement examination credit will be granted.

(4.2.1, p. 24, ll. 12-29) UNCG does not award transfer credit for prior experiential learning.

(4.2.1, p. 24, ll. 30-33) Official determination of transfer credit is completed by the University Registrar's Office subsequent to the formal offer of admission and prior to the end of the first academic term in which the student is enrolled.

(4.2.1, p. 24, ll. 34-41; p. 25, ll. 1-5) According to the *Undergraduate Bulletin 2001-2002*, credit earned at another institution with a grade of 2.00 or better is accepted by the University, if the work transferred is comparable to UNCG offerings. The University Registrar follows the guidelines of the American Association of Collegiate Registrars and Admissions Offices, as published in "Transfer Credit Practices of Designated Educational Institutions," and all UNCG academic transfer policies in overseeing transfer processes.

(4.2.1, p. 25, ll. 6-8) UNCG has clearly defined policies on academic retention, dismissal, and readmission that are published in the *Undergraduate Bulletin 2001-2002*.

(4.2.1, p. 25, ll. 8-10) Standards for readmission of students dismissed or suspended for academic reasons are consistent with the academic policies of UNCG.

4. Undergraduate Completion Requirements (4.2.2)

Course Sequence

Course offerings in each degree program at UNCG are structured so the degree path has a clear beginning and end for the students. For example, degree programs typically require completion of a series of pre-requisite courses before a student can enroll in upper-division (300- and 400-level courses). This sequencing provides students with foundational knowledge and understanding at the lower-division level (100- and 200-level courses) that facilitates the more advanced learning required in upper-division courses and courses that are restricted to seniors only. All degree programs require upper level courses for degree completion.

The University also requires that all students take at least 36 semester hours of courses at the 300 level or above to earn a bachelor's degree. The requirements for each degree and major or area of concentration are published in the *Undergraduate Bulletin 2001-2002*, including the total credits, the number and distribution of general education credits, the number of credits to be earned in the major or area of concentration, the number of electives, standards for satisfactory progress, and other degree requirements. Both prerequisite and co-requisite courses are indicated after each course title and credit by "Pr." or "Coreq." Other restrictions also are highlighted for appropriate courses in the *Undergraduate Bulletin 2001-2002* (pp. 78-319).

All students must complete at least 31 semester hours in residence at UNCG for the degree, 12 of which must be in the major field and 9 of which must be in the minor if a minor is sought. After enrollment, extension credit and correspondence courses offered by UNCG are considered residence credit. However, credit earned by special examination is not considered residence credit. As stated above under "Transfer Students," the sum total of transfer of credit from a two-year college(s) that may be applied toward a degree may not exceed 64 semester hours. No combination of 2 Plus and

transfer or extension credit may exceed 64 semester hours on the student's transfer evaluation worksheet (see *Undergraduate Bulletin 2001-2002*, pp. 15, 38, 40-41).

A minimum of 122 semester hours is required for a bachelor's degree from UNCG, as outlined in the *Undergraduate Bulletin* (p. 43). UNCG does not offer an associate program in an area of study. All courses except MAT 100, ENG 100, and SAS 100 are applicable towards a degree. Review of new programs by the Office of the President, review of program changes by the Undergraduate Curriculum Committee (UCC), and continual review and improvement through the departmental assessment plans and five-year departmental reviews ensure that requirements are appropriate to the degree offered.

General Education Requirements

Effective Fall 1991 through Summer 2001, all undergraduate students completed a general education core of 45 semester hours of course work described under the All-University Liberal Education Requirements (AULER) plan (see *Undergraduate Bulletin 2001-2002*, pp. 363-366). After a two-year, campus-wide review by the General Education Commission, a task force established in 1997 to review general education requirements, the General Faculty adopted the General Education Program (GEP) in March 2000 to be effective in Fall 2001, replacing AULER. The GEP document set Student Learning Goals for all baccalaureate graduates and established the General Education Core (GEC) requirements. Students who initiated college-level course work beginning in Fall 2001 complete the General Education Core Requirements (GEC) requiring 36-37 credit hours (see *Undergraduate Bulletin 2001-2002*, pp. 43-53). Whether they entered the University under the AULER requirements or the new GEC requirements, all students complete at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics (For a summary of GEC requirements, see pp. 49-53 of the *Undergraduate Bulletin 2001-2002*; see pp. 363-366 for a summary of AULER requirements).

In addition to the General Education Core Requirements in humanities and fine arts (12 hours), historical perspectives (3 hours), natural sciences (6-7 hours), mathematics (3 hours), reasoning and discourse (6 hours), and social and behavioral sciences (6 hours), students also complete one writing-intensive course and four global-perspective courses. Student Learning Goals for GEC emphasize competencies in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers (see pp. 43-45 of the *Undergraduate Bulletin 2001-2002* for a summary of the GEC Student Learning Goals). Beginning with Fall 2002, undergraduates will also be required to complete one speaking-intensive course as part of their GEC requirements (see *Undergraduate Bulletin 2002-2003*, pp. 51, 56).

Communication Across the Curriculum

Communication Across the Curriculum (CAC), a feature of the new General Education Program, is designated to become a signature program at UNCG. Systematic preliminary planning and development has occurred on the two primary aspects of this program—writing and speaking across the curriculum—with extensive participation by deans and faculty members. Writing Across the Curriculum has been a signature program in the College of Arts and Sciences for approximately 10 years, predating the new General Education Curriculum (GEC) with well over 500 courses approved and offered for Writing-Intensive (WI) credit. Faculty in the College are experienced in teaching,

planning, and improving the writing across the curriculum program and already have made a considerable investment through faculty development and the University Writing Center. An essential feature of the new general education curriculum and an important obligation for each department is that at least one writing and one speaking course must be offered in the student's major. These offerings provide greater assurance that students can meet the writing course requirements.

A major challenge for the new CAC program is to increase student understanding of the need for and utility of writing and speaking skills in one's education, as opposed to going through the exercise of simply taking the required courses. Communication Across the Curriculum is not merely an attempt to impart communication skills; it is also an effort to provide abilities essential to liberal education and leadership. This signature program will affect teaching, making it a more communication-intensive activity. Adopting Communication Across the Curriculum as a signature program signals that UNCG is committed to imparting writing and speaking skills, as well as to strengthening, intensifying, and continuously improving the teaching and learning environments.

Speaking and writing intensive programs require that an adequate number of course sections with small enrollments be offered. The Writing Center and Speaking Center will be important program elements, providing students with one-on-one tutorial assistance. Offering the needed number of small-section courses continues to be a concern. The basic infrastructure for implementation of CAC at the lower division level is already in place with English 102, Communication 105, and many Philosophy 115 sections serving as speaking- or writing-intensive courses. All Freshman Seminars are writing-intensive. In addition, many sections of other General Education Core courses are offered as writing- or speaking-intensive. More writing- and speaking-intensive courses at the upper division level will have to be developed, but workshops are available to support faculty across campus in meeting these needs. In addition to those activities that are already being undertaken to implement GEC, promoting CAC as a signature program will convey to students that communication skills are a vital part of their education and that they and the University recognize and accept this precept as an obligation. It will also convey to faculty that communication skills are an integral part of teaching expectations and vital to the intellectual accomplishment of students. Communication skills should become a strong theme for both the academic departments and all units at the University. CAC will send a strong message to employers that a UNCG education emphasizes communication, critical reasoning, and leadership skills – all skills they seek in prospective employees.

Technology Competencies

UNCG recognizes that the ability to utilize appropriate technologies is an essential proficiency for a university graduate in the 21st century. The University has established a list of Basic Technology Competencies in several categories (e.g., computer operation; set-up; maintenance and troubleshooting; word processing; spreadsheet/graphing; library research; networking; telecommunication; internet/Web; media communications; multimedia integration). The list of these competencies is available as an on-line resource <www.uncg.edu/tlc/student_competencies.html>. The list also provides several means available to UNCG students for acquiring each competency, with options that include campus workshops, computer lab staff support, and Web sites (See p. 54 of the *2001-2002 Undergraduate Bulletin* for a description of the types of Basic Technology Competencies).

UNCG students are expected to use a variety of these basic technology competencies and additional competencies relevant to their fields of study. Faculty have established a set of technology competencies for students in each major which build upon the Basic Competencies. Departments ensure that graduates have obtained the skill level expected in various ways, including required courses and capstone experiences. A “Survey of UNCG Freshman Student Computer Access and Self-Reported Competencies” <<http://www.uncg.edu/tlc/survey2001.html>>, conducted annually since 1998, shows that increasing numbers of incoming students report having substantial experience with basic technology competencies when they enter UNCG. In Fall 2001, 75.5% of incoming freshmen reported that they “owned a computer they planned to use in their coursework” compared to 46.2% in 1998. Students overwhelmingly rate their skills in using word processing applications as “average” or “above average.” Over half of incoming freshmen surveyed reported that they “had experience with spreadsheet applications,” and at least 60% “had experience retrieving information from databases or from the World Wide Web when they entered UNCG.” Students improve their technology competencies in their program of study at UNCG through a variety of means, including library research workshops, general education requirements, and technology competencies related to their major.

Evaluation of General Education Curriculum

The General Education Program (GEP), of which the GEC is one component, sets Student Learning Goals for the baccalaureate experience. The Student Learning Goals include the following proficiencies expected of each graduate:

1. ability to write and speak clearly, coherently, and effectively as well as to adapt modes of communication to one’s audience
2. ability to adapt academic writing and discourse in a variety of disciplines
3. ability to interpret numerical data and perform basic computation
4. ability to locate, analyze, synthesize, and evaluate information
5. ability to utilize appropriate technologies

Most of these proficiencies correspond to requirements in the GEC. However, because they are baccalaureate goals and not just GEC goals, final assessment of student achievement of these goals is most appropriate during the junior or senior years. Each department offering baccalaureate majors has been asked to include as many of these goals as feasible in its own learning goals and to assess their achievement as part of the assessment of the major. In addition, each department has been asked to address specifically each of the skills named here except fundamental mathematical skills. Each baccalaureate major now requires at least one writing-intensive and one speaking-intensive course in addition to those required in the GEC. Also, to address the fifth goal above, each major now requires that each student demonstrate appropriate technology skills through successful completion of a course, a unit in a course, or other formal experience.

In Fall 2000 the Undergraduate Curriculum Committee (UCC) reviewed reports from academic departments for each undergraduate major which delineated how these expectations would be met. These reports identified specific activities and requirements in each major to address all but fundamental mathematical skills. For students in some majors, the 3-hour mathematics requirement, which is not likely to address basic computation, is the only mathematical experience at UNCG, while other majors have a strong mathematical or statistical component. Faculty in courses requiring basic

skills may refer students with deficiencies to the Student Success Center (SSC), where tutoring and other supports are available. To ensure that this service is adequate to meet any need, a survey of departments is scheduled for Fall 2003 to determine specific fundamental skills judged to be lacking in some students in that department. Software programs will be purchased for the SSC which provide those skills, and a chart of available modules provided to all faculty.

According to the Spring 2000 Graduating Senior Survey, students evaluated the extent to which their college education had contributed to their knowledge, skills, and personal development in the basic competencies of writing, speaking, computer skills, and using mathematics skills. Respondents were most confident about improvements in their writing and speaking skills: 92.0% reported improvements in their writing skills as either “somewhat” or “very much,” and 88.2% rated improvements in their speaking skills as either “somewhat” or “very much.” Whereas 84.8% responded that their education at UNCG had helped them develop computer skills either “somewhat” or “very much,” students were least confident in their development of mathematical skills compared to other basic competencies. Specifically, although the majority (60.8%) reported that their development of mathematics skills was “very much” or “somewhat,” 35.4% believed that UNCG contributed to the development of their mathematical skills only “very little” or “not at all.” When asked how they would evaluate the overall education they received at UNCG, 41.5% of survey respondents rated the institution as “excellent,” and 50.9% rated their overall education as “good.”

In Fall 2001, UNCG initiated discussions to develop special assessment projects in two areas of general education, mathematics and global perspectives, because responses on the student survey questions in these areas suggested that goals were not being widely met. In addition to the Senior Survey results summarized above, the 2000 Sophomore Survey documents that only 31.9% thought that UNCG had contributed “mathematical skills essential to my program/interests” “very much” or “quite a bit,” while 48.6% registered “very little” or “some.” Such statements may reflect the overall nature of their selected academic majors (e.g., English, Music, Art) in which mathematical skills are least essential or that they achieved these skills before they arrived at UNCG (19.5%). Regarding global perspectives, 16.3% of the sophomore respondents thought their UNCG experiences had contributed “very much” to “understanding of and sensitivity to the world’s diversity of cultural and national experiences,” 31.5% “quite a bit,” and 33.3% “some.” A survey of students in courses awarding Global Perspective credit was conducted in Spring 2002; it will be used to monitor the extent to which the new GEC requirements are broadening students’ perspectives.

Undergraduate Degree Program Requirements

UNCG defines a major as “a field of study in which a student specializes and receives a degree.” A concentration is defined as “a formalized curricular sequence to achieve a specific goal within a major.” These goals may be externally controlled to achieve certification or accreditation or be internally controlled to define more closely a curricular package or make an area of study more visible and marketable. Concentrations require approval by the Undergraduate Curriculum Committee before they can appear in the *Undergraduate Bulletin* or offered to students. Each academic unit or department establishes the course requirements for each major program, concentrations within a major, and related-area requirements.

The following information is always included at the beginning of any program description in the *Undergraduate Bulletin*:

1. Name of Major
2. Degree Awarded
3. Total Hours Required for the Degree
4. Area of Study Codes (AOS)
5. Concentrations Available (if more than one area of study is available)

Summary by Criteria

(4.2.2, p. 25, ll. 11-12) All degree programs offer foundational courses at the entry level for majors preparing students for upper level, more advanced, and specialized courses in the major. In each degree program the appropriate sequence of courses leading to the degree is indicated by course numbers, prerequisites, and indications that courses are limited or recommended for students in a particular year of their study. All degree programs require a minimum number of upper level courses for degree completion.

(4.2.2, p. 25, ll. 12-14) UNCG has published the requirements for each undergraduate degree it awards in the *Undergraduate Bulletin 2001-2002*.

(4.2.2, p. 25, ll. 14-20) Review of new program proposals by the Office of the President, review of program changes by the Undergraduate Curriculum Committee, and ongoing departmental review through assessment plan and five-year review ensures that the requirements are appropriate to the degree. Published requirements specify the total credits, the number and distribution of general education credits, the number of credits to be earned in the major or area of concentration, and the number of electives, standards for satisfactory progress, and other degree requirements.

(4.2.2, p. 25, ll. 21-22) Undergraduates entering UNCG before Fall 2001 were required to complete a general education core of 45 semester hours of course work described under the All-University Liberal Education Requirements (AULER) plan. Students who initiated college-level course work beginning in the Fall 2001 semester complete the General Education Core Requirements (GEC) requiring a minimum of 36-37 credit hours.

(4.2.2, p. 25, ll. 22-25) UNCG does not offer the associate degree. Requirements for a bachelor's degree include successful completion of a minimum of 122 semester hours.

(4.2.2, p. 25, ll. 25-28) Both AULER and GEC requirements include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.

(4.2.2, p. 25, ll. 29-32) The General Education Program, including the General Education Core and the expectations for building on that core in the majors, ensures that graduates of degree programs at UNCG are competent in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers. The new General Education Program embraces writing and speaking across the curriculum in the form of two speaking-intensive and two writing-intensive courses for every student. The University has established a list of Basic Technology Competencies and each

department has identified technology competencies appropriate to its major. Two areas indicated in student surveys as possible concerns, fundamental mathematical skills and global perspectives, are being addressed through additional surveys and enhanced skills support.

(4.2.2, p. 25, ll. 33-35) The *Undergraduate Bulletin 2001-2002* clearly defines what is meant by a major or an area of concentration and states the number of credits required for each.

(4.2.2, p. 25, ll. 35-37) Degree programs require an adequate number of hours of courses above the elementary level with prerequisites noted. At least 36 semester hours of courses at the 300 level or above are required for a Bachelor's Degree.

(4.2.2, p. 25, ll. 38-39; p. 26, ll. 1-2) At least 31 hours of the 122 hours required for successful completion of the baccalaureate degree must be in residence at UNCG, 12 of which must be in the major field and 9 of which must be in the minor if a minor is sought.

(4.2.2, p. 26, ll. 3-9) All courses that offer credit are applicable towards a degree at UNCG. The remedial courses (MAT 100 and ENG 100) and the course for students on academic probation (SAS 101) offer no credit.

5. Undergraduate Curriculum (4.2.3)

UNCG is organized into a College of Arts and Sciences and six professional schools—the Joseph M. Bryan School of Business and Economics, the School of Education, the School of Health and Human Performance, the School of Human Environmental Sciences, the School of Music, and the School of Nursing. Undergraduates choose from over 100 areas of study to select a major or concentration within a major leading to one of seven undergraduate degrees offered: Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Sciences (BS), Bachelor of Science in Medical Technology (BSMT), Bachelor of Science in Nursing (BSN), and Bachelor of Social Work (BSW). According to the University Mission statement, UNCG offers “challenging undergraduate programs” designed to foster students’ abilities to “acquire knowledge, develop intellectual skills, and become more thoughtful and responsible members of a global society.” The curriculum of each undergraduate major fits well into this framework. Thus, all degree programs at UNCG are clearly within its primary educational mission and the degrees offered are appropriate to the financial and instructional resources of the institution. As indicated in Section 4.2.1, admission standards are based on the ability of admitted students to succeed.

Curriculum Development and Review

The process by which the curriculum is established, reviewed, and evaluated recognizes the various roles of the faculty, the administration, and the governing board. The UNCG Board of Trustees, acting within the framework outlined for UNCG by The University of North Carolina Board of Governors, determines general directions for UNCG's academic programs. The role of the Board of Governors in curriculum development and review is described in *The Code* as follows:

The Board of Governors shall determine the functions, educational activities and academic programs of the constituent institutions. The Board shall also determine the type of degrees to be awarded by each constituent institution . . . The Board, after giving adequate notice to the affected institutional Board of Trustees and affording it an opportunity to be heard, shall have authority to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative. (see Section 203 A [3] p. 6 <http://www.northcarolina.edu/docs/bog/code/CHAP_II.pdf>).

The administration and faculty are responsible for the development of new academic programs for submission of proposals to the Board of Governors. They also are responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the Board. The University faculty through the Faculty Senate and the Undergraduate Curriculum Committee (UCC) determines the general framework for UNCG undergraduate degree requirements and reviews and approves the programs proposed by academic units and changes in these programs. In addition, established curricula are reviewed on a regular basis. At the university level there are systematic departmental reviews conducted every five years; some programs undergo professional accreditation activities (e.g., self-study, onsite visit by external accreditation team). The UNC Office of the President seeks to identify programs that are of “low productivity or low priority or are unnecessarily redundant;” such review occurs as part of the biennial Long-Range Planning review.

The processes by which the undergraduate curriculum is established, reviewed, and evaluated are clearly spelled out in the *UNCG Curriculum Guide 2001-2002* <<http://shadow.uncg.edu/pvt/publications/academic/curriculum.html>>. The duties of the Undergraduate Curriculum Committee (UCC) are described in the Bylaws of the UNCG Faculty Senate at <<http://shadow.uncg.edu/facsen/fscommittees.html>>. The flow sheet for Curricular Requests documents the institution-wide process for curricular review and change initiated at the department level and finalized by the UCC. Each school/unit has a curriculum committee that oversees curriculum development and review. Proposals must be examined by these committees and approved before being presented to the College’s and Schools’ Deans. Upon approval, the proposals then are sent to the UCC. The UCC is charged by the Faculty Senate with the responsibility of reviewing and approving all proposals for new courses, existing courses in which substantial changes have been made, new majors, programs, concentrations, and degrees which have been approved by the College Council or the curriculum committees of the various Schools, the discontinuation of courses and programs, and routine changes as previously approved by the Provost’s Office.

The recent revision of the General Education curriculum demonstrates that the process for curricular change is institution-wide. Prior to implementation, a faculty task force, the AULER Commission, was established (1997-1998) to conduct a curriculum review involving faculty in the College and each School. The General Education Program developed from this review was approved by the General Faculty in March 2000. The GEC Category Committees, established in 1999-2000, developed category-specific student learning goals and course guidelines for each curricular area. The GEC approval process calls for academic departments to submit proposals for courses for which they wish to receive credit in a particular category, noting the specific attainment of student learning goals in each course proposal. Proposals are then reviewed and approved by the appropriate category

Committee and by the UCC before publication in the *Undergraduate Bulletin*. Courses for the speaking-intensive requirement have been approved for the Fall 2002 semester. Both writing-intensive and speaking-intensive courses are identified each semester in the Semester Schedule of Courses (see *Fall 2002 Schedule of Courses*). Because approval is often limited to particular sections of courses, writing- and speaking-intensive courses are not listed in the *Undergraduate Bulletin*.

The UCC is charged with general education assessment and delegates some of the responsibility for reviewing each area to the appropriate GEC Category Committees. The last section of the GEP document calls for on-going assessment of undergraduate student progress toward achieving the Student Learning Goals through three approaches. The approaches entail (a) identifying and reviewing data from senior outcomes assessment in the academic departments which correspond to the Student Learning Goals that might serve as useful samples of student achievement in their entire UNCG careers; (b) establishing special campus-wide reviews in one or two key goal areas to assess more thoroughly each year; and (c) continuing to review data concerning general education attainment on student and alumni surveys. Due to the recent initiation of the new UNCG General Education Program, a data set of assessment results tied to student learning goals does not yet exist. During Fall 2001, each GEC Category Committee developed an assessment plan to evaluate GEC learning outcomes in each category. That plan appears as Table 3.1-1 UNCG General Assessment Core: Assessment Plans by Category, in Chapter III, Institutional Effectiveness.

Administration, Curriculum Development, and Review of Major Degree Programs

In each curricular area in which a major in a degree program is offered, the responsibility for course or program oversight and coordination typically lies with the department head/chair, although some departments with a variety of programs designate a person other than the head/chair to coordinate a particular program. A departmental curriculum committee comprised of faculty members is responsible for curriculum development and review. This process of curriculum development and review is documented in the flow sheets for curriculum and program requests at the end of the *Curriculum Guide*.

At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2 of the Criteria, has primary teaching assignment in each major program offered. All undergraduate degree programs are called majors at UNCG. Concentrations are identified under some majors; each concentration area covers a unique specialty (e.g., the Classical Studies major offers both Greek Studies and Latin Studies) and full-time faculty with appropriate credentials teach in each concentration.

Direct responsibility for administering academic programs rests within the various academic units. As a complex research-intensive university, UNCG has followed a decentralized approach to the development of assessment techniques in various programs. Each academic department undergoes a review every five years that includes evaluation of the curriculum, although assessment of student learning outcomes in each degree or certificate program has not systematically been part of this review process. Copies of all department reviews from the last five years are on file in the SACS Library. A review of assessment activities in undergraduate majors is presented in Chapter III: Institutional Effectiveness, Assessment Procedures, and Educational Results in Academic Departments (3.1).

Program Development

All new degree programs must be approved by the UNC Board of Governors. Administrative Memorandum 406 (“Revised Procedures for Developing Academic Degree Programs”) <http://www.northcarolina.edu/aa/reports/plan_intent/doc_index.cfm> sets the procedures for program approval. The procedures require an institution-wide process to coordinate programmatic and curricular changes to ensure careful review and prevent the unwarranted proliferation of course offerings and degree programs. The process also includes a review of needs assessment and identification of resources to support the programs.

At UNCG, program planning begins with the identification at the department level of areas for new degrees. With the approval of the Deans Council, projected new programs are placed in the Academic Affairs Plan. Development of the “Request for Authorization to Establish” document as required by Memorandum 406 takes place at the department level. It is approved by the unit curriculum committee and the UCC before being submitted to the UNC Office of the President.

The biennial Long-Range Planning review conducted by the UNC-OP seeks to identify academic degree programs at each system campus that are “of low productivity or low priority or are unnecessarily redundant.” Minimum program productivity is defined by a formula that sets minimum degrees granted in the past two years per degree level, adjusted to reflect a positive trend in enrollments or degrees at the end of the period. Each institution then is required to conduct a review of each program so identified to determine whether to request that it be eliminated or to justify its continuation. These reviews must address several issues, including centrality to mission, indicators of program quality, data on faculty, facilities, and costs, projections of student and employer demand, consideration of positive or negative impact on other programs, and steps that will be taken to strengthen the program. Undergraduate programs housed in disciplines that play a significant role in the General Education Program are subject to campus review only; UNCG reviewed six such programs in 2001. For all other identified programs, reports on the review must be submitted to UNC-OP. The most recent Long-Range Planning document submitted by UNCG in May 2001 requested that two identified programs be eliminated as separate degree programs and provided justification reports for eleven programs, including two bachelor’s programs. Upon the recommendation of UNC-OP, the UNC Board of Governors accepted the UNCG proposals and the plans for strengthening the programs, noting that a few would be examined again at the next biennial review. Copies of the May 2001 UNCG document, the UNC OP correspondence, and UNC Board of Governors’ minutes are in the SACS Library. The Board of Governors through the OP approves the administrative structure of the institution through organization charts in each biennial plan. The OP is notified of minor changes including changes in department names. All distance learning activities also are approved by the Board of Governors.

Given the stated mission of UNCG as a “student-centered” university, several innovations are underway to be responsive to the needs of the diverse student population. For example, the Bachelor of Arts in Liberal Studies is being developed for the adult learner who is in the work force and is pursuing a college degree because of the need for a degree to further his or her employment opportunities or for his or her own fulfillment. Also, the Evening University was established primarily for the non-traditional student who works during the day. Courses will be offered at the Piedmont Triad Higher Education Center, a satellite campus in the vicinity of the Piedmont Triad International Airport strategically located between Greensboro, Winston-Salem, and High Point,

beginning in Fall 2002. Its location and the availability of parking will make the site inviting to non-traditional students.

Articulation Agreements and Transfer Credit

UNCG offers only one program intended to provide basic preparation for students who will transfer to another institution. A two-year pre-engineering curriculum prepares students to transfer to the UNC institutions with engineering programs (i.e., NCSU, NC A & T, UNC Charlotte). A letter of agreement signed by these three institutions is on file from the Subcommittee on Engineering Transfer in the Department of Physics and Astronomy that oversees the pre-engineering program.

Articulation agreements currently exist with many North Carolina Community Colleges for admitting students to professional programs at the baccalaureate level. These agreements have been approved by the UCC, which oversees adherence to the General Education Program. Specific details of each agreement may be obtained from the UNCG Undergraduate Admissions Office. The decision for admission is based on successful completion of the Associate in Applied Science Degree or the Associate Degree in Nursing, and other specific factors outlined in the 2 Plus articulation agreement. 2 Plus students must meet the GPA requirements of the UNCG School of their major as designated in the articulation agreement. These applicants must complete all procedures followed by Transfer Students (except provide an official transcript from the secondary school attended) and apply through the Undergraduate Admissions Office. No combination of 2 Plus and transfer/extension credit may exceed 64 semester hours on the student's statement of credit. (See *Undergraduate Bulletin 2001-2002*, p. 11 <<http://www.uncg.edu/reg/transfer>>; <<http://www.uncg.edu/reg/Catalog/0001/Admissions/TwoPlus.html>>; <<http://www.uncg.edu/reg/TransferGuide/current/CommonArtAgree.html>>.

Transfer Articulation Services is located in the University Registrar's Office. This office is responsible for determining how coursework from other higher education institutions transfers into UNCG. Colleges and universities must have accreditation from the appropriate regional accrediting agency for the transfer credit to be accepted. Transfer equivalencies for courses taken in the NC Community College system and several area universities are available on the Web at <<http://www.uncg.edu/reg/transfer/index.html>>. Partnerships are evaluated every year by participating institutions as evidenced by meeting minutes of the 2 Plus staff, and letters sent by the Admissions Office to participating institutions. Documentation may be found in the Admissions Office.

Partnerships with Secondary Schools: Fast Forward

UNCG currently has programmatic partnerships with secondary schools through the Fast Forward program managed by the Division of Continual Learning (DCL). Selected college courses (e.g., English Composition, American History, and Pre-Calculus) are offered on high school campuses. Teachers in the high schools are approved through UNCG and receive mentoring and supervision from appropriate UNCG faculty within the departments that house the courses being taught. Fast Forward teachers are required to hold a master's degree and 18 hours of graduate study in the subject they teach. Official transcripts are on file in DCL. Teachers also must attend summer workshops conducted by UNCG faculty. Fast Forward allows motivated high school students (typically in their junior or senior year) to receive high school and college credit simultaneously.

Upon successful completion of their coursework Fast Forward students receive an official UNCG transcript showing transferable college credit. Fast Forward courses are transferable to other colleges and universities, if the student receives a grade of C or better. Since the inception of the program in 1997, 91% of Fast Forward students have successfully transferred credit. If a student chooses to attend a school where Fast Forward credit is not recognized, course tuition will be refunded. The Fast Forward program is a charter member of the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP links college-school programs offering college courses in high schools <<http://www.uncg.edu/dcl/2youth/2ffwd/index.shtml>>.

The Fast Forward program and courses are regularly evaluated through a variety of means. The assessment program consists of:

1. End-of-course Evaluations: Students enrolled in UNCG courses through Fast Forward complete a standardized end-of-course evaluation for each course in which they are enrolled. The evaluations are administered in the classroom during the last weeks of the semester and are returned to the Fast Forward office where they are kept on file for a period of five years.
2. Program Evaluations: Fast Forward teachers, at the end of each academic year, complete and return a program evaluation form. These are kept on file in the Fast Forward office.
3. Fast Forward Mentor Program: Each high school teacher is assigned a faculty mentor from the appropriate UNCG academic department (English, History, Mathematical Sciences, and Biology). The mentor is responsible for communication with the teacher during the semester, at least one site visit to each class during the semester, and for assuring the quality and consistency of the Fast Forward course relative to the same course as taught on the UNCG campus. Mentor visits include observing the class, reviewing student work, talking with students, and whenever possible, talking with the high school's principal or guidance personnel. Each mentor files a Site Visit Report following his or her meetings. These reports are kept on file in the Fast Forward Office.
4. Alumni Surveys: Each December, Alumni Survey forms are mailed to former Fast Forward students just completing their first semester in college. These surveys assess the relevance of the Fast Forward experience to students who can now compare their Fast Forward classes with those they have just taken in college. Also collected is information about the college the student is attending, his or her GPA, his or her choice of major, and credit transfer information. These surveys are kept on file in the Fast Forward office.
5. Portfolio Assessment: Every three years, Fast Forward conducts a Portfolio Assessment designed to measure the success of its program in English. All students create a portfolio of work using a standardized model collaboratively created by UNCG faculty in English and Fast Forward teachers under the direction of a consultant from Clemson University. Portfolios are selected for scoring using a stratified random sampling and are scored by two readers on a 4-point scale using a standardized rubric.

Summary by Criteria

(4.2.3, p. 26, ll. 10-14) Curricula are directly related and appropriate to the purpose and goals of UNCG and the diplomas, certificates, or degrees awarded, to the ability and preparation of the students admitted, and to the financial and instructional resources of the institution.

(4.2.3, p. 26, ll. 15-17) The processes by which the curriculum is established, reviewed, and evaluated are clearly described in the *Curriculum Guide* and in the description of the duties of the Undergraduate Curriculum Committee in the By Laws of the UNCG Faculty Senate.

(4.2.3, p. 26, ll. 17-19) The process by which the curriculum is established, reviewed, and evaluated recognizes the various roles of the faculty, the administration, and the governing board.

(4.2.3, p. 26, ll. 20-23) For each major in a degree program, UNCG assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field.

(4.2.3, p. 26, ll. 23-28) At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2, has primary teaching assignment in each major. All UNCG undergraduate programs are identified as majors.

(4.2.3, p. 26, ll. 29-34) The UNC Board of Governors is responsible for authorizing each degree program and each distance learning activity. In addition, charts delineating the current organizational structure of the institution are presented to the Board of Governors and approved through the biennial planning process.

(4.2.3, p. 26, ll. 35-37) The administration and faculty at UNCG are responsible for the development of academic program proposals for submission to the UNC Board of Governors and responding to Board of Governors' reviews of those programs.

(4.2.3, p. 26, ll. 37-39; p. 27, l. 1) The administration and faculty at UNCG also are responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the UNC Board of Governors.

(4.2.3, p. 27, ll. 12-15) UNCG offers only one program intended to provide basic preparation for students who will transfer to another institution. A two-year pre-engineering curriculum prepares students to transfer to schools with engineering programs. A letter of agreement is on file from the Subcommittee on Engineering Transfer in the Department of Physics and Astronomy that oversees the program.

(4.2.3, p. 27, ll. 19-22) Articulation agreements currently exist with many North Carolina Community Colleges. Specific details of each agreement may be obtained from the UNCG Undergraduate Admissions Office. Each agreement was proposed by faculty in the department of the major and approved by the UCC to ensure appropriate academic quality and an adequate amount of coursework. The decision for admission is based on successful completion of the Associate in Applied Science Degree or the Associate Degree in Nursing, and other specific factors outlined in the 2 Plus articulation agreement. 2 Plus students must meet the GPA requirements of the UNCG School of their major as designated in the articulation agreement.

(4.2.3, p. 27, ll. 23-28) Fast Forward is the only programmatic partnership that UNCG maintains with secondary schools which results in the award of college credit. UNCG ensures that the credit awarded is at the collegiate level and is in compliance with the *Criteria* in Section IV through monitoring credentials and syllabi and a mentoring process that pairs appropriate UNCG faculty members with high school teachers.

(4.2.3, p. 27, ll. 28-30) Fast Forward partnerships are regularly evaluated through the Division of Continual Learning.

(4.2.3, p. 27, ll. 30-32) UNCG assumes full responsibility for the academic quality and integrity of partnerships with secondary schools as measured by the *Criteria*.

6. Undergraduate Instruction (4.2.4)

Evaluation of Instruction

The primary function of the University is teaching, in accordance with the UNCG mission statement. The *University-wide Evaluation Guidelines for Promotions and Tenure* (Section II. A.) states that

The primary function of the University is teaching. Research and creative activity, service, and directed professional activity, while important to the life of the University, do not have the central importance of teaching. Therefore, it is essential that excellence in teaching be encouraged and rewarded.

The scope of teaching is defined in the *University-wide Evaluation Guidelines for Promotions and Tenure* (Section II.A.1.) as “activities related to instruction and learning that occur both inside and outside of the classroom,” and teaching is considered multifaceted and encompassing many activities not in the classroom; subsets of the scope may include, but not be limited to (a) instructing, (b) advising, supervising, guiding, and mentoring students, (c) developing learning activities, and (d) developing teachers and teaching.

The intradepartmental evaluation of the teaching effectiveness of individual faculty members is a substantial and systematic component of promotion and tenure considerations at UNCG. The recommended “Guidelines for the Evaluation of Teaching” may be linked from *Faculty Evaluation and Review Policies* on the Web site maintained by the Provost's Office at <<http://shadow.uncg.edu/pvt/publications/personnel/evaluation.html>>.

Reliance upon effective evaluation of teaching processes helps UNCG to retain and reward effective instructors. Typically as part of an annual cycle to determine merit raises, most department heads or chairs review the teaching efforts of all faculty members, and a departmental committee carries out post-tenure review of faculty no less than every five years. Graduate teaching assistants participate in a mandatory workshop on teaching effectiveness, sponsored by the Graduate School. All of these measures contribute to the overall effectiveness of UNCG's undergraduate program.

UNCG policies and position statements on the evaluation of teaching demonstrate that the faculty have taken an active and thoughtful role in developing meaningful teaching evaluation policies to encourage individual faculty development and to ensure quality instruction. In February 1997, after an extensive survey of research on teaching evaluation methods, the UNCG School of Education “Teaching Effectiveness Subcommittee Report” recommended that “a combination of data collection methods be used to create a portfolio of materials to be used in the identification of successful teaching” (1997, p. 9). The committee further recommended that “various methods of evaluation be assessed and the results of the assessments be reported to the Faculty prior to adoption (of) any combination of methods; that no ONE METHOD take primacy when evaluating teaching or course effectiveness and improvement” (1997, p. 10). Echoing these recommendations, the Faculty Welfare and Professional Development Committee developed a position statement on the evaluation of teaching that was approved by the Faculty Senate in December 1999. Emphasizing the importance of using multiple measures for evaluating teaching, the position statement was a response to faculty concerns about the heavy reliance on student course evaluations as the primary means of evaluating teaching at UNCG. Multiple measures are deemed necessary to evaluate the full complexity of teaching to encompass instruction beyond the classroom, including mentoring, advising, producing teacher-student creative works, designing and re-designing courses and syllabi, and integrating technology into the curriculum, with the ultimate goal of helping faculty improve their teaching.

In 1999 the Faculty Senate passed a “Resolution on Unit Development of Criteria for Effective Teaching” that emphasized the use of multiple measures for the evaluation of teaching effectiveness. Unit criteria for effective teaching are on file in the Provost's Office. The Teaching and Learning Center has offered workshops on developing teaching portfolios and on the Academic Department Report Form many departments identified teaching portfolios as one of the methods they use to evaluate teaching effectiveness. The policy emphasis on using multiple measures to evaluate teaching effectiveness is reflected in the faculty respondents on the Self-Study survey where 66% reported that their departments did at least a “fair job” of evaluating methods faculty use to improve undergraduate education. However, 34% of faculty respondents reported that their departments do a “poor job” of evaluating methods faculty use to improve undergraduate instruction, and this high negative response remains a concern.

Instruction in Courses

The *Undergraduate Bulletin 2001-2002*, faculty advisors, and course syllabi all help students learn the goals and requirements of each course, the nature of course content, and the methods of evaluation to be employed. The *UNCG Curriculum Guide 2001-2002* contains a standard course syllabus format required for approval of all new courses that includes information regarding course description and requirements, student learning outcomes, teaching strategies, and methods of evaluation to be employed. Decisions concerning methods of instruction in each course are appropriately left to instructors, but the conscientious use of feedback from student course evaluations helps ensure that these are appropriate to the capabilities of the students. According to the results of the recent Faculty Survey, at least 96% of faculty “agreed that they adapt the instructional techniques used to teach undergraduates to the specific goals of individual courses and to the capabilities of the students enrolled in them.” Course format and teaching methods at UNCG vary widely from large lecture courses of two hundred or more students to small seminar-based sections of 25 or fewer

students, from concept and information oriented courses to art and design studio courses and music laboratories. Syllabi for all courses are available either on the Web, on file in the academic departments or on file in the appropriate dean's office (for location of syllabi, see Course Syllabi link at <<http://sacs.uncg.edu/>>). Most syllabi provide the needed information for students. Procedures are needed to ensure that syllabi for all UNCG courses contain the essential information.

Faculty Development in Teaching

Support in faculty and curriculum development is an important departmental responsibility. According to the Faculty Survey, 87% of faculty reported that their departments encourage experimentation with methods to improve undergraduate instruction either “well” or “very well.” Over 77% agreed that their departments “provide resources to support efforts to improve undergraduate instruction.” Departmental efforts in this regard may be supplemented by enabling support at the College or School level, particularly in comprehensive efforts to improve core curricula or interdisciplinary education.

The Office of the Provost provides a special grant program for the advancement of teaching, faculty development, and curricular innovations and promotes other opportunities that support the professional development of faculty (e.g., faculty exchanges; see *Handbook for Faculty*, Section IV, p. 2). Advancement of Teaching and Learning Grants are designed to enable faculty or faculty groups to pursue special projects in instructional development, course development, curricular reform, enhancement of instruction and courses with technology, research in teaching and learning, and interdisciplinary activities. Faculty Instructional Development Mini-Grants also assist faculty in their instructional development. Projects and activities include, but are not limited to, the following: attendance at a faculty development seminar; travel support for observation of teaching practices at another institution or for observation of discipline-related practices in business, industry, or the arts; and purchase of teaching or learning materials. The John and Mary Hamil Fund and the Innovation in Undergraduate Education Grant support innovations in undergraduate education. The Innovation in Undergraduate Education Grant is awarded to faculty who teach undergraduate students, with a preference for those teaching freshmen and sophomores. One grant is given each year to assist faculty in developing new instructional approaches or innovations in one or more classes at the 100-200 levels. The grant may be used to purchase supplies and materials or for any other purpose directly relating to instructional innovation. The Faculty Instructional Grants Review Committee, appointed by the Provost, reviews applications and makes recommendations to the Director of the University Teaching and Learning Center who notifies the grant recipients.

The University Teaching and Learning Center (TLC) provides a wide array of programs and services for faculty development in teaching. The primary focus of the TLC is the support of faculty in their efforts to enhance the University's instructional programs. The TLC provides instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology. Instructional Development services include assisting faculty members in enhancing teaching skills, improving courses, and resolving instructional problems. The staff plans and coordinates workshops related to classroom instruction, evaluation, management, and student learning. The Center maintains a calendar of faculty and instructional development events and coordinates programming related to course and instructional enhancement. The Faculty Multimedia Development Laboratory provides the

opportunity for faculty to develop instructional materials and Web-based resources, experiment with new software and hardware products, and learn through individualized instruction. Mini-workshops are regularly offered and individual consultations are available; included in such consultation and training is a focus on evaluating strategies for teaching methodologies.

Evaluation of Student Performance

Evaluation of student performance in individual courses is the responsibility of the teaching faculty and administration of grades is considered an essential part of faculty autonomy. Evidence from course syllabi documents a wide variety of means to evaluate student performance, not only across the curriculum but also in individual courses. In general, departments report that the department head monitors grade reports and discusses any evidence of grade inflation with individual faculty members. Based on responses to the faculty survey, grade inflation is not perceived to be a significant problem at UNCG. On the Faculty Survey, 92.7% of respondents agreed to some extent that grading in their departments was “appropriate for different levels of student performance.” UNCG is admitting stronger students; the average SAT score for the freshman class has increased by 24 points since 1995. Although the University has increased the admissions standards for 3 of the last 6 years, increases in the mean SAT for entering students have been modest. This is because the heaviest weight in the prediction of higher minimum Predicted Grade Point Average requirements is on high school grade point average rather than SAT scores. Data regarding grade point averages in the UNCG *Fact Book* show that, by the end of the 2001 fall semester, 43.3% of all UNCG undergraduates had GPAs of 3.0 or higher and 12.6% had GPAs below 2.0. For freshmen, 22.8% had GPAs of 3.0 or higher and 16.0% had GPAs below 2.0. Grades tend to be higher in the professional schools than in the College.

When asked how well faculty in their majors set high expectations for their learning, 40.2% of respondents on the Spring 2000 Graduating Senior Survey said “good,” and 55.9% said “excellent.” Of students surveyed, 84.9% rated faculty in their majors either “good” or “excellent” at giving frequent and prompt feedback on assignments.

UNCG grading policies are published in the *2001-2002 Undergraduate Bulletin* (pp. 34-36), including policies regarding final examinations, incomplete grades, grade point averages, and a description of the UNCG Grading System <<http://www.uncg.edu/reg/Catalog/current/AcaRegs/Grading.html>>. An appeal process also described in the *Bulletin* helps to ensure that grading practices are consistent with policy.

Program Assessment

All undergraduate degree programs at UNCG have established assessment plans, and many departments have used data produced by those plans to improve their programs. The status of departmental assessment plans is tabulated in Chapter 3 (See 3.1, “Assessment Procedures and Educational Results in Academic Departments” for further analysis of program assessment at UNCG).

External and internal mechanisms in successful accreditation/reaffirmation reviews help to assure educational effectiveness in more than 24 degree programs at UNCG. Thus, for example, the curricula and effectiveness of degree programs in the School of Nursing are reviewed by the National League for Nursing Accreditation Commission, the North Carolina Board of Nursing, and the Commission on Collegiate Nursing Education. In the School of Human Environmental Sciences, the

American Dietetic Association reviews two dietetic programs within the Department of Nutrition. Teacher education programs in all units of the University are reviewed by the National Council for the Accreditation of Teacher Education and by the North Carolina Department of Public Instruction. The Bryan School of Business is accredited by The American Association of Collegiate Schools of Business. Successful accreditation reviews by the appropriate agencies provide additional assurance that the University operates and effectively evaluates its specialized degree and certification programs.

Courses in Non-Traditional Formats

Although there is no comprehensive database listing all UNCG courses that are offered in both traditional format and through Web-based distance learning, anecdotal evidence indicates that generally the same faculty who teach in traditional format also develop and teach the Web version of the course. Given the same learning goals for both formats, working with the single instructor is perhaps the best way to assure that learning outcomes will be consistent.

The University of North Carolina System has analyzed this issue at an aggregate level. As part of the 1998 legislation that funded distance education programs, the state legislature requires a biennial report to the General Assembly. This report, among other functions, must compare the quality of off-campus programs with that of similar on-campus programs. The UNC Office of the President developed surveys to determine and compare the satisfaction of off-campus students with on-campus students in the same program. Results of the 2000 survey are available (*2000 Report on Distance Education*), and the 2002 survey is underway.

Over 90% of both groups considered the overall quality of instruction and instruction in the major to be “excellent” or “good.” Further, the majority of students in both groups indicated that if they could start over they would choose to attend the same institution or enroll in the same program. Less than half of the off-campus students (48.6%) indicated they would have obtained a degree on a UNC campus, if the off-campus program had not been available. Thus, the data suggest that both groups were very satisfied with their undergraduate experience. This was particularly true for faculty contribution to student knowledge and skill development and for personal growth. Additionally, both groups expressed a high regard for the instructional process and were generally very satisfied with their choice to attend a UNC campus or enroll in one of its programs. While data gathered on this and other surveys of student satisfaction are encouraging, there has been no effort to compare the academic achievement of students in both types of experience. It appears that a system of procedures is needed to assess and document the comparison of learning outcomes of UNCG courses delivered in both traditional and non-traditional formats.

Additionally, alternative formats are commonly part of summer session offerings. To ensure an opportunity for reflection on and analysis of the subject matter, students are prohibited from taking more than seven credit hours per summer session. This restriction can be waived only upon written approval from the student's faculty advisor with permission of the Director of Student Academic Services. Summer session courses contain approximately the same number of hours of classroom contact as do those offered during the regular semester, so presumably students taking summer courses have acquired comparable levels of knowledge and competencies as would be required in more traditional formats. Also, it is worth noting that class size is typically smaller during the summer sessions.

All departments report that courses offered during summer session last an average of three-to-five weeks for courses awarding three credit hours with daily instruction that covers the same material as standard courses offered during the regular semester. All departments report that abbreviated or accelerated courses offered during the regular semester meet the one calendar week per semester hour of credit criterion (see response on the Academic Department Report Form). All units report that unit guidelines for the evaluation of instruction include provisions for assessing the equivalency of outcomes for courses offered in both traditional and non-traditional or distance education formats.

Exemplary Learning Environments

The UNCG Plan identifies the creation of exemplary learning environments as the first strategic direction for the institution <<http://shadow.uncg.edu/pvt/publications/UNCGPlan/9803.pdf>>. The UNCG *Vision for Teaching and Learning* defines the basic characteristics of an exemplary learning environment (2001-2002 *Undergraduate Bulletin*, p. 9). The Office of Institutional Research uses the basic standards identified in the Vision statement to develop questions for evaluation of these environments on student questionnaires.

Approximately 1,600 courses offered in as many as 3,000 sections are available each semester. The low ratio of students to faculty of 14.7:1 enhances the possibilities for smaller class sizes and direct contacts between students and faculty members. Average class size is 27 students, and more than a third of classes have fewer than 20 students. UNCG offers many special academic programs that contribute to a learning environment in which scholarly and creative achievement is encouraged.

The University Honors Program <<http://www.uncg.edu/hss/>> provides an opportunity for broad interdisciplinary study, for advanced work in the major, and independent projects. Special interdepartmental academic programs with majors in African-American Studies, Medical Technology, Women's Studies, and Hospitality Management are available. The College of Arts and Sciences also houses interdisciplinary programs in Archaeology, Environmental Studies, Linguistics, and International Studies. The seven pre-professional programs offer all of the courses required for admission to medical or dental schools, pharmacy, veterinary, or physical therapy schools, or as needed for entrance into law school. In addition, independent study, tutorials, and internships are available in most schools and departments.

Freshman Seminars are small discussion classes that introduce students to various areas of study in the General Education curriculum. Each seminar is limited to freshmen and focuses on a topic, issue, or problem selected by the instructor. Seminar topics change from one semester to the next and are described in a booklet that is distributed to advisors at the beginning of each semester.

Living and Learning Communities, including Residential College, Cornelia Strong College, Grogan College, and International House, each provide unique settings for innovative study and unity of academic and social experiences for students. Ione Grogan College is a special living/learning program for entering freshmen that provides a faculty mentor, study groups in the residence hall, and planned cultural, social, and service activities. Grogan College is divided into 11 Learning Communities (LC's), each focused on a specific theme or professional interest. Each LC includes up to 22 students who take several courses together in the fall and spring semesters of their freshmen year. One of the courses is taught by the Faculty Fellow of the LC who also meets with students for extracurricular activities and serves as a mentor to students in the LC. A Senior Faculty Fellow works

with all Faculty Fellows and members of Grogan College to provide program-wide activities and opportunities for leadership and service <<http://adm.dept.uncg.edu/grogan.shtml>>.

Since its inception in 1970, UNCG's Residential College (Mary Foust Hall) has offered a unique living and learning environment that stresses connections among the members of the College (students, faculty and staff) and within the University at large. During each semester of their freshman and sophomore years, RCO students select six-nine course hours from special Residential College offerings. These seminar courses include an interdisciplinary American experience core course (in which all freshman and sophomore students enroll), myriad courses from a variety of University disciplines, community service work, and independent study. The remainder of the students' work is derived from the University beyond the Residential College. The Residential College maintains a series of events that include the Warren Ashby Dialogues and scholarship, alumni-sponsored orientation programs, pumpkin carving contests, bi-annual mountain retreats, art festivals, theater productions, a literary magazine, a choir, a community-wide Thanksgiving dinner, and exam week bagel breaks <<http://www.uncg.edu/res/>>.

Cornelia Strong College is named for Cornelia Strong, professor of mathematics and astronomy at the University from 1905 to 1948. Modeled after the residential colleges of Harvard and Yale, Strong College is open to both undergraduate and graduate students in the University through a competitive admission process, and it is particularly suited to those who are seeking a richer and more rewarding academic experience than they might have in a traditional residence hall. Strong College does not have a special curriculum—its members take the usual complement of courses throughout the University. Instead, Strong College offers its members the opportunity to join and contribute to an informal social and academic community of students and faculty within the context of the greater University. It is housed in Moore-Strong Hall which provides common areas for members of the College, as well as a small Library established through the generosity of students, parents, faculty, and friends <<http://www.uncg.edu/strong/>>.

The UNCG International Programs Center (IPC) offers an extensive study abroad program in 20 overseas locations. Students interested in study abroad for academic credit may select from several opportunities available, through summer study, semester abroad, or the junior year abroad program. The aim of IPC is to provide a heightened awareness on campus of global issues, and to support the University's commitment to increase diversity in its faculty and student bodies. Through its office of International Student and Scholar Services, the IPC also provides a wide variety of services for the growing international student population at UNCG. Over 60 faculty members, drawn from throughout the University community, serve on the 5 advisory committees. Still more volunteer their services to advise on programs overseas, interview candidates for the student study abroad program, and help with the hosting of international visitors <<http://www.uncg.edu/ipg/ipc/>>.

In addition to study abroad, students also may choose an interdisciplinary major in International Studies. The International Studies program employs a multidisciplinary approach, combining the knowledge of a broad range of academic traditions to explore the emerging global society. The International Studies program focuses on international issues, areas of research investigation, and concerns that lie outside the parameters of traditional academic disciplines. The goals of the program are to enrich, complement, and coordinate departmental offerings and to provide a range of skills for students preparing careers in which knowledge of foreign cultures and understanding of global processes are important.

International House, located in Phillips-Hawkins Residence Hall, is open to all students who have an interest in living with and learning about people from other parts of the world. Under the guidance of Faculty Fellows, International House offers a rich program of language learning, cultural orientation, and social activities with an international flavor. It is operated in collaboration with the International Programs Center, the INTERLINK Language Center, and the International Students Association <www.uncg.edu/ipg/ihouse>.

UNCG is especially rich in the diversity of its arts programs. The Weatherspoon Art Museum, located in the Anne and Benjamin Cone Art Building, houses what is considered to be the most outstanding permanent collection of contemporary art in the Southeast and offers a showcase for student and faculty work. The University dance programs provide performance and choreographic opportunities for qualified graduate and undergraduate students in dance. In music, student performing organizations are open to all university students by audition. A wide-ranging program in theatre has five production programs, including the Workshop Theatre, Studio Theatre, UNCG Theatre, the NC Theatre for Young People, and the Summer Repertory Theatre. A student-managed campus radio station is housed in Taylor Building.

There are over 150 student clubs and organizations at UNCG. Many contribute to the learning environment, including honor societies, national societies, professional, special interest, and service organizations, departmental clubs, musical and media organizations.

Results from the Spring 2000 Graduating Senior Survey indicate that 62.8% of respondents rated the intellectual environment on campus as “strong” or “very strong” and 33% rated the intellectual environment “average.” Less than 5% of graduating seniors rated the intellectual environment on campus as “weak” or “very weak.”

The Undergraduate Studies Council (USC), utilizing survey results, summaries of the 1999-2000 reviews of the Honors Program, Residential College, and Strong College, and personal experience, determined that special academic programs are a valuable avenue by which students can achieve close relationships with faculty, and are an important corollary of student satisfaction, academic success, and identification with the institution.

Instruction in External Agencies

In all cases where UNCG maintains clinical and other affiliations with outside agencies, learning experiences for which credit is awarded are under the ultimate control and supervision of UNCG faculty. Students in the Medical Technology program (BSMT) spend their fourth year in the clinical program at Wake Forest University Baptist Medical Center. They receive 30 hours credit for successfully completing this study. UNCG monitors the quality of this program and the programs of students closely. Control over credit for external experiences for students in Nursing and all departments using internships, practica, or service learning courses is maintained through the Instructional Agreement Contracts that formalize external affiliations with the University. Policies and procedures for instructional agreements with external public and private agencies are described in the following documents located on the Web site maintained by the Office of the Provost: <<http://shadow.uncg.edu/pvt/publications/academic/agreements.html>>.

Student internship opportunities and enrollment continue to increase. Many students take advantage of internships that are supervised and evaluated by designated faculty within their majors or through the Office of Career Services. Students may be required to participate in an internship

experience depending on their majors. The College and professional schools all have internship programs available. In fact, most professional programs on campus require the undergraduate to participate in an internship program.

Program Length, Credit Hours, and Tuition

The number of hours required for each degree program and credit hours for specific courses are reviewed and approved through the process of curriculum development outlined in the *Curriculum Guide*. After review in the appropriate unit curriculum committee, all requests for program revision must be approved by the UCC. The Board of Governors sets the number of instruction days required for a semester at all UNC campuses.

The General Assembly of the State of North Carolina, upon the advice and recommendation of the UNC Board of Governors, sets all system tuition and approves fees for each campus in the UNC system. UNCG also may request an increase in students' tuition and fees above the levels set by the State. A student fee committee on campus reviews all requests to raise student fees, and provides its recommendations to the University. The UNCG Board of Trustees and the UNC Board of Governors must approve all additional tuition and fee requests (see Chapter X of the Administrative Manual of the University of North Carolina 1999 at <www.ga.unc.edu/publications/admin-manual/>, and *The Report of the Task Force on Tuition Policy 2002* at <www.ga.unc.edu/UNCGA/assessment/reports/reports.cfm>). The general philosophy of the state General Assembly and the boards has been to keep tuition and fees low to encourage maximum access to higher education for all students.

Summary by Criteria

(4.2.4, p. 27, ll. 33-35) Instruction techniques and policies are in accord with the purpose of UNCG and appropriate to the specific goals of individual courses.

(4.2.4, p. 27, ll. 36-37) Instruction is evaluated regularly, and the results are used to ensure quality instruction.

(4.2.4, p. 27, ll. 38-39; p. 28, ll. 1-2) A model syllabus form is provided in the *Curriculum Guide* to ensure that students are provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed. While most undergraduate syllabi follow this model, some problems have been identified.

Recommendation # 3: Develop procedures to ensure that syllabi for all UNCG courses include information about the goals and requirements of the course, the nature of the course content, and the methods of evaluation to be employed.

(4.2.4, p. 28, ll. 2-4) Methods of instruction are appropriate to the goals of each course and the capabilities of the students.

(4.2.4, p. 28, ll. 4-6) Experimentation with methods to improve instruction are adequately supported through the services of the Teaching and Learning Center and the Innovation in Undergraduate Education Grant. It is evaluated through brief summaries submitted to the TLC.

(4.2.4, p. 28, ll. 7-8) UNCG uses a variety of means to evaluate student performance.

(4.2.4, p. 28, ll. 8-10) Evaluation of student performance reflects concern for quality and properly discerns levels of student performance. Grade inflation is not a significant problem.

(4.2.4, p. 28, ll. 10-12) UNCG publishes its grading policies in the *Undergraduate Bulletin 2001-2002* and grading practices are consistent with policy.

(4.2.4, p. 28, ll. 13-18) UNCG evaluates the effectiveness of its instructional program by a variety of techniques, including use of standardized tests, comprehensive examinations, and portfolio review, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinions of former students.

(4.2.4, p. 28, ll. 19-22) Courses offered in non-traditional formats are designed to ensure an opportunity for preparation, reflection, and analysis concerning the subject matter.

(4.2.4, p. 28, ll. 26-29) Students completing these programs or courses during summer session have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats. Satisfaction surveys of undergraduates in distance learning programs throughout the University of North Carolina System indicate high satisfaction comparable to traditional-mode students. Documented evidence that undergraduate students who take UNCG courses and/or programs in distance learning formats acquire knowledge and competencies equivalent to those acquired in traditional formats is lacking, however.

Recommendation # 4: Develop a system of procedures to assess, document, and compare the learning outcomes of UNCG undergraduate and graduate courses delivered in traditional and non-traditional formats.

(4.2.4, p. 28, ll. 30-34) UNCG maintains an environment conducive to study and learning in which scholarly and creative achievement is encouraged.

(4.2.4, p. 28, ll. 35-40) In any use of outside agencies for professional learning experiences, UNCG follows procedures that maintain its ultimate control and supervision over student learning.

(4.2.4, p. 29, l. 41; p. 30, ll. 1-2) Curricular content in professional programs reflects current practices in the field of specialization programs.

(4.2.4, p. 29, ll. 2-5) Program length, credit hours, and tuition and fee charges are appropriate for the degrees UNCG offers.

7. Academic Advising of Undergraduate Students (4.2.5)

Advising for New Students and Undeclared Majors

All new students entering UNCG, including all traditional freshman, are expected to participate in the SOAR program (Spartan Orientation Advising and Registration). This program provides an initial temporary faculty advisor who is knowledgeable about the General Education requirements and requirements for each major. Some new students continue to meet with this advisor throughout the year. Once students declare a major, in most cases they are assigned a faculty advisor in the department of the chosen major. Freshmen with a declared major in the College of Arts and Sciences, however, and those who are undecided on their major, are assigned to the College of Arts and Sciences Advising Center (CASA). Undecided students are advised by CASA until they are ready to declare a major. Advising services in the School of Education are provided through the Student Advisement and Recruitment Center (SARC) and in the Bryan School of Business & Economics through the Student Services Office (SSO). Advising units in the College and in each School are clearly identified on the Student Academic Services Web page <<http://www.uncg.edu/adv/advising/>>. The Office of Student Academic Services coordinates academic advising for undergraduate students, administers undergraduate policies and regulations, and provides programs for academic success. A staff of academic advisors is available in the Office of Student Academic Services from 8 a.m. to 5 p.m., Monday-Friday, to answer questions and to assist students with academic matters beyond the scope of the faculty advisor. Student Academic Services also provides an online “virtual advisor” program. In this program students can email advising questions and receive accurate responses at anytime.

Advising in the Major

Students with a declared major are assigned permanent advisors. Students are expected to meet with their advisors during registration periods and whenever the student needs advice in selecting courses and assistance in planning an individual program of study. Some departments and schools have established advising centers or appointed coordinators to assist students with academic matters pertinent to their major. These serve to complement the faculty advising program.

Most freshmen with a declared major in the College of Arts and Sciences and those who are undecided on their major are assigned to the College of Arts and Sciences Advising Center (CASA, <www.uncg.edu/casa/>). Undecided students are advised by CASA until they are ready to declare a major. The Schools of Business and Economics and Education have advising or student information centers similar to CASA. The School of Health and Human Performance has departmental coordinators, rather than a single center. The Schools of Music and Nursing have Undergraduate Advising Coordinators. The School of Human Environmental Sciences has individual advisors for students.

During registration periods each semester (early April and early November), continuing students are responsible for scheduling an appointment with their assigned advisor (whether it be a faculty advisor or someone in an advising center) for assistance with course selection prior to their registration appointment.

Staff who advise in the Office of Student Academic Services (SAS), CASA, and similar advising programs in each of the professional schools are selected for their experience and areas of

expertise. In general, departments report that new faculty are not assigned advisees. Faculty advisors are offered workshops throughout the year in use of the Banner Student Information System; nevertheless, some departments have identified problems with the Banner system for accessing student records online. The main points of dissatisfaction are the difficulty of navigation through an online system and the poorly structured arrangement of student information.

The Advising Council, a group of faculty and staff with advising responsibilities at the unit or University level, works to improve student advising. In 2001-2002, the Advising Council coordinated a pilot program, the Master Advisor Program, a series of workshops for selected faculty. The enthusiastic response to this project has led to continued funding and the program will be evaluated in Fall 2003.

UNCG is working to implement the Curriculum Advising and Program Planning (CAPP) module of the Banner Student Information System. While a test of the system for programs in the Bryan School of Business and Economics is scheduled for August 2002, all academic units currently use a paper-and-pencil method of degree audit and graduation clearance. The CAPP module for automated degree auditing has been problematic to implement thus far because estimates suggest that only 30% of graduating seniors complete programs as prescribed; 70% of the graduating class require waivers and course substitutions that make automation difficult. The Advising Council is reviewing options to address these problems.

Evaluation of Advising

Efforts to improve the advising program at UNCG including the Master Advisor Program and other initiatives described above have been aimed in part at improving the retention rate; in 2001, only 74.9% of the previous year's enrolled freshmen returned. But, in general, students indicate a high level of satisfaction with the quality of advising that they have received. Nearly 80% rated the quality as "good" or "excellent," whereas 16% rated it as "fair" and just over 4% rated their advising as "poor" (based on the 2000 Senior Survey). These numbers show improved levels of satisfaction when compared to the 1998 Sophomore Student Survey where over 5% rated advising as "poor," and nearly 18% responded that the quality of advising was only "fair." In 1998, 31% rated advising as "excellent," and in the most recent survey nearly 38% did so.

In most departments all tenured or tenure-track faculty are assigned undergraduate advisees – normally no release time is given for advising. In a few departments one faculty member advises all of the undergraduate majors; normally this person is given release time for this contribution. In the recent Faculty Survey only 9% of faculty considered their advising load to be "much too heavy." Nearly 30% considered the advising load to be "somewhat heavy," 57.5% considered the load "appropriate," and 3.6% considered the load "too light." All units report that the number of students advised by the professional staff seems appropriate and that student satisfaction with advising is high.

The Director of the International Programs Center (IPC) Study Abroad program is actively involved in the advising process for international students and keeps informed through CASA and SAS as to new developments with regard to general education requirements. The director also communicates directly with faculty advisors on issues related to transfer credit. Although students are sent to their faculty advisors for specific requirements, students must give IPC an updated degree audit before leaving for their exchange semesters.

CASA, the School of Education's SARC, and the Bryan School of Business's SSO all utilize the results of the Spartan Questionnaire in the evaluation of their advising programs. The SSO collects additional survey information that indicates high levels of student satisfaction and works closely with the Student Advisory Council in assessing advising activities. The SARC Director meets biweekly with the Associate Dean of the School of Education to discuss advising issues. CASA undergoes formal periodic review, much in the manner as the academic departments in the College. The School of Nursing annually reviews advising procedures during the administrative advisory retreat. In addition, the University Advising Council, with membership from each academic unit, SAS, and the University Registrar's Office, seeks to improve the advising process from a campus-wide perspective.

Orientation

New undergraduates are welcomed by a number of programs designed to assist with their transition into the UNCG community. The Office of Orientation <<http://ori.dept.uncg.edu/main.html>> coordinates these programs to meet the needs of both traditional and non-traditional students. Orientation activities include academic advising and registration for classes along with tours of the campus and campus resource fairs.

New students entering UNCG in the fall semester are expected to participate in the Spartan Orientation Advising and Registration or SOAR program, occurring in June, July, and August. In addition to the SOAR program designed for incoming freshmen, there is a SOAR program specifically designed for incoming transfer students. Also, the Schools of Business and Economics, Health and Human Performance, and Nursing offer orientation programs to incoming students interested in their programs. French, Latin, and Spanish language and mathematics placement tests also are given at this time. New students are also expected to participate in Spartan Welcome Weekend that takes place just prior to the beginning of classes in the fall.

The University also offers a freshman orientation course, University Studies (UNS 101) each Fall semester. UNS 101 is a graded, one credit hour course, aimed at developing the skills and techniques needed to succeed in college life < www.uncg.edu/adv/uns101>. The course is designed to expose freshmen to essential competencies for academic and personal success, including knowledge of the university environment, self-awareness, and critical thinking and decision-making skills. One section is reserved for international students, and another for transfer students. Enrollment in UNS 101 reached 647 students (2000/2001), the highest enrollment to date.

Satisfaction with the quality and usefulness of the orientation programs at UNCG is quite high. In the 1998 Sophomore Student Survey less than 1% of the students felt that their orientation experience was "poor," and only 12% rated it as "fair." Another 78% rated their experience as "good" or "excellent." (Note that 9% of students had not participated in the SOAR program.) Since the 1998 survey the SOAR program has added a special program for transfer students and an orientation program specifically for parents of incoming students.

Summary by Criteria

(4.2.5, p. 29, ll. 6-7) UNCG conducts a systematic, effective program of undergraduate advising through the Office of Student Academic Services, CASA, and in specific degree programs.

(4.2.5, p. 29, ll. 15-17) UNCG assigns a reasonable number of advisees to faculty and professional staff.

(4.2.5, p. 29, ll. 18-20) UNCG makes available an effective orientation program for all full- and part-time undergraduate students through the Office of Orientation. The professional schools offer orientation programs tailored to the specific offerings of their programs. The University also offers a freshman orientation course, UNS 101.

(4.2.5, p. 29, ll. 20-22) UNCG regularly evaluates orientation and advising programs through a variety of mechanisms including student surveys, annual review of Student Academic Services, and departmental evaluations. The results of these evaluations are used to enhance assistance to students.

8. Undergraduate Programs: Examination of Strengths, Weaknesses, Opportunities, and Threats

Strengths

- Freshman enrollment has increased dramatically since 1996.
- UNCG has not simply admitted more students; the institution also is admitting better students.
- UNCG offers students who are on academic probation or who need tutorial assistance a course, SAS 100: Strategies for Academic Success, as well as services provided by the Student Success Center. (See Proposal 59)
- UNCG has successfully attracted a diverse undergraduate student mix including out-of-state students, non-traditional students (age 25 and older), minorities, and international students. (See Proposal 60)
- Communication Across the Curriculum, a program based on strong writing and speaking requirements in the general education program and all undergraduate majors, is designated to become a signature program at UNCG.
- The Master Advisor Program offers an opportunity for UNCG to provide its faculty with skills needed to offer outstanding student advising. (See Proposal 26)
- 2 Plus articulation agreements between UNCG departments and North Carolina Community Colleges provide an effectively monitored system to accommodate transfer students who have earned technical degrees.
- Many of the University's programs and departments are recognized as leaders in their respective fields, including UNCG's Teacher Education program, which was ranked No. 1 in the state in a report released by the NC Board of Education in December 2000. The Broadcasting and Cinema Department was named one of the "Top US Film Schools" by *American Cinematographer* magazine in May 2000.
- UNCG is a leader in North Carolina in the varied international opportunities and travel support provided for students and faculty through the International Programs Center.
- UNCG has a strong academic partnership with secondary schools through its Fast Forward Program. Since its inception in 1997, 91% of Fast Forward students have successfully transferred college credit.

- The Office of the Provost provides a special grant program for the advancement of teaching, faculty development, and curricular innovations and promotes other opportunities that support the professional development of faculty (e.g., faculty exchanges).
- The University Teaching and Learning Center (TLC) provides a wide array of programs and services for faculty development in teaching.
- UNCG offers many special academic programs (e.g. Honor's Program, Living and Learning Communities) that contribute to a learning environment in which scholarly and creative achievement is encouraged. (See Proposal 2)

Weaknesses

- In spite of efforts such as special programs for freshmen and new advising programs, retention of students to graduation continues to be a significant problem at UNCG. (See Proposal 59)
- Student survey results on attainment in the two general education areas of mathematics and global perspectives suggest that goals are not being met to the extent desired. (See Proposal 3)
- Instead of the Curriculum Advising and Program Planning (CAPP) module of the Banner Student Information System, UNCG continues to use an outdated, pencil-and-paper system of degree audit and graduation clearance that most schools have abandoned. (See Proposal 25)
- In the area of evaluation of teaching, a review suggests that appropriate policies are in place at the university level, but that they may not be fully implemented at the academic unit level. (See Proposal 8)

Opportunities

- New technologies offer opportunities for experiments in pedagogy, but also place increasing demands on faculty to develop expertise in mastering the technology and developing meaningful and effective ways to incorporate new technologies into their teaching strategies.

Threats

- In the short term, the state budget crisis threatens to erode academic quality for an increasing student population. Fall 2001 enrollment was more than 13,500, and that figure is predicted to rise to 17,000 by 2008. Larger classes will become a necessity. Thus, if not soon resolved, the state budget crisis coupled with rising enrollment threatens UNCG's ability to fulfill its mission.
- The competition for well-prepared students within North Carolina in both the public and private sector will continue to present a challenge. UNCG continues to review and redesign strategies to employ as it seeks to serve the current traditional market and move toward serving additional markets locally and regionally. (See Proposals 1, 53, 54, 55, 56, 57, and 58)

9. Initiation, Operation, and Expansion of Graduate Programs (4.3.1)

UNCG offers a diverse array of graduate programs. Graduate students may choose from over 59 master's degree programs and 14 doctoral programs, as well as specialist degree programs and certificates in specialized areas. Programs range from research-oriented to professional programs, representing areas of study that have national standing and regional prominence.

Development of New Programs

Steps for proposing, developing, and offering new programs are clearly specified in the *2001-2002 UNCG Curriculum Guide* (pp. 13-14). A department proposes a new program to the Dean, who seeks approval of the Provost, the Dean of the Graduate School, and the Deans Council to include development of the program in the University's strategic plan. The first step is preparation of either a "Notification of Intent to Plan a New Baccalaureate, Master's or CAS" (specialist level) or "Request for Authorization to Plan a New Doctoral or First Professional Degree Program." Guidelines for approval of new programs by the Board of Governors are included in Administrative Memorandum 406 from the UNC Office of the President (OP). The longer document for doctoral programs requires a description of the proposed program as well as information about its relevance to the mission of the University, expected demand, and similar programs in the state. Either the "notification" or the "request" must be approved by the department and unit curriculum committees, the dean, and the Chancellor. The Office of the Provost then submits them to the OP. In the case of master's and specialist degree programs, the Graduate Studies Committee is not consulted; however, in the case of a doctoral program, GSU approval is required. Doctoral programs must receive authorization to plan from the OP before proceeding. Whatever the level of the program, the department next prepares the "Request for Authorization to Establish" document, which again must be approved by the department and unit curriculum committees, the dean, Graduate Studies Committee, and the Chancellor. For licensure programs, the Teachers Academy also must approve the program, and for doctoral programs the GSC must again provide approval. Once the proposal has received all of the necessary approvals, it is forwarded to the Office of the Provost, which submits the proposal to the OP. The final approval to establish the program comes from the Board of Governors. Copies of official documents related to establishment of new academic programs, with original signatures, are kept on file in the Graduate School and the Provost's Office.

Graduate vs. Undergraduate Curriculum and Resources

In proposing new graduate programs, academic departments must document curricula and resources beyond the existing undergraduate programs (see Administrative Memorandum 406 from the UNC-OP). A summary of general requirements for master's and doctoral degrees is published in *The Graduate School Bulletin 2001-2002* (pp. 16-23). Requirements for specific graduate programs also are articulated in the *Bulletin*. These requirements are significantly more challenging than those for undergraduate degrees and include expectations for required and elective coursework and a capstone experience (e.g., thesis, dissertation, portfolio of creative work, an artistic production, comprehensive or oral exams, etc). All students seeking graduate degrees are required to consult with departmental faculty in developing a written plan of study that is filed in The Graduate School and used for a final audit to confirm that students satisfy published departmental requirements for the degree sought. (See *The Graduate School Bulletin 2001-2002*, pp. 17 and 20-21). The College and professional schools provide curricula and resources substantially beyond those of undergraduate programs.

Nature of Graduate Study and Resources

The Graduate School Bulletin contains a description of the research, scholarly activity, and/or advanced professional training required for specific graduate studies. Responses to the Graduate

Degree Program Report provided additional information about departmental expectations for students seeking graduate degrees in those departments that are research oriented. Such work may take the form of more advanced required courses, papers that require a synthesis and critique of current literature, independent projects that demonstrate application of advanced skills, preparation of manuscripts for publication, etc. In nonresearch-oriented programs, students receive instruction and experience to learn the accepted professional practices. This training is provided through a variety of experiences, including coursework and assigned papers as well as supervised clinical practica, artistic performances, portfolios, etc. The Graduate Studies Committee approves all graduate curricula when they are established, ensuring that the level of scholarship required is appropriate for the degree.

The Dean of the Graduate School meets annually with deans of each academic unit to discuss graduate programs in each unit. The Graduate School sponsors fellowships, scholarship awards, and assistantships in support of graduate students, and allocates the available tuition waivers. In some departments, additional support for graduate students is available through external sources, such as grant funding.

Various sources provide documentation that financial support for graduate students at UNCG is quite low. UNCG participated in the National Survey of Graduate Assistant Stipends, Graduate Fellowships, and Postdoctoral Fellowships 1999-2000 (Office of the Dean of Graduate Studies, University of Nebraska – Lincoln), a survey regarding a variety of topics related to graduate student support. Results indicated that – overall and by department – UNCG consistently ranked extremely low in stipend levels.

The same survey assessed whether universities fund health benefits for students with graduate assistantships. Results indicated that 55 out of 90 institutions, including UNCG, did not offer this benefit. UNCG did make this benefit available to doctoral students holding teaching assistantships during the 2001-2002 academic year (Minutes of the UNCG Graduate Studies Committee, January 30, 2002, Report of Student Affairs Subcommittee). The benefit currently is not available to other full-time or part-time graduate students with assistantships.

The concern that UNCG have financial packages that are competitive to attract and retain well-qualified applicants has been a strong and recurrent theme of graduate faculty at UNCG. In a 1998 survey of UNCG faculty, the UNCG Budget Committee found that the top ranked item in terms of spending priorities was “increased support for graduate students (e.g., tuition waivers and assistantships)” <<http://shadow.uncg.edu/facsen/pdf/files/fsbudgetsurvey.pdf>>. Although the University has received some additional waivers since this survey was conducted, concern regarding assistantship stipends and other financial support remains quite high (Report of UNCG Graduate Faculty Meeting Roundtable, March 5, 2002).

Faculty and Resources for Graduate Study

When developing the “Request for Authorization to Establish” document for a new graduate program, the proposing department must demonstrate that its faculty, library resources, and other facilities are adequate to support the program. A detailed analysis is completed by departments to ensure that such adequacy exists. Copies of all approved “Plan to Establish” documents are located in The Graduate School and the Provost’s Office.

The Library’s facilities and holdings, the University’s instructional and research computing services, and services in statistical consultation, student health, and career planning are all described in

The Graduate School Bulletin. Other opportunities on campus for residence, recreation, concerts and lectures, theatre performances, and art exhibitions also are described. Responses to the Academic Department Report and the Spring 2001 Graduate Student Experience Questionnaire indicated that faculty and students perceive these campus facilities and services to be adequate.

The curriculum vitae of faculty members, as well as annual reports (all filed in departmental offices), document their preparation for faculty roles and contributions to their disciplines through teaching, research and other scholarly activities, as well as professional service. The *Policy Governing Appointment to the Graduate Faculty* designates three categories of membership: Member, Associate Member, and Adjunct Member. Except for Adjunct Members, all others must hold tenure-track appointments as faculty members. Criteria that must be met are outlined in the policy. University criteria for promotion and tenure clarify minimum expectations for obtaining each rank, and the University post-tenure review process validates continued productivity. The University policies and procedures related to faculty appointment, promotion, and tenure are located in the *Handbook for Faculty* (Section V: Appointment, Promotion, and Tenure) which is available online at <<http://shadow.uncg.edu/pvt/publications/pvt/faculty/index.html>>. Minutes of the February 26, 2001, meeting of the Graduate Studies Committee established a policy that the College/Schools would conduct a regular review for all Members and Associate Members of the Graduate Faculty. For Members, the assessment occurs at the time of post-tenure review; for Associate Members, at the time of tenure review; and for Adjunct Members, at the time of contract renewal.

All but two graduate programs are housed within existing University departments or Schools. Directors of Graduate Study or the Department Chairperson within the units are responsible for providing and disseminating information regarding graduate studies. The Directors are appointed faculty members who report to the departmental chair or unit dean. Master's programs in Gerontology and Genetic Counseling are interdisciplinary programs that are led by faculty directors who report to the Dean of the Graduate School.

Summary by Criteria

(4.3.1, p. 29, ll. 23-25) The administration and faculty are responsible for the development of new academic programs recommended to the UNC Board of Governors.

(4.3.1, p. 29, ll. 25-27) Available data indicate that graduate programs have curricula and resources substantially beyond those provided for an undergraduate program. Although library holdings and campus facilities are considered adequate, financial support for graduate students is of concern and is documented to be quite low.

(4.3.1, p. 29, ll. 27-30) Research, scholarly activity, and/or advanced professional training are included in graduate studies and are supported by resources that are considered adequate.

(4.3.1, p. 29, ll. 30-32; p. 30, ll. 1-2) UNCG has a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization.

(4.3.1, p. 30, ll. 3-12) This criterion does not apply to UNCG.

(4.3.1, p. 30, ll. 12-14) This criterion does not apply to UNCG.

(4.3.1, p. 30, ll. 15-22) Whenever UNCG attempts to expand the number of its graduate programs, it conducts a thorough assessment of needs, market and environmental factors, resource requirements, and financial implications for the institution in accordance with UNC System policies.

(4.3.1, p. 30, ll. 23-25) UNCG's doctoral programs exist in departments with strong educational programs at the master's and/or baccalaureate levels.

(4.3.1, p. 30, ll. 25-26) This criterion does not apply to UNCG.

(4.3.1, p. 30, ll. 28-31) This criterion does not apply to UNCG.

10. Graduate Admissions (4.3.2)

Admission Criteria, Publication and Process

Admission criteria for all graduate programs at UNCG are well defined and published in *The Graduate School Bulletin 2001-2002*, on the Graduate School Web site <www.uncg.edu/grs/bulletin/admissions.html>, as well as departmental Web sites (e.g., <www.uncg.edu/bae/isom>). The admission criteria include both quantitative and qualitative requirements. Quantitative criteria include an earned bachelor's degree, a B average or better in an undergraduate major or prerequisite courses, and minimum scores on standardized tests such as the GRE or GMAT. Qualitative criteria include letters of recommendation, performance during interviews, auditions, personal essays, undergraduate research experience, and review of resumes. Some departments have no additional requirements beyond those required by the Graduate School, whereas other programs have additional requirements such as interviews (e.g., Clinical Psychology, Counseling), auditions (e.g., Music), portfolios of past work (e.g., Art), and audiotape recordings.

The admission process includes the submission of a completed Graduate School application, transcripts of all undergraduate work and graduate work (if applicable), three letters of recommendation, and official test scores, sent directly to the Graduate School. All other documents, such as portfolios, resumes, and personal essays, are sent directly to the academic departments.

Transfer Credit

The policy for transfer credit is found in *The Graduate School Bulletin 2001-2002* (pp. 18-19 and 21-22). Distinctions are made for (1) master's and specialists, (2) doctoral, and (3) the Ed.D. program in Educational Leadership as to the number of hours that can be transferred and time limitations. The request to transfer credit must be approved by the student's major department and by the Dean of the Graduate School. For master's and certificate programs, transfer credits cannot exceed one-third of the minimum number of hours required by the student's program. The credit must come from an accredited institution, the course must have been taken within the last five years, and the student should have earned a grade of B or better. For doctoral programs, the transfer credit cannot

exceed 18 semester hours, and the time limits are the same as for the master's and certificate programs. No credit is given for experiential learning. The Graduate School approves transfer credits only after approval from the academic unit. In addition, academic departments publish the specific criteria and guidelines for accepting graduate transfer credit from other institutions. These include the number of hours accepted, the conditions for acceptance, the process required, and the individual(s) making the decision.

Distinctions in Admission Criteria for Graduate Degrees

Whereas admission to all graduate programs at UNCG requires an earned bachelor's degree, acceptable performance in an undergraduate major and minimum scores on standardized tests, differences exist in the admission criteria for master's, specialist, doctoral, and certificate programs. A typical distinction is that admission to some doctoral and specialist's programs requires an earned master's degree. Rarely is a student with a bachelor's degree admitted directly into a doctoral program. Also, some departments require the submission of test scores in subject areas for standardized tests (e.g., GRE subject test scores) for doctoral admission, whereas no such requirement exists for master's admissions; these scores are used to help determine capacity for completing the degree. Departments also assess whether a student is ready for doctoral work through examination of qualitative indicators, such as writing samples, past research papers, relevant work experience, and a "fit" between the research interests of the student and departmental faculty. For example, for admission to the Ph.D. program in teacher education, the statement of purpose submitted by an applicant is used by the admissions committee to assess "goodness of fit" between the student and the program. In Educational Leadership, letters of recommendation from past professors are used as predictors of capacity, effort, and commitment. For the Ed.D. in Exercise and Sport Science, prospective students are required to have three-to-five years of relevant experience, such as college teaching or other administrative experience; this requirement is based in the practical nature of this doctoral degree.

Provisional Admission

The conditions for provisional admission are published in *The Graduate School Bulletin*. Not all academic units offer provisional admission. No doctoral program offers provisional or conditional admission, although this option is offered in about 60% of master's and certificate programs. In units that do offer provisional admission, criteria are clearly established. These include the conditions under which provisional admission may be granted, how long a student remains in that situation, and requirements for removal of provisional admission. Typical situations that might lead to provisional admission include a bachelor's degree from an unaccredited institution, an undergraduate GPA slightly less than 3.0, weak test scores (GRE or GMAT), and lack of one or two undergraduate prerequisites for the graduate program (*The Graduate School Bulletin 2001-2002*, p. 10). A typical provisional condition might be the successful completion of 12 hours of graduate work with grades of B or better following the provisional admission. The Associate Dean of the Graduate School asks program directors to review the progress of any provisional admission students each semester and to remove those provisions if warranted.

Review of Admission Procedures and Policies

Different academic departments have different procedures for evaluating and assessing their admission procedures. The setting and review of admission criteria is usually done through a graduate programs committee of the academic department made up of the director of the graduate program and the faculty in the department. Although most departments have annual reviews of the admission criteria and policies, other departments have an ongoing review of their procedures and policies or conduct the review on an as-needed basis.

Summary by Criteria

(4.3.2, p. 30, ll. 32-35) All graduate programs offered at UNCG have clearly defined qualitative and quantitative criteria for admission published in *The Graduate School Bulletin 2001-2002*. For some programs, there are no criteria except those set by the Graduate School for all programs. Most programs have set additional requirements, however, including interviews, auditions, submission of portfolios, personal essays, resumes, and taped recordings.

(4.3.2, p. 30, ll. 35-39; p. 31, l. 1) A baccalaureate degree is required for all graduate admissions at UNCG.

(4.3.2, p. 31, ll. 1-10) The admissions process includes the completion of an application, the submission of all official transcripts of credit earned from all institutions of higher education previously attended, test scores, and three letters of recommendation. Some programs may require an interview and/or the submission of a personal essay and a resume.

(4.3.2, p. 31, ll. 10-11) Admission criteria are published in *The Graduate School Bulletin* and are also available online.

(4.3.2, p. 31, ll. 12-24) The Graduate School spells out clearly the conditions under which UNCG accepts transfer credit. Clear distinctions exist between transfer credits for master's and doctoral programs. The complete documentation is in *The Graduate School Bulletin*.

(4.3.2, p. 31, ll. 25-36) UNCG does not accept graduate transfer credit for experiential learning that occurs prior to enrollment in a graduate program.

(4.3.2, p. 31, ll. 36-41; p. 32, ll. 1-13) In view of the previous criterion, this criterion does not apply to UNCG.

(4.3.2, p. 32, ll. 14-15) Admission criteria to graduate programs are established by academic units, and distinctions exist between admission criteria for master's, doctoral, specialists, and certificate programs.

(4.3.2, p. 32, ll. 15-18) UNCG publishes its policy on "provisional" admission and the process for removing provisional admission is in both the printed and online versions of *The Graduate School Bulletin*. After completing 15 graduate hours, all special conditions must be removed and full

graduate standing is achieved.

(4.3.2, p. 32, ll. 19-21) Different academic departments have different procedures for evaluating and assessing their admission procedures. The setting and review of admission criteria usually is done through a graduate programs committee of the academic unit that consists of the director of the graduate program and faculty in the department. Most departments have annual reviews of the admission criteria.

(4.3.2, p. 32, ll. 21-23) Admission criteria to all graduate programs are published in *The Graduate School Bulletin*. Program specific criteria are also published in *The Graduate School Bulletin* and on the Web sites of academic units.

(4.3.2, p. 32, l. 24) Departments review admission requirements on an ongoing or as-needed basis.

11. Graduate Completion Requirements (4.3.3)

Policies Governing Completion Requirements

UNCG publishes general completion requirements for graduate degrees under the section on Academic Regulations in *The Graduate School Bulletin 2001-2002* (pp. 13-23). The master's curriculum, including thesis, must be completed within five academic years. If study extends beyond three years, the student assumes risks of meeting new requirements (p. 17). The time limit for the doctorate is seven years from the date of first enrollment, and any post-master's credit applied to the program must be no more than seven years old when the degree is completed. However, students admitted to a doctoral program directly upon completion of the baccalaureate have 10 years to complete the doctorate. The *Bulletin* also notes that, by mandate of the North Carolina Legislature, the Ed.D. in educational leadership has a time limit of five academic years for completion (p. 21). Requirements governing residency are found in the "academic regulations" section of the *Bulletin*.

The development or revisions of general graduation completion requirements is the responsibility of the Graduate Studies Committee (GSC). Any vote on new policies and requirements must wait at least one meeting from their introductions so that the departments and programs have sufficient time for review and to voice concerns through their elected representatives to the Graduate Studies Committee.

To ensure that doctoral candidates have the experience of intensive study as well as intellectual and professional development within a community of scholars, UNCG requires a minimum of two consecutive full-time semesters of residence after admission to the graduate program (See *The Graduate School Bulletin 2001-2002*, p. 21). The *Bulletin* publishes overview statements regarding thesis (p. 18) and dissertation requirements (p. 22) for applicable programs. Students can find detailed requirements for theses and dissertations in the *Guide for Preparation of Theses and Dissertations* <www.uncg.edu/grs/thesis_and_dissertation_guide.html>, published by the Graduate School and offered to students at no cost. The minimum number of credit hours required for degrees varies by program, but information regarding credit hour requirements is listed in the *Bulletin* under the specific graduate program. The minimum acceptable grade point average for graduate students is

3.0. The standards for satisfactory academic progress and the level of academic progress at which the student should apply for candidacy are noted in the *Bulletin* under “Academic Regulations” (see pp. 14-15). The types of qualifying and exit examinations the candidate must pass vary by program and are detailed in the *Bulletin* under the specific program listing. *The Graduate School Bulletin* is available to incoming graduate students in print and online at <<http://www.uncg.edu/grs/bulletin.html>>.

Credit Courses in Degree and Certificate Programs

Except for three courses, all 500, 600, and 700 level courses apply to some graduate program in the University. The exceptions are STA 667, Statistical Consulting, which is used to grant access to the services of the Statistical Consulting Center; and MUS 525, Overview of Tonal Harmony and Form, and MUS 526, Overview of Western Music History. The two music courses are provided as a service to graduate students with weak preparation in these areas. The Graduate School offered an experimental course (GRS 711, Academic and Professional Communication) without program credit in Summer/Fall 2001; this is now an MBA course. This course may not apply to other graduate programs and is so indicated on graduate transcripts. For all of the above courses, the University Registrar’s Office places a code beside the course on the transcript that makes clear the course does not apply to the student’s program.

Summary by Criteria

(4.3.3, p. 32, ll. 25-27) General completion requirements for graduate degrees at UNCG are determined by the Graduate Studies Committee with opportunity for departmental and program review through elected representatives to the committee.

(4.3.3, p. 32, ll. 28-37) UNCG publishes general completion requirements for graduate degrees under the section on Academic Regulations in the *Graduate School Bulletin*, including policies regarding period of time for degree completion, residency, requirements for thesis, dissertation, or other requirements, the minimum number of credit hours required for the degree, the minimum acceptable grade point average, models for satisfactory academic progress, the level of academic progress at which the student should apply for candidacy, and the types of qualifying and exit examinations the candidate must pass. Requirements unique to a specific program are detailed in the *Bulletin* under the heading of the specific program.

(4.3.3, p. 32, ll. 37-39; p. 33, ll. 1-2) General completion requirements for graduate degrees are published in the *Graduate School Bulletin*, which is made available to new graduate students in print and online at <<http://www.uncg.edu/grs/bulletin.html>>.

(4.3.3, p.33, ll. 2-5) Special requirements for specific programs are also published in the *Graduate School Bulletin*.

(4.3.3, p. 33, ll. 6-11) Three courses do not apply to a graduate degree or certificate program and are so indicated on the graduate transcript. All other courses are acceptable as requirements or electives for relevant programs.

12. Graduate Curriculum (4.3.4)

Complexity and Specialization in the Graduate Curriculum

For those areas in which both undergraduate and master's degrees are awarded, there are substantial differences in the learning goals at each level. In general, undergraduate majors are expected to acquire knowledge of basic principles and theories, with, as the History Department described it, "coverage" of various topics being the primary focus. For professional programs at the master's level, coursework is focused on linking theory and practice via clinical experiences, administrative roles, and supervisory roles. Graduate curricula involve exposure to greater and more in-depth study of the professional literature as well as the more complex concepts of the field, such as historical, cultural, and philosophical foundations. Graduate students deal with more complex and ambiguous problems, develop more advanced skills, establish an area of specialization, and undertake more independent work. They often are required to use research methodology and statistics in a thesis study or create an original artistic work.

Learning goals for doctoral students are further differentiated. Often, this involves more advanced skills in research, with doctoral students conducting theory-based research or research designed to acquire new knowledge or test theory. In Human Development and Family Studies, for example, students participate in research teams orchestrated by individual faculty members. Students' participation includes working on the development of research proposals; they assume first author on research-based articles for which they conceptualize the research problem, analyze the data, and prepare the first draft of a manuscript for publication. Doctoral students also perform at greater levels of independence, including developing and working on their own research questions. They acquire greater depth in an area of specialization. Doctoral students also develop skills relevant to writing for publication, teaching in an academic setting, consultation, evaluation, and/or policy analysis and development. In short, they prepare to be critical thinkers and writers, and independent researchers, practitioners, and evaluators.

For any new graduate program and for any new or revised courses, the Graduate Studies Committee (GSC) reviews proposals to confirm that expectations are appropriate for graduate level students and that the appropriate level of scholarship is required.

Undergraduate vs. Graduate Instruction

At UNCG, graduate level courses are those numbered at the 500-level and above, with courses numbered 600-749 open only to graduate students, and courses numbered 750-799 open only to students admitted to doctoral programs. Both advanced undergraduates and graduate students may enroll in 500-level courses at UNCG. All 500-level course syllabi must have differentiated course requirements and expectations, which indicate that graduate students in a course are required to demonstrate a higher level of conceptualization, analysis, and specialization.

Combined Instruction of Undergraduate and Graduate Students

Between Spring 2001 and Spring 2002, all academic departments were requested to submit a copy of all 500-level course syllabi to the Graduate School, and to send a copy to their academic dean (memo from Graduate Dean, October 4, 2000). These syllabi were reviewed by the curriculum subcommittee of the Graduate Studies Committee for differentiated course requirements and

performance expectations. The Graduate School does not plan to collect syllabi after Spring 2002, and an alternate system is needed for appropriate review in each academic unit. Five of seven units have reported that they have a procedure in place relative to 500-level course syllabi, including review by department heads/chairs, an assistant dean, or unit curriculum committee. In addition, some departments with deficiencies in this area are in the process of addressing this issue.

Developing Intellectual Maturity of Graduate Students

The intellectual maturity of graduate students is addressed in several ways. First, in terms of specific curriculum offerings, graduate degree programs consistently emphasize the development of critical thinking and analysis skills. Many programs use a review process in which graduate students are required to explain, justify, and evaluate their own work; this takes place, as appropriate to the field, through faculty-student interactions (e.g., tutorials), peer feedback and discussion (e.g., group supervision sessions), and self-assessment procedures. Other programs have processes by which graduate students are asked to conceptualize and reconceptualize, to question and reconsider both the ideas of others (e.g., theorists, researchers, artists) and their own. Development and evaluation of intellectual maturity is accomplished through a variety of instructional methods, including case studies and case analysis, simulation studies, competency portfolios, comprehensive exams, research projects, presentations, written critical reviews, and reflection papers.

Similarly, a variety of methods are used to engage graduate students in research, scholarship, creative activities, and advanced professional training. Practitioner programs require closely supervised, field-based practica and/or internship experiences; these often are extended in time (e.g., 6 months, 600 hours on-site). Others involve students in the activities of departmental on-campus clinics (e.g., mental health, low-income taxpayers), centers (e.g., educational evaluation projects), or artistic endeavors (e.g., acting roles in theatre productions). In more research-oriented programs, graduate students are involved with faculty in the following ways: conducting research, including coauthoring manuscripts; attending “journal clubs” and regularly scheduled research forums; taking courses in research technology or research methodology, critical theory, or literary criticism; and conducting their own original research for the thesis or dissertation requirement. Most programs also encourage graduate students to attend and make presentations at professional meetings; a few are able to provide financial support for this, and support also is available from the UNCG Graduate Student Association. Recent graduate student accomplishments related to this criterion are reported in departmental annual reports (available primarily in department offices) and on some departmental Web sites (e.g., <www.uncg.edu/eng>; <www.uncg.edu/ced>).

Graduates of the University report that these curricular experiences are effective. In response to the Spring 2001 Graduate Student Experience Questionnaire, 85% of graduate student respondents rated their academic experience at UNCG as either “good” or “excellent.” Almost all respondents (93%) reported “some” to “very much” progress in developing their research knowledge and skills during their graduate program.

Published Descriptions of Curricular Offerings

For the vast majority of programs, curricular offerings are accurately described in *The Graduate School Bulletin*, and all requirements listed in the *Bulletin* are enforced. The discrepancies identified between offerings and the *Bulletin* were minor, involving courses listed but no longer taught

because of faculty shortages or departure from the University, or referring to newly approved courses not yet added to the *Bulletin*. These discrepancies are being addressed.

Curricula within the University Context

Departmental mission statements and graduate program learning goals reflect a commitment to teaching, research, and service, which also are central to the University mission. In general, graduate programs reported mission statements that included a commitment to prepare highly skilled, well-educated persons who would be highly regarded by their employers and/or use their knowledge and skills to contribute to the quality of life in the Triad area (and beyond). Departmental missions also included leadership roles for faculty, such as making contributions to their professional fields and/or to the well-being of society through their teaching, scholarship, and service.

All graduate curricular offerings are directly related to departmental and University purposes and goals. Examples include curricula focused on developing (a) conceptual and perceptual skills through study of theory and principles of a field, as well as development of critical judgment and reasoning skills; (b) technical skills (e.g., art techniques, computer work, use of lab equipment) and other professional methods through which knowledge and theory are applied (e.g., “best practices” in teaching); (c) research skills; (d) communication skills and strategies (e.g., writing for publication, verbal and visual skills); (e) professional behaviors (e.g., ethical conduct, modeling); (f) leadership, collaboration and teamwork skills; and (g) skills in self-assessment, self-awareness, and professional development. Through acquisition of these skills, students are highly prepared to take on productive, contributing, and leadership roles appropriate to their professional area.

Before the University receives authority to establish any new graduate program, there is a systematic, multi-level process that addresses the appropriateness of the degree to the University mission, as well as financial and institutional resources (*Curriculum Guide*, pp. 12-14; UNC Office of the President, “Administrative Memorandum 406”). A “Request for Authorization to Plan” document, containing the relevant information specified in this criteria, is the first step of this process. This document is reviewed internally by the UNCG Graduate Studies Committee and the appropriate academic dean, Provost, and Chancellor, and externally by the UNC Graduate Council of Deans. External reviewers are utilized to ensure quality and currency. Final approval is by the Board of Governors. The subsequent “Request for Authorization to Establish” document is reviewed by the same groups and also approved by the Board of Governors. This document includes a detailed overview of the proposed curriculum for a new graduate program, in addition to relevance and resource issues.

Curricula also are reviewed at the unit level. All units have formal procedures for review of program and/or new course proposals, as well as curricula review and evaluation. These procedures can be found in online documents or in the appropriate Dean’s office:

- College of Arts and Sciences – <www.uncg.edu/aas/iog.html>
- School of Business and Economics – <www.uncg.edu/bae/PDF/InstrumentPDF>
- School of Education – <www.uncg.edu/soe/documents/policy_manual/>
- School of Human Environmental Sciences – HES Faculty Handbook; Instrument of Governance, Article V; Committees; HES Curriculum Committee
- School of Health and Human Performance – <www.uncg.edu/hhp/sacs/HHPCC.html>
- School of Music – <www.uncg.edu/mus/faculty/handbook/governance.html>

- School of Nursing – *School of Nursing Faculty Manual 2001*

Typically, this process involves review of course proposals at both the departmental and unit levels.

At the University level, the course approval process involves consultation with other departments on campus with related programs (i.e., to avoid duplication); for school licensure fields, review by the curriculum committee of the Teachers Academy also is required. Once required approval signatures at all of these levels are obtained, a course proposal is forwarded to the UNCG Graduate Studies Committee (GSC), where it is reviewed formally by both the curriculum subcommittee and the full membership of the Graduate Studies Committee. Finally, all new programs require the approval of the Board of Governors of the University of North Carolina, upon recommendation of the Office of the President (*Curriculum Guide*, pp. 12-13).

Established graduate curricula also are reviewed on a regular basis. At the University level there are systematic departmental reviews, conducted on a five- to seven-year cycle. These include review of the full graduate curricula in a department. The departmental review reports and comments by external reviewers are reported to the Dean and Provost, resulting in a “memorandum of agreement” between the Dean and departmental chair. The “memorandum of agreement” includes goals for the next five years. A number of graduate programs also are reviewed systematically through professional accreditation activities (e.g., self-study, onsite visit by external accreditation team).

The biennial Long-Range Planning review, conducted by the UNC-OP, seeks to identify academic degree programs at each system campus that are “of low productivity or low priority or are unnecessarily redundant.” Minimum program productivity is defined by a formula that sets minimum degrees granted in the past two years per degree level, adjusted to reflect a positive trend in enrollments or degrees at the end of the period. Each institution is required to conduct a review of each program so identified to determine whether to request that it be eliminated or to justify its continuation. These reviews must address several issues, including centrality to mission, indicators of the program quality, data on faculty, facilities, and costs, projections of student and employer demand, consideration of positive or negative impact on other programs, and steps that will be taken to strengthen the program. The most recent Long-Range Planning document, which was submitted by UNCG in May 2001, provided justification reports for seven master’s programs, one specialist’s program, and one doctoral program. The UNC Board of Governors accepted the UNCG proposals and the plans for strengthening the programs, noting that a few would be examined again at the next biennial review.

Curricula review and evaluation at the departmental or program level is more varied, both in type and frequency. In the assessment of student performance according to program learning goals, all departments use multiple (four or more) direct assessment measures. The most commonly used direct measures are comprehensive exam (54% of departments), thesis/major product (49% of departments), licensure, certification, and national exams (46% of departments, although multiple responses were possible here), capstone courses (41% of departments), performance assessments (41% of departments), and “other” (51% of departments). Indirect assessment measures used by at least 50% of the departments included: student course evaluations, curriculum/syllabus analysis, job placement data, internship evaluation, and overall performance in graduate school.

Uses of student performance assessment data vary. Typically, the compiled data are reviewed and discussed at a departmental faculty meeting or annual departmental retreat, or by a

subcommittee of the department (e.g., department evaluation committee, graduate program committee). In a few programs, results also are discussed at advisory board or alumni group meetings. These reviews of student performance assessment data have led to making curricular changes within a course, adding or deleting courses, or (in a few cases) making comprehensive program changes. Documentation of such changes is available in minutes of the various meetings, departmental annual reports, accreditation self-studies, and annual reports of faculty members; these documents are available primarily in departmental offices. The Academic Affairs Annual Report summarizes some improvements under Strategic Direction 1.3.1.

Establishment, Review, and Evaluation of the Curriculum

The process of establishing, reviewing, and administering the graduate curriculum is carried out by the faculty and administration of UNCG. Details of the institution-wide process used to coordinate programmatic and curricular changes are found in the *Curriculum Guide* <<http://shadow.uncg.edu/pvt/publications/academic/curriculum.html>>. Graduate faculty propose new courses or concentrations through the department's curriculum committee. Proposals at the department level are forwarded to the unit's curriculum committee for approval and then to the Graduate Studies Committee, which is composed of graduate faculty members representative of graduate programs at UNCG and administrators in the Graduate School. In addition, copies of formal graduate program reviews go to the appropriate academic dean, the Dean of the Graduate School, and to the Provost.

Similar policies related to establishing and evaluating distance education curricula and programs are found in "Administrative memorandum 407" <www.northcarolina.edu/aa/reports/mem407/doc_index.cfm>; this document addresses possible duplication of programs and consortium or inter-institutional offerings.

Differential Courses of Study

In all departments which offer a doctoral degree and another graduate degree (i.e., master's degree, specialist's degree, certificate program), the learning goals for the doctoral degree are substantially different from the learning goals of the other graduate degree programs. The distinct differences among the learning goals have been summarized earlier in this section (4.3.4). The differences also are described under program descriptions in *The Graduate School Bulletin* and are reflected in each student's plan of study, which is audited by the Graduate School when a student applies for graduation.

One-Year Minimum Enrollment Period

All master's and specialist degree programs at UNCG require at least one year or the equivalent of full-time study to complete their requirements, according to the Graduate School's regulations. The Graduate School reviews all applications for graduation and audits students' transcripts to certify that students comply with this regulation. In addition, to avoid any possible violations, students are required to submit a Plan of Study to the Graduate School before they complete 50% of the program's credit hour requirements and again at the beginning of the semester in which they apply for graduation.

Research

The Graduate School Bulletin contains clear descriptions of the requirements for research-oriented programs. Thirty-seven master's and specialist programs are research oriented. These programs provide "an understanding of research and the manner in which research is conducted" in a variety of ways. Some programs require a set of core courses that acquaint students with the scope and methods of research in the discipline (see 4.3.4). Of these courses, many are exclusively devoted to familiarizing students with the discipline's research standards, design, methods, and practices. In addition, almost all programs require students to undertake one or more individual (sometimes group) research projects under faculty supervision to use and apply research tools, whether in a formal thesis requirement, research project, or a core or capstone course.

On the Graduate Student Experience Questionnaire query about their progress in developing research knowledge and skills, 34% of the graduates replied "very much," 34% said "quite a bit," 25% said "some," and only 8% reported "very little."

Subject Matter Knowledge

The curricula of graduate programs cover their disciplines' subject matters, literatures, theories, and methods. Departments make a range of efforts to ensure this coverage in core coursework and in various integrative requirements, such as a thesis, research project, and literature review.

In the Faculty Survey almost all respondents agreed that their "department provides an understanding of the subject matter, literature, theory and methodology of the discipline," with responses of "very well" (57%) or "well" (36%). Responses to the Graduate Student Experience Questionnaire provide additional support. When asked about their progress in developing a knowledge base in the discipline, a majority (52%) replied with "very much," and 33% responded with "quite a bit." Only 2% stated "very little."

Faculty Association and Evaluation of Student Capabilities

Master's and specialist programs maintain a variety of methods to encourage frequent faculty and student interactions that allow for accurate judgments of the capabilities of individual students. Most programs offer small class sizes (25 or fewer students), with the research-oriented programs in particular often enrolling fewer than 10 students. Smaller enrollments in seminar courses allow more focused and more frequent interactions among students and between faculty and students. In programs that require a thesis or research paper, students' advisors and advisory committees have ample opportunity to evaluate their work through the various steps to the final product. Many research-oriented programs provide graduate students with research assistantships that allow even more frequent associations. In programs that do not require a thesis, each student has substantial interaction with a faculty member through a formal mentoring or advising process, or in the creation and evaluation of their portfolios or projects. Professional programs especially may require a practicum, clinic, or internship experience that involves faculty outside the classroom in more individual interactions, including advising, coaching, performance appraisals, and clinical or field observations.

UNCG faculty strongly believe that they have enough interaction with graduate students to evaluate their performance, according to a question on the Faculty Survey: "In offering a master's or

specialist degree, my department provides a working relationship with the faculty sufficient to permit evaluation of the student's abilities." A large majority (66%) responded "very well," and 30% replied "well."

Demonstration of Candidate's Knowledge and Skills

A variety of assessment procedures is used by departments to certify that students have attained the expected level of understanding of research methods, subject matter knowledge, literature, theory, and competency in their chosen disciplines. Rigorous and relevant course assignments and grades offer the first way students demonstrate their understanding and skills and for faculty to evaluate their performance. However, all departments go beyond their courses to identify additional, more integrative methods required for successful completion of the degree. The Graduate School requires some form of final capstone (or exit) experience for all UNCG master's and specialist students before graduation. The capstone for master's degrees may take one of several forms, according to *The Graduate School Bulletin*: "They may include some combination of (a) comprehensive written or oral examination, (b) thesis or research paper, (c) portfolio of creative work, and/or (d) integrative set of course work or internship experience" (p. 16). Although the numbers and types of assessment vary by department and discipline, those programs that are more research-oriented almost exclusively use only the first two tools listed. Professional degree programs are less likely to require the thesis or research paper and are more likely to require one or more of the other capstone options. Some programs allow students to choose among two or three options to complete this requirement. In any case, the Graduate School audits each student's transcript prior to graduation to ensure that the capstone requirement has been fulfilled.

How effective these and other assessment tools are in ensuring that graduate students have mastered the discipline's subject matter is suggested in the positive responses to a question in the Faculty Survey. In answering this question, "In offering a master's or specialist's degree, a way of assessing the knowledge and skills the candidates have acquired is provided," the majority (53%) of respondents replied "very well," whereas 38% gave "well," and only 3% said "poorly."

Professional Programs and Professional Practices

Professional programs are designed and delivered to prepare graduate students with a set of knowledge and skills for a particular career. Many of these programs have developed their curricula to be in compliance with national (and sometimes state) accreditation standards and are accredited by the appropriate accreditation organization (e.g., social work, nursing, counseling, clinical psychology, teacher education). Other programs have recently undergone departmental reviews of their graduate curricula in which explicit attention was paid to whether students were being prepared to meet current expectations in the profession. Many programs encourage or require students to become acquainted with best practices or professional standards in the field or profession through explicit content in core and elective courses. Programs often recruit and hire professionally active faculty to teach in their programs as well as provide advising, networking, and professional practice opportunities. Outside professionals also may be used as guest speakers, to direct master's students' performance activities, and/or supervise internships and practica. Several graduate programs have advisory boards or committees whose main function is to advise the faculty about how to keep abreast of the profession's standards, needs, and demands. Most of these programs require at least one (usually more)

professional experience of some type, whether in a required capstone or not, from the following: a field-based research project, clinical practice, internship, artistic performance, practicum, service learning, or group project. The goals of these opportunities are to acquaint students with current issues, integrate and apply academic knowledge to particular settings or cases, and provide professional models of acceptable professional practice. Two programs mentioned that they encourage students to join professional associations, attend their conferences, and adhere to their professional practice standards.

In the Graduate Student Experience Questionnaire, graduates were asked about their progress in developing competencies for their career. A majority of respondents (51%) selected “very much,” whereas 32% gave “quite a bit,” and only 3% said “very little.”

Program Length and Credit Hour Requirements

Departments establishing new or revised programs determine the appropriate length of the curriculum based on their research about other comparable and reputable programs and/or national or state accreditation standards. The program length and credit hours are then reviewed by the UNCG Graduate Studies Committee, following any required college, school, or department review process. Proposals for new or revised programs are sent to external reviewers for their feedback. Final review and approval is by the UNC Office of the President.

In all graduate programs, credit hour requirements are consistent with current practices in their specialization, as mandated by data on comparable programs at peer institutions and national and/or state accreditation standards. Data are available in self-study and accreditation reports filed in the Provost’s and academic deans’ offices, in the catalogs of other universities available online or in the UNCG library, in published accreditation body standards, and in proposals to establish new or revised programs located in the Graduate School.

Tuition and Fees

The process through which tuition and fees are designated apply to graduate programs as well as undergraduate programs (See Section 4.2.4 for undergraduate programs). Unlike other campuses (e.g., UNC Chapel Hill, ECU) which assess higher rates for certain professional degree programs, all graduate programs at UNCG follow the same tuition and fee schedule.

Doctoral Program Duration and Mastery of the Field

The credit hour and residency requirements for doctoral degree programs are provided in *The Graduate School Bulletin*. Each doctoral program sets its own credit hour and dissertation or performance requirements, with approval of the relevant internal and external review bodies and procedures as explained above. Each student’s compliance is determined by the assigned departmental advisor and the Graduate School staff in reviewing students’ plans of study filed at two points during the program. The minimum residency requirement is two consecutive full-time semesters (minimum of six hours per semester) of graduate work on the UNCG campus after admission to a doctoral program. The two sessions of summer school count as one semester (*The Graduate School Bulletin 2001-2002*, p. 21).

Doctoral program faculty estimate that students take approximately three or four years to complete the degree if admitted with a relevant master’s degree. Students can complete both a

master's and a doctoral degree in the same program in approximately five to seven years. The Graduate School requires that all doctoral requirements must be completed within seven academic years, starting with the first date of enrollment following admission to the doctoral program (*The Graduate School Bulletin 2001-2002*, p. 21). Those who pursue both the master's and the doctoral degrees at UNCG are afforded a 10-year time limit. Additionally, "By mandate of the North Carolina Legislature, the Ed.D. in educational leadership has a time limit of **five** academic years for completion." (*The Graduate School Bulletin 2001-2002*, p. 21, emphasis in the original).

Credit hour and research requirements are set by departments to ensure that the doctoral degree provides substantial mastery of the subject matter, theory, literature, research, and methods of a significant part of the discipline. Faculty strongly believe that their departments provide this coverage quite successfully in practice. Of those who responded to the Faculty Survey, the overwhelming majority (93%) stated that their programs provide substantial mastery "well" or "very well." On the Graduate Student Experience Questionnaire, 64% answered "very much" and 25% responded "quite a bit" to a question about whether they had developed a knowledge base in their discipline. In addition, 83% gave the responses of "very much" or "quite a bit" to another question about how well their programs provided them with knowledge and skills in research.

During their program of study, doctoral students have access to a wide range of campus support facilities (e.g., library, computing center, counseling center), cultural activities (e.g., lectures, performances, exhibits), faculty interactions (in coursework, collaborative research, dissertations), interdisciplinary engagement (courses, funded research projects, colloquia), and peer relationships to promote their intellectual development. Most doctoral students exceed the one-year residential requirement and can maintain these face-to-face contacts quite readily over a three to four year period. Others at a greater geographic distance have increased their access to faculty members and peers through email communication.

During this time, students have many significant interactions with faculty, according to the Faculty Survey. In response to the question as to how well their departments provided these opportunities, 96% of the respondents gave highly positive evaluations in answering either "well" or "very well." Many of these interactions occur in small seminars and classes, whereas others take place over a longer period during the process of forming a committee, preparing the final research or performance, and completing the dissertation, performance, or project. Doctoral students often work closely with faculty members as research or teaching assistants, and many prepare, present, and publish their collaborative research. Formal mentoring assignments, lab meetings, department colloquia, clinical supervisions, and informal lunch meetings establish and enhance these relationships in some programs.

In many of these same settings, students establish peer relationships that promote their intellectual, scholarly, and professional development. Faculty also rated highly these "opportunities for significant interaction among graduate students" in their departments, with 90% of the respondents stating that their departments did this "well" or "very well."

Degree Requirements and Student Competency at the Doctoral Level

Each doctoral program has established the guidelines for candidacy, fulfillment of degree requirements, and student competency at the doctoral level which are published in *The Graduate School Bulletin* and in departmental handbooks. These are carefully designed when a degree is

established and approved through the usual internal and external program review procedures, as outlined in 4.3.4 above. To ensure compliance with all University and program requirements, the Dean of the Graduate School reviews and must approve a submitted plan of study for all students no later than at the completion of 18 credit hours, as well as any changes in the plan or the subject of the dissertation (*The Graduate School Bulletin 2001-2002*, p. 20).

Although UNCG programs have various specific requirements, all doctoral programs require a dissertation and the student must enroll for at least 12 dissertation hours, the minimum set by the Graduate Studies Committee (GSC) and published in the *Bulletin*. A final oral examination also is required, which is administered by the doctoral committee in accordance with departmental and Graduate School (GSC) regulations and is open to other interested members of the University community (*The Graduate School Bulletin 2001-2002*, pp. 22-23). Completed doctoral dissertations must be approved unanimously by the committee and accepted by the Dean of the Graduate School. Doctoral programs have several different approaches to ensuring student progress and competency in their chosen field. In addition to certain requisite coursework as outlined in the plan of study and approved by the student's doctoral advisory committee and the Graduate School, most departments require some form of examination prior to the student being admitted to candidacy. This may be termed a preliminary exam or a comprehensive written and oral exam, typically taken when at least two-thirds of coursework is completed. The exam takes the form of a professional paper, a take-home exam, or a closed-book exam, usually followed by an oral defense before the candidate's committee. Once admitted to candidacy, students must successfully complete and defend their dissertation proposal before their committee (or in some cases, the full faculty), prior to fulfilling the research requirements of the dissertation itself. In this process, students are supervised by their primary advisor as well as other dissertation committee members. However, doctoral students are expected to develop a higher level of original and independent research and analysis than is expected in the master's thesis or project.

Faculty are confident that they have sufficient occasions to provide in-depth evaluations of their doctoral students' skills and performance, a judgment confirmed by responses to a question in the Graduate Student Experience Questionnaire. When asked whether their programs prepared them with competencies for their careers, 51% of doctoral students answered "very much" and 33% responded "quite a bit."

Curricular Content and Current Practices in Doctoral Programs

The curricular content of doctoral programs is the responsibility of each doctoral department and its faculty. Doctoral programs often are designed and established to ensure compliance with national organizations' standards or guidelines. Each program is reviewed periodically, during regularly scheduled departmental reviews required by the University (the schedule for internal departmental reviews can be found in Chapter III: Institutional Effectiveness, Table 3.2.1) and/or through national and state accreditation bodies (e.g., clinical psychology, education). Some departments noted (Graduate Degree Report Form) that beyond these required and systematic reviews, faculty in the programs are highly active professionally and are involved in new research and curricular developments in their fields. This involvement enhances the currency of the programs offered.

Doctoral Program Length, Credit Hours, and Tuition and Fees

Each doctoral program sets its own credit hour and dissertation or performance requirements, with approval of the relevant internal and external review bodies and procedures as explained above. The credit hour and residency requirements for each doctoral degree are provided in the department's summary in *The Graduate School Bulletin*. During departmental reviews and accreditation self-study processes, these requirements are examined and compared to other reputable doctoral programs as benchmarks. Other programs' requirements can be documented at their University Web sites, and credit hour standards for accredited doctoral programs are available online at the national or state Web site.

The tuition and fees schedule for doctoral students is the same as that for all other graduate students at UNCG. The levels are set each year, as explained in Section 4.3.4 above under master's degrees. They are the same as for undergraduates (See Section 4.2.4).

Systematic Evaluations of Curriculum in Graduate Programs

For both doctoral and master's degree programs, departments perform regular and systematic reviews of their curriculum and program requirements typically every five to seven years. In many cases, national or state accreditation standards dictate the timing and methods of these evaluations. These usually involve lengthy self-study reports, site team visits, and follow-up annual reports on the program's curriculum, faculty, and program requirements. In addition, the deans of the College and the Schools may require such reviews. For example, in the College of Arts and Sciences, five-year departmental reviews include both graduate and undergraduate programs. A comprehensive departmental self-study report is written, and an external site visit team meets with the department faculty. Specific direct and indirect methods used to assess the curriculum are reported earlier in Section 4.3.4.

Many of the graduate programs assess the effectiveness of their curricula by a concerted follow-up of graduates, both in terms of tracking their post-graduate professional development (e.g., job placements, awards) and for purposes of ensuring that their curriculum adequately prepares graduates with the knowledge, skills, and tools for their careers (e.g., surveys of graduates and employers). The University has conducted an alumni survey to ascertain alumni satisfaction with the campus experience and their programs of study. Some professional degree programs are required or encouraged to conduct formal surveys of and/or focus groups with graduates as part of their self-study process for an accrediting organization, or these may be part of departmental reviews. Departmental faculty also maintain contact more informally with their graduates through mentoring, professional relationships, research projects, and alumni events.

These reviews and graduate follow-ups have resulted in modifications and improvements in program curricula, from specific courses (as documented in course syllabi) to more general concerns such as students' credit hour requirements (as shown in self-studies, annual reports, minutes of the Graduate Studies Committee, and *The Graduate School Bulletin*).

Integration of Research with Instruction

UNCG faculty and graduate programs are committed to both teaching and research excellence. Although departments and courses may integrate these two elements in varied ways, the faculty believe that overall they are successful in doing so. In the Faculty Survey question, "How well

does your department provide instruction integrated with research?” over 91% of the respondents answered “well” or “very well.”

The extent of the research requirements in graduate curricula has been described (see the sections entitled “Complexity and Specialization in the Graduate Curriculum” and “Research” above). In brief, the core curriculum, capstone requirements, and the doctoral dissertation generally ensure that students are exposed to the research literature, methods, and applications in their disciplines, usually through both classroom instruction and individual interactions with the faculty.

Departments facilitate the integration of research and teaching in many ways, including the following: a set of topics courses or seminars fashioned around faculty research interests, sample research and consulting projects brought in as examples for class discussions, research projects developed jointly between students and faculty, research literature reviews and analyses, and class assignments to research current topics.

Summary by Criteria

(4.3.4, p. 33, ll. 12-14) A substantial difference between undergraduate and graduate instruction is evident in reported learning goals and expectations of students in graduate programs at UNCG.

(4.3.4, p. 33, ll. 14-17) Graduate study at UNCG involves greater complexity as well as specialization in a given area, with particular focus on extending a student’s knowledge and intellectual maturity through development of critical thinking and analysis skills.

(4.3.4, p. 33, ll. 17-19) A variety of instructional methods are used that require graduate students to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills.

(4.3.4, p. 33, ll. 19-23) The graduate curriculum at UNCG affords the depth of education, instruction in and supervised practice of specialized skills, and the creative independence necessary to ensure that students are well-prepared to practice a profession independently and/or make original contributions to a field of scholarship.

(4.3.4, p. 33, ll. 24-26) Combined instruction of graduate and undergraduate students is structured to ensure appropriate attention to both groups. In recent years the Graduate Studies Committee has reviewed the syllabi of all 500-level courses. This process should be replaced with a unit review.

Recommendation # 5: Develop a policy and procedures in each unit for the regular review of syllabi for 500-level courses to ensure that enrolled undergraduate and graduate students are expected to complete distinctly different requirements.

(4.3.4, p. 33, ll. 27-28) Curricular offerings are clearly and accurately described in published materials.

(4.3.4, p. 33, ll. 28-31) Graduate curricula at UNCG are directly related and appropriate to the stated mission, purpose, and goals of the institution and to each degree program, as well as the financial and instructional resources of the institution.

(4.3.4, p. 33, ll. 32-34) There is a clearly defined, multi-level process for establishment of graduate curricula. Graduate programs are reviewed, as part of departmental reviews, on a regular cyclical schedule as well as through a system-wide Long Range Planning Review conducted by the UNC Office of the President. Curriculum review and evaluation, including use of review results in curriculum revision, is somewhat less systematic and somewhat varied, dependent (at least in part) on inherent differences in the nature of graduate programs.

(4.3.4, p. 33, ll. 34-37) The faculty and administration are responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the Board of Governors.

(4.3.4, p. 33, l. 39; p. 34, ll. 1-5) The UNC Board of Governors is responsible for authorizing each degree program, each distance learning activity, and the administrative structure of each campus in the system. The UNC Office of the President maintains a record of the placement of all degree programs in their home departments. If the name of a department or the home of a program is changed by approval of the Chancellor, the UNC Office of the President is advised of the change.

(4.3.4, p. 34, ll. 6-8) UNCG distinguishes between a course of study leading to the master's or specialist degree and a course of study leading to the doctorate.

(4.3.4, p. 34, ll. 9-11) All master's and specialist degree programs at UNCG require at least one year or its equivalent of full-time study to complete their requirements.

(4.3.4, p. 34, ll. 11-13) Research-oriented master's and specialist degrees provide a range of methods to ensure that students have an understanding of research and research methods, including core courses, individual research projects, a formal thesis requirement, or other capstone experiences.

(4.3.4, p. 34, ll. 14-15) Graduate programs have curricula that ensure coverage of their disciplines' subject matters, literatures, theories, and methods. Departments and faculty note a range of efforts to ensure this coverage in core coursework and in various integrative requirements, such as a thesis.

(4.3.4, p. 34, ll. 15-17) Master's and specialist programs use a variety of methods to encourage frequent faculty and student interactions that produce accurate evaluations of individual students' abilities.

(4.3.4, p. 34, ll. 17-19) In addition to specific coursework requirements, all departments with graduate programs have established integrative methods to demonstrate student competency, including a final capstone experience. Research-oriented programs require the thesis or research paper, whereas professional programs more typically require internships, comprehensive exams, or a portfolio.

(4.3.4, p. 34, ll. 19-21) Professional programs provide accepted professional training through compliance with national and/or state accreditation standards and by incorporating professionally

active faculty, guest speakers, supervised professional internships and practica, advisory boards or committees, and/or a required professional experience.

(4.3.1, p. 34, ll. 21-24) Maintaining the currency of graduate curricula is assured by faculty participation in professional organizations, five-year departmental reviews, and, where appropriate, by professional accreditations.

(4.3.4, p. 34, ll. 24-27) Program length and credit hour requirements in UNCG graduate programs are consistent with current practices in various areas of specialization. In many cases, accreditation bodies set course requirements that reflect current practices in the specialization. The General Assembly of the State of North Carolina approves tuition and fee levels that are quite competitive with other state university systems. All graduate programs at UNCG have the same tuition and fee schedule.

(4.3.4, p. 34, ll. 28-33) Faculty in doctoral programs set requirements that include specific credit hours, foreign language ability or other skills, and independent research competency as evidenced by a dissertation or performance which together ensure substantial mastery of the subject matter, theory, literature, research and methodology of the field of study.

(4.3.4, p. 34, ll. 33-41; p. 35, l. 1) The minimum residency requirement is two consecutive full-time semesters after admission to a doctoral program. Most doctoral students complete the degree in approximately three or four years if admitted with a master's degree. During this time, students have many significant interactions with faculty and peers, as well as have access to a wide range of high quality support facilities, including a research library, cultural events, and other occasions for intellectual growth.

(4.3.4, p. 35, ll. 4-8) Each department that substitutes a project for a research dissertation demonstrates in its use of such projects a substantial level of competency appropriate to the doctoral degree.

(4.3.4, p. 35, ll. 8-10) UNCG doctoral programs have established appropriate and regular means to determine doctoral candidacy and fulfillment of degree requirements.

(4.3.4, p. 35, ll. 10-13) Because faculty members are active professionally and involved in new research and curricular developments, they maintain currency in their fields. Doctoral programs are designed and established to ensure compliance with national organizations' standards or guidelines and are reviewed periodically.

(4.3.4, p. 35, ll. 13-15) Each doctoral program's credit hour, program length, and dissertation or performance requirements are set in accordance with relevant internal and external review bodies and are considered comparable to other reputable doctoral programs. Tuition and fees are reasonable and appropriate to a doctoral degree.

(4.3.4, p. 35, ll. 16-17) Departments perform regular and systematic reviews of their graduate curriculum and program requirements for purposes of national or state accreditation, departmental reviews, or program development. Many of the graduate programs assess the effectiveness of their curricula by formal and/or informal follow up of their graduates.

(4.3.4, p. 35, ll. 17-18) UNCG faculty regularly integrate research and instruction in their graduate programs through a variety of methods, including the core curriculum, capstone requirements, and the doctoral dissertation.

13. Graduate Instruction (4.3.5)

Scholarly Interaction and Accessibility

Graduate faculty at UNCG are productive scholars, and the environment encourages interaction and accessibility among faculty and students. Appointment to the Graduate Faculty is separate from regular faculty appointment, and members must be active, productive scholars. Assistant professors typically are appointed as associate members of the Graduate Faculty. Tenure-track faculty may be reviewed and recommended for appointment as full members of the Graduate Faculty by the Dean of the Graduate School (see Section 4.3.1 for details on policies and procedures for appointment to the Graduate Faculty). The Graduate Student Experience Questionnaire, completed by 1,380 graduates, included items assessing accessibility. Over 50% of the respondents indicated they knew three or more faculty “well enough for references,” and 82% rated their interactions with faculty as “excellent” or “good.”

Opportunity to Achieve Program Objectives/Course Goals, Requirements, Content and Evaluation

Course syllabi for many graduate courses at UNCG are available online, with most located at departmental Web site addresses. Syllabi not available online are retained in the academic unit’s office. The Graduate Studies Committee has reviewed syllabi of proposed graduate courses to ascertain that they contain information on course objectives and goals, schedule, content, requirements, and evaluation procedures. Most current syllabi provide this information. Procedures are needed to review all syllabi on a regular basis to ensure that they comply with expectations.

Methods of Instruction

Methods of instruction are appropriate for students at specified levels of graduate study at UNCG, and graduate course syllabi provide information on these methods. Most departments use multiple means of reviewing and evaluating instruction. Peer review of instruction and course materials are used in most departments, and many report committee review, department head review, and faculty discussion of methods. According to the Faculty Survey, 96% of faculty “agree” (most “strongly agree”) that they adapt instructional techniques to the student’s level.

Experimental Methods

Experimentation with methods to improve instruction is supported and evaluated at UNCG. The Teaching and Learning Center (TLC) provides workshops on various methods, multimedia and

technical equipment and support, and consultation with individual faculty or departments. All departments evaluate teaching and instructional methods of all faculty, and experimental methods are evaluated as part of that process. Formal and informal student evaluations and peer reviews are used by nearly all departments. Results of the Faculty Survey revealed that 85% of faculty reported that the department supports efforts to improve graduate instruction “well” or “very well,” and 59% indicated the department evaluates methods “well” or “very well.”

Evaluation of Student Performance - Variety, Concern for Quality

Over 82% of faculty responding to the Faculty Survey “agreed that their department has procedures (other than course exams) to evaluate graduate student performance.” Most departments use multiple methods including peer review, examination of grade distributions, and faculty panels to ensure that the evaluation reflects concern for quality and levels of performance. In addition, 93% of the faculty “agreed that appropriate grades are assigned for different levels of performance.”

UNCG publishes its grading policies and its grading practices are consistent with policy. Grading policies are described in *The Graduate School Bulletin*. Most graduate grades are reported as A, superior; B, good; C, weak but acceptable on a limited basis for graduate credit; F, failure (any level of performance below C); NC, no credit (for audited courses); I, incomplete; W, withdrawal. Grades of S, satisfactory, or U, unsatisfactory, are reported for workshops and institutes, certain seminars, field projects, internships, practica, music groups, and a few other similar offerings. An overall average of B is required for completion of a graduate degree program, and departments may require a B or better in the major program. Policies for S-U grades, incomplete grades, and appeals are also included in the *Bulletin* statement (p. 14).

Non-traditional Courses - Design, Equivalent Content

Many departments offer “non-traditional” courses; the vast majority of these are summer session courses. Those courses typically meet across five weeks with opportunity for preparation, reflection, and analysis that parallel regular semester courses. In addition, the MBA program offers a number of 8-week modules that carry 1.5 credits; these meet once a week for 3 hours. A few departments use a “blended model” for a few courses (i.e., some course materials online); for these, course requirements and scheduling are similar to regular semester courses. Non-traditional courses are evaluated using the same procedures as traditional courses to ensure that students have equivalent knowledge and competencies.

As noted in Section 4.2.4, there is no comprehensive database listing all courses that are offered both by traditional format and by Web-based distance learning. However, anecdotal evidence indicates that generally the same faculty who teach in traditional format also develop and administer the Web version of the course; these instructors are on the whole satisfied that learning outcomes are consistent.

The University of North Carolina system has analyzed this issue at an aggregate level and data from the 2000 survey indicate that over 90% of both groups (distance and nondistance graduate students) believed that their graduate education “contributed to their knowledge, skills, and personal growth.” The overwhelming majority of both groups (95%) believed the quality of instruction in their program to be “excellent” or “good,” and over 80% of both groups indicated that “if they could start over they would choose to enroll in their current program of study.” No system of procedures exists,

however, to document the comparison of learning outcomes of courses delivered in both traditional and non-traditional formats.

Advisors and Graduate Committees

The Graduate School Bulletin provides information on advisors and advising committees for graduate students. Each student has an advisor, who must be a graduate faculty member, appointed by the department head or dean (see p. 16). An advisory/dissertation committee, consisting of at least four members of the graduate faculty, assists the student with the plan of study and doctoral dissertation. The committee is appointed by the Dean of the Graduate School upon recommendation of the department head, and must be mutually acceptable to the student and committee members (*The Graduate School Bulletin 2001-2002*, p. 20). Narrative responses to the Graduate Degree Program Report Form provided information on departmental advising systems. All departments assign advisors to graduate students upon admission. Committees are appointed through the Graduate School, and graduate advisors and committees follow policies set by the Graduate Studies Committee as they monitor and report on student progress.

Evaluation of Graduate Instruction

UNCG provides frequent, systematic evaluations of graduate programs and their instructional components through 5-year departmental program reviews and through program assessment in the ways addressed in Chapter 3: Institutional Effectiveness, Section 3.1.

Summary by Criteria

(4.3.5, p. 35, ll. 26-30) An environment that supports and encourages scholarly interaction consistent with the qualitative intent of the *Criteria* and accessibility among faculty and students is provided in graduate programs at UNCG.

(4.3.5, p. 35, ll. 31-33) Instructional methods at UNCG provide students the opportunity to achieve stated objectives of graduate programs.

(4.3.5, p. 35, ll. 33-36) In most cases, syllabi provided to students in graduate courses give information about goals and requirements, content, and methods of evaluation. Some problems have been identified, however.

Recommendation # 3: Develop procedures to ensure that syllabi for all UNCG courses include information about the goals and requirements of the course, the nature of the course content, and the methods of evaluation to be employed.

(4.3.5, p. 35, ll. 36-38) Methods of instruction are appropriate for students at specified levels of graduate study at UNCG.

(4.3.5, p. 35, l. 38; p. 36, ll. 1-2) Experimental methods are adequately supported and critically evaluated in graduate programs at UNCG.

(4.3.5, p. 36, ll. 3-4) Graduate programs at UNCG use a variety of means to evaluate student performance.

(4.3.5, p. 36, ll. 4-6) Evaluations in graduate courses and graduate programs reflect concern for quality and properly discern levels of student performance.

(4.3.5, p. 36, ll. 6-8) UNCG publishes its grading policies for graduate programs and its grading practices are consistent with policy.

(4.3.5, p. 36, ll. 9-12) Graduate courses offered in non-traditional formats ensure an opportunity for preparation, reflection, and analysis.

(4.3.5, p. 36, ll. 15-18) Student satisfaction surveys administered by the UNC system indicate that graduate students who take UNCG programs in distance learning formats express satisfaction with the courses equal to that of on-campus students. Learning outcomes for individual courses delivered in both distance and traditional formats are judged to be comparable by faculty who teach in both formats. However, documented evidence is lacking that the knowledge and competencies acquired by both groups is similar.

Recommendation # 4: Develop a system of procedures to assess, document, and compare the learning outcomes of UNCG undergraduate and graduate courses delivered in traditional and non-traditional formats.

(4.3.5, p. 36, ll. 19-21) Graduate programs at UNCG have provisions for assigning advisors, appointing graduate committees, and monitoring academic progress.

(4.3.5, p. 36, ll. 22-27) UNCG provides systematic evaluation of graduate instruction, and faculty use these evaluations to improve their teaching.

14. Academic Advising of Graduate Students (4.3.6)

The Institution's Programs of Graduate Academic Advising

The Graduate School requires that each student develop a plan of study in consultation with an advisor, a requirement published in *The Graduate School Bulletin* (p. 7, p. 20). To comply with the Graduate Studies Committee policy regarding graduate academic advising, each graduate degree program has developed a plan to ensure effective advising. Responses to the Graduate Degree Program Report Form suggest that graduate programs at UNCG have an earnest commitment to graduate student advising, developing advising procedures that are tailored to the specific needs of the discipline and the student. Asked to describe the system for advising graduate students, programs reported a variety of methods. In many cases the Director of Graduate Studies serves as advisor until the student chooses a thesis or dissertation advisor. In some programs, students and faculty determine mentoring based on discipline, professional goals, or mutual research interests.

Faculty-Advisee Loads

Graduate programs at UNCG have a variety of methods for ensuring that the number of advisees assigned to faculty or professional staff is reasonable. Some departments have a strict numerical limit for each faculty member, sometimes specified by national accreditation standards. In some programs the advising limit is monitored through restricted enrollments in that specific graduate program. In other departments the Director of Graduate Studies and/or the Department Head monitors faculty and staff advising. In cases where the Director of Graduate Studies has the primary advising role, there is usually a course reduction to compensate for administrative and advising duties. Some programs allow individual faculty members to determine the number of students they can mentor in any given term. Often this self-determined advising load is implemented after consultation with either the Department Head or the Director of Graduate Studies.

The Graduate School provides a general orientation for all incoming graduate students and teaching assistants which is evaluated by students. In addition, Directors of Graduate Studies in each program and faculty in general are asked for feedback on the quality and content of the orientation. In addition, most departments provide specific orientation to new graduate students in their programs at the beginning of the academic year. Although the content varies, typically included are introductions of the faculty and their expertise, introductions of the new and returning students, discussions of departmental regulations, and appropriate professional behavior.

Summary by Criteria

(4.3.6, p. 36, ll. 28-29) Per policy set by the Graduate Studies Committee, the Graduate School mandates that each student develop a plan of study in consultation with an advisor.

(4.3.6, p. 36, ll. 37-39) UNCG assures that the number of advisees assigned to faculty or professional staff is reasonable by using one or more of the following methods: following national accreditation standards, restricting graduate enrollments, providing a course reduction to compensate for advising duties, and careful monitoring of faculty advising loads by Directors of Graduate Study and/or Department Heads.

(4.3.6, p. 37, ll. 1-2) The UNCG Graduate School offers an orientation program to all graduate students.

(4.3.6, p. 37, ll. 2-4) Orientation and advising programs are evaluated annually by obtaining the judgments of student participants and faculty, and the results are used to improve the program.

15. Graduate Programs: Examination of Strengths, Weaknesses, Opportunities, and Threats

Strengths

- UNCG has nationally ranked and recognized doctoral and master's programs. (See Proposal 5)
- A number of interdisciplinary and collaborative research efforts (i.e., Center for the Study of Social Issues [CSSI], Institute for Health, Science, and Society [IHSS]) on campus provide

- graduate students with solid models of collaborative efforts and offer them the opportunity to work with faculty from various disciplines. (See Proposal 54)
- Imaginative marketing of some graduate programs (e.g., MALS by the Division of Continual Learning) can serve as a model for others. (See Proposal 44)
 - The separation of the positions of Associate Provost for Research and Dean of the Graduate School has enhanced support for UNCG's research and graduate training missions, as does the effort to identify research emphases.
 - UNCG has special programs to provide support to graduate students such as the Falk Visiting Artist Program for MFA students in Art.
 - The development of an international focus in several curricula (e. g. the Bryan School) is aided by the vigorous support of the International Programs Center. (See Proposal 7)

Weaknesses

- UNCG provides low overall funding levels for graduate programs. (See Proposal 6)
- There is limited support for career placement of graduate students, especially master's degree recipients. (See Proposal 6)
- The support provided for doctoral programs at UNCG (graduate stipends, tuition waivers, operating budgets) is not at the same level as other comparable institutions. (See Proposal 6)

Opportunities

- To meet the needs of the professional community in the Piedmont Triad, UNCG has the ability to expand certificate/graduate programs. (See Proposals 53 and 56)
- As the community responds to the changing economic environment UNCG can assist by offering certificate/graduate programs to meet the educational needs of the new economy. (See Proposal 56)
- Greater emphasis on fund-raising can provide better support for the arts through coordination among departments and programs.
- Regional growth in UNCG's undergraduate programs in media can offer the foundation for additional enrollment in the MFA programs in relevant areas.
- Growth in health care concerns regionally and nationally provides opportunities for health-focused graduate programs. (See Proposal 53)
- There are possibilities of creating additional opportunities for international exchanges/programs at the graduate level. (See Proposal 7)

Threats

- Other universities or commercial enterprises present competition for distance learning programs/courses. (See Proposal 14)

16. University Publications (4.4)

Content, Design, and Availability of Publications

Information regarding admission to, enrollment in, and graduation from the University is available to students and to the public through many print and Web sources. The print sources include: *The Graduate School Bulletin* and the *Undergraduate Bulletin*, the semester *Schedule of Courses* (published for each Fall and Spring semester), the *Student Calendar/Handbook*, and the *UNCG Policies for Students* (see Table 4.1 below for a full listing). These printed sources are available through such offices as the Office of Undergraduate Admissions, the Graduate School, the Office of Student Conduct in the Division of Student Affairs, the University Registrar's Office, and through the individual academic departments. Academic information published by the University (i.e., not the individual departments) is available to any student or member of the public through the UNCG Web site and by contacting the appropriate office. Students or members of the public can obtain information pertaining to the academic programs and activities of individual departments by contacting the departmental office or by accessing the appropriate Web site.

Table 4.1. Documents Reviewed (print and Web) Relative to 4.4

Document	Location/Web Address
<i>2001-2002 Graduate School Bulletin</i>	LIB ID 2 < www.uncg.edu/grs/bulletin.html >
<i>2001-2002 Undergraduate Bulletin</i>	LIB ID 1 < www.uncg.edu/reg/Catalog/index.html >
<i>2001-2002 Undergraduate Degree Audit Sheets</i>	LIB ID 177 < www.uncg.edu/adv/audits.html >
<i>Fall 2001 Semester Schedule of Courses</i>	LIB ID 3 < www.uncg.edu/reg/Schedule/index.html >
<i>Spring 2002 Semester Schedule of Courses</i>	LIB ID 283< www.uncg.edu/reg/Schedule/index.html >
Documents provided by the Graduate School pertaining to individual graduate programs	LIB ID 238-334
Departmental Web sites	See UNCG Web site: < www.uncg.edu/ >
<i>2001-2002 UNCG Student Calendar/Handbook Policies for Students</i>	LIB ID 138 < http://saf.dept.uncg.edu/studiscp/Manual.html >
<i>Viewbook for Undergraduates</i>	LIB ID 165
2001-2002 Undergraduate Application for Admissions	LIB ID 169 < http://adm.dept.uncg.edu/applications >
2001-2002 Graduate Application for Admissions	LIB ID 8 < www.uncg.edu/grs/forms.html >
<i>Just for Transfers</i> booklet	LIB ID 180 < www.uncg.edu/ats/justfortransfers/ >
University Registrar's Web site	< www.uncg.edu/reg >
Division of Continual Learning Web site	< www.uncg.edu:80/dcl >

The information in these documents accurately and consistently describes the University in terms of its history, traditions, academic policies, student financial responsibilities, and its policies regarding nonacademic issues, such as cultural diversity, drug use, and residential life (*2001-2002 Student Calendar/Handbook*, pp. 4, 6, 115-166; *Undergraduate Bulletin 2001-2002*, pp. 7-9, 320-361; *The Graduate School Bulletin 2001-2002*, pp. 246-282). In addition, the information contained in these print and electronic documents adheres to principles of good educational policy. Specifically, documents published by the University describe the programs and resources of the institution accurately and completely. They set forth information needed for prospective students to make an informed choice about enrolling and for students to complete requirements successfully. A general

list of full-time faculty and degrees held can be found in the *Undergraduate Bulletin 2001-2002* (pp. 337-354). Individuals listed by department are located in *The Graduate School Bulletin 2001-2002*, as well as on individual department Web sites.

The Graduate School is primarily responsible for *The Graduate School Bulletin*; the Office of the University Registrar (URO) and the Office of Student Academic Services (SAS) are primarily responsible for the accuracy of academic information published in the other University documents listed above. Department heads work with editors of the *Bulletins* to ensure accuracy before each annual publication. Since 2000 the editor of the *Undergraduate Bulletin* has reported to the Associate Provost for Undergraduate Education. This editor and representatives of the URO and SAS serve as adjunct members of the Undergraduate Curriculum Committee to facilitate the accurate representation of approved curriculum changes in published documents and degree audit forms. The documents (print and Web) are routinely compared for consistency and accuracy. Specifically, prior to yearly publication of the *Bulletins* and the *Student Handbook/Calendar*, professional staff members review these documents. In addition, the information published in each semester's *Schedule of Courses* is compared to the *Bulletins* for accuracy and consistency. Any changes made by the University in policies regarding student conduct, or admission to, enrollment in, and graduation from UNCG are simultaneously made in Web and print documents that contain these policies. Professional staff members of the University Registrar's Office, the Graduate School, and the Office of Student Academic Services oversee all changes in these documents.

For the purposes of this Self-Study, the accuracy and consistency of the publications noted in Table 4.1 were reviewed and a comparison made between the information presented in the print and Web sources. Specifically, all academic policies published in the *2001-2002 Policies for Students Manual* were compared to the same policies published in other documents and on various Web sites. In addition, information in the *Undergraduate Bulletin 2001-2002* and the *Graduate School Bulletin 2001-2002* was compared to information published in the *2001-2002 Student Calendar/Handbook*, the *Fall 2001 Schedule of Courses*, the *Spring 2002 Schedule of Courses*, information provided by the Graduate School to prospective students, and departmental Web sites. Virtually all of the information from these various sources was consistent. Four departmental Web sites varied from the printed documents; however, the inconsistencies have been brought to the attention of the appropriate departments and the needed revisions have been made. In 1999 a Web Oversight Committee <www.uncg.edu/woc> was established with the charge to support a periodic review of UNCG Web sites and to work with a representative of each department to ensure that all material receives an annual review for currency. Because preparations for a complete reworking of the University Web site have been underway for the past two years and are still ongoing, the review function of the committee is not yet fully operational.

Summary by Criteria

(4.4, p. 37, 5-8) The content and design of publications produced and distributed by UNCG are accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice.

(4.4, p. 37, 9-18) The *Undergraduate Bulletin*, *The Graduate School Bulletin*, and other publications made available by UNCG to students and the public contain accurate and current information

regarding entrance requirements and procedures, admissions criteria and policies (including the admission of transfer students), rules of conduct, academic calendar, degree completion requirements, full-time faculty and degrees held, costs and financial obligations, refund policies, and other items relative to attending the institution or withdrawing from it.

Examination of Strengths, Weaknesses, Opportunities, and Threats

Strengths

- The *Bulletins* and *Student Manual* provide a comprehensive listing of all policies regarding academic and non-academic (e.g., student conduct) issues related to attending the University.

Weaknesses

- The formal mechanisms for ensuring that departmental Web sites are accurate and consistent with other information published by the University set forth in the charge to the Web Oversight Committee are not yet fully operational. (See Proposal 18)

Opportunities

- None noted.

Threats

- None noted.

17. Distance Learning Programs (4.5)

Mission and Goals

The UNCG Mission Statement specifically calls for the provision of “exemplary learning environments on campus and through distance education.” This inclusion of distance learning as one of the ways the institution serves the Piedmont Triad area is reinforced through current planning goals at both the system and campus levels.

One of the five Strategic Directions of the University of North Carolina system’s *Long-Range Planning 2000-2005* is “Access: Ensure access to higher education for all qualified citizens and embrace a vision of lifelong learning.” One bullet under this system-wide goal calls for “expanded use of off-campus instruction sites and distance education.”

UNCG complies with this directive through the Academic Affairs Plan 1998-2003, which calls for “selected academic programs to be offered through distance learning/extension to provide access for students both within and without the state.” In the *UNCG 2008 Profile* developed as a basis for the next UNCG Plan, an enrollment goal of 2,000 distance learning students is set for 2008.

Systemwide and Institutional Policies

Authorization to offer distance learning programs at UNCG is based on established policies of the UNC system, the UNCG Faculty Senate, and the UNCG Graduate Studies Committee.

Policies and procedures for planning, seeking authorization for, and conducting degree-related distance education activities in the University of North Carolina system are stipulated in “Administrative Memorandum 407,” issued by the Office of the President (OP) on December 15, 2000 <http://www.northcarolina.edu/aa/reports/mem407/doc_index.cfm>. It is entirely consistent with and supportive of all applicable *Criteria*. For example, several stipulations require that distance and traditional formats be equivalent in terms of academic standards, admissions requirements, and participating faculty. Appropriate technology and services must also be provided. In addition, it allows for the notification of the SACS Commission on Colleges of new distance learning programs and sites by both the OP and the institution.

UNCG was the first institution in the UNC System to establish a campus policy on distance learning. It was developed by the Teaching and Learning Technology Roundtable, a group open to all faculty and staff interested in the topic, and approved by the Faculty Senate <<http://www.uncg.edu/tlc/DEPolicy.html>>. This policy defines distance education at UNCG as “any instructional activity characterized by a separation in time or place between the student and instructor or providing institution for all or part of the period of study. It may require that faculty travel to outlying sites or that educational materials travel by some method of distance communication, or both.” The policy, which is entirely consistent with and supportive of all applicable *Criteria*, requires academic equivalence between distance and traditional formats, mandates sufficient technological resources and student services, and specifies the responsibilities of units within UNCG for implementing the policy. It stipulates that distance learning programs be offered in response to student needs and availability of resources and requires that a student enrolled in a program designed to be offered entirely by distance education be able to satisfy all requirements.

The campus policy complements a policy developed earlier by the UNCG Graduate Studies Committee, “Guidelines for Graduate Distance Learning Courses,” which is published as Appendix D of *The Graduate School Bulletin* <http://www.uncg.edu/grs/bulletin/Distance_Learning_Guidelines.html>. The philosophy of this policy is stated clearly in the first paragraph: “Regardless of how learning takes place, the quality of courses must be assured to students.” The policy elaborates three sets of responsibilities: departmental/unit responsibility, administrative responsibility, and faculty/student responsibility. The policy sets forth the importance of ensuring that “distance learning delivery of graduate courses, including electronically delivered instruction, is comparable in quality and content to the corresponding traditional campus instruction.”

Program Quality and Growth

Individual degree programs and other coursework offered through distance learning are discussed under 4.6 below. All UNCG distance learning activities are conducted according to the same principles as educational offerings on-campus, and analysis elsewhere in this Self-Study of UNCG’s record of faculty, student learning assessment, syllabus information, publications, and student records have encompassed courses and programs offered through distance learning. The University Teaching and Learning Center (UTLC) has provided workshops, teleconferences, minigrants, software, and other resources to faculty members to ensure that Web-based instruction is effective and properly supported. The Division of Continual Learning (DCL) provides the administrative framework through which academic departments schedule distance learning courses and ensures that the policies are followed and the supports are in place. DCL also provides

administrative support and facilitates delivery of student services. In most cases, DCL provides “trouble-shooting” assistance to students when registration, cashiering, or grade reporting problems occur.

As distance learning activities increase, a review of the adequacy of the current support infrastructure seems called for. It is important that the central faculty role in the development and delivery of distance learning programs be maintained, but the decentralized system now in place makes it difficult to market the distance learning program in the region and provide the information to students that they need. The fact that registration for off-campus or e-learning students is separate from registration for on-campus students is a source of confusion; this issue is currently being addressed by a committee of IT and Academic Affairs representatives. There is no uniformity in the information offered in the Web resources provided for their e-learning programs by some departments; the Web sites of other departments do not refer to their distance learning programs at all.

Support for pedagogical technology is another area where greater coordination and clarity of specific responsibilities might be an improvement. In addition to the support provided by DCL, the UTLC provides guidance and training (workshops, software, grants) to faculty designing courses in new formats, particularly electronic formats. UTLC supports Instructional Technology Consultants (ITCs) in each of the seven academic units whose duties are to assist faculty with the development of e-learning courses or technology-enhanced support for classroom instruction. Most distance learning programs of long standing clearly apply the same assessment measures used for on-campus students for their distance students. It is important that careful attention be given to assessment in all new programs, and that departmental assessment plans encompass the distance learning programs.

The State funding dedicated to distance learning activities in the UNC System was first allocated in fiscal year 1999 by action of the legislature. This allocation, which is called the “107 budget,” is configured on the same matrix as the Student Credit Hour-produced (SCHs) model that funds on campus programs (“101 budget”). Both programs are provided funding based on the number of SCHs produced in respective departments. At UNCG, both the academic units and the DCL have access to 107 funds to develop and support distance learning offerings. Combining the 101 and 107 budgets has been projected for some future budget period through a decision that will be made at the North Carolina General Assembly and UNC System levels. The threat exists that the current budget crisis, if protracted, might adversely affect state funding for distance education. For example, recent data published in the “UNC Report on Expanding Access to Higher Education through State-funded Distance Education Programs” (May 2001) <www.northcarolina.edu/docs/aa/reports/2002_DE_report.pdf> indicates that off-campus courses (including e-learning) cost 46% more to fund than face-to-face on-campus classes.

The Board of Governors of the UNC System has put several initiatives in place to support the development of targeted distance learning efforts at the campuses. The May 2001 “UNC Report” cited above outlines progress in some of these efforts, including an e-learning initiative that offers grants to campuses for technical support and faculty development in order to increase the number of courses available to students across the state in the targeted areas of teacher education, health professions education, and information technology. Funding from this initiative has been used at UNCG to purchase software licenses, to develop online modules for science education and English as a Second Language courses (in collaboration with UNC-TV), to provide online courses for Birth-

Kindergarten licensure (in collaboration with three other universities), and to coordinate planning for distance graduate programs in Nursing.

The current UNC e-learning initiative with its encouragement of collaboration is an improvement over previous UNC system practice, which urged institutions to avoid duplication but provided little in the way of support for collaboration, as shown in this excerpt from UNC “Administrative Memorandum 4071”:

In the course of planning degree-related distance education activities, each constituent institution is urged to consider the potential for collaboration with other institutions in order to avoid unnecessary duplication. Inter-institutional coordination should be completed prior to seeking such authorization from the Senior Vice President as may be required to establish the activities. (p. 2)

It is difficult for inter-institutional collaboration to take place unless there is strong leadership and facilitation from the Office of the President. North Carolina would benefit if the e-learning initiative could be expanded to other programs, for example, the MBA. State university systems in Georgia and Texas, to cite two, have already established centrally coordinated, inter-institutional MBA programs. Each course in these programs is delivered by only one of the participating institutions, and students may register at and be graduated from any of the participating institutions, but student credit hours are accumulated according to the originating institution of each course. Similar programs exist in other fields and locales, e.g., the Family Financial Planning program offered by the Intermountain Consortium. Strong central leadership is essential to establish programs of this type. One model that has been suggested is a Distance Education Council with representation from each UNC institution.

While maintaining its regional focus and its emphasis on quality and faculty ownership, UNCG intends to expand its distance learning offerings. As noted above, the University has set an enrollment goal of 2,000 distance learning students by 2008. In Fall 2001, the first year that a clear distinction was made between regular on-campus enrollments and those only enrolled in distance education, distance learning enrollment was 413. Achieving the 2008 goal thus represents growth of at least 16% a year in the seven-year period. To meet this goal will require successfully recruiting students with other distance learning options; competition from certain aggressive institutions that hope to market e-learning programs nationwide remains a threat. Other campuses in the UNC System currently offer more extensive distance learning programs. In 2000-01, the most recent year for which figures are provided in the UNC report, East Carolina University is credited with approximately 14,000 student credit hours (SCH) by distance learning, and North Carolina State with approximately 13,000 SCH. That same year UNCG produced 5,424 SCH.

With continued funding, UNCG should be able to reach its goal of 2,000 distance learning students by 2008. The need for additional distance learning opportunities in its service area is great, and the University is carefully targeting areas of greatest demand and need as it develops distance learning programs. Moreover, because the University has developed a strong foundation of policies, procedures, and other supports and has recognized the importance of maintaining a central role for faculty in program development, the quality of the distance learning program will be assured as it expands.

Summary by Criteria

(4.5, p. 37, ll. 26-29) Through specific policy documents and the Academic Affairs Plan UNCG has formulated clear and explicit goals for its distance learning program that are consistent with the UNCG Mission Statement, which affirms the intent to provide “exemplary learning environments on campus and through distance education.” Programs are offered as authorized by the UNC system in response to student interest and student or employer need. With support from the UTLC, UNCG faculty develop all courses and programs to ensure they are equivalent to on-campus programs.

(4.5, p. 37, l. 29; p. 38, ll. 1-3) All UNCG distance learning activities are conducted according to the same principles as educational offerings on-campus; all analysis of educational offerings in light of the *Criteria* throughout this Self-Study include both distance learning and on-campus activities. While distance learning programs of long standing clearly apply the same assessment measures used for on-campus students for their distance students, these activities are not necessarily identified in the assessment plans.

Recommendation # 6: Ensure that departmental assessment plans encompass all distance learning programs offered by departments.

Examination of Strengths, Weaknesses, Opportunities, and Threats

Strengths

- Through the development of thoughtful policies and procedures which maintain the central role of UNCG faculty in the development and delivery of distance learning programs, the University has built a strong foundation to ensure that quality is maintained as its distance learning programs are expanded.

Weaknesses

- UNCG’s current offerings in distance learning are modest compared to those of other institutions both within and outside the state of North Carolina; meeting the needs of the region and the access goals of the UNC system requires an expansion of the program. (See Proposals 15, 16, and 17)
- The current infrastructure for the support of distance learning programs (facilities, technology, human resources) may not be adequate to support a greatly expanded program. The infrastructure should be reviewed and changes recommended as indicated. (See Proposals 15 and 16)

Opportunities

- The initiative of the Board of Governors of the UNC system to expand access through state-funded distance education programs provides essential support for UNCG’s planned expansion in distance learning.
- A more comprehensive system for inter-institutional collaboration in the UNC System would remove the current competitive disadvantage with institutions in some other states. (See Proposal 14)

Threats

- Continued legislative support for funding distance learning activities and support of further growth in distance learning may be adversely affected by the ongoing and potentially long-term economic recession in North Carolina.

18. Continuing Education, Outreach and Service Programs (4.6)

The UNCG Division of Continual Learning (DCL) serves as the bridge between the University and its service region. DCL coordinates distance learning programs and courses, administers the Fast Forward program in area high schools, offers non-credit courses and experiences for adults and special programs for youth, and provides additional services for local businesses and agencies. All programs and services conducted by DCL, as well as outreach and service programs offered by other UNCG units, are clearly related to the purpose of the institution. As noted above, the University Mission statement (2000) specifically includes “distance education” as one of the learning experiences offered by the institution. In addition, the Mission describes UNCG as “linking the Piedmont Triad to the world through learning, discovery, and service.” The University takes seriously its commitment to provide the Piedmont Triad, its immediate service region of six North Carolina counties, with credit and non-credit opportunities for self-improvement.

Credit Programs

All degree, certificate, or licensure programs offered by distance learning, all additional e-learning or off-campus courses, and all outreach or service courses offered for UNCG credit comply with the requirements of the *Criteria*. All degree and certificate programs offered by distance education were developed by UNCG faculty, and all except the Master of Arts in Liberal Studies (MALS) are offered through an academic department. (The MALS program was transferred to DCL after its development in the College of Arts and Sciences.) Approval processes for program curricula and new courses (including the standard syllabus format which includes stated learning goals) are the same for distance learning (including MALS) as for other degree programs, and all programs are expected to follow established assessment plans. Distance learning courses have the same expectations for all faculty hires. The assignment of faculty to teach particular courses, including courses in the MALS Program and the Fast Forward program, are carried out in an academic department, and the credentials requirements are the same as those for faculty teaching on campus. Distance learning courses are frequently taught by the same tenured or tenure-track faculty who teach them on campus.

Distance Learning Degree/Certificate Programs

Although some departments offer only a few courses in distance learning formats at the present time, the focus of UNCG’s efforts is to make selected degree programs available to distance learning students with a minimum of on-campus experiences required. Table 4.2 presents the current programs offered through distance learning and provides information on the approval process for each program. Programs are listed in CIP code order by level, starting with baccalaureate programs. As

Table 4.2 SACS Approved Distance Education Programs

<i>CIP Code</i>	<i>Degree or Certificate</i>	<i>Discipline Specialty or Academic Department</i>	<i>Locations</i>	<i>Delivery Method</i>	<i>UNC-OP Authorization</i>	<i>SACS Notification</i>
13.1204	B.S.	Human Development & Family Studies with Birth/Kindergarten licensure (HDF)	Wake, Catawba Counties	Web & face-to-face	3-Apr-00, 19 Jun 00	3 May 00, 26-Jun-00
51.1601	B.S.N.	Completion program (RN to BSN) in Nursing (School of Nursing)	Catawba County	Web, face-to-face, and/or videoconf.	3-Nov-83	1992 Self-Study
51.2207	B.S.	Public Health Education/ Community Health Education (HEA Dept.)	Wake, Catawba Counties	Web and/or face-to-face	12-May-98	5-Jun-98
52.0201	B.S.	Business Administration w/ Conc. In Business Studies (BAD Dept.)	Statewide; PTA Area, Guilford Co	Web and face-to-face	19-Nov-01	14-Nov-01
13.1001	M. Ed.	Special Education, Cross-Categorical Studies (SES Dept.)	Alamance, Forsyth, Guilford, Randolph, Rockingham Counties	Web & face-to-face	12-Jul-00, 18-Jul- 01	5-Jun-01, 6-Aug-01
13.0301 (Originally 13.1202, 13.1315, 13.1316, 13.1401; combined, CIP changed 2001-02)	M. Ed.	Curriculum and Instruction, with various concentrations, including Elementary Teacher Educ, Middle Grades Teacher Educ, Reading Teacher Educ, Science Teacher Educ, English as a Second Language Teacher Educ (CUI Dept; all concentrations listed not offered at all sites)	Davidson County -- Lexington & Thomasville Alamance, Lee, Randolph, Rockingham, Rowan, Yadkin Counties	Web & face-to-face	29-Sep-99 7-Feb-00	25-Oct-99 28-Feb-00
13.0405	M.S.A.	Elem, Middle, Secondary School Administration (ELC Dept.)	Alamance & Randolph Counties	Web & face-to-face	7-Feb-00	26-Jun-00
24.0101	M. A.	Liberal Studies	Piedmont Triad Airport Area, Guilford County; Rockingham County	Web and face-to-face	12-May-98	5-Jun-98
25.0101	M.L.I.S.	Library & Information Studies (LIS Dept.)	Buncombe, Mecklenburg Counties	Web, face-to-face, and/or videoconf.	15-Jul 92 & 11-Mar-92 renewal	15-Jul-92 & 11-Mar-92 renewal
51.0204	M. A.	Speech Pathology & Audiology (CSD Dept.)	Triad area (statewide through Inter-institutional collaboration)	Web, face-to-face, videotape and/or videoconf	15-Oct-97	15-Oct-97
51.1608	M.S.N.	Nursing (School of Nursing)	Catawba County	Web, face-to-face, and/or videoconf.	1-Dec-92	1-Dec-92
13.1101	Post-Master's Certificate	Advanced School Counseling (CED Dept.)	Statewide—NC	Web, CD-ROM, & Videoconf.	13-Jun-02	19-Jun-02

noted in 4.5, the process for submitting a new distance learning program for UNC-OP approval parallels the SACS Commission on College's process, and both the UNC Office of the President and the institution notify SACS of new distance learning offerings once they are approved.

The programs are described in greater detail below, with information on their assessment and evaluation activities.

Bachelor of Science in Human Development and Family Studies completion program with Birth through Kindergarten Teacher Licensure: This program is offered for students who have received the Associate of Applied Science degree in Early Childhood Education from a campus of the North Carolina community college system. Both the distance-learning program and the on-site program have the same learning goals, which follow guidelines set by NCATE and NCDPI. Faculty use multiple methods to check student performance against the goals, including licensure exams, performance assessments, portfolio examination, and employer feedback. The entire faculty review the assessment data during annual HDF faculty retreats, with additional review by the Birth through Kindergarten Interdisciplinary Committee and the Birth through Kindergarten Advisory Committee.

BSN completion program in Nursing: The School of Nursing offers the RN to BSN completion program through face-to-face instruction in Hickory, NC, an area without other opportunities for nursing professionals. Full-time faculty drive to the location weekly to advise and teach students. Assessment activities for this program are very strong. Some of the methods used include annual course evaluations, evaluations of outcome data related to critical thinking, oral and written communication, and therapeutic nursing interventions. Additionally, the school monitors the percentage of students passing the National Council Licensure Examination. End-of-program surveys are used to measure student satisfaction, and employer focus groups are held every two years to ascertain satisfaction with the graduates of the program.

Bachelor of Science in Public Health Education/Community Health Education: This baccalaureate program has been offered in Wake County during the last four years in response to an identified need; although also authorized for Catawba County, the program was never initiated there. Expectations of student achievement and assessment processes have been the equivalent of those in the on-campus program. Recently, program enrollments have dropped, and the program will probably be discontinued after 2002-03.

Bachelor of Science in Business Administration: The Business Studies concentration of this program has been offered since 2002 over the Internet with opportunities for face-to-face meetings. Beginning in Fall 2002 it will be offered through combined Internet and face-to-face instruction at a site near the Piedmont Triad Airport in Guilford County. Learning goals are the same for the distance learning programs as for the on-campus program; assessment methods are under development.

Master of School Administration: This program, which meets state standards for initial licensure as a school administrator, is offered to address the shortage of public school principals in two nearby counties. Its design and assessment procedures follow guidelines of the NC Department of Public Instruction (NCDPI). It utilizes both Web and face-to-face instruction.

Master of Education in Special Education/Cross-Categorical Studies with Add-on Teacher Licensure:

This program is offered to students in five counties in order to address the severe shortage of special education teachers in North Carolina. Its learning goals follow the guidelines of NCATE, the NCDPI, and the Council for Exceptional Children, and course syllabi are cross-referenced with each set of competencies. Web resources for the program are found at <www.uncg.edu/ses/distance.htm>. Faculty use multiple means of checking student performance against learning goals, including video/audiotape evaluation, portfolio evaluation, capstone courses, student satisfaction surveys, and student course evaluations. Informal and formal contacts with local school employers also provide important information.

Master of Education in Curriculum and Instruction: A recent restructuring of graduate education for public school teachers by the NCDPI combined all M.Ed. programs designed for classroom teachers under one umbrella program. UNCG targets its offerings of concentrations of this degree to particular needs of the counties where they are offered. Learning goals are based on competencies set by NCATE and the DPI. This program uses multiple means of checking student performance against these learning goals, including comprehensive exam, performance assessments, and employer surveys. The department reviews assessment data from all students in the program annually in a department retreat.

Master of Arts in Liberal Studies: The Master of Arts in Liberal Studies (MALS) program provides instruction exclusively through distance education. The learning goals are clearly stated and related to the UNCG missions of learning and service, acquisition of knowledge, and the development of critical thinking and intellectual skills. The program offers off-campus face-to-face courses in the Triad area and also utilizes videos and the Internet. E-learning courses are designed to ensure that students have at minimum a weekly contact with their professor. Methods of student-faculty contact include regular participation in weekly discussion forums and communication during office hours via chat rooms and electronic mail. Program assessment is based on student course evaluations and student portfolios. The course evaluations provide immediate feedback about individual course offerings, whereas the student portfolios provide assessment data on the program as a whole. The MALS Faculty Advisory Board reviews the data and suggests program improvements.

Master of Library and Information Studies with Media Coordinator Licensure: This program is delivered in Charlotte and Asheville through videoconferencing and Web-based instruction. It serves areas that would not otherwise have access to this program. All distance education students have assigned advisors. Faculty who teach courses in the distance program visit each remote site at least twice during the semester and stay to advise students. Distance education students have access via electronic mail and a Web page <http://lis.uncg.edu/distance_learning/index.html> to program information, course listings, and advisors.

The department uses alumni surveys, employer surveys, exit interviews, portfolio evaluation, job placement, student evaluations, and curriculum/syllabus analysis to assess the effectiveness of the program in attaining its learning goals. The LIS Faculty Council and the LIS Advisory Committee regularly review alumni surveys, employer surveys, and exit surveys. The LIS Curriculum Committee follows an annual schedule of curricular area reviews that is reported to the faculty. The Curriculum

Committee is engaged in an overall curriculum review of technology aspects of courses and a review of research skills found in specific course areas. Requirements for different types of library professional positions are reviewed by appropriate faculty and given an overall review during the preparation of the presentation for accreditation by the American Library Association.

Master of Science in Nursing: In keeping with its departmental mission to provide educational opportunities in underserved areas in North Carolina, the School of Nursing offers face-to-face instruction at its Hickory site leading to the M.S.N. In addition to teaching courses, faculty from the main campus are also available to students during at least two to four office hours per week. Electronic communication is used to interact with students on other days. The Director of Graduate Study in the School of Nursing is responsible for monitoring the progress of students. One orientation program is offered annually to the students. Information regarding communication, advising, immunization, and scholarships is covered in this session. The program assigns individual advisors to students when they are admitted to concentrations. The M.S.N. Council hosts two luncheons each semester and encourages scholarly dialogue regarding advanced nursing projects and theses. There is an obvious differentiation between the goals of the graduate and undergraduate programs. Multiple assessments of graduate students are reviewed by faculty in the program and improvements developed as indicated.

Master of Arts in Speech Pathology & Audiology: The UNCG Department of Communication Sciences and Disorders participates as an equal partner in the North Carolina Consortium for Distance Education in Communication Sciences and Disorders with four other UNC campuses. Offered entirely by distance learning, the program was designed to serve public school professionals with baccalaureate degrees in the field who needed the master's degree to meet a new state licensure requirement. The program provides academic and clinical instruction sufficient for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association. The program is taught by campus-based faculty, and the learning goals and assessment are based on licensure competencies set by the NCDPI. The last cohort of students in the program is scheduled to earn degrees in 2004.

Post-Master's Certificate in Advanced School Counseling: Beginning in Fall 2002, UNCG will make this e-learning post-master's certificate program available to students across the state. Designed to provide courses and content on current topics, issues, and concerns in the profession, the program is targeted at public school counselors in North Carolina who already have completed master's degrees and are licensed at the "M" level. Assessment plans are under development.

Dual Enrollment Credit: Fast Forward

The Fast Forward program offers UNCG credit-bearing courses to high school students on-site at selected North Carolina high schools (See 4.2.3). Fast Forward teachers are high school teachers selected in accordance with *Criteria* guidelines for appointment as adjunct instructors. Academic credentials are reviewed by the appropriate UNCG academic department before appointment. Some departments also require interviews and/or writing samples as part of the approval process. Official transcripts for Fast Forward instructors are on file in the Fast Forward office located

in DCL. Each Fast Forward instructor is assigned a mentor from the UNCG faculty who provides orientation and consulting on teaching at the collegiate level and remains available throughout the course to provide guidance and answer questions. In 2001-02, Fast Forward offered 101 course sections in 22 high schools with an enrollment of 1,592 students. Assessment of the program includes student evaluations of all courses and surveys of former program participants after their first year of post-high school education; both are on file in the Fast Forward office. The program also tracks the success of Fast Forward students who enroll at UNCG; the success rates of such students are high.

Non-credit Programs

In keeping with its mission to provide lifelong learning opportunities to people of all ages and reaching special populations in the community, DCL offers the following non-credit programs. Non-credit programs are self-supporting, with fees charged which cover the cost of operation. The figures in parentheses indicate enrollment figures for 2001-02 unless otherwise indicated.

- The All Arts and Sciences Camp provides art, science, and leadership education to children ages 7-15 in weeklong summer camps, held at six regional universities in North Carolina and Virginia. The camps provide intellectual development and also teach children to become more thoughtful members of a global society (1,902).
- The Emeritus Society provides stimulating non-credit opportunities for adult learners of all ages. The program encourages liberal arts scholarship and intellectual exploration and recognizes the unique life experiences of each participant (793).
- Test Preparation courses provide structured classroom instruction for students and individuals in the community who plan to take the SAT, GRE, GMAT, or LSAT (290).
- Summer Shorts is a diverse program of entertaining and educational short seminars and trips open to the general public. Topics for Summer 2002 included reading and writing mysteries, a NASCAR trip, Shakespeare, the Palestinian-Israeli conflict, and ballroom dancing (525).
- The MALS Community Read, open to the general public, is a discussion of a book selected by the MALS Advisory Board (298).
- Events and Conferences Planning offers the city, region, state, and nation a chance to visit UNCG and use our facilities for various events (3,937 requests).
- Language and Culture for Business Programs are offered to corporate clients interested in business in foreign countries. The programs cover basic conversation and culture, and are offered on-site in corporate facilities.

Several non-credit activities offer Continuing Education (CEU) credit to interested participants. In 2001-02, 286 CEU transcripts were issued to participants in the National Board Certification Workshop, the SERVE Forum on School Improvement, and the Center for Creative Leadership. CEUs are offered in compliance with the national Commission on Colleges guidelines.

All non-credit program participants complete surveys at the end of each program. Assessment reviews for the purpose of program improvement are based on the data from these surveys and on a study of enrollment patterns.

Credit for Work Taken on a Non-credit Basis

AT UNCG it is the responsibility of the academic departments to document the equivalence between any non-credit work taken and a designated credit experience before credit may be awarded. However, no UNCG program reports the awarding of credit for work taken on a non-credit basis.

Summary by Criteria

(4.6, p. 38, ll. 16-18) Continuing education and outreach and service programs at UNCG are clearly related to the purpose of the institution.

(4.6, p. 38, ll. 18-19) All continuing education programs, both credit and non-credit, are evaluated regularly.

(4.6, p. 38, ll. 20-22) All continuing education and outreach and service programs offered for credit comply with the requirements of the *Criteria*, and with Section IV in particular. The academic departments are involved in the delivery of all such programs.

(4.6, p. 38, ll. 27-30) UNCG's outreach and service programs are supplied with sufficient resources and services, and are evaluated regularly. State funding for distance learning is discussed in 4.5. All non-credit programs are self-supporting.

(4.6, p. 38, ll. 31-34) Systems are in place to ensure that the Executive Director of the Commission on Colleges is informed prior to implementation of new distance education programs or new sites for off-campus instruction. All programs offered by distance learning have been developed by on-campus faculty.

(4.6, p. 39, ll. 3-6) It is the policy of the Office of the University Registrar to award no academic credit for work taken on a non-credit basis without appropriate documentation that the coursework is equivalent to a designated credit experience offered by the appropriate academic department.

(4.6, p. 39, ll. 6-13) No departments have awarded academic credit for work taken on a non-credit basis.

(4.6, p. 39, ll. 13-15) All credit-bearing continuing education courses and activities comply with all expectations of the *Criteria*.

Examination of Strengths, Weaknesses, Opportunities, and Threats*Strengths*

- UNCG's distance learning degree programs are closely tied to programs on campus, and all respond to identified needs in the communities where they are offered. (See Proposals 53 and 56)
- Non-credit programs offered through DCL are effective and popular. (See Proposal 58)

Weaknesses

- None noted, but see 4.5.

Opportunities

- None noted, but see 4.5.

Threats

- None noted, but see 4.5.

19. Student Records (4.7)

The Office of the University Registrar is primarily responsible for the maintenance and security of student academic records for both credit and non-credit courses offered in all units of the University, including Continual Learning. Each member of the professional staff in the Office of the University Registrar is qualified for the position that he/she holds. Professional files, including transcripts, are maintained in the Office of the Provost. Current resumes are maintained in the Office of Human Resources and also are available in the UNCG SACS office. Graduate students are employed as paraprofessionals and are supervised by the professional staff members. The Office of the University Registrar follows the policies recommended by the American Association of College Registrars and Admission Officers (AACRAO) with regard to the contents of a permanent record, record keeping, data backup, and disposition. In addition, it adheres to the recommendations of the Family Education Rights and Privacy Act (FERPA) and the NC Public Information Act for confidentiality and release of information. Copies of these policies are available in the University Registrar's Office, in the University Counsel's office, and in the *Student Calendar/Handbook*. Additionally, copies of the policies are located on the University's Web site.

Paper copies of all academic records prior to summer 1984 are located in the fireproof vault located in University Registrar's Office. Since that time all records have been computerized and are maintained on tape by the University's Management Information Services (MIS). MIS backs these tapes up nightly, weekly, and monthly. Access to these files is limited to faculty and staff with authorization issued by MIS. Any individual other than authorized personnel in the University Registrar's Office cannot alter the documents. A computer "firewall" exists to prevent unauthorized persons from accessing the electronic files. A paper file folder is maintained in the University Registrar's Office for each student from the time of admission until five years after the student leaves the University. At that point, the files are converted to microfilm, and the paper copies are shredded and discarded. There are two copies of each microfilm: one in the fireproof vault in the University Registrar's Office and one in the Archives of the Library. Microfilm copies of the academic records are kept permanently.

Summary by Criteria

(4.7, p. 39, ll. 16-17) UNCG maintains adequate student records for both credit and non-credit courses.

(4.7, p. 39, ll. 25-27) UNCG ensures the security of its student records, including storage in a secure vault or fireproof cabinet.

(4.7, p. 39, ll. 31-33) UNCG has policies in place concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records.

(4.7, p. 39, l. 34; p. 40, ll. 1-3) UNCG has established and published information-release policies that respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and the institution.

Examination of Strengths, Weaknesses, Opportunities, and Threats

Strengths

- Policies implemented by the University Registrar's Office regarding the content, maintenance, and disposition of academic records are nationally recognized.

Weaknesses

- None noted.

Opportunities

- None noted.

Threats

- None noted.

20. Faculty (4.8)

UNCG is fortunate to have excellent faculty members who are well-qualified to fulfill their missions as teachers, researchers, performers, or artists. In 2001-02 UNCG employed 884 faculty, 78% of whom were full-time. Eighty-six percent of the faculty hold the doctorate or terminal degree.

Selection of Faculty (4.8.1)

Section V of the *Handbook for Faculty* <<http://shadow.uncg.edu/pvt/publications/pvt/faculty/index.html>> describes recruitment and appointment procedures at The University of North Carolina at Greensboro. According to this section:

The recruitment of new faculty members is a shared responsibility of the faculty in the academic unit involved. Faculty search committees serve as advisory groups to the department heads and deans in recruiting new faculty members. Where it is intended to appoint someone at the rank of professor or associate professor, the department head will recommend to the dean persons to serve on the search committee; the dean will forward these recommendations (with or without change) to the Provost, who will appoint

the committee. In the case of lower ranks, the dean will appoint the search committee after receiving the department head's recommendations. Search committees consist primarily of faculty members of the department in which the appointment is to be made, but in a search committee for someone at the two higher ranks there shall be at least one representative from another school or department. In searches to fill positions at the lower ranks an outside member is optional.

The final candidates for a position are interviewed and assessed by the search committee during campus visits. According to Section V of the *Handbook for Faculty*:

approval for a campus visit by a candidate for appointment as assistant professor must be given by the dean upon recommendation of the department head. Normally, two candidates for each position will be selected for a visit. Visits by candidates for the two higher ranks must be approved by the Provost upon recommendation of the department head and dean. Normally, two candidates for a position are invited, but the number may vary. In addition to other interviews, invited candidates will be interviewed by the Provost, the Dean of the Graduate School, and (whenever possible) by the Chancellor. Guidelines on search procedures are issued by the Provost at the same time the search committee is appointed.

As required by the "Regulations on Academic Freedom, Tenure, and Due Process," decisions on appointment, reappointment, promotion, and tenure are made without regard to race, color, religion, gender, national origin, age, disability, or sexual orientation. Moreover, UNCG is committed to Affirmative Action. Search committees review the affirmative action goals of the department, the College or School, and the University, and make special efforts to identify and recruit minority candidates.

Search files are maintained either in individual departments or the Provost's Office, depending on the position, for a period of three years and then destroyed.

Searches and Affirmative Action reports are required for all full-time permanent positions and for all full-time term appointments longer than six months. Searches may be internal or national. The University Affirmative Action Officer or other administrative officials may provide advice on the appropriate scope of a search for different kinds of searches.

Neptotism is prohibited. In particular, Section V of the *Handbook for Faculty* states that:

. . .related persons shall not serve concurrently as faculty members in a position involving direct supervision of one relative by another, nor shall one relative participate in the evaluation of another. The following relationships are included within this prohibition: parent and child, brother and sister, grandparent and grandchild, aunt and/or uncle and niece and/or nephew, first cousins, stepparent and stepchild, stepbrothers and stepsisters, husband and wife, parents-in-law and children-in-law, brothers-in-law and sisters-in-law, guardian and ward.

As is stated in Section V of the *Handbook for Faculty*, federal law requires UNCG to verify the citizenship of all employees within three days of employment. In addition, North Carolina law requires UNCG to verify the credentials of all new employees within 90 days of the effective date of

the appointment. This policy is administered by the dean of each School or the College of Arts and Sciences (in some cases the dean delegates this duty to the department heads/chairs).

Each faculty member has one official personnel file, including all materials relevant to personnel actions. Files for all full-time and most part-time faculty are maintained in the Office of the Provost. Files for some faculty who teach only distance learning courses are maintained in the Division of Continual Learning. These personnel files include an official transcript of the highest degree. A review of these files has documented that, in most cases, the highest earned degree presented as the credential qualifying the faculty member to teach at UNCG is from a regionally accredited institution. In the cases of exceptions, most of which are international institutions, the academic departments have confirmed that these faculty members have appropriate academic preparation or experience.

It is clear from the Academic Department and Unit Report Forms that the search procedures used at UNCG ensure that each faculty member is proficient in oral and written communication in the language in which assigned courses will be taught. Language proficiency is assessed during the interview and by reviewing supporting documents.

Academic and Professional Preparation (4.8.2)

See Table 4.3, pp. 190-191 in this chapter, for a listing of degrees and subject areas identified as the terminal degree by department heads/chairs.

Associate Degree Faculty (4.8.2.1). The University of North Carolina at Greensboro does not offer Associate Degrees.

Baccalaureate Faculty (4.8.2.2). According to the 2001-02 *UNCG Fact Book*, 86.2 % of the UNCG faculty hold the terminal degree in their fields <http://ire.uncg.edu/pages/factbook/20001/Old/fb0001.pdf#FT_InstFac_Sch_Dept_Rank_Tenure_Term>. The earned doctoral degree in the discipline is the terminal degree for most tenure track hires at UNCG. The master's degree is an appropriate terminal degree for several disciplines.

Most faculty teaching 100-400 level courses other than physical education activities courses have completed at least 18 graduate hours in the teaching discipline and hold the master's degree with a major in the teaching discipline. Faculty who teach interdisciplinary courses (e.g., Women's Studies, Genetic Counseling, Gerontology) have a home department where credentials are verified. Faculty who do not have the required degrees but do have other qualifications, including extensive related professional experience, are expected to have a memorandum or justification form in their personnel file in the Provost's office that documents their qualifications. Efforts in 2001-2002 to supply such forms where needed should ensure that all current files contain justifications where necessary.

As stated above, the Provost's office is responsible for maintaining personnel files for all teaching faculty, both full-time and part-time, except for files for part-time faculty who teach only in distance learning programs. These files are maintained in the Division of Continual Learning. Each file contains an official transcript of the highest degree earned. In 1994, a University policy was adopted to ensure that faculty submit a transcript of the advanced degree pertinent to his or her

teaching assignments, and hiring procedures now require it. However, some faculty hired before 1994 were overlooked. During the 2000-01 academic year, all files were examined to make sure an official transcript existed for each faculty member. Faculty who did not have transcripts on file were notified through memoranda from the Provost's Office and asked to provide one for their terminal degree. The academic units are responsible for maintaining current vitae for each faculty member. Current vitae are available either on the Web (e.g., College of Arts and Sciences <www.uncg.edu/aas/iog.html>) or in the unit office (e.g., School of Human Environmental Sciences), or through the Curriculum Vitae Location Guide at <<http://sacs.uncg.edu/>>.

Graduate Faculty (4.8.2.3). Graduate faculty must demonstrate a high level of competence in teaching and scholarship. Because of the doctoral mission of the University, Section IV of the *Handbook for Faculty* states that, "a significant portion of a faculty member's time is expected to be engaged in research and creative activity." To ensure the quality of graduate faculty, selection is monitored in several ways. The first is in the initial appointment to graduate faculty status. According to the *Handbook for Faculty*, Section V, "faculty members who teach courses for graduate credit, serve on thesis and dissertation committees, or act as official advisors to graduate students must be recommended by their department heads and deans for such service and be approved by the Dean of the Graduate School and the Graduate Studies Committee" <<http://shadow.uncg.edu/pvt/publications/pvt/faculty/index.html>>. Members of the Graduate Faculty are designated as Member, Associate Member, or Adjunct Member. Membership and Associate Membership are restricted to faculty who hold tenured or tenure-track appointments. Specific criteria (revised March 2001) for appointment are described in the *Policy on Appointment to the Graduate Faculty* (pp. 1-3) <<http://shadow.uncg.edu/pvt/publications/personnel/graduate.html>>:

Faculty appointed as Members should meet all of the following criteria:

1. Hold the terminal degree appropriate for his or her academic field or hold appointment to the faculty as an associate professor or higher.
2. Have demonstrated competence in research by continuing evidence of significant publication in professional journals/monographs, or have achieved significant recognition in creative work.
3. Have a record of active participation in professional organizations related to the academic field of specialization.
4. Have recognition within the faculty as a scholar and as an effective teacher.
5. Show concrete evidence of continuing professional development.
6. Have directed or served on thesis or dissertation committees when theses or dissertations are required in the degree program.

Table 4.3. Terminal Degrees by Department/Program

<i>Unit/Department</i>	<i>Degree</i>
College of Arts & Sciences	
African American Studies	PhD in African American Studies, Art, English, History, Music, Sociology or other relevant field
Anthropology	PhD in Anthropology
Art	MFA in Studio Art (studio); MFA or PhD in Art Education (art education); PhD in Art History (art history)
Biology	PhD in Biology, Botany, Zoology, Genetics, or related field
Broadcasting & Cinema	PhD in Mass Communications or related field; MFA in broadcasting or cinema; Master of Professional Writing
Chemistry & Biochemistry	PhD in Chemistry or Biochemistry
Classical Studies	PhD in Classics, Classical Philology, Classical Studies, Classical Archaeology, Latin or Greek
Communication Studies	PhD or EdD in Communication Studies
English	PhD in English (literature); PhD in Language or Linguistics (language); PhD or EdD in English with rhetoric specialty (rhetoric); MFA in Creative Writing (creative writing)
Geography	PhD in Geography or Geology
German, Russian, & Japanese Studies	PhD in German or Russian Language, Literature, or Cultural Studies
History	PhD in History or American Studies
Mathematical Sciences	PhD in Mathematics, Statistics, or Computer Science
Philosophy	PhD in Philosophy
Physics & Astronomy	PhD in Physics or Astronomy
Political Science	PhD in Political Science, Public Administration, or International Studies
Psychology	PhD in Psychology, Physiology, or Neuroscience
Religious Studies	PhD or ThD in Religion, Religious Studies, Theology; PhD in History, Sociology, Anthropology, or Area Studies
Romance Languages	PhD in Spanish or French Language or Literature, Linguistics, or Comparative Literature
Sociology	PhD in Sociology
Theatre	PhD or MFA in Theatre or Drama
Women's Studies	PhD in Women's Studies, Art, English, History, Sociology, or other relevant field
School of Business	
Accounting	PhD or DBA in Business Administration with emphasis in Accounting
Business Administration	PhD or DBA in Human Resources, Management, Marketing, Finance, or International Business
Economics	PhD in Economics
Information Systems	PhD in Information Systems, Operations Management, or related field

Table 4.3 Terminal Degrees by Department/Program (con't)

School of Education	
Counseling & Educational Development	PhD or EdD in Counseling, Counseling Education, or Guidance and Personnel
Curriculum & Instruction	PhD or EdD in Curriculum & Instruction, Education in a licensure field, Educational Administration, Educational Psychology, Psychology, or Higher Education
Educational Leadership & Cultural Foundations	PhD or EdD in Educational Leadership, Educational Administration, Policy Studies, Cultural, Social, or Educational Foundations, Curriculum, Sociology or Philosophy of Education, Social Studies Education, Humanistic & Behavioral Studies, or related field
Educational Research Methodology	PhD or EdD in Psychometrics, Educational Psychology, Research Methodology, or Quantitative Program Evaluation
Library & Information Studies	PhD in Library & Information Studies, Instructional Technology, MLS or MLIS
Specialized Education Services	PhD in Special Education, Psychology, Speech/Language, or related field
School of Human and Environmental Sciences	
Human Development & Family Studies	PhD or EdD in Human Development & Family Studies, Child Development, Early Childhood Education, Sociology, Gerontology, and Developmental Psychology or related field
Housing and Interior Design	PhD or MFA in Interior Design or related field; Master of Architecture
Nutrition	PhD in Nutrition, Physiology, Biochemistry, Food Service Management or related field
Social Work	PhD or MSW in Social Work
Textile Products Design & Marketing	PhD in Clothing and Textiles, Textile Science, or related field
School of Health and Human Performance	
Communication Disorders	PhD in Speech-Language Pathology or Audiology
Dance	PhD or MFA in Dance
Exercise & Sport Science	PhD or EdD in Exercise and Sport Science, Kinesiology, or Physical Education
Hospitality Management	PhD or DBA in Hospitality Management, Business Administration, Tourism Administration, Foodservice Management, or related field
Public Health	PhD or DPH in Health Education, Epidemiology, Health Policy & Administration, Environmental Health, or Health Psychology
Recreation, Parks, & Tourism Management	PhD in Recreation/Leisure Studies, Special Education, or Tourism
School of Music	
Music	PhD in Music or Music Education, DMA in Performance, EdD in Music Education, or MM in Jazz Performance
School of Nursing	
Nursing	PhD, ND, DSN in Nursing or MSN with doctorate in another field
Graduate School	
Genetic Counseling	MS in Genetic Counseling or Human Genetics
Gerontology	PhD in Sociology, Anthropology, Public Health, or related field

Associate Membership is intended for tenure-track faculty who will have responsibilities within the graduate program but who do not meet the criteria for membership. Adjunct Membership shall be accorded qualified faculty or staff members who will have responsibilities within the graduate program and whose appointments place them in one of the following categories: (a) faculty who are employed on a part-time basis; (b) visiting faculty employed on a full-time basis; (c) lecturers; and (d) non-teaching staff members or other qualified professionals who because of expertise in an area are recommended by an academic dean to teach or advise in that area.

Tenured Full and Associate Professors are designated as members of the Graduate Faculty at the time of hiring or promotion. Non-tenured Associate and Assistant Professors typically are awarded Associate Membership at the time of hiring. Membership on the Graduate Faculty may be awarded to non-tenured Associate and Assistant Professors upon the recommendation of the Department Head and the Academic Dean, with final approval by the Dean of the Graduate School. Some faculty may be awarded Adjunct Membership for one year to teach courses specified by the Department Head and the Academic Dean, with final approval by the Dean of the Graduate School.

As noted above, evidence of an earned doctorate in the teaching or related discipline is normally a requirement for any Graduate Faculty status. The master's degree is the terminal degree for some disciplines, but it is not an appropriate degree for doctoral programs. (See Table 4.3, 4.8.2.2, for a list of appropriate doctoral degree fields). A review conducted by the Provost's Office in Fall 2001 and subsequent follow-up efforts have ensured that only those with doctorates or filed justifications will teach in doctoral programs.

According to the *Policy on Appointment to the Graduate Faculty*, the Dean of the Graduate School may offer the privilege of participation in a graduate program for a designated function to a person who is not a member of the graduate faculty when requested by a department or College/School. Typically, these members are afforded Associate or Adjunct status. Associate or Adjunct members of the graduate faculty may teach any graduate course with the exception of post-master's seminars or other work offered for doctoral candidates; they may not hold primary responsibility for the direction of doctoral dissertation research or the establishment, as advisors, of programs leading to the doctorate but may serve as members of thesis or advisory committees at any level and may chair master's thesis committees. Broader responsibilities may be authorized by the Dean of the Graduate School in consultation with the Graduate Studies Committee. Any request for such a broadening of responsibilities must be accompanied by a letter of justification from the appropriate academic dean. Such a letter must address the candidate's qualifications in terms of the criteria for Membership.

Faculty holding these appointments must be reviewed for reappointment on a regular basis with the emphasis on having a record of active participation in scholarship, teaching, and other experiences that assure their continued competencies. According to the *Policy on Appointment to the Graduate Faculty*, review of Members should be documented at the time of post-tenure review. Associate Members and Adjunct Members should be reviewed at the time of contract renewal and tenure review. Emeritus faculty appointed as Adjunct Members should be reviewed every five years. Documentation of faculty qualifications is maintained in several offices across campus. Faculty files (including vitae, annual reports, etc.) are maintained at department and school/college levels. Additionally, each faculty member has one official personnel file kept in the Office of the Provost.

All programs are staffed by at least four full-time faculty members who are qualified for graduate programs and teach in them. Departmental faculty typically teach in all graduate programs within a specific department, rather than being dedicated to a single program.

Departments across campus judge the compensation offered by UNCG (either in salary, benefits, or start-up packages) to be inadequate. Many departments report difficulty in attracting and/or keeping excellent faculty. Specific inadequacies vary from department to department. In some cases, salaries for current faculty are judged to be adequate, but start-up is not. Compared to peer institutions, UNCG ranks 13th out of 16 in all-rank salaries and 14th for total compensation (see *UNCG Environmental Scan: 2003-2008*). Salary compression is also a concern in some areas. Across the board, benefits are perceived to be inadequate for all faculty. The level of the State's contribution to retirement and recent cuts in health care benefits (along with the loss of HMO choices) are cited as problematic. The University is seeking ways to improve faculty salaries, including the recent request for a campus-based tuition increase in part to fund faculty salaries. The State budget crisis makes progress in the area difficult.

Distance Learning Programs/Activities (4.8.2.4). According to the UNCG Distance Education Policy <<http://www.uncg.edu/tlc/dePolicy.html>>, the academic unit (the department or school if not departmentalized) providing distance education will be responsible for "...ensuring that distance education instruction is comparable in quality and content to the corresponding traditional on-campus instruction." Academic Departments and the Division of Continual Learning indicate that distance learning classes are taught by the same faculty teaching on-campus and subject to the qualifications discussed in Sections 4.8.1 and 4.8.2. The vast majority of classes are taught on-campus; the Faculty Survey shows that only 11.5% of the faculty responding have ever taught a course where "the class did not meet face-to-face."

The UNCG Distance Education Policy states that faculty who offer distance education should be available to interact individually with their students in person or via electronic mail or telephone. Faculty teaching in distance learning programs are available to students either through their face-to-face instruction or through electronic mail and telephone access when the course is in Web-based or Web-enhanced formats. For off-campus instruction, much of this access comes during time periods prior to the start of each class or at the conclusion of each class. For Web-based or Web-enhanced instruction, the faculty member generally utilizes an orientation class at the outset of the course and then is available through frequent monitoring of electronic discussion forums or through e-mail communications. Faculty members responding to the Faculty Survey state that they promote interactions with students via electronic mail and on-line office hours.

Part-time Faculty (4.8.3)

In February 2002, the Faculty Senate endorsed the Part-time Faculty Policy later approved by the Chancellor in April 2002 <<http://shadow.uncg/pvt/publications/personnel/parttime.html>>. This policy clarifies that the number of part-time faculty must be properly limited. In Fall 2001, UNCG employed 108 part-time faculty, 24% of the total faculty of 884 (*UNCG Fact Book* <<http://ire.uncg.edu/pages/factbook/2001-02/new/hilites.htm>>). The units report adequate numbers of full-time faculty, with exceptions in a few departments (Housing and Interior Design, Dance, and Communication Studies and Disorders). When faculty were asked whether "the number of faculty

members in my department is adequate to allow faculty to teach and advise students effectively, to be productive students or artists and to participate in curriculum development, policy making and institutional planning,” 54% either “disagreed strongly” or “disagreed somewhat.”

Part-time faculty are appointed on a term-by-term, course-by-course basis and are supervised and evaluated within the departments. The academic units and departments are responsible for referring part-time faculty to orientation programs conducted through their units or the Teaching and Learning Center. Departments described their orientation programs as including meeting with the department head to discuss expectations and course requirements, being assigned a full-time faculty member as a mentor, peer/department head evaluation of teaching, and review of student evaluations. Many faculty members believe that these methods are effective; almost 76% agreed “strongly” or agreed “somewhat” that their departments provide appropriate orientation, supervision, and evaluation of part-time faculty. In many departments, department heads conduct formal evaluations of part-time faculty, the same as with full-time faculty.

All part-time faculty are required to have posted office hours (see *Part-Time Faculty Policy*, <<http://shadow.uncg.edu/pvt/publications/personnel/parttime.html>>). Email addresses and phone numbers are provided so that students may contact their part-time instructors in that manner as well.

Graduate Teaching Assistants (4.8.4)

The Graduate School provides a *Teaching Assistant Handbook* that discusses matters that govern teaching assistants <www.uncg.edu/grs/teaching_assistant_handbook.html>. Topics of discussion include the following: understanding the GTA role, preparing to teach, beginning the course, teaching effectively, special teaching situations, concluding the course, University resources, and references for teachers. In the section on understanding the GTA role, The Graduate School mandates that the Department send a letter to each GTA outlining the educational requirements, job requirements duties, and performance standards. It also outlines administration and direction of teaching assistants by the Provost through the Dean of The Graduate School. Departments award and renew teaching assistantships subject to the approval of The Graduate School Dean. Workloads, course loads, and compensation for graduate assistants are regulated through procedures originating in the Graduate School and delegated through the various schools and college to the academic department in which the teaching services will be performed. Other matters concerning rights and responsibilities of the GTA that are outlined in the manual include tuition benefits, liability protection, tax status of assistantships, student rights to privacy, study safety, accidental injuries, and grievance procedures. In addition, some departments have graduate student handbooks that outline policies and procedures relevant to the student’s program and department. These departments include Psychology <<http://www.uncg.edu/psy/graduateprogram/currentstudentsinfo/gradprogramhandbook.html>>, Human Development and Family Studies <http://www.uncg.edu/hdf/hdfs_graduate/GradHand.htm>, and Nutrition <http://www.uncg.edu/nfs/graduate/graduate_manual_toc.html>. In *The Administrative Manual of the University of North Carolina* (Section IV), The University of North Carolina System states its “Administrative Policy on Training, Monitoring, and Evaluation of Graduate Teaching Assistants;” this document governs policy at UNC Greensboro <www.ga.unc.edu/publications/admin_manual/chapter_iv.pdf>.

The Graduate School requires each department to provide a report at the end of the spring semester to validate the training, supervision, and evaluation of GTAs. The report contains

information on in-service training and the evaluation process. In the “Annual Report of the Training, Monitoring, and Evaluation of Graduate Teaching Assistants” for the 1999-2000 academic year to the Office of the President, GTA-taught classes represented 11% of the total classes offered by UNCG and 15% of the undergraduate classes. From a UNCG faculty viewpoint indicated in the Faculty Survey, only 8.2% “strongly agree” that their departments are too dependent on graduate teaching assistants to conduct classroom instruction.

As noted, all teaching assistants are required to participate in an orientation sponsored by the Graduate School before assuming teaching responsibilities. In addition, some departments have established training programs, such as requiring a specific course before serving as a GTA (e.g., Psychology requires PSY 721: Teaching of Psychology); others require a sequence of experiences and related courses (e.g., Human Development and Family Studies requires a two-course sequence HDF 664/765: College Teaching in Human Development and Family Studies I and II before students are permitted to have sole responsibility for an undergraduate course). Teaching assistants who are instructors of record have earned at least 18 graduate hours in their teaching discipline and commonly are assigned teaching responsibility for courses that are lower-division undergraduate courses (as indicated in reports from the department reports and faculty surveys).

The Department of Communication does assign master’s students who have not earned 18 graduate credit hours to classroom duties in a 100-level course. These Teaching Assistants use the same syllabus, textbook, and examinations for the course, and a faculty member who serves as instructor of record for the course supervises them closely, and meets with them regularly. These Teaching Assistants also must take CST 599, a pedagogy course, while they are teaching the 100-level course. Other departments use a variety of methods to supervise GTAs; some use a coordinator, others individual mentors, and yet others offer a course as noted earlier. Some departments provide graduate teaching assistant manuals. Evaluations are made by the faculty and/or students in the classes taught by assistants.

English language competency is assessed by requiring a passing score on the TOEFL exam. In addition, The Graduate School recommends that the department request a Test of Spoken English and a personal interview before considering international students for a teaching assignment (unless English is their native language). Since 18 hours are required before graduate students may provide classroom teaching and since those hours are often taken at UNCG, faculty members in the department are quite aware of the language capabilities of the students.

Faculty Compensation (4.8.5)

A comprehensive annual salary review process is conducted after the North Carolina General Assembly has appropriated funds to address salaries of all employees of the State of North Carolina. The criteria for faculty salary increases are developed, approved, and promulgated by the Board of Governors of The University of North Carolina. These instructions received by the Chancellor are provided to each dean, who provides instructions to department heads and faculty in their jurisdiction. Whereas the criteria for salary increases are subject to change each year, they have remained consistent over the last decade and primarily include merit and equity. Annual reviews of faculty, conducted by the department head and/or the dean, are the chief determinants for merit. With the new *Guidelines for Promotion and Tenure*, there has been an effort in recent years to allow for different profiles in determining merit. Equity increases, in general, are “internal” measures and are based upon

relative salaries within rank. External market forces result in different minimum salaries needed to attract and retain faculty in different disciplines.

General information on salary is presented in the *Handbook for Faculty*, Section VI: “The initial recommendation is made at the unit level. Department heads make recommendations to the respective unit head . . . concerning the allocations to individual EPA employees based on teaching, research, professional activities, service, promotion, and previous inequity”.

Departmental policies are available in a variety of forms, for example, an Annual Personnel Review Criteria, a memorandum to the dean, departmental documents, a Faculty Review Policy and Procedure. Most units have such a policy as do most departments in the College of Arts and Sciences. Of the faculty surveyed, 57% “agreed” that the salary policy is clear.

The following units have their guidelines on the Web:

- School of Business and Economics: <<http://www.uncg.edu/bae/inet>>
- School of Education: <[http://www.uncg.edu/soe/\(Documents-Annual Review\)](http://www.uncg.edu/soe/(Documents-Annual%20Review))>
- School of Health and Human Performance:
<<http://www.uncg.edu/hhp/sacs/appointmentsHHP/htm>>
- School of Music: <<http://www.uncg.mus/faculty/handbook/faculty>>

Other policies are filed in the department or unit office.

Academic Freedom and Professional Security (4.8.6)

Full academic freedom for faculty and students is guaranteed in the *Regulations on Academic Freedom, Tenure, and Due Process*, Section 1 (Freedom and Responsibility in the University Community), and Section 2 (Academic Freedom and Responsibility of Faculty) <<http://www.uncg.edu/apl/POLICIES/iva001.html>>. These sections include the following four declarations of academic freedom:

- (i) The University of North Carolina at Greensboro is dedicated to the transmission and advancement of knowledge and understanding. Academic freedom is essential to the achievement of these purposes. This institution therefore supports and encourages freedom of inquiry for faculty and students, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors.
- (ii) The University of North Carolina at Greensboro shall protect faculty and students in their responsible exercise of the freedom to teach, to learn, and otherwise to seek and speak the truth.
- (iii) It is the policy of The University of North Carolina at Greensboro to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication for all members of the academic staffs of this institution.
- (iv) The University of North Carolina at Greensboro shall not penalize or discipline members of the faculty because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility.

The academic freedom of much of the faculty is further protected by tenure. According to the *Regulations on Academic Freedom, Tenure, and Due Process* (Appointment, Reappointment, Promotion, and Tenure), Section 3 (B), “the purpose of granting tenure is to protect the academic freedom of faculty members while providing them with a reasonable degree of economic security.” The *Regulations on Academic Freedom, Tenure, and Due Process* was adopted in 1976 by the Board of Trustees and is included in the *Handbook for Faculty*. This handbook is available on the Web from the Provost’s home page <<http://shadow.uncg.edu/pvt/publications/pvt/faculty/index.html>>.

The Faculty Survey states that “At UNCG, faculty are free to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to teach and study the substance of a given discipline.” Only 5% of the respondents “disagreed” with this statement.

According to *The University-Wide Evaluation Guidelines for Promotions and Tenure*, “each individual appointed to the faculty is expected to possess intellectual and professional integrity and the ability to cooperate effectively with others, and a willingness to consider the welfare of the total institution.” In addition, as stated in Section 1 (C) of the *Regulations on Academic Freedom, Tenure, and Due Process*, “faculty and students of The University of North Carolina at Greensboro shall share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.” Finally, according to Section 2 (A) of the *Regulations on Academic Freedom, Tenure, and Due Process*, “members of the faculty are expected to recognize that accuracy, forthrightness, and dignity befit their association with the University and their position as men and women of learning.” It should also be noted that UNCG has policies about professional ethics in such areas as research on human and animal subjects, co-authored research, intellectual property (e.g., patents and copyrights), conflicts of interest, external professional activities for pay, employment beyond contract, dual employment by state agencies, and political office holding (see Provost’s Web page for complete listing of policies <http://shadow.uncg.edu/pvt/publications/policies_faculty.html>).

The Faculty Survey asked faculty to indicate their level of agreement with the statement, “At UNCG, faculty members carry out their duties in a professional, ethical, and collegial manner that enhances UNCG’s mission.” Of the respondents 93% “agreed” with this statement.

The Regulations on Academic Freedom, Tenure, and Due Process, Section 3 require that:

. . . the terms and conditions of each initial appointment and each reappointment to the faculty shall be set out in writing. A copy of the terms, signed by the Provost, shall be delivered to the faculty member and a copy shall be retained by the Provost. The general terms and conditions of such appointments, including those provided herein, shall either be set out in the document of appointment or incorporated therein by a clear reference to specified documents that shall be readily available to the faculty member. The University tenure regulations, including Chapter Six of *The Code of The University of North Carolina*, shall be published by the institution and distributed to all faculty members. Upon request, each faculty member shall have ready access to information about his or her employment status from the department head <<http://www.uncg.edu/apl/POLICIES/iva001.html>>.

All policies regarding employment, as established by the Board of Governors and Board of Trustees, are included in the *Handbook for Faculty* <<http://shadow.uncg.edu/pvt/publications/pvt/>>

faculty/index.html>. The policies and procedures for promotions and tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, are clearly set forth in the following published UNCG documents: *Regulations on Academic Freedom, Tenure, and Due Process: The University of North Carolina at Greensboro*, *University Promotions and Tenure Guidelines*, *University-Wide Evaluation Guidelines for Promotions and Tenure*, *Constitution of the Faculty*, and *UNCG Policy on Post-Tenure Review*. All of these documents are available on the Provost's home page <http://shadow.uncg.edu/pvt/publications/policies_faculty.html>.

The Faculty Survey asked faculty if "Policies and procedures for promotion, awarding tenure, providing adequate notice on non-renewal of a probationary appointment, and termination of appointments are clear to me." Of the respondents, 84% "agreed" with this statement. In cases in which there is a decision not to renew a probationary appointment, faculty members have the right to request a review of the decision by the Committee on Due Process (*Regulations on Academic Freedom, Tenure, and Due Process*, Section 4). In cases in which the Provost intends to discharge a tenured faculty member because of incompetence, neglect of duty, or misconduct, faculty members have the right to a hearing before the Committee on Due Process (*Regulations on Academic Freedom, Tenure, and Due Process*, Section 7). Further, Section 7 of the *Regulations on Academic Freedom, Tenure, and Due Process* gives such faculty members the right to appeal a negative decision by the Chancellor to the Board of Trustees of UNCG, and the right to petition the Board of Governors of the University of North Carolina to review a negative decision by the Board of Trustees. Moreover, according to the *UNCG Policy on Post-Tenure Review*, an initial recommendation to discharge a tenured faculty member due to an unsatisfactory Post-Tenure Review must be further reviewed by the Unit Committee on Promotions and Tenure, the Dean, the University Committee on Promotions and Tenure, the Provost, and the Chancellor, respectively.

The Faculty Survey asked respondents to report their level of agreement with "Termination and non-renewal procedures at UNCG contain adequate safeguards for the protection of academic freedom." Of those who responded, 91% "agreed" with this statement.

Professional Growth (4.8.7)

Faculty vitae are available on-line or in the unit dean's office and provide a record of each faculty member's professional development activities. Faculty annual reports (available in departmental offices) also describe faculty members' professional development activities. The Self-Study Academic Department and Unit reports, as well as the Faculty Survey, provide evidence that faculty are given opportunities for continuing professional development.

The *Handbook for Faculty*, Section IV <<http://shadow.uncg.edu/pvt/publications/pvt/faculty/index.html>> states that the University provides faculty members with the following resources for their professional growth and development: facilities, supplies and equipment, library and its services, computer facilities and training, statistical consulting services, secretarial and clerical services, instructional technical services, the use of vehicles, and tuition-free course enrollment. Other resources available to faculty on a competitive basis include research assignments, summer research excellence awards, reimbursement for job-related travel, grants for professional development and instructional improvement, and faculty exchange opportunities. A variety of professional development opportunities are available to faculty through the academic units, including research

assignments and grants, travel support, faculty exchanges, and workshops to improve teaching and infuse technology into instruction.

Of those who responded, 64% of the faculty “strongly agreed” with the statement that UNCG provides them with the opportunity to continue their professional development throughout their career. According to the *Handbook for Faculty*, Section IV, faculty are to take primary responsibility for their professional development. The faculty overwhelmingly supported the statement in the Faculty Survey that UNCG encourages individual faculty members to take the initiative in promoting their own growth as teachers, scholars and practitioners, with 97% “agreeing.”

The Role of the Faculty and Its Committees (4.8.8)

The primary responsibility for the quality of the educational program resides with the faculty from the department level through the school/college level. Concerning the statement in the Faculty Survey, “primary responsibility for the quality of the educational program resides with the faculty,” a high percentage of the faculty (88.9%) responded that they “agreed somewhat” or “strongly.”

The Constitution of the Faculty <<http://shadow.uncg.edu/facsen/pdf/files/fconst.pdf>> sets forth the principle of faculty self-government at the University, and the *Handbook for Faculty*, Section III <<http://shadow.uncg.edu/pvt/publications/pvt/faculty/index.html>> addresses Faculty Governance in more detail. The primary responsibility for the approval and review of academic programs rests in the committee structure of the University at all levels: program, department, academic unit, faculty senate, and/or university-wide committees. These committees are responsible for making recommendations to the Faculty Senate, the General Faculty of the University and/or to the administration of the University for new policies and changes to policies and procedures as they relate to personnel and programs. Of particular importance for the role of the faculty and its committees at the University level are the Graduate Studies Committee, the Undergraduate Curriculum Committee, and the Academic Policies and Regulations Committee, all committees of the Senate. When asked whether “UNCG faculty are given adequate opportunities to participate in decisions regarding academic affairs and are given appropriate jurisdiction over matters of concern to them,” 75.2% of the faculty “agreed somewhat” or “strongly.”

All schools/college and departments have well-documented policy documents in their instruments of governance or handbooks describing the way the unit establishes, reviews, and evaluates curricular decisions. Most of these documents are located on the Web site for the school/college; if not, they are available in the unit office. Learning goals and assessment procedures are established for all majors and graduate programs.

Every five years each academic department/unit must conduct a data-based department review that includes study of the curriculum. This review is instigated by the Provost’s Office with each department involved reporting to the Provost. In addition, units also have periodic accreditation reviews that encompass study of the curriculum.

Faculty Loads (4.8.9)

On April 2, 2002, the Chancellor approved the “Faculty Workload Guidelines” as policy for units and departments to follow in assigning faculty workloads. In addition, all units in the University, except the School of Education, have developed written policies on assignment of faculty responsibilities. The individual departments within the School of Education have developed or are

developing their own policies that are available in departmental offices. The School of Human Environmental Sciences is currently working on such a document. The academic units' documents are available on the Web at the following locations:

Arts and Sciences <<http://www.uncg.edu/aas/finaltchguides.html>>

Business and Economics <<http://www.uncg.edu/bae/inet>>

Health and Human Performance <<http://www.uncg.edu/hhp/sacs/workload.htm>>

Music <<http://www.uncg.edu/mus/faculty/handbook/faculty>>

The School of Nursing and the School of Human Environmental Sciences have unit documents available in the respective dean's offices. In general, these policies permit reduced teaching loads for faculty receiving significant external grants and administrative assignments. Faculty workload reports are available at <<http://shadow.uncg.edu/pvt/publications/personnel/workloads.html>>.

Criteria and Procedures for Evaluation (4.8.10)

According to the Faculty Survey, 71.8% of responding faculty strongly "agree" that they are regularly evaluated. As required, faculty are evaluated on an annual basis, as well as at several points as specified by appointment and rank. Untenured assistant professors are evaluated in their third year for reappointment to a second probationary term. These same faculty are re-evaluated in their sixth year for permanent tenure and promotion to associate professor. Tenured faculty undergo a cumulative post tenure review every five years.

Departments and units have specific procedures for annual reviews that are determined mostly at the department level in compliance with unit guidelines. In two cases, Human Environmental Sciences and the Bryan School, School guidelines are followed by all departments.

The general procedure for annual review is as follows: Each faculty member submits a summary of his or her yearly activity on the UNCG Report Form. These annual reports are then evaluated either by a departmental committee reporting to the department head or by the department head alone. Committee structure varies across departments; in some cases, smaller departments act as "committees of the whole." Other committees are made up of both junior and senior faculty, while still others consist of only senior faculty. Regardless of specific membership, these committees forward a report of each faculty member to the department head. Department heads incorporate these analyses into their Departmental Annual Report to the Dean as well as use them as a basis for faculty conferences and merit pay increase recommendations.

According to the *University-Wide Evaluation Guidelines for Promotions and Tenure* <shadow.uncg.edu/pvt/publications/personnel/evaluationPT.html>. Department/division guidelines for promotions and tenure are in accordance with and subordinate to unit documents. Each department/division is expected to establish comprehensive department/division-specific evaluation guidelines for each of the three common categories and for the fourth, directed professional activity, if the unit incorporates the fourth category into its criteria. The *University-wide Evaluation Guidelines for Promotions and Tenure* are in accordance with and subordinate to *The Code of the Board of Governors of The University of North Carolina* and the *Regulations on Academic Freedom, Tenure, and Due Process of The University of North Carolina at Greensboro*.

According to Section V, *Handbook for Faculty* <<http://shadow.uncg.edu/pvt/publications/pvt/faculty/index.html>>, in September 1998, the University adopted the *Policy on Post-Tenure Review* <shadow.uncg.edu/pvt/publications/personnel/posttenurereview.html>. Building on annual reviews,

post-tenure reviews are cumulative evaluations of faculty performance in the areas of teaching, research and creative activity, service, and directed professional activity (optional). Post-tenure reviews are required of all tenured faculty members. Cumulative reviews take place no less frequently than every five years and must provide for the evaluation of all aspects of faculty performance during this period relative to the mission of the unit and institution. Reviews of faculty within a unit are the responsibility of the unit head, although the reviews must involve peers. Each unit may use (or modify as needed) the UNCG Report Form for annual faculty reviews.

Criteria used in all reviews are consistent with unit and University tenure and promotion documents. These documents are available to faculty online or are available in hard copy in deans and departmental offices.

The criteria for faculty performance evaluation is available in the *Handbook for Faculty*, a copy of which is provided to each new faculty. Also, the responsibility for each faculty member receiving a copy of the specific criteria for the college and school is with the department heads in the respective departments. Individualized faculty development plans are developed in consultation with the department heads or their representatives when weaknesses are noted.

Summary by Criteria

(4.8, p. 40, ll. 9-11) Information in the official personal files in the Office of the Provost provides evidence that UNCG employs faculty members qualified to accomplish its purpose.

(4.8.1, p. 40, ll. 15-21) The University has orderly and effective processes and procedures for recruitment and appointment of faculty. Search committees are appointed by the dean in consultation with department heads/chairs. Affirmative Action guidelines are carefully followed.

(4.8.1, p. 40, ll. 21-23) Recruitment and appointment processes and procedures are described in university documents including the *Handbook for Faculty*. The Handbook and other guidelines are posted on the Provost's Web site.

(4.8.1, p. 40, ll. 24-27) The highest earned degrees presented by faculty members are from regionally accredited institutions.

(4.8.1, p. 40, ll. 27-32) In the cases of exceptions, such as international institutions, departmental faculty have concluded that faculty members have appropriate academic or professional preparation.

(4.8.1, p. 41, ll. 1-4) All faculty are proficient in oral and written communication in the appropriate teaching languages. Language proficiency is assessed during the interview and by reviewing supporting documents.

(4.8.2, p. 41, ll. 10-12) Following a full review and the correction of problems in a few areas, UNCG full-time and part-time faculty meet the criteria for academic and professional preparation as described below.

(4.8.2.2, p. 43, ll. 15-21) UNCG faculty teaching undergraduate courses have completed at least 18 graduate semester hours in the teaching field.

(4.8.2.2, p. 43, ll. 21-25) Exceptions have been documented and justified in the personnel file in the Provost's office. Procedures are being established to ensure that justifications are filed as necessary for future hires.

(4.8.2.2, p. 43, ll. 26-30) Faculty teaching in their own discipline in interdisciplinary courses have a home department where credentials are verified.

(4.8.2.2, p. 43, ll. 31-38) Files are maintained in the Office of the Provost, except for faculty who teach only in distance learning programs, whose files are maintained in the Division of Continual Learning for all full-time and part-time faculty. All files contain an official transcript of the degree, usually the terminal degree, which justifies the teaching assignment, and justifications when necessary.

(4.8.2.2, p. 43, l. 39; p. 44, ll. 1-3) At least 25% of the discipline course hours in each undergraduate major are taught by faculty holding terminal degrees, usually the earned doctorate in that discipline. The earned doctorate or appropriate terminal degree is required for all tenure track hires.

(4.8.2.2, p. 44, ll. 3-12) Certain master's degrees are appropriate for some disciplines, or a master's degree coupled with a doctoral degree in a related discipline, as indicated in Table 4.3. Transcripts and appropriate justifications are available in faculty files.

Recommendation # 7: Develop a system to ensure that course assignments are based on a review of faculty qualifications to teach at the undergraduate or graduate level and that official transcripts and any necessary documentation justifying the assignment are on file.

(4.8.2.2, p. 44, ll. 12-15) All distance education courses are taught by faculty in departments or hired through a department. Credentials are verified by that department.

(4.8.2.2, p. 44, ll. 16-20) MAT 101 and ENG 100 (when offered) are taught by faculty who meet the same qualifications as other baccalaureate faculty.

(4.8.2.3, p. 44, ll. 21-23) Faculty demonstrate a high level of competence in teaching and research before appointment to the Graduate Faculty. Graduate Faculty must be reappointed on promotion and follow 5-year reviews which are part of the post-tenure review process at the department level.

(4.8.2.3, p. 44, ll. 23-25) The research accomplishments of graduate faculty, including those who teach in doctoral programs, are documented in their curriculum vitae.

(4.8.2.3, p. 44, ll. 26-27) Criteria for appointment to the Graduate Faculty are clearly articulated in the *Policy on Appointment to the Graduate Faculty*.

(4.8.2.3, p. 44, ll. 28-30) Although State budget shortfalls have placed a strain on University resources, UNCG has minimally adequate resources to attract and retain faculty through the enrollment change budget. Issues in attracting (salaries, start-up packages, benefits) and retaining (salary compression and changes in benefits) qualified faculty deserve further study. UNCG ranks 13th among the 16 UNC peer institutions in salaries for all ranks.

(4.8.2.3, p. 44, ll. 30-33) The *Policy on Appointment to the Graduate Faculty* requires that all members of the graduate faculty have experience in directing independent study.

(4.8.2.3, p. 44, ll. 38-39; p. 45, ll. 1-7) According to the *Policy on Appointment to the Graduate Faculty*, all graduate faculty must hold the earned doctorate or appropriate terminal degree.

(4.8.2.3, p. 45, ll. 7-11) The Master's degree or Master's degree in the field plus a doctorate has been judged appropriate by faculty in some disciplines as shown in Table 4.3. Justifications have been provided for degrees unrelated to the degrees in the chart.

(4.8.2.3, p. 45, ll. 11-13) All faculty teaching at the doctoral level hold the doctorate in the teaching discipline or a related discipline. Any exceptions are documented and justified in faculty files.

(4.8.2.3, p. 45, ll. 14-26) Graduate faculty who do not have the academic preparation but have relevant professional experience must have justification in the form of a memorandum from the appropriate academic dean or department head that addresses their qualifications. This justification is filed in the Provost's Office.

(4.8.2.3, p. 45, ll. 27-31) Credentials for faculty teaching in interdisciplinary programs are verified by the director of the program and justified in the files.

(4.8.2.3, p. 45, ll. 32-39) The Provost's Office maintains the faculty personnel files including an official transcript and appointment letters. Files for faculty who teach only in distance learning courses are maintained in the Division of Continual Learning. Academic units or departments maintain faculty vitae and annual reports.

(4.8.2.3, p. 45, ll. 40-41; p. 46, ll. 1-10) All graduate programs employ at least four full-time faculty members whose responsibilities include teaching in the program.

(4.8.2.4, p. 46, ll. 11-13) Faculty teaching distance education courses are hired through the academic units and must meet the same criteria as all teaching faculty.

(4.8.2.4, p. 46, ll. 13-17) Student access to faculty in distance learning courses is provided through electronic mail, online discussion, and telephone. Face-to-face instruction is also available in many distance education courses.

(4.8.3, p. 46, ll. 18-22) The number of full-time faculty is adequate to provide effective teaching, advising, and scholarship/creative activity, and to allow them to participate in curriculum development, policy making, institutional planning, and governance. The norms set by the University of Delaware study are used to establish targets for the appropriate number of full-time faculty.

(4.8.3, p. 46, ll. 22-26) When UNCG departments use part-time faculty, they do so in a limited manner, according to University policy. They are hired on a year or semester basis according to need.

(4.8.3, p. 46, ll. 26-30) Part-time faculty meet the same criteria as full-time faculty.

(4.8.3, p. 46, ll. 31-33) UNCG has established a university-wide policy on part-time faculty approved by the Faculty Senate and the Chancellor in Spring 2002.

(4.8.3, p. 46, ll. 33-35) Effective orientation, supervision, and evaluation procedures for part-time faculty are in place.

(4.8.3, p. 46, ll. 35-37) Part-time faculty policy requires posted office hours and suggests that email addresses and phone numbers be provided as well.

(4.8.4, p. 47, ll. 3-5) UNCG avoids a heavy dependence on graduate assistants for classroom instruction.

(4.8.4, p. 47, ll. 5-10) The institution-wide guidelines for graduate assistantship administration, including appointment criteria, remuneration, rights and responsibilities, evaluation, and reappointments, are found in the Graduate School's *Teaching Assistant Handbook*. Three other departments (Psychology, Human Development and Family Studies, and Nutrition) provide graduate student handbooks on the Web.

(4.8.4, p. 47, ll. 11-19) Departments are responsible for confirming that a graduate teaching assistant has the required qualifications before being allowed to teach, and for providing appropriate training, supervision, and evaluation.

(4.8.4, p. 47, ll. 26-31) Graduate students whose native language is not English must achieve a TOEFL score of 550 (paper test) or 212 (computer test) for admission to UNCG. In addition, departments evaluate students' abilities in English after admission to the program before giving a teaching assignment.

(4.8.4, p. 47, ll. 32-35) The Provost, through the Graduate School, provides ultimate oversight of the departmental practices for GTAs. Departments submit annual reports to the Graduate School regarding the employment, training, and supervision of graduate teaching assistants.

(4.8.5, p. 48, ll. 1-2) Units/departments have a policy regarding salary increases in place.

(4.8.6, p. 48, ll. 3-12) Academic freedom is guaranteed by the *Regulations on Academic Freedom, Tenure, and Due Process*, Section 1, that is included in the *Handbook for Faculty*.

(4.8.6, p. 48, ll. 13-16) The *Handbook for Faculty* and all academic regulations are on the Provost's Web page at <<http://shadow.uncg.edu/pvt/publications/index1.asp>>.

(4.8.6, p. 48, ll. 16-20) Several university documents require that faculty carry out their duties in a professional, ethical, and collegial manner including *The University-Wide Guidelines for Promotion and Tenure, I*, and *Regulations on Academic Freedom, Tenure, and Due Process (Section I [C] and Section 2[A])*.

(4.8.6, p. 48, ll. 20-23) UNCG provides letters of appointment to faculty members clearly describing the terms and conditions of their employment.

(4.8.6, p. 48, ll. 23-26) Policies regarding appointments and contracts are in *the Handbook for Faculty* and other documents.

(4.8.6, p. 48, ll. 26-31) "Promotion, Tenure, Due Process and Grievance Regulations," a policy included in the *Handbook for Faculty*, Section V, clearly states policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, for termination of appointments, including those for cause, and for renewal of a contract.

(4.8.6, p. 48, ll. 32-33) Faculty are entitled to appeal a non-renewal through due-process procedures as described in *Regulations on Academic Freedom, Tenure, and Due Process*, Section 4.

(4.8.7, p. 48, ll. 34-37) UNCG provides numerous opportunities and support for professional development. Faculty accomplishments are documented in their vitae and annual reports. Vitae are available in the unit offices or on the Web, and annual reports are in department or unit offices.

(4.8.7, p. 49, ll. 4-9) The *Handbook for Faculty* clearly states that faculty are to take primary responsibility for their professional development.

(4.8.8, p. 49, ll. 10-11) The primary responsibility for the quality of the educational program resides with the faculty. Faculty review committees ensure quality at the departmental, unit, and university levels.

(4.8.8, p. 49, ll. 11-13) The committee structure of the University is a clear indication of faculty participation. The Faculty Senate and its committees are clearly defined in the *Handbook for Faculty*, Section III.

(4.8.9, p. 49, ll. 18-19) According to UNC funding formulas and in comparison with other similar institutions from the University of Delaware Study, UNCG has a faculty of adequate size to support its mission.

(4.8.9, p. 49, ll. 19-23) The University *Faculty Workload Policy* sets guidelines for the equitable and reasonable assignment of faculty responsibilities such as classroom instruction, service activities (for example, public and professional service, academic advising, committee membership, guidance of student organizations), and research. The *Faculty Workload Assignment Form* allows for each member to work out a mutually-determined assignment with his or her department head. In addition, all units have policies for the equitable assignment of faculty responsibilities either on the Web or in the unit office. The School of Education departments have individual policies.

(4.8.10, p. 49, ll. 33-34) Annual evaluations are conducted on faculty members at the department level. All tenure-track faculty participate in a reappointment review at three years and a tenure review in the seventh year. Tenured faculty participate in post-tenure review every five years.

(4.8.10, p. 49, ll. 34-35; p. 50, ll. 1-2) All annual evaluations of faculty members and other periodic reviews include a statement against which the performance of each faculty member being evaluated is measured.

(4.8.10, p. 50, ll. 2-4) The criteria against which faculty members are measured in all evaluations and reviews are consistent with the purpose and goals of the institution. All criteria used to evaluate faculty performance are available on the Provost's Web page <<http://shadow.uncg.edu/pvt/publications/personnel/evaluation.html>>. Unit and department criteria are available in the unit and department offices.

(4.8.10, p. 50, ll. 4-6) Faculty evaluations are used to improve faculty performance and the quality of the educational programs.

Examination of Strengths, Weaknesses, Opportunities, and Threats

Strengths

- The University's system of tenure and promotion allows for a balanced evaluation of candidates in the traditional areas of teaching, research or creative activity, and service; this system is also flexible enough to allow for a wide, evolving range of faculty roles and responsibilities. (See Proposal 41)
- The faculty and administration participate in a vital and effective system of shared governance. This system revolves around the Faculty Senate and University Committee structure. Given its exemplary character, the University's system of shared governance enhances the University's ability to deal effectively with opportunities and threats.
- The University instituted revised tenure and promotion guidelines in 1998. According to the guidelines, this "evaluation process should address both individual and institutional goals, reflect the complexity of faculty work, recognize faculty members' uniqueness, foster their career development, and take place in a spirit of collegiality." Explicit in this statement is the notion that workloads are tailored to the strengths of the individual in concert with unit needs. In the years following the modification of the guidelines, the extent to which faculty have been assigned

unique roles that can lead to tenure and promotion has received renewed attention. (See Proposal 41)

Weaknesses

- Although most of the faculty who responded to the Faculty Survey reported that there is adequate support for professional development, one-third indicated that such support was inadequate for travel to professional meetings, for opportunities for research assignments, and for on-campus programs for faculty development. (See Proposal 37)

Opportunities

- None noted.

Threats

- The University lacks an attractive benefits package especially in regard to health care. The State of North Carolina recently cancelled all HMOs. At the same time, the deductible for the State health plan increased significantly. These developments render the University uncompetitive in faculty recruitment. Among its 16 peer institutions, UNCG ranks 14th in benefits as a percentage of salaries. (See Proposal 36)
- The Legislature has not funded the University System for adequate faculty salary raises. Several departments have difficulty recruiting qualified faculty for new positions. Retention is also a serious problem; departments report losing faculty to other universities which offer more attractive salary, start-up, and benefits packages. Salary compression is also an issue in many departments; senior faculty salaries are not competitive when compared with entry-level faculty. Among its 16 peer institutions, UNCG ranks 13th in salary for all ranks. (See Proposal 36)
- The current state revenue shortfalls that resulted in reduced funds to the University may further affect recruitment and retention of faculty.

21. Consortial Relationships and Contractual Agreements (4.9)

Consortial Relationships

UNCG is a member of the Greater Greensboro Consortium, whereby students may cross-register without additional tuition at Bennett College, Elon University, Greensboro College, Guilford College, Guilford Technical Community College, High Point University, and North Carolina Agricultural and Technical State University (*Undergraduate Bulletin 2001-2002*, p. 17). For summer session, the Consortium is in effect only with North Carolina Agricultural and Technical State University.

A UNCG student wishing to take a course at one of the Consortium institutions must fill out a form available at the University Registrar's Office. All students cross-registered in the Consortium have direct lending access to the libraries of these institutions (*Undergraduate Bulletin 2001-2002*, p. 324).

The Consortium was established in 1968, and was updated with the Piedmont Independent College Association (PICA) in 1987. The Cross Registration Committee (registrars of the member

institutions) amended it in 1990, and in 1993 PICA terminated its oversight and the members became self-regulating with the guidelines continuing as they were amended.

A student may take a course through the consortium if it would be program-enriching and is not offered in the home campus curriculum, or if schedule conflicts would otherwise delay graduation. Other conditions are set forth in the Eligibility section of the consortium agreement (Greater Greensboro Consortium Cross Registration Agreement, p. 1).

The cross-registration program supports the outreach goals of UNCG's mission. Incoming students who would not otherwise attend UNCG have opportunities to avail themselves of the course offerings, facilities, and extracurricular activities on this campus that they otherwise would not get at their typically smaller campuses. Outgoing UNCG students have similar benefits through the availability of ROTC, engineering, and technical courses not offered on this campus.

Until recently, UNCG has been the primary importer of students from other institutions. During Fall 2001, the number of UNCG students attending host campuses almost equaled the number visiting here.

Each of the eight Consortium institutions is accredited by SACS and, therefore, follows *Criteria* for admissions, record processing, and program evaluation. Curricular evaluations occur on the individual campuses, but evaluations of Consortium administrative processes and services occur each semester when the Cross Registration Committee meets to share calendars, timelines, and schedules for the upcoming term.

Contractual Agreements

UNCG has a contractual agreement with an area hospital in conjunction with the Bachelor of Science in Medical Technology Program (BSMT). The contract also applies to students in the 4+1 Medical Technology Programs (4+1 Program) in which a year of clinical study is added to a 4-year BA or BS in Biology or Chemistry, although these students may alternatively apply for admission to other schools of medical technology approved by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS) for their year of clinical study.

The BSMT and the 4+1 Program are designed to prepare students to be professional medical technicians. Both programs include a combination of academic courses and a 1-year supervised training experience in a clinical setting. The BSMT requires a minimum of 94 semester hours at UNCG and 12 months in a clinical setting. The 4+1 Program includes 122 credit hours, plus one year of clinical study. In the 4+1 Program, students will earn a BS or BA in Chemistry, Biology, or Biochemistry. Students are eligible for certification, registration, or licensure after completion of the credit hours of study and the 1-year of clinical training in a NAACLS-approved clinical setting.

The quality of the BSMT program is maintained annually through a formal Yearly Affiliation Agreement Review (Agreement for Affiliation for the Program in Medical Technology, The University of North Carolina at Greensboro and The Bowman Gray School of Medicine/North Carolina Baptist Hospital).

Summary by Criteria

(4.9, p. 50, ll. 13-18) UNCG has sufficient control of consorcial relationships and contractual agreements so as to maintain compliance with the *Criteria* when offering educational programs through such arrangements.

(4.9, p. 50, ll. 18-19) All UNCG consortia and contracts are evaluated annually.

(4.9, p. 50, ll. 20-23) UNCG has followed reporting policies and procedures related to substantive change with regard to its consortial and contractual agreements.

(4.9.1, p. 50, ll. 26-30) All members of the Greater Greensboro Consortium are regionally accredited institutions offering degrees or certificates at the same level as UNCG.

(4.9.1, p. 50, ll. 30-32) There has not been an exception to the previous requirement.

(4.9.1, p. 51, ll. 1-2) UNCG has maintained the quality of all courses/programs offered through the Greater Greensboro Consortium, and will continue to do so through the annual coordinating meetings of the consortium.

(4.9.1, p. 51, ll. 3-5) Educational courses/programs offered through the Greater Greensboro Consortium are related to the teaching purpose of the institution and comply with the *Criteria*.

(4.9.2, p. 51, ll. 6-8) UNCG's contractual agreements all support the purpose of the institution.

(4.9.2, p. 51, ll. 8-11) UNCG maintains the quality of programs/courses offered through contractual agreements annually through formal Yearly Affiliation Agreement Reviews.

(4.9.2, p. 51, ll. 14-16) UNCG has not entered into a teach-out agreement with another institution.

Examination of Strengths, Weaknesses, Opportunities, and Threats

- None noted.

22. Key Documents and Their Locations

Academic Affairs Annual Report 2000-2001: LIB ID 116;

<http://shadow.uncg.edu/pvt/publications/general/annualreports.html>

Academic Affairs Plan 1998-2003: LIB ID 240; <http://www.uncg.edu/apl/divplans.html#aaf>

Academic Integrity Policy UNCG: LIB ID 20

Academic Policies and Publications: LIB ID 648; <http://shadow.uncg.edu/pvt/>

The Administrative Manual of The University of North Carolina: LIB ID 106;

www.ga.unc.edu/publications/admin_manual/

Administrative Memorandum 406, UNC Office of the President: LIB ID 541;

www.northcarolina.edu/aa/reports/plan_intent/doc?index.cfm

- Administrative Memorandum 407: Policies and Procedures for Planning and Conducting Degree-Related Distance Education Activities in UNC: LIB ID 585;
www.northcarolina.edu/aa/reports/mem407/doc_index.cfm
- Admissions Office website: LIB ID 579; <http://www.uncg.edu/home/ungrd-adm.html>
- Basic Technology Competencies: LIB ID 601; www.uncg.edu/tlc/student_competencies.html
- Bylaws of the UNCG Faculty Senate: <http://shadow.uncg.edu/facsen/fscommittees.html>
- Division of Continual Learning Web site: LIB ID 576; www.uncg.edu/dcl
- Faculty Senate Web site: LIB ID 649; www.uncg.edu/facsen/
- The Graduate School Web site: LIB ID 647; www.uncg.edu/grs
- The Graduate School Bulletin, 2001-2002*: LIB ID 2; www.uncg.edu/grs/bulletin/2001-2002_Bulletin.html
- Handbook for UNCG Faculty*: LIB ID 24;
<http://shadow.uncg.edu/pvt/publications/pvt/faculty/index.html>
- International Programs Center Web site and Documents: LIB ID 117; www.uncep.org;
www.uncg.edu/ipc
- Jackson Library Web site: LIB ID 572; <http://library.uncg.edu/>
- Long-Range Planning 2002-2007* (UNC Board of Governors, January 2002): LIB ID 524
- Non Credit Outreach Activity Report 2000-2001 LIB ID 569
- Orientation Web site: LIB ID 588; <http://ori.dept.uncg.edu/main.html>
- Planning Outcomes: A Report on the Areas of University Focus 2000-2001*
(http://www.uncg.edu/apl/plng_outcomes_00-01.pdf.)
- The Report of the Task Force on Tuition Policy 2002*: LIB ID 611;
www.ga.unc.edu/UNCGA/assessment/reports/report.cfm
- Student Academic Services website: LIB ID 589; www.uncg.edu/adv
- Student Life Web site: LIB ID 606; <http://studentlife.uncg.edu>
- Student Success Center Web site: LIB ID 594; <http://success.uncg.edu>
- Two Plus Program Guidelines and Articulation Notices 2001: LIB ID 210
- UNC Report on Expanding Access to Higher Education through State-Funded Distance Education Programs (Administrative Memorandum 407)* (Board of Governors, UNC, May 1, 2002): LIB ID 568
- UNCG Curriculum Planning Guide for NC Community College Transfer Students 2001-2002*: LIB ID 166; www.uncg.edu/reg/TransferGuide/2000-2001/CurrIndex.html
- UNCG Curriculum Guide, 2001-2002*: LIB ID 161;
<http://shadow.uncg.edu/pvt/publications/academic/curriculum.html>
- UNCG Distance Education Policy*: LIB ID 584; www.uncg.edu/tlc/DEPolicy.html
- UNCG Fact Book*: LIB ID 108; <http://ire.uncg.edu/pages/factbook/2001-02/PDFs/academicprograms/accreditation2001.PDF>
- UNCG General Education Program*: LIB ID 114; shadow.uncg.edu/pvt/pdf-documents/geneducprgm090100-2a.pdf
- UNCG Instructional Agreement (general): LIB ID 609;
<http://shadow.uncg.edu/pvt/publications/academic/agreements.html>
- UNCG Plan 1998-2003*: LIB ID 103; (<http://www.uncg.edu/cha/uncgplan.htm>)

UNCG Plan 1998-2003 and Beyond: A Summary: LIB ID 276; www.uncg.edu/cha/uncg_plan_98-03.html

UNCG Student Calendar/Handbook 2001-2002: LIB ID 138

UNCG Teaching Assistant Handbook: Understanding the Teaching Assistant Role: LIB ID 415
<www.uncg.edu/grs/ta_handbook__understanding_the.html>

Undergraduate Bulletin, 2001-2002: LIB ID 1; www.uncg.edu/reg/Catalog/current/menu/index.html

Undergraduate Bulletin, 2002-2003: LIB ID 523;
www.uncg.edu/reg/Catalog/current/menu/index.html

University Registrar's Web site: LIB ID 577; www.uncg.edu/reg