Faculty CR 2.8
The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. (Core Requirement 2.8)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
The number of full-time faculty members is adequate to support the mission of The University of North Carolina at Greensboro (UNCG). Program quality and integrity are also ensured, in part, by university practices that confirm the ability of UNCG faculty to teach effectively, conduct high quality research, and provide student-centered advising. Likewise, the qualifications of program directors are thoroughly evaluated before appointments are made. The routine unit-level practice of conducting academic program reviews, which include external evaluators, also helps to ensure the quality and integrity of these programs. In addition, program quality is assessed through the professional accreditations held by a large number of UNCG programs.

Like all institutions in the University of North Carolina (UNC) system, UNCG receives an allocation of funding for new faculty positions each year through a formula tied to enrollment growth. UNCG has grown significantly over the past decade, and the number of new full-time faculty positions has kept pace. Since 2003, UNCG has added 291 full-time faculty members. Funding for distance education programs is determined by the same formula and is tied to enrollment growth in the same manner.

In fall 2009 UNCG’s instructional faculty totaled 1,059, with 788 full-time faculty members (74.4%) and 271 part-time instructors (25.6%). Among UNCG’s academic departments, which offer a wide array of programs, the percentage of full-time faculty members in each department generally ranges from 80 to 100 percent. Lower percentages are typically found in interdisciplinary programs (such as Women’s Studies, Gerontology, and African American Studies) where faculty members assigned to disciplinary departments often teach classes; in professional programs where the use of part-time instructors from workplace settings and other academic institutions is a common practice nationally; and in smaller, relatively new academic programs where student credit hour generation has not yet justified the allocation of a significant number of new faculty lines. The relevant percentages, listed by academic unit (College or School) and department (with identification of the specific programs that are offered), are documented in the publication, Fall 2009: Departmental Faculty and Academic Programs, maintained by UNCG’s Office of Institutional Research.

The percentage of full-time faculty teaching in distance education and off-campus programs is approximately the same as the overall university ratio mentioned in the previous paragraph (80% full-time and 20% part-time). UNCG does not employ a separate faculty to teach in its distance education and off-campus programs; full-time faculty teach in these programs on an "in-load" basis (i.e., as part of their normal teaching load). This is because there are no differences in academic structure and content of these programs as compared to on-campus programs.

Student credit-hour generation at UNCG is also primarily the product of full-time faculty members. Due to the research and outreach mission of UNCG and because most of these typically non-instructional duties are assigned to full-time faculty members, the proportion of credit-hour production by the full-time faculty (72.6%) is slightly less than the overall percentage of full-time faculty members at UNCG (74.4%). In general, student credit-hour production by department and program varies from 70 to 100 percent, but significantly lower percentages may be observed in programs where such differences may be expected due to established disciplinary practices. Specific percentages by department and program offerings, along with trend data, may be found in the Institutional Research publication, Student Credit Hour Production, AY 2004-05 to 2008-09.

In all programs for which part-time faculty members are employed, including on-campus, off-campus, and online programs, academic departments thoroughly examine the credentials of prospective instructors to ensure quality. Documentation of the qualifications of these part-time faculty members is achieved, in part, through completion of a detailed verification form. With its large contingent of full-time faculty members, and its smaller number of part-time instructors, UNCG’s programs and its mission are well supported. The UNCG Fact Book and the Common Data Set confirm the university’s faculty/student ratio of 17 to 1.

Given the university’s vision and mission to be an inclusive, collaborative, and responsive institution, the recruitment of women and ethnic minority faculty members has been an important goal that helps us to further strengthen UNCG and its programs. The UNCG Affirmative Action Plan documents UNCG’s progress in this regard.

Sources
The University of North Carolina at Greensboro
Student Support Services CR 2.10
The institution provides student support programs, services, and activities consistent with its mission. (Core Requirement 2.10)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Consistent with its vision to embrace “student learning as its highest priority and [to provide] exemplary learning environments,” The University of North Carolina at Greensboro (UNCG) provides a comprehensive and appropriate range of student support programs, services, and activities for its undergraduate and graduate students at all levels and in all enrollment classifications (on-campus, off-campus, and distance learners). These services are woven throughout UNCG’s fabric and are supported through collaborative efforts in the Divisions of Academic Affairs, Business Affairs, Student Affairs, and the Office of the Chancellor. These programs promote student learning and student development in a variety of ways and are in support of UNCG’s visión and mission as an “inclusive, collaborative, and responsive institution making a difference in the lives of students.” Further, these programs and services are designed to realize the UNCG’s mission as “a learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged scholarship.” Many collaborative efforts ensure that students are served from both curricular and co-curricular perspectives and encouraged to become engaged in ways that best meet their needs and interests. For example, undergraduate students can engage in research in their own discipline while at the same time participating in a community service opportunity that meets their personal interests. Service learning classes are available to develop leadership skills and to focus on what students, as individuals, can contribute to their future communities. Students are engaged in a wonderfully diverse university community that encourages dialogue and provides training opportunities to address social justice issues.

Academic Affairs
Within the Division of Academic Affairs, student support programs, services, and activities are located in administrative offices, in each of the professional schools, and in the College of Arts and Sciences. Offices organized under the enrollment management umbrella report to the Vice Provost and include the Offices of Undergraduate Admissions (see Undergraduate Admissions), Financial Aid, and the University Registrar. These offices manage critical activities that support students from their first interest in attending UNCG and, if admitted, until they complete their academic goals. The Office of Financial Aid (see Financial Aid – UNCG) plays a significant role by awarding appropriate financial aid and referring students to other potential sources of support while also overseeing the satisfactory academic progress of all students on financial aid of any kind. The University Registrar (see University Registrar’s Office) ensures that students can register for courses as they complete their course of study, and staff and services are available for all registration and transcript-related activities and requests.

Also reporting to the Vice Provost is the Director of Faculty and Student Services, who oversees the residency classification process for all students (see Residency Policies; Residency-Answers to Frequently Asked Questions). Students are provided the opportunity to gain information about the process as well as the best course of action for appeals of residency status.

A recent reorganization within Academic Affairs created an Office of Undergraduate Studies overseen by a newly appointed Dean of Undergraduate Studies. Functions directly devoted to undergraduate student support realigned as a result of this reorganization include the Student Success Center, Student Academic Services, the Student Achievement Office, the University Teaching and Learning Center, three residential colleges, the Communication across the Curriculum program, and the General Education Council. This unit’s mission is to enhance the undergraduate experience by articulating best practices in teaching and learning, providing a comprehensive array of student success services, enhancing student writing and speaking skills, hosting living-learning communities to provide high-impact experiences in a welcoming community environment, as well as providing support for faculty who themselves have a direct impact on student success.

Two primary centers - the Writing Center and the Speaking Center (see Communication Across the Curriculum – UNCG) – comprise the Communication Across the Curriculum program. These centers, which focus on the writing and speaking skills of all students and provide personalized assistance, group presentations, and workshops for them, were created in response to an identified need for students to enhance their communication skills to increase their success in their identified academic disciplines and future careers. As part of this effort, an online writing center supports students in distance education, off-campus, and on-campus courses. As technologies have advanced, online sessions have increased in sophistication from email exchanges to online chat sessions often lasting about an hour. As these sessions have grown in usefulness and user-friendliness, so have their numbers. The UNC system has purchased Edumine as a synchronous software solution for distance education. This enhances the Instructor's and
the Speaker Center’s ability to provide assistance to students in speaking intensive courses. The Center hopes to introduce webcam practice sessions in 2010-2011.

The Student Success Center (see Student Success Center Fact Sheet) complements the efforts of the teaching faculty through personalized and structured approaches to learning in three ways. The first is the Learning Assistance Center (LAC) which offers tutoring services in most 100- and 200- level courses, academic skill assessment, and academically focused workshops. While demand from distance learners is low, some students have participated in academic skills (e.g., study skills) assistance via the web, email and telephone. Other opportunities are available with Elluminate (discussed above) and are being explored. The second is through a Supplemental Instruction Program (SIP) which targets difficult courses and provides students enrolled in those courses with out-of-class review sessions and informal seminars in which students review notes, discuss readings, and prepare for examinations. The final component is the Special Support Services (SSS) Program designed to improve academic performance, graduation rates, and graduate school enrollment for first generation and low income college students and students with disabilities. The SSS Program offers all of the following support services: tutoring (100-400 courses), academic skills assessment and instruction, writing and research instruction, counseling, and graduate and professional school guidance. Students also visit various graduate and professional schools to meet with a graduate or professional school representative related to a major of interest for an orientation and question-and-answer session.

Academic advising is distributed at UNCG rather than centralized in an advising center. The varied advising centers at UNCG include:

- Bryan School of Business and Economics Undergraduate Student Services
- The College of Arts and Sciences Advising Center (n.b., this center serves all UNCG students who have not decided on a major and supports them in their decision-making process.)
- School of Education Student Advising and Recruitment Center
- School of Health and Human Performance Office of Life Planning and Personal Development
- School of Human Environmental Sciences Advising Center
- School of Music
- School of Nursing Office of Undergraduate Advising (see School of Nursing Advising; Basic Pre-Licensure BSN Degree Information Sheet)
- Student Academic Services (central supplementary advising center)

UNCG has established a presence on Facebook. For example, see the Veterans Services page.

The Advising Council (see Academic Advising – UNCG) is a cross-functional group of academic advising professionals and administrators who oversee academic advising strategies and programming at UNCG. Members of the Council believe that their work encompasses the total student experience by making appropriate referrals to other university offices such as the Dean of Students Office, the Counseling and Testing Center, and the Learning Assistance Center. The Council consists of the Directors of Undergraduate Advising in each of UNCG’s six professional schools and the College of Arts and Sciences (n.b., A seventh professional school has been established that is not yet offering instruction). The Council is an active collaborator with the Office of Student Academic Services, the Office Undergraduate Admissions, the University Registrar’s Office, the Office of Undergraduate Studies, and the Office of Orientation and Family Programs. Academic advising is a faculty expectation at UNCG and, to this end, the Council provides education in support of excellence in faculty advising, such as the very successful Master Advisor Program. This comprehensive approach aids faculty advisors in becoming more effective partners with their advisees.

The Office of Student Academic Services (see Student Academic Services) provides advising support to students beyond those services provided by their faculty advisor. This office oversees the University Studies 101 (UNS 101) curriculum - an academic credit-bearing course designed to continue a new student’s orientation to UNCG through the first semester. It also oversees a Student Academic Success 100 course for students who are not making satisfactory academic progress and addresses other issues of students who are experiencing academic challenges. The Office has developed, in collaboration with the Dean of Students Office, an Early Spartan Success Initiative designed to alert offices regarding students experiencing issues personally or in the classroom affecting success. Appropriate staff contact students when these reports are completed by faculty or staff and attempt to mediate the situation to maximize the chances for student success.

Among other retention-related roles, the Office of Academic Achievement has implemented a Summer Launch program (see Summer Launch – UNCG) to introduce high-risk students to UNCG in the context of an intense summer experience prior to the freshman year (n.b., high-risk students are those who project a low predicted grade point average as calculated by the Office of Undergraduate Admissions based on high school grades and SAT scores). This experience includes a common course and UNS 101, complemented by more individualized attention.

Three residential living-learning communities promote student learning and development in unique ways including common courses and co-curricular activities. These include The Warren Ashby Residential College (see Warren Ashby Residential College; Warren Ashby Residential College Description), Grogan College (see Grogan Residential College; Grogan Residential College Learning Communities), and the Lloyd International Honors College. A fourth residential living-learning community, Strong College (see Cornelia Strong College) does not have a special curriculum. It offers
its members the opportunity to join and contribute to an informal social and academic community of students and faculty within the broader UNCG context. These formal programs are complemented by other special interest housing offered through Housing and Residence Life discussed later in this report. Each student who lives in a learning-living community is provided special programs and activities. Ashby and Grogan are contained within a specific residence hall and students share numerous academic and social experiences. The Lloyd International Honors College will be similarly configured in Fall 2010 when students will be assigned to a specific residence hall, thus centralizing numerous ongoing activities and programs and making them more readily available to students in the program.

The Graduate School (see About, The Graduate School – UNCG; Frequently Asked Questions – The Graduate School; Graduate Student Association – The Graduate School) at UNCG is responsible for the welfare of all graduate programs on campus, which enroll approximately 3600 students from 33 states and 34 countries. Beyond recruitment and coordinating admissions, staff assist graduate students in a variety of ways, including but not limited to interpretation of policy, course registration and withdrawal, leave of absence, graduation, and review of theses and dissertations. Staff also administer the graduate, research, and teaching assistantship programs (including training opportunities for teaching assistants) which provide much needed financial support and professional experience for those receiving the stipends. A graduate student orientation program features topics particularly important to new graduate students (including a wide variety of student support services, programs, and activities). The Graduate School also co-sponsors a variety of workshops for enrolled students throughout the year including topics such as electronic thesis and dissertation preparation, research using human subjects, and how to secure funding for research.

The Office of International Programs (OIP) provides many services, programs, and activities for international and domestic students and scholars including study abroad, international exchange programs, and a variety of opportunities linking American students with those from around the world here on the campus. Beyond admissions and orientation programs unique to an international population, OIP works closely with the International Student Association to provide support and transition activities. They also conduct orientation activities for UNCG students going abroad and re-entry programs upon their return to UNCG after those experiences (see International Programs Center; International Programs Highlights; IPC – Making the Experience Count).

The Office of Undergraduate Research (see Office of Undergraduate Research; Undergraduate Research History) provides undergraduate students the opportunity to engage in research, independent study, honors work, and special projects. Students can receive stipends or course credit for these activities but not both. Currently 245 courses in 35 academic departments offer coursework focusing on research experiences for undergraduate students.

The Division of Continual Learning provides numerous services to distance learners who are enrolled in either online or off-campus degree programs. The office processes non-degree student applications and offers registration assistance for these students. It serves as the focal point for this population and provides online resources appropriate to their needs. Self-help tools enable students new to UNCG and to distance education to explore the requirements of taking online courses. Several of these address how to prepare and succeed in distance learning courses (see DCL Services for Online Students). In addition, information about computer requirements (see DCL Tech Services for Online Students), activating UNCG computer accounts and email, Blackboard tutorials, and software is provided.

The Help Desk in Continual Learning provides technology assistance for all students taking online courses. The Continual Learning Online Learning Help Desk (see UNCG Online – DCL Landing Page), which is accessible by a toll-free number, a dedicated email address, and Instant messaging, supplements and complements the services that are provided by Information Technology’s 6-TECH Help Desk. The Online Learning Help Desk also makes referrals to other student service and support offices as needed, specifically the Student Success Center, the Writing Center, and the Speaking Center. Distance students have easy access to course materials through an online system (Blackboard), books from the University Bookstore, and materials from University Libraries.

Business Affairs

Critical student services housed in the Division of Business Affairs include University Police, the First Card Center, University Post Office (see Spartan Mail), Parking Services, University Bookstore (contracted with Barnes and Noble), and Dining Services (contracted with Chartwells).

University Police provide numerous programs and services designed to support student development. These include a variety of workshops, self-defense classes, and in-class presentations (see Public Safety and Police Overview; Public Safety and Police Departmental Index; Public Safety and Police Programs; Public Safety and Police Online Services).

The First Card Center (see Spartan Card Center) provides students with an ID that can be used as a debit card for purchases in all dining facilities and in the Bookstore. A relationship with Wachovia also allows this card to be used as a general debit card.

Parking Services provides shuttle service from remote parking lots as well as on-campus routes to facilitate movement of students and minimize cars on an already dense campus. In collaboration with the City of Greensboro, Higher Education Area Transportation (HEAT) provides students direct access to bus service throughout the city of

The University of North Carolina at Greensboro
Greensboro and to all other college campuses in this city. Additionally, Piedmont Area Region Transportation (PART), gives access throughout the geographic area extending out from Greensboro both north and west (see Parking Operations and Campus Access Management).

The First Card Center and Parking Services are part of Campus Enterprises, defined in its mission statement as “a unique, synergistic organization of innovative university business endeavors and services committed to offering to the campus community the highest possible quality of life and opportunity to excel, with consideration for efficiency, effectiveness, affordability and sustainability. Using creative approaches to fulfill this commitment, we understand that the quality of the UNCG experience for our students, faculty, staff, and environment is dependent, in part, on our success meeting their needs and exceeding their expectations.”

Student Affairs

The Division of Student Affairs provides a broad spectrum of student programs, services, and activities that are designed to support the student experience both in and out of the classroom. Staff and offices across the Division of Student Affairs work collaboratively with other offices across the campus to create the most seamless learning environment possible in order to promote student learning and development. Departments and functions across Student Affairs providing direct student support include:

- **Campus Activities and Programs** (social programming, over 180 student organizations, Student Government, Greek Life, University Concert and Lecture Series, off-campus housing resources)
- **Campus Recreation Center** (informal recreation, club sports, intramurals, outdoor adventures, TeamQUEST experiential learning program, significant employer of students)
- **Career Services Center** (career development counseling, internship coordination, career fairs, student employment office, employer relations and job interviewing, online “Dear Career Counselor”)
- **Dean of Students** (student handbook-calendar; student conduct; academic integrity; advocacy; students in distress; Spartan Adult Resource Area-a resource center staffed by individuals from various other student support offices and graduate assistants to address specific needs of adult students; veterans program; and student grievances; see Dean of Students – UNCG; SARA – UNCG; Spartan Adult Student Resources)
- **Disability Services** (see accommodations as needed for identified students at all levels and in all classifications, including all distance learners - both off campus and online, in collaboration with multiple faculty and staff; see Disability Services – UNCG; Mission-Disability Services - UNCG)
- **Elliott University Center/Aycock Auditorium** (facility management for programs and activities across the university, significant employer of students)
- **Housing and Residence Life** (housing for students and associated services, personal development programs in the halls, special interest housing that focuses on such topics as wellness, the freshman experience, community service and social justice, significant employer of students, etc.; see Housing and Residence Life – UNCG; Housing and Residence Life Safety – UNCG; UNCG Student Handbook (see pp. 147-156))
- **Leadership and Service Learning** (leadership development and civic engagement programs - both formal and informal, leadership medal challenge program, service learning courses, community services/volunteer opportunities for both groups and individuals, alternative spring/winter breaks; see Office of Leadership and Service Learning Mission; Peer Council – OLSL; Leadership Challenge – OLSL; Service Learning - OLSL)
- **Multicultural Affairs** (programming addressing all facets of multiculturalism and social justice, student organization support, campus wide programs such as Stop the Hate, recognition of minority student success, Multicultural Resource Center)
- **Orientation and Family Programs** (orientation for all new entering undergraduate students; family weekend programs and ongoing family programs including online newsletters, family information and advocacy resource)
- **Student Health Services** (AAAHC accredited medical services, Counseling and Testing Center, Wellness Center, immunization and health insurance services and compliance, workshops and programs on topics related to health and wellness, and peer educators; see Student Health Services – UNCG; Counseling and Testing Center - UNCG)

Office of the Chancellor

The Director of Athletics reports to the Chancellor. Intercollegiate Athletics (ICA) is focused on the student-athlete as a student first and an athlete second (see UNCG Athletics Philosophy). Competing at the Division I level in nine sports for men and nine for women, UNCG participates in the Southern Conference of the NCAA. Student welfare is a priority for the department and academic support and enhancement programs are a vital part of the department’s mission (see UNCG Spartans – Academics at UNCG). Financial assistance is widely available to student-athletes and facilitated by the Office of Financial Aid. Through use of a standardized form brought to faculty by student athletes at several points during a semester, faculty members provide academic updates to ICA on an ongoing basis concerning a student-athlete’s progress or challenges in class. Student life programs and activities surrounding the athletic program, which has been at the Division I level for fewer than 20 years, is growing, nurtured by an initiative called Spartan Spirit Rising.

Sources

The University of North Carolina at Greensboro
Governance and Administration: Qualified administrative/academic officers CS 3.2.8

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the Institution. (Comprehensive Standard 3.2.8)

Judgment □ Compliant □ Non-Compliant □ Not Applicable

Narrative

The University of North Carolina at Greensboro’s (UNCG’s) academic and administrative officers possess the academic credentials, experience, competence, and capability to effectively lead the university. UNCG’s 25-member senior leadership team is the combination of two separate, but overlapping, leadership bodies, described below.

The first body is the Chancellor’s Executive Staff, which consists of ten individuals, including the Chancellor, Provost & Executive Vice Chancellor, five other vice chancellors, University Counsel, Chief of Staff, and the Director of Athletics. The other body containing administrative and academic officers is the Deans Council, which adds the following fifteen positions to UNCG’s senior leadership team: the Vice Provost; Associate Provost for Planning & Assessment; Associate Provost for International Programs; and the deans of seven professional schools, the College of Arts & Sciences, University Libraries, Undergraduate Studies, the Graduate School, and Continual Learning.

Curriculum vitae (CV) are provided for each of these individuals (see below). These CVs document the relevant professional experience of the institution’s officers. UNCG’s Organizational Charts show the relationship between these individuals and their respective academic or administrative offices.

The employment of individuals holding these academic and administrative positions is governed under the terms of the UNC Policy 300.1.1 on Senior Academic and Administrative Officers; UNC Policy 300.1.2 on Evaluation of Positions for Designation as Senior Academic or Administrative Officer; and UNC Policy 300.2.1 on Employees Exempt from the State Personnel Act. In addition to these UNC system-level policy statements, UNCG’s Personnel Policies for Senior Academic and Administrative Officers and EPA Policy on Employees Exempt from the State Personnel Act apply to these posts. Section III of the latter policy stipulates an annual written evaluation of these administrators.

UNCG’s procedures for hiring academic and administrative officers are set forth in the UNCG documents, Responsibilities of Search Committees for EPA Nonfaculty Employees and the Policy Manual for Staff Employees. Among other things, these documents include provisions providing guidance in regard to the approval of the position vacancy; requirements for a vacancy advertisement; responsibilities of the Affirmative Action Officer; requirements for a search committee and selection process; and training of affirmative action representatives in applicable law, policies, and regulations.

Each individual holding an academic or administrative officer post has been recommended by a search committee charged with recruiting a diverse pool of talented and well-qualified candidates. These recruitment efforts are typically national or international in scope, and the position advertisements clearly state the position’s responsibilities and the required qualifications for the position. The elaborate interview process includes a two-day series of meetings with potential superiors, peers, and subordinates who are given the opportunity to assess the candidates and provide written evaluations. The senior administrator receiving final recommendations from the search committee is charged with the responsibility of nominating or selecting a single individual who possesses the experience, competence, and capacity to lead his or her academic or administrative unit, and, in turn, to contribute to the leadership of the institution. Each hire is deemed to be the most qualified candidate in an extremely competitive pool of finalists.

The competence and leadership capacity of candidates for UNCG’s academic and administrative positions are assessed when interviews for the positions are conducted. After appointment, the administrator’s annual performance review includes a critical analysis of the administrator’s accomplishments at UNCG, including his or her contributions to the success of the institution as a whole. This ongoing process provides the opportunity for the UNC system president, UNCG chancellor, provost, or vice chancellor, as appropriate, to assess the academic or administrative officer’s ability to sustain a high level of competence and leadership capacity.

UNC General Administration annually provides salary ranges for UNCG’s chancellor, provost, vice chancellors, and other senior officers. In addition, UNCG uses data from the annual College and University Personnel Association for Human Resources (CUPA HR) salary surveys to develop salary ranges for members of Deans Council. These data are used to ensure that compensation for UNCG’s senior academic and administrative officers is appropriate, which aids in retention of these important leaders. All senior administrators complete an annual self-review which is reviewed by the chancellor, provost, or both before salary decisions are made.

UNCG’s Administrative & Academic Leadership Team

I. Chancellor’s Executive Staff

Chancellor

The Board of Governors of the 16-campus University of North Carolina elects the chancellor as described in Principle 3.2.1. Chancellor Linda P. Brady (see Brady CV) was appointed as UNCG’s 10th Chancellor on August 1, 2008.

Provost & Executive Vice Chancellor and Vice Chancellors

UNCG has a Provost & Executive Vice Chancellor (Chief Academic, Research, & Student Affairs Officer) along with vice chancellors in the areas of Business Affairs, Information Technology, Finance, Student Affairs, Research, & External Affairs.
chancellors in the areas of Business Affairs, Information Technology Services, Student Affairs, Research & Economic Development, and University Advancement. Each of these individuals is appointed by and reports directly to the Chancellor, except for the vice chancellors for Research & Economic Development and Student Affairs, who report to the Provost & Executive Vice Chancellor. Each vice chancellor is responsible for the selection of staff to assist with the administrative and policy functions of the office.

**Provost and Executive Vice Chancellor**, Dr. David H. Perrin (see Perrin CV)
**Vice Chancellor for Information Technology Services**, Dr. James H. Clotfelter (see Clotfelter CV)
**Vice Chancellor for Student Affairs**, Dr. Carol Disque (see Disque CV)
**Vice Chancellor for Business Affairs**, Mr. Reade Taylor (see Taylor CV)
**Vice Chancellor for University Advancement**, Dr. Patricia Stewart (see Stewart CV)
**Vice Chancellor for Research & Economic Development**, Dr. Terri Shelton (see Shelton CV; Dr. Shelton was appointed interim vice chancellor on August 16, 2009. She is the Carol Jenkins Mattocks Distinguished Professor of Psychology and served previously as Director of UNCG’s Center for Youth, Family, and Community Partnerships. A national search to fill the Vice Chancellor post is currently underway.)

**Other Executive Staff Members**

**University Counsel**, Mr. Lucien Capone, III (see Capone CV)
**Chief of Staff**, Ms. Sharlene O’Neill (see O’Neill CV)
**Director of Athletics**, Ms. Kim Record (see Record CV)

II. Deans Council

In addition to Provost Perrin and Vice Chancellor Shelton, who hold membership on the Chancellor’s Executive Staff (cited above), the Deans Council consists of the 15 individuals listed below. The Provost appoints the Vice Provost, deans, and two associate provosts after consultation with the respective faculties and appropriate staff members, and with the approval of the Chancellor. The CVs for the Vice Provost, two associate provosts, and dean of continual learning document their outstanding administrative experience and educational preparation for the positions they hold at UNCG. Incumbent deans of instructional units, University Libraries, Undergraduate Studies, and the Graduate School have earned terminal degrees in their respective academic disciplines, hold appropriate tenured faculty appointments, and possess the requisite experience and competence to lead their units.

**Vice Provost (Academic Administration & Enrollment Services)**, Dr. Alan Boyette (see Boyette CV)
**Associate Provost for Planning & Assessment**, Dr. Rebecca Adams (see Adams CV)
**Associate Provost for International Programs**, Dr. Penelope Pynes (see Pynes CV)
**Dean, College of Arts and Sciences**, Dr. Timothy D. Johnston (see Johnston CV)
**Dean, Joseph M. Bryan School Business and Economics**, Dr. James Weeks (see Weeks CV)
**Dean, School of Education**, Dr. Dale Schunk (see Schunk CV)
**Dean, School of Health & Human Performance**, Dr. Celia Hooper (see Hooper CV)
**Dean, School of Human Environmental Sciences**, Dr. Laura Sims (see Sims CV)
**Dean, School of Music**, Dr. John Deal (see Deal CV)
**Dean, School of Nursing**, Dr. Lynne Pearcey (see Pearcey CV)
**Dean, Joint School, Nanoscience & Nanoengineering**, Dr. Jim Ryan (see Ryan CV)
**Dean, University Libraries**, Dr. Rosann Bazirjian (see Bazirjian CV)
**Dean, Undergraduate Studies**, Dr. Steve Roberson (see Roberson CV)
**Dean, Graduate School**, Dr. James Petersen (see Petersen CV)
**Dean, Division of Continual Learning**, Dr. Robert Brown (see Brown CV)

Sources

[FOLDER] Credentials of Senior Officers
[PDF] Adams CV
[PDF] Bazirjian CV
[PDF] Boyette CV
[PDF] Brady CV
[PDF] Brown CV
[PDF] Capone CV
[PDF] Clotfelter CV
[PDF] Deal CV
[PDF] Disque CV
[PDF] Hooper CV
[PDF] Johnston CV
[PDF] O’Neill CV
[PDF] Pearcey CV
[PDF] Petersen CV
[PDF] Brown CV
[PDF] Petersen CV
[PDF] Pynes CV
[PDF] Record CV
[PDF] Roberson CV
[PDF] Ryan CV
[PDF] Schunk CV
[PDF] Shelton CV
[PDF] Sims CV
[PDF] Stewart CV
[PDF] Taylor CV
[PDF] Weeks CV

[FOLDER] Organizational Charts
[PDF] UNCG Organization Charts

[FOLDER] Personnel Policies
[PDF] EPA Policy on Employees Exempt from the State Personal Act
[PDF] Personnel Policies for Senior Academic and Administrative Officers
[PDF] UNC Policy 300.1.1 on Senior Academic and Administrative Officers
[PDF] UNC Policy 300.1.2 on Evaluation of Positions for Designation as Senior Academic or Administrative Officer
[PDF] UNC Policy 300.2.1 on Employees Exempt from the State Personnel Act

[PDF] Chancellor's Executive Staff
[PDF] Deans Council
[PDF] Policy Manual for Staff Employees
[PDF] Responsibilities of Search Committees for EPA Nonfaculty
[PDF] UNCG Senior Leadership Team
Institutional Effectiveness CS 3.3.1.1

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: (part of Comprehensive Standard 3.3.1.1) educational programs, to include student learning outcomes.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Continuous assessment and improvement of educational programs is integral to the mission of The University of North Carolina at Greensboro (UNCG). To achieve this goal, UNCG employs various methods across the academic and administrative branches to ensure a culture of continuous improvement. Since the last SACS COC accreditation visit the institution has made significant investments in the infrastructure necessary to assure the documentation of student learning enhancement. Most notable of these improvements is the use of the WEAVE online assessment, planning, and analysis software to document academic program assessment. The Institution identifies expected outcomes for its educational programs, identifies direct and indirect measures and criteria for assessing those outcomes, and documents improvement of student learning resulting from those assessments. The institution also engages in a periodic review of all academic departments. Departmental reviews result in formal action plans for the improvement of the departments and student learning. In addition, many departments and programs are regularly assessed by external accreditation agencies. Student and faculty surveys regularly provide faculty and students perceptions of student learning; analysis of those surveys is used to inform campus decision making. UNCG is committed to the careful planning of educational outcomes, analysis of those outcomes, and the formulation and implementation of procedures to improve them.

Institutional effectiveness and academic assessment start with UNCG’s top administrators. The Chancellor’s commitment to ongoing assessment is strong and well documented (see Chancellor’s Address). In 2005 the new, full-time position of Director of Academic Assessment was created to coordinate academic program assessment activities. The use of WEAVE online was endorsed by the Deans Council in 2006. In 2009 a new Office of Planning and Assessment was created to centralize the oversight of institutional effectiveness and academic assessment functions and to enhance assessment activities. Additional positions created to staff this new office include: Associate Provost for Planning and Assessment (a member of the Deans Council), an administrative support position, and a Planning Technician position to support technical and training needs. Also, a new position of Coordinator of General Education Assessment was created to provide support to the General Education Council in gathering, analyzing, and documenting general education assessment activities and the administrative support position in the Office of Academic Assessment was upgraded to full time (see OPA Organizational Chart).

Each of the academic programs at UNCG identifies student learning outcomes, annually assesses whether the program has achieved those outcomes, and uses the assessments to improve academic programs. UNCG uses WEAVE online to:

- Identify program mission statements,
- Articulate measurable student learning outcomes,
- Identify how the programs will measure the achievement of student learning outcomes,
- Specify faculty expectations for student achievement,
- Assess how well the faculty expectations have been met, and
- Document corrective action taken to improve the program

Academic degree programs annually document their assessment activities and the resultant actions to improve student learning. They track academic assessment activities and gather information for regional and disciplinary accreditation, program reviews, annual reporting, and program improvement. Deans, associate deans, department heads, assessment personnel, and other designated faculty work with academic programs to promote and refine program assessment efforts.

Although a 2005 inventory of program assessment activities determined that few academic programs could provide adequate documentation of assessment activities, by the 2008-2009 academic year a significant majority of academic programs had adopted an ongoing cycle of assessment and improvement. Of the six academic units, only one (see The School of Music) has not adequately documented program assessment activities, while only a small number of academic programs in other units have not completely documented all elements of assessment. UNCG is committed to addressing these deficiencies and is working with the appropriate programs to ensure compliance. The Office of the Provost and the Deans Council monitor the progress in documenting each annual assessment cycle. In spring 2010 a faculty committee was created and charged with identifying areas for improvement in assessment activities and documenting student learning improvements; making recommendations to the Provost, Associate
A random sample of academic departments and programs was taken from the most recent assessment cycle, 2008-2009. This sample includes on-campus, off-campus, and distance education programs. No distinction has been made in the program assessment expectations for on-campus, off-campus, or distance education academic programs.

Documentation of assessment activities for the School of Education is addressed differently than for other academic units. The School of Education tracks assessment activities using TASK Stream to satisfy state and NCATE assessment standards. Converting program assessment information from an established format would represent a duplication of effort, so academic assessment activities in the School of Education are documented with a blend of TASK Stream and WEAVE online approaches.

### Examples of Program Assessment Reports (see also below)

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<th>Bryan School of Business &amp; Economics</th>
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<td>Business Administration</td>
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<td>BADM (BS) Business Studies</td>
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<td>Studies</td>
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<td>Liberal Studies</td>
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Departmental Reviews

The University of North Carolina at Greensboro has an established process of departmental review and assessment that ensures that departmental outcomes are clearly defined, measurable and are used for departmental improvement including student learning outcomes. All departments engage in periodic departmental and program review on 5- and 7- year cycles. As part of these reviews, consultation with external professionals ensures the quality of the departments. Following the departmental review a memorandum of understanding is developed with the Provost setting forth a plan for departmental improvement and implementation.

Examples of Departmental Reviews (see also below)

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In some cases involving departments for which an external accreditation was substituted for an internally generated process, the report of the external team and subsequent correspondence is on file instead of a memorandum of understanding. The institution is initiating procedures to improve all aspects of the documentation of departmental review activities.

Professional Organizations Accreditation Reviews

Several academic programs at UNCG are accredited by professional accreditation agencies utilizing a diverse set of accreditation standards. While some of these accreditation reviews may not demonstrate the same rigorous standards mandated by CS 3.3.1.1, they provide examples of ongoing efforts by units and departments to document assessment activities and the improvement of student learning.

School of Business - AACSB
- Accounting Report
- Business Report

College of Arts & Sciences
- Computer Science
- Psychology

School of Education
- NCATE

School of Human & Environmental Studies
- Interior Architecture
- Social Work
- BSW
- JMSW

School of Music
- NASM

School of Nursing
Student and Faculty Surveys

The following surveys provide additional information for program improvement:

- Ongoing student course evaluations in each of the schools and departments,
- The Spartan Survey,
- Institutional Research surveys,
- The Sophomore and Senior Surveys,
- Student Affairs surveys,
- The Entering Student Survey,
- Faculty surveys,
- Academic Advising surveys, and
- General Education faculty and student surveys

General Education Assessment

Following a multi-year review of general education, the General Education Council (GEC) has established a systematic process of ongoing general education assessment. Between 2005 and 2006, UNCG engaged in a review of the general education program that included the use of external consultants, assessment summits and assessment workshops, and surveys and direct measures. This effort demonstrated that the delivery of existing general education goals could not be reliably linked to general education courses. This finding was validated through surveys and faculty open forums. As a direct consequence, the GEC instituted a systematic process for ongoing general education course recertification to ensure that all general education goals are addressed. The GEC has established an ongoing process of general education assessment to be completed over a 4-year cycle. In each cycle, measures of student learning are identified and both direct and indirect approaches are utilized to evaluate student achievement. Data are analyzed and evaluated in assessment workshops and shared with faculty in yearly assessment summits, followed by recommendations for improvement submitted to the GEC and endorsed by the Faculty Senate. The GEC is engaged in the process of mapping general education goals to specific general education categories and markers and is working with the faculty to ensure goal delivery within a diverse general education program. Furthermore, general education outcomes have also been linked to academic program outcomes. This allows program assessment activities to be used for general education assessment and general education assessments to be used for academic program assessment. The new position of General Education Assessment Coordinator manages and supervises the coordination of assessment priorities under the direction of the GEC (see WEAVE General Education Assessment 2008-2009, General Education Re-certification Cycle, General Education Assessment Cycle, UNCG Curriculum Guide).

Conclusion

In summary, there are now clear expectations that educational programs will identify and define measurable expected outcomes, outcomes and clear linkages are established, and outcomes are expressed in consistently measurable terms. In each academic program, methods of assessment will include at least one direct measure of each student learning outcome and results will be analyzed systematically and used for student learning improvement. The General Education Review determined, however, that written institutional procedures do not currently exist to describe compliance with these expectations. UNCG has begun to develop written institutional procedures explicitly requiring the documentation of expected learning outcomes, program assessment, analysis of results of assessment, and the use of analysis of results for program improvement and implementation. Despite the lack of specific written procedures, all required elements have been found to be present in a significant majority of UNCG academic programs.

Continuous assessment and improvement of educational programs is integral to the mission of UNCG. To achieve this goal the institution has established appropriate methods to ensure student learning is assessed and the results of assessment are used to improve student learning. UNCG recognizes that there are deficiencies in its academic assessment activities that will need to be addressed. It has developed an infrastructure and established processes through which current academic assessment activities will be evaluated, improved, and implemented.

Sources

- [PDF] Departmental Reviews
  - [PDF] College of Arts and Sciences
    - [PDF] Anthropology
    - [PDF] Art
    - [PDF] Computer Science
    - [PDF] English
Educational Programs: All: Admission policies CS 3.4.3
The institution publishes admissions policies that are consistent with its mission. (Comprehensive Standard 3.4.3)

Judgment
☒ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Admissions policies of The University of North Carolina at Greensboro (UNCG) are consistent with its mission as "[a] learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship . . . " The admissions policies for students wishing to pursue off-campus or online programs are the same as for those wanting to pursue on-campus programs, because the academic requirements are the same. Information on undergraduate off-campus and online programs is published on the respective departments' websites and can be linked from the UNCG Homepage under Campus Links via Online Courses & Degrees. In addition to departmental and program publications, online and off-campus programs are promoted through web presence at the individual departmental sites, which can be accessed from the UNCG Homepage under Campus Links via Online Courses & Degrees (see BLS Program and Bryan School Business Program for examples of undergraduate programs and the Graduate Liberal Studies Program for an example of a graduate program).

Undergraduate Admissions
General undergraduate admission policies are established by the UNC Board of Governors. Minimum criteria for the UNC system are described in The University of North Carolina Admission and Enrollment Management Policy Manual and Frequently Asked Questions. Campus-specific undergraduate admissions policies are developed by the Faculty Senate Enrollment Management Committee, revised by the Provost, and approved by the Chancellor and Board of Trustees. These policies are implemented by the Office of Undergraduate Admissions, reporting to the Vice Provost. This reporting structure allows for ongoing evaluation of admissions policies to ensure that they support the mission and educational purposes of UNCG.

UNCG's admission policies, detailed in the The Undergraduate Bulletin (also at http://www.uncc.edu/reg/Catalog/current/index.html), are based upon both quantitative and qualitative factors. Applicants are evaluated on the basis of their secondary school record and, if relevant, college record, including the overall grade point average and SAT or ACT scores. These factors are used to determine the applicant's probability of success at UNCG. A number of departments and schools have secondary admissions requirements in addition to those for admission to UNCG. Some of these requirements involve qualitative assessments such as auditions to assess musical talent and submission of portfolios to assess artistic talent.

There are also policies for offering special admissions under certain circumstances. Adult students who have been away from formal schooling for at least 12 months and who may not meet traditional admission requirements may be admitted through an admission process, outlined in The Undergraduate Bulletin, which includes an interview with an Admissions advisor. Freshman applicants who fail to meet all minimum course requirements but who, otherwise, have achieved a superior academic record or who demonstrate special talents may be admitted as an exception through a process which requires faculty participation and final authorization by the Chancellor (see The University of North Carolina Admission and Enrollment Management Policy Manual and Frequently Asked Questions).

Undergraduate Admissions is fully committed to following UNCG's statements on Equality of Educational Opportunity and Policy on Discriminatory Conduct (see The Undergraduate Bulletin) and to supporting UNCG's mission.

Undergraduate International Admissions
International undergraduate Admissions primarily uses the Office of Undergraduate Admissions recruitment materials, including a paper brochure, the Undergraduate Admissions view book.

Information on application procedures for international students is located at the International Programs Center website. The Director of International Admissions makes yearly visits to embassies in Washington, D.C., to provide information on UNCG admissions procedures and other pertinent University information.

Graduate Admissions
Admission policies of the Graduate School are clearly presented in the The Graduate Bulletin and on the Graduate School website (http://www.uncc.edu/gs/). Policies are consistent with the UNCG's mission and are guided by a commitment to educational access. All applicants to graduate programs are considered without regard to race, color, sex, sexual orientation, national origin, disability, age, or religion. The Graduate School admits applicants whose prior academic record and supporting credentials demonstrate a strong likelihood of success in their particular programs of study.
Admission policies are also communicated to applicants and potential applicants through regularly scheduled on-campus presentations and programs and in individual advising sessions. The Graduate School works closely with each department’s faculty through a faculty member who serves as a director of graduate studies to ensure that all policies and procedures are published and practiced.

Special programs like the Visions program (see *The Graduate Bulletin*) provide applicants with a non-degree option that allows potential degree applicants to build skills and competencies in preparation for degree admission. The Visions program contributes to UNCG’s mission by broadening the doors of access for all applicants.

**Sources**

[PDF] BLS Program  
[PDF] Bryan School Business Program  
[PDF] Graduate Liberal Studies Program  
[PDF] International Programs Center Website  
[PDF] Online Courses & Degrees  
[PDF] The Graduate School Bulletin  
[PDF] The Undergraduate Bulletin  
[PDF] UNCG Homepage  
[PDF] Undergraduate Admissions View Book
Educational Programs: All: Academic program coordination CS 3.4.11

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (Comprehensive Standard 3.4.11)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

The University of North Carolina at Greensboro (UNCG) assigns responsibility for program coordination and curriculum development and review to persons academically qualified in the field. The document, Academic Program Coordinators for Fall 2009 Semester, supports this contention as do the program coordinator vitae and transcripts included in the the folder below. Although there are exceptions, for graduate programs, responsibility for program coordination is usually assigned to directors of graduate study, and for undergraduate programs, responsibility is usually assigned to department heads.

Because there are no distinctions between the academic or curriculum requirements of online, off-campus, and on-campus programs, separate coordinators are not assigned to off-campus and online programs (see the UNCG Distance Education Policy in the UNCG Curriculum Guide). The larger online programs (such as the Bachelor of Liberal Studies, the Master of Liberal Studies, and the Master of Library & Information Studies) provide academic or student advisors to work closely with enrolled students. These advisors help students stay informed of program requirements and progression and also are the first communication point when students have questions. For smaller online programs, full-time faculty members teaching in the program provide these services.

UNCG has specific guidelines establishing two university committees responsible for oversight of academic curriculum (the Undergraduate Curriculum Committee and the Graduate Studies Committee; see the Faculty Handbook, Section II for a description of the governance structure). These committees act for the faculty in reviewing and approving all proposals for curricular changes at their respective levels. Members consist of well-qualified faculty elected from the College and each school providing representation from all disciplines. Charges for each committee are contained in annual curriculum guides (see the UNCG Curriculum Guide for 2009-2010).

The Faculty Roster Fall 2009 documents the qualifications of faculty eligible to serve on these curricular review committees. The roster does not include copies of transcripts but does contain degree information for each instructor of record. While all faculty transcripts have not yet been digitized, UNCG is reviewing imaging systems and will be moving in this direction. In the interim, UNCG manually produces fall and spring faculty rosters linking each specific credit course offering to an identified faculty member. The rosters are compiled by Academic Affairs and forwarded to the academic deans early in a semester for continued evaluation and documentation of faculty credential.

The UNCG Curriculum Guide serves as a curriculum process tool for faculty and committees. For example, it includes procedures for the review and approval of curricular changes, as well as the required university forms. Recommendations for curricular changes or new programs are developed by faculty in the appropriate discipline and must then be approved at three levels (department, unit, and university) with accompanying documents providing a rationale for requested changes. At the university level, the curriculum committees provide an approval review of all curricular proposals in their respective areas of jurisdiction to ensure adherence to all applicable university policies and regulations. Curriculum proposals for programs leading to teacher licensure must be approved by the UNCG Teachers Academy. Additionally, proposals for new degrees, discontinuation of degrees, and new off-campus sites also require approval of the Provost before submission to The University of North Carolina General Administration and SACS COC. Signature sheets at each approval level support policy and regulation compliance requirements.

Sources

[PDF] Academic Program Coordinators for Fall 2009 Semester
[PDF] Bachelor of Liberal Studies
[PDF] Directors of Graduate Study
[PDF] Faculty Handbook, Section II
[PDF] Faculty Roster Fall 2009
[PDF] Master of Liberal Studies
[PDF] Master of Library & Information Studies
[PDF] The Graduate School Bulletin
Physical Resources: Physical facilities CS 3.11.3
The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. (Comprehensive Standard 3.11.3)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
The University of North Carolina at Greensboro (UNCG) operates and maintains 95 academic, auxiliary, administrative, student housing and athletic facilities, on and off the main campus, totaling over 5.4M total gross square feet (GSF). A comprehensive facilities management program that includes master planning, space planning, capital planning for new construction and renovations, and maintenance ensure that these facilities are adequate to serve the educational programs, support services, and other mission-related activities of UNCG. In general, the facilities are well-maintained and enable the institution to achieve its educational goals and to effectively serve its constituents. It should be pointed out that UNCG has the highest classroom utilization factor in the University of North Carolina system at 37.9 hours/week of instruction counting day and evening hours, indicating that it is making efficient use of available space. Continued funding for expansion of the physical facilities of UNCG will be needed to support planned growth and enrollment increases.

UNCG has off-campus programs at several facilities. In most cases, these off-campus facilities are at community college campuses, public school administrative offices, or continuing education centers and have not required formal lease agreements; these are used because they provide access for nearby students and because they are equipped similarly to classrooms on campus. The facility at 7900 Triad Center Drive, Greensboro, North Carolina, is a commercial office building where a lease was required. The classroom space at Triad Center is equipped with instructor stations in the same manner as on-campus classrooms (e.g., Internet access, LCD projectors, AV equipment, etc); the lease agreement for this location is attached as a sample lease agreement.

Results from both the 2009 Facilities Annual Customer Service Survey and the 2008 Collaborative on Academic Careers in Higher Education Tenure-Track Faculty Job Satisfaction Survey support the satisfaction with the quality and maintenance of physical facilities.

Master Planning and Space Planning
UNCG has a long standing history of comprehensive campus master planning dating back to 1984, with master plan update efforts in 1995 and 2001. Most recently the Campus Master Plan was updated in 2007 to accommodate provisions for enrollment of 27,000 by 2017 (n.b., due to large document on the Table of Contents is linked here). The current master planning process includes all facets of campus life. It endeavors to maximize existing facility usage and provide for optimal land use based on enrollment projections and future facility needs. It also factors in the surrounding area’s development and the potential for land acquisition. The staff for UNCG’s Office of Facilities Management (FM) includes a Facilities Design and Construction department and UNCG’s Provost’s Office includes the Space Management Office. The staff for these two offices work together to determine long-term space needs on an annual basis. In addition, UNCG recently completed the Strategic Housing Plan that provides direction on the development and renovation of residence halls. UNCG also developed a Campus Transportation Master Plan in 2006. The goal of this plan is to provide a menu of commuting alternatives that are attractive to people who normally drive alone to campus. The Plan encourages greater use of alternative transportation modes to reduce future parking needs and creates a more pedestrian- and bike-friendly campus.

Capital Planning for Renovations and New Construction
UNCG is committed to providing high-quality research, teaching, and administrative spaces to support its mission. UNCG has traditionally been one of the most efficient campuses in the UNC system with regard to the square footage per Full-Time Equivalent (FTE) student and classroom utilization. Further, the projected enrollment growth (27,000 students by 2017) requires UNCG to prioritize resources to ensure the best use of limited construction budgets. Through its mission to “... deliver remarkable customer service in the planning, design, construction, maintenance and operations of university facilities, grounds and infrastructure ...”, FM supports the strategic goals of UNCG. The Associate Vice Chancellor for Facilities is a member of UNCG’s strategic plan Implementation Resource Support Team, charged with supporting initiatives required to implement UNCG’s academic, research, and extension goals.

Renovations
Funds are provided for renovation and repair of existing space in keeping with the ever-changing needs of academe and to provide modern environments for instruction, research, and support. Along with managing these renovations and repairs, FM coordinates the integration of approved space and accessibility standards and updated information technology in all renovations and new construction. During fiscal year 2009-2010, facilities completed over 100
Capital Construction
UNCG translates its Campus Master Plan into a comprehensive capital construction plan to meet the needs of our fast-growing university. Each year UNCG provides the State of North Carolina with updated six-year plans for Appropriated and Non Appropriated Capital Improvements. Projects are identified through the master planning and associated space needs assessment process. Priorities are established and reviewed by the Vice Chancellors and approved by the Chancellor. Further, using the Facilities Condition Assessment Program (FCAP) program described below, FM assesses whole-building modernization and campus infrastructure needs for inclusion in the prioritized list.

The prioritized Six-Year Plan for Appropriated Capital Improvements is submitted to the UNC General Administration for inclusion in the President's budget and subsequent funding by the North Carolina legislature. Non-appropriated projects are submitted annually to the Legislature for authorization. These non-appropriated projects are generally funded locally through student fees, gifts, grants or overhead receipts.

Capital Projects completed during FY 2008-2009 include: Petty Sciences Building renovation, Forney Building renovation, and Alumni House renovation (see complete list of capital improvement projects with activity during fiscal year 2008-09).

Maintaining the Campus
FM conducts routine and preventative maintenance operations daily. These functions are managed using a robust computerized maintenance management system (CMMS). This CMMS system, Actware, is a web-based product that is deployed campus-wide and utilized by all building contacts. Work orders for routine maintenance are input by building contacts or called in by any campus customer to the work information center. Work orders go directly to the Zone Shop responsible for maintaining the building or facility. Preventative maintenance work orders are automatically generated by the system on a monthly, quarterly, or annual basis in accordance with the manufacturer’s recommended frequency. Instructions for submitting an automated work order request and a typical preventative maintenance work order are provided. In fiscal year 2008-09, Facilities completed 9,671 corrective work orders and 7,254 preventative maintenance work orders. The Department tracks reactive vs. preventative maintenance work requests on an annual basis. FM conducts an annual customer satisfaction survey (see 2009 Facilities Annual Customer Service Survey) with the campus community in order to garner feedback to gauge success and for process improvements. FM also created a Customer Advisory Group that meets quarterly to review customer concerns and to share ongoing and future initiatives in Facilities (see Minutes of the most recent Customer Advisory Group meeting are included).

As mentioned above, UNCG also has a comprehensive FCAP to assess and prioritize deferred maintenance. The Office of State Construction conducts a complete inspection of campus facilities every three years and produces a report of prioritized repair projects. This list is regularly vetted and updated based on the current situation. Based on these reviews, UNCG maintains a prioritized Six Year Repair and Renovations Plan. This list is submitted bi-annually to UNC General Administration and incorporated in a system-wide request for repair and renovation funding. In addition, UNCG has a robust Safety and Health Policy and Procedures Manual that provides the framework for UNCG to provide a safe and healthy environment for students, faculty, staff, and visitors.

Sources
[PDF] 2008 Collaborative on Academic Careers in Higher Education Tenure-Track Faculty Job Satisfaction Survey
[PDF] 2009 Facilities Annual Customer Service Survey
[PDF] Appropriated Capital Improvements
[PDF] Campus Master Plan front cover
[PDF] Campus Transportation Master Plan
[PDF] Capital Improvement projects with activity during fiscal year 2008-09
[PDF] Instructions for submitting an automated work order request
[PDF] Minutes of the most recent Customer Advisory Group meeting
[PDF] Non Appropriated Capital Improvements
[PDF] Preventive maintenance work order
[PDF] Safety and Health Policy and Procedures Manual
[PDF] Sample lease agreement
[PDF] Six Year Repair and Renovations Plan
[PDF] Strategic Housing Plan
8

Student achievement FR 4.1

The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, State licensing examination, and job placement rates. (Federal Requirement 4.1)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

The University of North Carolina at Greensboro (UNCG), through appropriate units and departments, monitors and assesses the success of students as they progress in their programs via course completion records, grade distribution reports, retention and graduation rates, results of the various licensure examinations, and job placement rates. Students enrolled in off-campus and online programs are assessed by the same procedures as on-campus students because the academic content and graduation requirements of these programs are the same.

Course Completion

Academic units and departments regularly request and monitor course reports from the Office of Institutional Research for the purpose of curricular review and faculty improvement. Course reports include enrollment and grade data, allowing review of course completion and grade distribution by the specific course and at course level.

A summary of the unit-level statistics is available here. In calendar year 2009, 91% of students enrolled in undergraduate courses completed them and received a final grade. Department-level course-completion statistics are available in the 2009 Course Completion file. In graduate courses, 78% of students enrolled completed with a final grade. For many departments, research hours courses at the 800 level are assigned the grade “In Progress” across multiple terms until the research project is completed.

Grade Distribution Reports

Units and departments regularly review course grade distribution reports to identify those courses which students appear to have the most difficulty completing successfully. This information is used to implement curricular improvements to enhance student learning.

For example, first-year English courses enrolled over 4,000 students, and 85.5% percent of those students earned a C- or better for the final grade. About 6% of students withdrew without penalty (within the first eight weeks of the semester), while less than 1% withdrew with an F. Other examples are available in the reports BE Grade Distribution, BE Course Grade and Teaching Evaluation Report and CUI 250 Grade Distribution.

Retention and Graduation

Addressing retention issues has been a continual concern at UNCG. In Fall 2002 the former Chancellor appointed a Retention Task Force charged with four goals: (1) Identify high-risk experiences for first-year students, (2) evaluate existing retention programs to determine their effectiveness, (3) study relevant data, and (4) make recommendations for improvements. Some of those recommendations have led to the initiatives described below.

In 2007-08 UNCG expanded three initiatives intended to impact different sub-groups in the freshman class: the University Studies course, the Lloyd International Honors College, and the Summer Launch program. University Studies assists students at all academic preparation levels. Lloyd International Honors College is intended for high academic achievers, while the Summer Launch program is designed for UNCG’s academically challenged entering freshman students. In addition, a work group comprised of Enrollment Services and Student Affairs officers reviewed the achievements resulting from the 2003 Task Force and presented new recommendations for continuous improvement to retention efforts, including a Retention Strategic Plan for 2008-09. In 2008 a re-organization of enrollment services was announced, specifically to address retention needs. In 2009-10 the newly-appointed Dean of Undergraduate Studies created a Retention SWOT team to continue the work of the previous work groups. The Strategic Planning effort in 2008-09 established Strategic Goal 1.3: “Meet the goals established with UNC General Administration: increase retention rates to 80%, four-year graduation rates to 34%, and six-year graduation rates to 60%.” An Implementation Team was established in 2009-10 to develop specific strategies to address this goal.

The UNCG Institutional Research website Freshman Cohort reports persistence and graduation rates, while the online Fact Book includes information on the number of degrees awarded by unit, degree program, and a number of other variables. Retention refers strictly to re-enrollment of students from the beginning cohort period to a following period, while persistence is a more comprehensive measure of student success, indicating either enrollment or graduation of the student cohort. This indicator becomes particularly relevant after the fourth year of potential
enrollment for a given cohort of students. Since 1998 the one-year retention rates have fluctuated between the low of 73.8% and high 77.4%. The average one-year retention rate for the past five cycles is 76.3%. The average four-year graduation rate for the past five cycles is 27.7%. The average six-year graduation rate for the past five cycles is 51.2%. The ten-year trend of degrees awarded at level illustrates overall growth (35% increase in all degrees awarded) led by increases in masters degrees (40%). Degrees awarded in 2008-09 at the department level are listed in three reports from the Fact Book: 2008-09 Bachelors Degrees, 2008-09 Masters Degrees, and 2008-09 Doctoral Degrees. Headcount enrollment increased by 42% overall from Fall 1999 to Fall 2009.

In addition to internal trends, UNCG monitors peer retention and graduation rates across the UNC system and UNC-approved peers. These data are reviewed regularly by senior leaders (the Provost and Deans Council), as well as the retention committees and task forces described above. In the UNC system, UNCG’s retention rate is slightly below average, while among the UNC-approved peer list, UNCG falls approximately 5% below average in the most recent data available from the Integrated Postsecondary Education Data System. The UNC-approved peer list was assembled in 2006 and includes aspirational peer institutions as well as true peers.

Licensing Examinations

Licensing examination results are maintained and monitored at UNCG by the appropriate academic unit. These include examinations for teacher candidate licenses, CPA licenses, nursing licenses, Certified Health Education Specialist license, National Athletic Trainers Association Board Certification, and registered dietitians.

School of Education. Licensure programs administered through the Teachers Academy use the following procedures to evaluate student outcomes. All programs are required to identify data sources that will be used to assess their students’ content knowledge, skills, and dispositions. These typically include such things as assignments, observations, discussions, reflections, and test scores. During each academic year data are gathered using the identified measures. Program faculty and the chair schedule time to discuss their data (referred to as “Data Days”) and generate program improvement goals and objectives for the next year. Programs are required to provide the Teachers Academy a written summary of their Data Days discussions. Examples of program modifications include plans for providing more diverse experiences for students and improving the integration of content area information.

Bryan School of Business & Economics. The tables included in the attached document (see BE CPA Success Rates for Accounting) provide the number of graduates from the Master of Science with a major in Accounting program from 2001-02 until 2006-2007. This time period represents the students most likely to have the time to take the CPA exam and meet the experience requirement. This serves as the primary vehicle to prepare students for professional licensing. The data on the number of licensed CPAs was obtained by matching students with the licensing data from the North Carolina CPA Board. The numbers range from 35% to 59% for each class of graduating students. These data do not include students that may have moved out of state and currently be licensed in another state. The BE CPA Success Rates for Accounting document demonstrates exam pass rates from 2004-2007 for all public institutions granting advanced degrees in North Carolina and the national averages for all candidates with advanced degrees. While it is difficult to make direct comparisons because of the small number of students taking some sections at any given school, UNCG students are generally in the top three or four schools in each area. A more complete discussion of the CPA outcomes in the Bryan School of Business and Economics is available in the BE CPA Success Rates for Accounting.

Praxis I. The Praxis I, or Pre-Professional Skills Test, measures basic academic skills and consists of three exams: reading, writing, and mathematics. At UNCG, as in most colleges and universities, a passing score must be earned for admission to teacher education. A passing score must be earned before the teacher education graduate can apply for his or her teaching license or certificate.

Praxis II. The Praxis II assessments measure general and subject-specific knowledge and teaching skills. Each education major requires a different combination of Praxis II exams. Between 1998-99 and 2007-08, more than 86% of graduates of the undergraduate program have passed the Praxis II for Content Area Exercises or Elementary Education in Curriculum, Instruction, and Assessment Tests. See the Praxis II document for detailed results for both undergraduate and graduate program completers.

National Council Licensure EXamination (NCLEX)-RN Passing Rates. NCLEX is an examination for the licensing of nurses in the United States. The School of Nursing examines the pass rate on the NCLEX annually as part of the School’s Systematic Evaluation Plan. The Evaluation Plan specifies an acceptable pass rate of at least 90%: In instances when the pass rate has fallen below this criterion, the Nursing School has established task forces to examine and make recommendations regarding pertinent factors such as admission criteria, clinical site placement, instructional strategies, and capstone experiences. Such examinations have led to a number of changes over the years. For example, the structure of our current NCLEX Review course has evolved in response to NCLEX pass rates. The passing rates for the NCLEX-RN have been at or above both the national and state rates since 2005. Statewide comparisons are available in the NCLEX State-wide Results document.

Certified Health Education Specialist. The National Commission for Health Education Credentialing, Inc. (NCHEC) is a professional health education credentialing body that works to define, verify, certify, and promote the role of health educators as a national standard primarily operating in the United States of America. NCHEC is the national.
The University of North Carolina at Greensboro

National Athletic Trainers’ Association (NATA) Board of Certification Examination. NATA is the national membership organization for the profession of athletic training. According to NATA, “[a]thletic training is practiced by Athletic Trainers, healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations, and disabilities.” The Master of Science in Athletic Training degree is designed to prepare persons to sit for the National Athletic Trainers’ Association Board of Certification Examination and earn the credentials as a Certified Athletic Trainer. The NATA examination five-year pass rate is 86%.

Registered Dietitian (RD) Examination. Dietitians are registered with the Commission on Dietetic Registration (the certifying agency of the ADA) and are only able to use the label “Registered Dietitian” when they have met strict, specific educational and professional prerequisites and passed a national registration examination. The 5-year pass rate (2004–2008) for the RD exam is 95%.

Internships

Internship courses are offered in all departments, at the junior, senior, and graduate levels. In 2007-08 over 5000 students enrolled in 587 sections, with a 92% satisfactory completion rate. Specific courses and enrollments are available in the 2007-08 Internship courses document.

Internship data are compared and evaluated by staff of the Career Services Center by semester and year. The data assist Career Services in understanding which departments have strong structured internship programs and which may have potential for growth, as well as increase or decrease in number of Internships across the university as a whole. Questions come from different units within the university regarding internship participation. Some of those seeking information include research areas, units needing data for accreditation, and the Corporate Relations Committee. Questions also come from outside the university regarding internship participation, with employers most frequently seeking information.

Job Placement Rates

Job placement information is collected at graduation by the Registrar, as well as in alumni surveys conducted by the academic units and by the Career Services Center. Continuing education is monitored in alumni surveys and via the National Student Clearinghouse.

The Career Services Center has developed an online first-destination survey which is sent to recent alumni six months after graduation or completion (May, August, and December). Information is sought regarding employment and graduate school attendance. Data can be sorted by major and provides information on the success of students, as well as which organizations are hiring our students and which graduate programs have welcomed our students. For example, the Bryan School of Business and Economics reports 30% of 2008-09 graduates had secured employment by the date of their graduation. See the BE report submitted to AACSB for more detail. Similarly, approximately 92% of Bachelors of Science in Nursing alumni surveyed in fall 2009 are employed, and 8% are not employed. Approximately 86% of Masters of Science in Nursing alumni surveyed in fall 2009 are employed in their area of concentration, 9% are employed in another area of nursing, 2% are employed in another area, and 3% are not employed. Thirty-nine percent of participants in recent graduation celebration events were seeking to enter graduate school immediately following graduation. Another 13% were already employed.

Graduation Surveys

Participants in departmental graduation ceremonies are requested to complete a pencil-and-paper survey of post-graduation plans. Fourteen percent of recent participants indicate being employed by graduation. Another 3% have been accepted into graduate programs.

Sources

- [PDF] 2007-08 Internship Courses
- [PDF] 2008-09 Bachelor’s Degrees
- [PDF] 2008-09 Master’s Degrees
- [PDF] 2008-2009 Doctoral Degrees
- [PDF] 2009 Course Completion file
- [PDF] 5-Year Pass Rates for NATA and CHES
- [PDF] Bachelors of Science in Nursing alumni
- [PDF] BE Course Grade and Teaching Evaluation Report
- [PDF] BE CPA Success Rates for Accounting
Program curriculum FR 4.2
The institution’s curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. (Federal Requirement 4.2)

Judgment
- Compliant
- Non-Compliant
- Not Applicable

Narrative

A review of The Undergraduate Bulletin and The Graduate Bulletin readily validates that the curriculum offerings at The University of North Carolina at Greensboro (UNCG) reflect its mission and strategic plan. For example, all undergraduate students meet requirements for general education and an array of both undergraduate and graduate programs prepare students for professional roles, as called for in the preamble of the UNCG Strategic Plan 2009-2014. The UNCG Vision and Mission Statement indicates that students are prepared for “meaningful lives and engaged citizenship;” service-learning courses and program descriptions at both the undergraduate and graduate levels explain what graduates are prepared to do and are but two types of evidence that the curriculum reflects stated intents. Three recently approved programs, the Ph.D. in Nanoscience, the Master of Science in Nanoscience and a Bachelor of Science in Entrepreneurship, join other existing programs in demonstrating "innovation and leadership meeting social, economic, and environmental challenges." In summary, an analysis of the curriculum offerings at UNCG confirms that UNCG’s stated purpose and goals are continuously implemented.

The UNCG Vision and Mission Statement and Vision for Teaching and Learning embrace distance education, and the UNCG Strategic Plan 2009-2014 is explicit in its goals for distance education. Strategic Area 1.7 states that UNCG will “provide accessible online degree programs in the College of Arts & Sciences and each of the professional schools, as appropriate, and expand services as needed for online students to promote their success.”

At the undergraduate level, UNCG offers the following degrees, which are appropriate for a public research institution:

- Bachelor of Arts,
- Bachelor of Fine Arts,
- Bachelor of Music,
- Bachelor of Science,
- Bachelor of Science in Medical Technology,
- Bachelor of Science in Nursing, and
- Bachelor of Social Work.

As a public research university, UNCG offers the following degrees and certificates at the graduate level:

- Doctor of Education,
- Doctor of Musical Arts,
- Doctor of Philosophy,
- Doctor of Public Health,
- Master of Arts,
- Master of Business Administration,
- Master of Education,
- Master of Fine Arts,
- Master of Library and Information Studies,
- Master of Music,
- Master of Public Affairs,
- Master of Public Health,
- Master of School Administration,
- Master of Science,
- Master Science in Athletic Training,
- Master Science in Nursing,
- Master of Social Work,
- Post-Baccalaureate Certificate,
- Post-Master’s Certificate, and
- Specialist in Education.

Curricula at UNCG originate with faculty initiative and are under their purview, as referenced in The Constitution of the Faculty, The Undergraduate Bulletin, and The Graduate Bulletin. Approval of new curricula includes a multi-step process of faculty committees and administrative review to ensure that all degrees and certificates awarded are...
clearly related to the purpose and goals of UNCG as stated in the UNCG Strategic Plan 2009-2014 and, where relevant, to the General Education Mission and Goals in the UNCG Curriculum Guide. The curricular review process ensures that programs are directly related to the diplomas, certificates, and degrees awarded. This process operates within the parameters of the Board of Governors Policy on Academic Program Planning and following the UNC Guidelines for Academic Program Development for establishing new degree programs, whether they are to be offered on campus, off campus, or online. Forms required for use in the approval process have been designed and made available by UNC General Administration (UNC GA), and each contains the requirement that proposals explain how the new program is related to UNCG’s mission and goals.

As stated in the Vision and Mission Statement, UNCG strives to be a “source of innovation and leadership [by reaching out to meet] social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond ...” In distance learning, UNCG focuses on areas of critical need by offering distance degree programs at the undergraduate and graduate levels in education, nursing, birth-kindergarten and early childhood education, business administration, information technology, conflict resolution, and liberal studies.

Faculty proposals for new undergraduate and graduate degree or certificate programs are first submitted to department curriculum committee, then to the Dean of the Graduate School or the Dean of Undergraduate Studies for consultation before being submitted to the College or School Curriculum Committee. If endorsed, faculty prepare a Notification of Intent to Plan (i.e., UNC GA Appendix A) for a new baccalaureate, master’s, or specialist program, and an Authorization to Plan (i.e., UNC GA Appendix B) for a new doctoral or professional degree program. These two forms require an explanation of the proposed program’s relationship to the institution’s strategic plan and how it is a response to UNC Tomorrow (UNC GA’s strategic plan). These proposals are routed through a series of reviews including departmental and school curriculum committees and either the Undergraduate Curriculum Committee or Graduate Studies Committees (or, in the case of 500-level courses, both), endorsed by the Provost, submitted to UNC GA for approval and, if the proposal represents a substantive change, submitted to SACS COC (see the UNCG Substantive Change Procedural Policy for details).

When proposals for new programs are acknowledged or endorsed by the UNC GA, faculty then prepare a second proposal seeking Authorization to Establish (i.e., UNC GA Appendix C). These proposals are again routed through university channels described above and submitted to UNC GA. Authorization must be granted by UNC GA before any new program is offered. A similar 2-stage process seeking approval to plan and authorization to establish is followed by faculty seeking implementation of all off-campus and distance education degree programs. A third step, during which UNCG ensures UNC GA that adequate funding is available to support the program, has recently been added to the process.

The process for the review of new programs is carefully described in the UNCG Curriculum Guide, and the steps are faithfully implemented with each proposal. This process permits questions and concerns, including questions about the proposed program’s compatibility with UNCG’s mission and goals, to be discussed by faculty and administrators and, if needed, allows revisions to be made prior to submitting a proposal to UNC GA.

For UNCG’s off-campus and online programs, the guidelines for development and management reside with the academic units and faculty and are identical to those of on-campus programs. This is to ensure that there is comparability to campus-based programs in all aspects: academic rigor, instruction, technology, student services, faculty and student training, authorization, course load, compensation, and evaluation. These guidelines can be found in the UNCG Distance Education Policy in the UNCG Curriculum Guide.

Sources

[PDF] Authorization to Establish
[PDF] Authorization to Plan
[PDF] Board of Governors Policy on Academic Program Planning
[PDF] Constitution of the Faculty
[PDF] General Education Mission & Goals
[PDF] Notification of Intent to Plan
[PDF] Substantive Change Procedural Policy
[PDF] The Graduate School Bulletin
[PDF] The Undergraduate Bulletin
[PDF] UNC Guidelines for Academic Program Development
[PDF] UNC Tomorrow
[PDF] UNCG Curriculum Guide
[PDF] UNCG Strategic Plan 2009-2014
[PDF] UNCG Vision and Mission Statement
[PDF] Vision for Teaching and Learning
Publication of policies FR 4.3
The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (Federal Requirement 4.3)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
The University of North Carolina at Greensboro (UNCG) makes available to students and the public current academic calendars, grading policies, and refund policies in its official publications, The Undergraduate Bulletin and The Graduate Bulletin, as well as on a number of public UNCG websites. Off-campus and online students, whether undergraduate or graduate, follow the same academic calendars, grading standards and policies, and refund policies as their counterparts in campus-based programs. This is evident in the UNCG Distance Education Policy (http://provost.uncg.edu/publications/academic/depolicy.asp), specifically in items 1 and 6, as approved by the Faculty Senate and maintained by the Office of the Provost (see also the Microsoft Word version of the UNCG Curriculum Guide, available at http://provost.uncg.edu/publications/academic/curriculum.asp and in print).

Academic calendars are approved by the Chancellor and maintained by the University Registrar. Students and the public may view current and past academic calendars on the Registrar’s website (http://www.uncg.edu/reg/) under Calendars, in The Undergraduate Bulletin, and under Calendar of Events in The Graduate School Bulletin.

Grading policies are approved by the Faculty Senate. Undergraduate students may access the description of grading policies on the University Registrar’s website under Grades and in The Undergraduate Bulletin. Graduate students may access the description of grading policies in The Graduate School Bulletin, which is available in print copy and via the web (http://www.uncg.edu/grs/+).

Information on tuition and fees for all students is available on the Cashier and Student Accounts’ website (http://fsv.uncg.edu/cashiers/cashiers_payment.html) under Payment and Cost Information. The approved academic calendars specify dates for refunds per semester, as approved by UNCG’s Business Affairs Division and in compliance with Federal policy as it applies to financial aid. Off-campus and distance education students registered for credit-bearing classes can find additional information on the tuition and fee structure for distance learning (starts at bottom of page 2) at the Division of Continual Learning Distance Learning website.

Refund policies are explained on the Cashier and Student Accounts’ website under UNCG Refund Policy. The Refund Policy is also published in The Undergraduate Bulletin under Undergraduate Bulletin Refund Policy, available on the University Registrar’s website. It is linked from the online version of The Graduate School Bulletin where the information is available in print and electronically under Refund Policies for Student Fees and Charges. Off-campus and distance education students registered for credit-bearing classes follow the same published refund schedule as on-campus students.

Sources

[PDF] Calendar Index
[PDF] Distance Education Policy, UNCG
[PDF] Distance Learning
[PDF] Grades Index
[PDF] Graduate School grades
[PDF] Payment and Cost Information
[PDF] Provost - Distance Education Policy
[PDF] The Graduate School Bulletin
[PDF] The Undergraduate Bulletin
[PDF] Tuition and Fees
[PDF] UNCG Curriculum Guide
[PDF] UNCG Refund Policy
[PDF] Undergraduate Bulletin Refund Policy
Program length FR 4.4

Program length is appropriate for each of the institution’s educational programs. (Federal Requirement 4.4)

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

The University of North Carolina at Greensboro (UNCG) embraces student learning as its highest priority and is committed to providing exemplary learning environments and educational programs at the undergraduate and graduate level. Consistent with these commitments, required processes ensure that program length is appropriate for all of the educational programs offered at UNCG.

Undergraduate Program Length and Credit Hour Requirements

SACS COC Core Requirement 2.7.1 requires that a baccalaureate degree be at least 120 semester credit hours as a minimum. All undergraduate baccalaureate degree programs at UNCG require at least 122 semester credit hours but no more than 128 without special permission. A complete listing of all undergraduate baccalaureate degrees and their credit-hour requirements is available in the document, UNCG Educational Programs. The minimum requirement of 122 semester credit hours and other credit-hour regulations and limits for the baccalaureate degree are also published in The Undergraduate Bulletin. In addition, the semester credit hours required for each undergraduate major and minor are detailed in the relevant academic department’s section of The Undergraduate Bulletin.

The appropriateness of program length, including the number of semester credit hours required for each undergraduate degree program is reviewed and approved through the process of curriculum development outlined in the UNCG Curriculum Guide. After review in the appropriate unit curriculum committee, all requests for program revision must be approved by the Undergraduate Curriculum Committee. As outlined in the UNCG Substantive Change Procedural Policy, requests for new programs, for substantive changes to existing programs, and for the cessation of existing programs must be approved by the University of North Carolina General Administration (UNC GA) and, as appropriate, by the SACS COC. UNC GA policies and required forms are available in The UNC Policy Manual, chapter 400, section 400.1, subsections 400.1.1(10)-400.1.5 [G]. These required processes ensure that program length is appropriate for all baccalaureate degrees.

The deans’ offices and academic departments implement and enforce these semester credit-hour requirements through student advising. In addition, the University Registrar’s Office enforces these credit hour requirements through its automated degree audit service, which is available to students through a secure web-based portal and through the process of degree clearance, during which students credits are evaluated for graduation from UNCG.

Master’s Degree Program Length and Credit Hour Requirements

SACS COC Core Requirement 2.7.1 requires a minimum of 30 semester credit hours at the post-baccalaureate, graduate, or professional level. All master’s degree programs at UNCG require 30 semester credit hours or more. A complete list of master’s degree programs including the program length for each is available in the relevant section of UNCG Educational Programs. The semester credit hour requirement for each degree program is consistent with current practices in their specialization, as indicated by data on comparable programs at peer institutions and mandated by national and state accreditation standards. Data are available in self-study and accreditation reports filed in the Provost’s and academic deans’ offices and in proposals to establish new or revised programs located in the Graduate School.

Doctoral Program Length and Credit Hour Requirements

Each doctoral program sets its own credit hour and dissertation or performance requirements, with approval of the relevant internal and external review bodies and by following procedures that ensure appropriate program length. A complete list of doctoral degree programs, including the program length for each, is available in the relevant section of UNCG Educational Programs. Academic regulations for graduate degree programs are published in The Graduate School Bulletin; semester credit hours and residency requirements for graduate degrees are listed in each department’s summary section in The Graduate School Bulletin as well. During departmental reviews and accreditation self-study processes, these requirements are examined and compared to other accredited doctoral programs as benchmarks. Reviewers and department faculty consider relevant practices and programs at peer institutions, as well as programs of national stature when selecting benchmarks.

Departments establishing new or revising existing doctoral and masters’ degree programs follow the procedures outlined in the UNCG Curriculum Guide for establishing or revising masters’ degree programs and doctoral programs.
Post-Baccalaureate and Post-Master’s Certificates

Post-baccalaureate and post-master’s certificates are developed by the appropriate department faculty to meet the curricular needs of their students.Departments offering post-baccalaureate and post-master’s certificates develop and determine certificate length based on relevant state and national standards, professional/accrediting agency guidelines, and disciplinary standards. Certificate proposals are then reviewed according to the policy guidelines outlined in the UNCG Curriculum Guide and approved by the appropriate bodies. A complete list of the post-baccalaureate and post-master’s certificates offered by UNCG is available in the relevant section of UNCG Educational Programs. As a result of these review processes, post-baccalaureate and post-master’s certificates offered at UNCG meet the curriculum requirements published in the UNCG Curriculum Guide as well as UNC GA policies set forth in the UNC Policy Manual, chapter 400, section 400.1, subsection 400.1.1.1 [G], and program length is in keeping with the range for certificates nationally as indicated in surveys conducted by the Council of Graduate Schools Communicator, Volume XXXVIII, Number 7, pages 4 and 11.

Off-campus and Online Programs

All off-campus and online degree programs and certificates follow the same guidelines with respect to program length as do on-campus programs. This requirement is stated in the UNCG Curriculum Guide and in The UNCG Distance Education Policy.

Sources

[PDF] Council of Graduate Schools Communicator, Volume XXXVIII, Number 7, pages 4 and 11
[PDF] Guidelines For Good Practice in Graduate Education
[PDF] The Graduate School Bulletin
[PDF] The UNC Policy Manual chapter 400-section 400.1- subsections 400.1.1.1. [G] -400.1.1.5 [G]
[PDF] The Undergraduate Bulletin
[PDF] UNCG Curriculum Guide
[PDF] UNCG Distance Education Policy
[PDF] UNCG Educational Programs
[PDF] UNCG Substantive Change Procedural Policy
Student complaints FR 4.5

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (Federal Requirement 4.5)

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

At The University of North Carolina at Greensboro (UNCG), student concerns or complaints are addressed in a variety of offices depending on the issue. These offices include academic units, the office most directly responsible for the issue at hand, the Dean of Students Office, or ultimately the Chancellor’s Office. UNCG’s policies and procedures apply to all students, including off-campus and online program students.

During orientation, during university experience courses, and when interacting with university officials, students are told that the philosophy at UNCG is to solve the issue in the most direct way possible. Because the appropriate policy or process is not always clear to students, the Office of the Dean of Students serves in an ombudsperson role; many complaints and concerns are initially routed through that office. Examples of a few complaints and concerns resolved by the Office of the Dean of Students are included as supporting documentation (see Complaint 1, Complaint 2, Complaint 3, Complaint 4).

Student academic concerns are generally handled by a faculty member, appropriate academic department, advising center, or dean. If there are personal issues that lead to academic concerns, the Dean of Students Office is available to assist students by managing the complaint or referring them to other appropriate services. The description and procedures for academic violations are outlined in the Academic Integrity Policy in the UNCG Student Handbook 2009-2010. Examples of complaints resolved by academic units are included as supporting documentation (see Complaint 5, Complaint 6, Complaint 7).

Undergraduate academic appeals are governed by several academic policies established by the faculty. Students may appeal a letter grade by following the procedures outlined in the Grade Appeal Policy. If students have reason to drop a course during a term or retroactively for extenuating circumstances, they may appeal by following the guidelines of the Course Drop Appeal Policy. Students who are academically suspended or dismissed from UNCG may appeal their suspension by following guidelines set forth in the Academic Appeals Guidelines for undergraduate students or the Academic Regulations for Graduate Students.

Students, faculty, and staff may alert the Dean of Students Office to any concerns regarding student behavior verbally or by submitting a written complaint. Policies governing student behavior include the Student Code of Conduct, Academic Integrity Policy, Disruptive Behavior in the Classroom Policy, Residence Life 2009-2010 Policies, and 2009-2010 Housing Contract. These policies include student rights, freedoms, and responsibilities, code of conduct, and university disciplinary policies and procedures.

Traffic and parking regulations (see 2009 Parking Rules and Regulations) define for students the regulations that are most relevant to their parking options and experience on the campus. Using the Parking Ticket Appeal Process and the UNCG Parking Ticket Appeal form, students can express concerns about their parking experience. Examples of appeals can be found in Parking Ticket Appeal Example 1 and Parking Ticket Appeal Example 2.

The University Police website has a means to file an anonymous report about something of concern in case a student feels unable to identify him or herself and also the means to file a complaint against a University Police employee. An example of a complaint and its resolution is included here.

The institution has a written Refund Policy which is available online. A student may submit a formal request to seek a refund. In addition, students may appeal the loss of their financial aid due to unsatisfactory academic progress through a formal appeal process based on the Satisfactory Academic Progress Policy.

The Dean of Students Office also assists students who wish to file a formal grievance (see Grievance Procedures for Students, Informal Grievance Process Example) or file sexual harassment or discriminatory charges (see Sexual Harassment Policy and Procedures, Discriminatory Conduct). Both of these policies and the procedures are available on the Dean of Students Office website. The Dean of Students staff member will meet individually with the student, walk him or her through the policy, and then help the student explore options.

Sources

The University of North Carolina at Greensboro

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2009 - 2010 Housing Contract
2009 Parking Rules and Regulations
Academic Appeals Guidelines
Academic Integrity Policy
Academic Regulations for Graduate Students
Complaint 1
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Course Drop Appeal Policy
Discriminatory Conduct
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Example of a complaint
File an anonymous report
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Parking Ticket Appeal Example 1
Parking Ticket Appeal Example 2
Parking Ticket Appeal Process
Refund
Refund Policy
Residence Life 2009-2010 Policies
Satisfactory Academic Progress Policy
Sexual Harassment Policy and Procedures
Student Code of Conduct
UNCG Parking Ticket Appeal
University Police website-anonymous report and complaint form
Recruitment materials FR 4.6
Recruitment materials and presentations accurately represent the institution’s practices and policies. (Federal Requirement 4.6)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

The Office of Undergraduate Admissions creates recruitment materials and presentations that intentionally reflect the practices and policies of the Institution. In addition to describing the admissions process and admission criteria (see Undergraduate Application), these recruitment materials provide information needed to complete the enrollment process. These materials also are appropriate for students interested in UNCG’s off-campus and on-line education programs because the academic content, admissions requirements, and graduation requirements are the same for distance programs as for on-campus programs. In addition to printed materials (see BS in Business Administration Online Print Material), students can find information on distance education programs by navigating from the UNCG Homepage (www.uncg.edu) via Online Courses and Degrees (http://online.uncg.edu). Through these links, students can navigate to the appropriate academic department web pages where details of these programs can be found (e.g., BS in Business Administration Online Webpage, http://www.uncg.edu/bae/online/BS_Bus_Admin.html or BS in HEA Online, http://www.uncg.edu/phe/onlineprogram.html).

Freshman and Transfer recruitment publications, including UNCG at a Glance, the Undergraduate Admissions view book, the Undergraduate Admissions road piece, and Especially for Transfers and Adults, are updated annually. These include official data published by UNCG’s Office of Institutional Research and the current policies of the UNC system. The Undergraduate Admissions website is updated on a more frequent basis as needed. Recruitment publications highlight current students’ stories and provide information and contact information regarding the many campus offices offering student services. Admitted students are given a checklist of steps to enrollment along with links to offices such as Financial Aid, Housing, Orientation, and the Cashier. The Undergraduate Bulletin is reviewed and revised by the University Registrar on an annual basis.

Recruitment activities are individualized as much as possible and take the form of hundreds of face-to-face recruitment engagements. Tour presentations and student-led campus tours are offered weekdays and one Saturday per month. Group tour opportunities are available for high school student groups. Large-scale campus visit opportunities are offered to prospective freshman at Explore UNCG, to admitted freshmen at Destination UNCG, and to prospective transfers and adult students at Transfer Tuesdays. Off-campus events include the First Look receptions for in-state and out-of-state prospective freshman audiences, while Lunch and Learn recruitment programs are conducted for prospective transfers at community college campuses. Recruitment activities serve a diverse pool of prospective learners. In addition, each applicant has an individualized web portal called SpartanLink, through which he or she can manage the application process and receive personalized information about specific areas of interest. The accuracy of information provided to prospective students is checked by multiple people: Undergraduate Admissions Marketing Manager, the recruitment staff, representatives of University Relations, and the Director of Undergraduate Admissions. The Vice Provost is provided with copies of all publications prior to dissemination to the public, and he takes part in on-campus recruitment initiatives. During the current academic year, the Message Audit Subcommittee of the Integrated Marketing Committee is reviewing the accuracy and consistency of the messages in recruitment materials published at the school and departmental level. Examples include:

School of Education
HES - CARS
HHP - Dance
School of Music Viewbook
School of Nursing
DCL iSchool postcard
CAS - Environmental Studies
Bryan School - Entrepreneurship
Online Programs - Business
Lloyd International Honors College

Undergraduate International Admissions

International Undergraduate Admissions primarily uses the Office of Undergraduate Admissions recruitment materials, including the paper brochure. Information on application procedures for international students is located at the International Programs Center website. The Director of International Admissions makes yearly visits to embassies in Washington, D.C., to provide information on UNCG admissions procedures and other pertinent university
Graduate Admissions

The Graduate School publishes general admission materials that are aimed at promoting the broad spectrum of graduate program opportunities at UNCG. The publications used in recruitment include the annual *The Graduate Bulletin*, as well as a promotional folder that serves to introduce graduate education at UNCG by profiling current students. These materials provide sources for financial aid and student housing and detail life in the Piedmont Triad. Individual program profiles on each of the 65 master's and 27 doctoral programs outline curricular requirements, program concentrations, and faculty interest and research areas and are included in the Graduate Admissions folder in the source list below. All Graduate School publications are designed to complement departmental and program publications. The Graduate School, in an effort to provide uniformity and consistency, assists departments in designing and editing program-specific brochures and materials for public distribution.

These materials are also appropriate for students interested in UNCG’s on-line and off-campus programs because the academic content, admissions requirements, and graduation requirements are the same for these programs as for on-campus programs. In addition to printed materials, students can find information on distance education programs by navigating from the UNCG Homepage (http://www.uncg.edu) via Online Courses and Degrees (http://online.uncg.edu). Through these links, students can navigate to the appropriate academic department web pages where details of these programs can be found (see MEd in BKISED Online Program, http://www.uncg.edu/hdf/graduate/MED_pgrm.html and Post-Bacc Cert in ISM Online, http://www.uncg.edu/dae/online/Post_Bacc_Cert_IT.html).

In addition to publications, the Graduate School recruits off campus at other colleges and universities through graduate fairs, professional school events, and specialized program events for undergraduates. The Graduate School also participates in several organizations and consortiums where admission policies are both clearly outlined and demonstrated.

Sources

- [PDF] Graduate Admissions
  - Alternative Licensure Programs
  - Counseling and Educational Development Masters program
  - Dance Graduate Programs
  - Graduate Programs in French and Spanish
  - Graduate programs in Nutrition
  - Graduate Programs In Nutrition poster
  - MA in Speech-Language Pathology
  - MEd In BKISED Online Program
  - MEd in English as a Second Language
  - MS in Accounting
  - MS in Genetic Counselling
  - MS in Parks and Recreation Management
  - PhD in Clinical Psychology
  - PhD in Cognitive Psychology
  - PhD in Computational Mathematics
  - PhD in Developmental Psychology
  - PhD in Nursing
  - Post -Bacc Certificate in Women’s and Gender Studies
- [PDF] Undergraduate Admissions
  - Especially for Transfers
  - International Student Application
  - UNCG at a Glance
  - Undergraduate Admissions road piece
  - Undergraduate Admissions road piece sleeve cover
  - Undergraduate Admissions Tour Presentation
  - Undergraduate Admissions Viewbook
- [PDF] Bryan School- Entrepreneurship
- [PDF] BS in Business Administration Online Print Material
- [PDF] BS in Business Administration Online Webpage
- [PDF] BS in HEA Online Degree
- [PDF] CAS- Environmental Studies
- [PDF] Consumer, Apparel and Retail Studies undergraduate degrees
- [PDF] Dance undergraduate degrees
- [PDF] iSchool postcard
- [PDF] Lloyd International Honors College
Title IV program responsibilities CS 3.10.3, FR 4.7
The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (Federal Requirement 4.7)

The institution audits financial aid programs as required by federal and state regulations. (Comprehensive Standard 3.10.3)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
The University of North Carolina at Greensboro (UNCG) Financial Aid Office cooperates with all federal, state, and internal audit requests and serves all eligible students, including those who complete their program requirements on campus, through distance education technology, or at off-campus sites. The most recent North Carolina Statewide single audit report (control number CAN 04-2008-90414) lists UNCG in the section of institutions having no deficiencies.

The UNCG Financial Aid Office works diligently to maintain compliance with all federal and state program regulations through a rigorous internal review process supported by strong professional development and training plan for staff. The master processing calendar provides evidence that we have strong controls in place to monitor compliance. The most recent North Carolina Statewide single audit report lists UNCG in the section of institutions having no deficiencies and demonstrates that UNCG is in compliance.

Sources
[PDF] Master Processing Calendar
[PDF] Most Recent North Carolina Statewide Single Audit Report