



UNC GREENSBORO

February 2020

**DOCUMENTATION FOR THE ON-SITE
FIFTH-YEAR REVIEW COMMITTEE**

New Sites Added Since Last Reaffirmation

TABLE OF CONTENTS

Attestation and Signature Page.....	1
Part I. Overview and Introduction to the Institution.....	2
Gateway Research Park, North Campus	3
Moss Street Partnership School	4
Union Square Campus	5
Part II. Assessment of Compliance.....	6
Section 1: The Principle of Integrity.....	6
Section 5: Administration and Organization.....	6
Section 6: Faculty.....	13
6.2.a Faculty Qualifications.....	13
6.2.b Program Faculty	43
6.2.c Program Coordination.....	48
Section 8: Student Achievement.....	51
Section 11: Library and Learning/Information Resources.....	63
Section 12: Academic and Student Support Services	68
Section 13: Financial and Physical Resources	71

**DOCUMENTATION FOR THE
ON-SITE FIFTH-YEAR REVIEW COMMITTEE
New Sites Added Since Last Reaffirmation**

This document (with appropriate supporting evidence) should be completed by the institution hosting an On-Site Fifth-Year Review Committee involving the review of new sites added since the institution's last Reaffirmation.

Statement Regarding All Substantive Change Documentation Forms

Please note that this and all of the SACSCOC Substantive Change Documentation forms contain the standards typically provided to a visiting committee. Additional standards may be added by SACSCOC staff as needed to provide the visiting team with relevant information necessary to making an informed determination regarding the change.

Name of the Institution: The University of North Carolina at Greensboro

Nature of the Substantive Change: New approved off-campus sites since last reaffirmation in 2015.

- Gateway Research Park, North Campus (2019)
- Moss Street Partnership School (2019)
- Union Square Campus (2016)

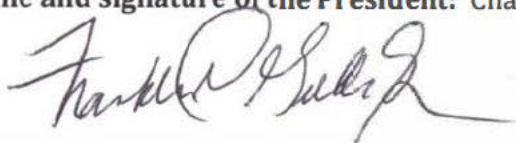
Dates of Visit: March 23 26, 2020

By signing below, we attest to the following:

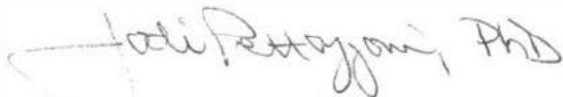
That The University of North Carolina at Greensboro has attached a complete and accurate overview of the proposed Substantive Change.

That The University of North Carolina at Greensboro has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the *Principles of Accreditation* affected by this Substantive Change.

Name and signature of the President: Chancellor Franklin D. Gilliam, Jr.



Name and signature of the Accreditation Liaison: Jodi E. Pettazzoni, PhD



SACSCOC Staff Member Assigned to the Institution: Vice President Denise Young

Part I. Overview and Introduction to the Institution

Describe the sites (including street address) and their relationship to the main campus. Include the location, initial date of Commission approval, initial date of implementation, programs offered, and current number of students, primary target audience, and instructional delivery methods.

The **Vision and Mission of The University of North Carolina at Greensboro** states that UNC Greensboro "will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves. UNCG is...an institution offering classes on campus, off campus, and online for degree-seeking students and life-long learners." All three of the off-campus instructional sites that are being reviewed as part of this Fifth Year Interim Report exemplify this vision and support the mission by complementing the programs that are making an impact in our local and regional communities.

Gateway Research Park, North Campus houses a cohort of Master of School Administration students that are being trained to be future leaders and principals serving rural school districts. The setting is a former rural school for the deaf.

Moss Street Partnership School is a laboratory elementary school for UNC Greensboro. The convenience of bringing the MEd in Teacher Education to the teachers at Moss Street Partnership School and other local schools in the vicinity enhances both the teachers and their students.

Union Square Campus is a community initiative to revitalize downtown Greensboro with a top-notch health education facility that focuses on producing and developing highly skilled nurses.

Gateway Research Park, North Campus
5900 Summit Avenue
Browns Summit, NC 27214



Description: The Gateway Research Park, North Campus (North Campus) is part of the joint millennial campus between UNC Greensboro and North Carolina Agricultural and Technical State University. The setting, location, physical meeting space, and available technology are ideal for the Master of School Administration program using this site. The location is easily accessible for students traveling from ten partnering rural school districts.

Relation to main campus: Off-campus instructional site 12 miles (18 minutes) northeast of UNCG's main campus.

SACSCOC Approval Letter: March 15, 2019

Initial Date of Implementation: August (Fall) 2019 implementation for 50% and over. Cohort started Fall 2018.

Program Offered: Master of School Administration
Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)

Current number of Students: 22

Primary Target Audience: The target audience is 22-25 experienced rural classroom teachers and instructional coaches who have demonstrated significant leadership potential.

Instructional Delivery: Face-to-Face hybrid model web/lecture and lecture formats at the site with three courses being offered entirely online.

Moss Street Partnership School
419 Moss Street
Reidsville, NC 27320



Description: The Moss Street Partnership School (Moss Street) is a collaboration between UNC Greensboro, Rockingham County Schools, and the Moss Street community. This partnership is part of the UNC System's Lab School Initiative, which draws on resources from the UNCG campus, staff and student teachers. The location, setting, and environment for the MEd in Teacher Education program fits well within the scope of the partnership.

Relation to main campus: Off-campus instructional site 31 miles (34 minutes) northeast of UNCG's main campus.

SACSCOC Approval Letter: March 29, 2019

Initial Date of Implementation: January (Spring) 2019

Program Offered: Master of Education (MED) in Teacher Education, Literacy Education concentration

Current number of Students: 13

Primary Target Audience: The target audience is K-12 educators in Rockingham County and surrounding counties.

Instructional Delivery: Most courses are being taught face-to-face at the off-campus instructional site. A few courses are delivered online utilizing both synchronous and asynchronous approaches.

Union Square Campus
124 E. Gate City Blvd.
Greensboro, NC 27401



Description: The Union Square Campus is an 84,000 square foot public-private partnership located in downtown Greensboro designed to house nursing programs from two universities and one community college, as well as staff development for a large health system. It is a state-of-the-art facility that is ideally suited for the two UNC Greensboro nursing programs offered at the site.

Relation to main campus: Off-campus instructional site 1.5 miles (5 minutes) east of UNCG's main campus.

SACSCOC Approval Letter: May 6, 2016

Initial Date of Implementation: August (Fall) 2016

Programs Offered:

Bachelor of Science in Nursing (BSN), RN to BSN
Doctor of Nursing Practice (DNP)

Current number of Students: 206 DNP 65 RN to BSN

Primary Target Audience: For the DNP, the primary target audience are nurses who hold BSN degrees from accredited institutions seeking to attain advanced practice roles in primary care, an inpatient setting, or in an administrative leadership role. The RN to BSN program targets local RN nurses working towards their BSN degrees.

Instructional Delivery: Primarily face-to-face with a few online courses.

Part II. Assessment of Compliance

Provide narrative and documentation to support compliance with each standard as it applies to the site(s). Include information for the main campus only as it affects the site(s)

Section 1: The Principle of Integrity

1.1 The institution operates with integrity in all matters.

(Integrity) [CR]

[No response necessary. This statement will be addressed by the visiting committee, not by the institution.]

Section 5: Administration and Organization

5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

(Qualified administrative/academic officers)

[Restrict the narrative to the leadership at the site(s) and the leadership at the main campus to whom these persons report.]

X Compliance

Narrative:

The University of North Carolina at Greensboro employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. This applies to those officers who oversee programs delivered at off-campus locations added since our last reaffirmation, who are the deans of the School of Nursing and the School of Education.

The senior administrative and academic officers (SAAO) of The University of North Carolina at Greensboro (UNC Greensboro) possess the academic and professional credentials, significant and relevant experience, and the necessary understanding of and commitment to the mission of the University to lead it effectively. The Provost alone has 35 plus years of academic and administrative experience.

Senior academic and administrative officers are defined in accordance with [The UNC Policy Manual 300.1.1 Policy on Senior Academic and Administrative Officers](#), which states that:

Senior officers of the University of North Carolina who are subject to the provisions of Section II of this policy are: ...the chancellors of the constituent institutions ... the vice chancellors, provosts, and deans of the constituent institutions, and the directors of major administrative, educational, research and public services activities of the constituent institutions designated by the Board of Governors.

These individuals are the key decision-makers within the University's governance structure, including the Chancellor's direct reports and the Deans. These senior executives are compensated as outlined in Section II of the policy, which applies only to those individuals.

As part of the UNC System, UNC Greensboro complies with all system policies. [The UNC Policy Manual 300.2.18\[R\] Regulations on Annual Performance Appraisals](#) requires that "all of its constituent institutions shall provide an annual performance appraisal to permanent ...non-faculty employees." The Chancellor and Provost have developed an evaluation system of senior academic leadership which involves annual reviews and periodic consultation with campus constituents and community stakeholders. The Chancellor gives his direct reports six weeks to submit a self-assessment that covers an assessment of previous years' goals, accomplishments and challenges, and goal setting for the next year. The Chancellor meets one on one with each direct report to discuss. The Provost has a similar process for those administrators reporting directly to her.

Evidence of the message communicating the parameters of the self-evaluation, scheduling of the one-on-one annual evaluation meeting, and the initial page of the self-evaluation for the most recent evaluation in 2019 are included in this table:

Message	Scheduling	Self-Evaluation
Dean of Education	Dean of Education	Dean of Education
Dean of Nursing	Dean of Nursing	Dean of Nursing

In addition, the University employs a variety of performance management and professional development tools, such as 360 evaluations (see [360 Evaluation](#)) and leadership coaching, which are used periodically.

The table that follows provides the names and position titles for the deans of School of Nursing and the School of Education who oversee programs located off-campus, as well as links to the relevant position descriptions and curriculum vitae, and statements of qualification.

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
Dean, School of Nursing		<ul style="list-style-type: none"> • Proven leadership with administrative management, budgetary responsibility, fundraising, and grant securing and grant management experience • Record of working effectively and collaboratively with clinical and tenure-track faculty, university administration and other constituent groups and partners both within and outside the university • Ability to encourage and inspire a diverse faculty, both as individuals and as an academic community with a demonstrated commitment to academic excellence, equity, and educational opportunity • Effective communication, listening and public relation skills 	<ol style="list-style-type: none"> 1. PhD in Nursing Research; M.S.N. in Nursing Education; B.S.N. in Nursing 2. Has held positions ranging from clinical nurse, research assistant, research nurse, research director, instructor, Professor, Director, and Associate Dean 3. Has extensive published research 4. Has experience in advancement, evidenced by many extramural and intramural sponsorships 5. Member of several professional societies 	<ol style="list-style-type: none"> 1. Meets the educational requirements as well as the professional requirements of being a registered nurse with a doctorate and record of research and scholarship. 2. Work experience indicates a record of working effectively and collaboratively with multiple constituencies, as well as demonstrates ability to communicate as she has held a broad range of experiences relevant to the position. 3. Experience in advancement and in securing funding meets the position requirement of being able to secure grants and mange grants. 	May 29, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • Must be registered nurse with a doctorate and a record of research and scholarship to qualify for an appointment as a full professor with tenure in one of the departments within the school • Candidates without a doctoral degree in nursing must have a Master of Science in nursing and be eligible for licensure in North Carolina 			
Dean, School of Education		<ul style="list-style-type: none"> • Earned doctorate in a relevant discipline from an accredited institution • A distinguished record of scholarship and teaching that merits appointment as a full professor or equivalent experience that merits an appropriate faculty appointment • Relevant and appropriate administrative experience in higher education at the 	<ol style="list-style-type: none"> 1. Ph.D. in Statistics and Measurement 2. M.A. in Physiological Psychology 3. B.S. in Psychology 4. has held multiple academic positions including that of full professor 5. several publications 	<ol style="list-style-type: none"> 1. Meets the educational requirements. 2. has a distinguished record of scholarship that merits an appointment as a full professor. 3. had relevant administrative experience as the director of a graduate program and associate director of a research center. 	June 3, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>college or school level or above</p> <ul style="list-style-type: none"> • A sense of vision for the future direction of education in this country • A leadership and management style that is visible, accessible, and transparent • A commitment to empowering and valuing the contributions of every member of the community • A compelling and trusted public presence • A confident and polished public speaker able to communicate and persuasively to a wide range of audiences • Demonstrated success in the enhancement and development of undergraduate, graduate, and/or professional programs in education • Demonstrated success in external relations, development activities 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>and/or procurement of extramural funding</p> <ul style="list-style-type: none"> • Proven ability to interact with social and political structures both internally and externally and to be an influential voice in strategic deliberations • A history of promoting diversity and of working successfully with diverse groups • The ability to recruit, motivate, inspire and retain talented faculty and staff • A record of synergizing internal departments and academic programs • Proven success forgoing strong professional partnerships within a wide variety of organizations • Outstanding communication skills and ability to mediate and solve conflicts • Strong listening skills and a high degree of emotional intelligence and a commitment to an internal 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		culture of trust, flexibility, and balance <ul style="list-style-type: none"> • A commitment to promoting and enhancing a student centered, diverse learning community • High levels of energy, stamina, and charisma and an impeccable reputation for integrity • A strong sense of intellectual curiosity and a willingness to learn about new disciplines 			

Conclusion

The University of North Carolina at Greensboro employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution and programs that are located off-campus. It complies with UNC System policies related to employment of Senior Academic and Administrative Officers and annual performance appraisals.

Section 6: Faculty

6.2 For each of its educational programs, the institution

6.2.a Justifies and documents the qualifications of its faculty members.

(Faculty qualifications)

*[Display faculty qualifications on the Commission's "Faculty Roster Form."
Limit entries to those faculty members assigned to the sites to be visited.]*

X Compliance

Narrative:

UNC Greensboro employs faculty who are qualified to teach the courses in all of its educational programs, including courses taught at its off-campus sites. When the sites were opened, UNCG produced for the Substantive Change prospectus faculty rosters that demonstrated each course in the program would be taught by a qualified faculty member. Each semester, all courses are credentialed following an established faculty credentialing process run by the Office of Faculty Personnel Services in the Office of the Provost. Courses at off-campus sites are included in that process.

The Faculty Rosters for each of the programs offered at the Gateway Research Park, North Campus; Moss Street Partnership School; and Union Square Campus start on the next page. A description of UNCG's credentialing process follows the Faculty Rosters.

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: The University of North Carolina Greensboro

Name of Academic Program: Master of School Administration

Academic Term(s) Included: Fall 2018 through Summer 2020

Date Form Completed: January 17, 2020

GATEWAY RESEARCH PARK, NORTH CAMPUS			
Master of School Administration			
1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
	Fall 2018, ELC 670, Leadership for Teaching and Learning, (3) (G) Spring 2020, ELC 675, Schools as Centers of Inquiry, (3) (G) Fall 2019, ELC 688, Applications of Instructional Leadership, (3) (G) Fall 2018, ELC 690, Practicum in Educational Administration, (3) (G)	PhD in Educational Administration, University of Miami (Ohio)	

	<p>Spring 2019, ELC 690, Practicum in Educational Administration, (3) (G)</p> <p>Fall 2019, ELC 690, Practicum in Educational Administration, (3) (G)</p> <p>Spring 2020, ELC 690, Practicum in Educational Administration, (3) (G)</p>		
	<p>Summer 2019, ELC 616, Culturally Responsive Leadership, (3) (G) online</p>	<p>EdD in Educational Leadership and Policy, University of North Carolina Chapel Hill</p>	<p>Superintendent, Chatham County Schools</p>
	<p>Spring 2019, ELC 687, Legal and Ethical Dimensions of School Leadership, (3) (G) online</p> <p>Spring 2020, ELC 673, Principal Leadership for Special Education, (3)(G)</p>	<p>EdD in School Administration, Indiana University- Bloomington</p>	
	<p>Spring 2019, ELC 694, Cultural and Political Dimensions of Educational Leadership, (3) (G)</p>	<p>EdD in Educational Leadership, MS / EDS School Counseling University of North Carolina Greensboro</p>	<p>Director of Communications, Teacher Recruitment and Retention, Surry County Schools</p>
	<p>Spring 2019, ELC 688, Leadership of Rural Schools, (3) (G)</p>	<p>EdD in Educational Leadership, University of North Carolina Greensboro</p>	<p>Assistant Superintendent, Curriculum and Instruction, Surry County Schools</p>

	<p>Fall 2018, ELC 660, The School Principalship, (3) (G)</p> <p>Fall 2019, ELC 684, Teacher Rights, Responsibilities, and Evaluation, (3)(G)</p> <p>Fall 2018, ELC 690, Practicum in Educational Administration, (3) (G)</p> <p>Spring 2019, ELC 690, Practicum in Educational Administration, (3) (G)</p> <p>Fall 2019, ELC 690, Practicum in Educational Administration, (3) (G)</p> <p>Spring 2020, ELC 690, Practicum in Educational Administration, (3) (G)</p>	<p>EdD in Educational Leadership, University of North Carolina Greensboro</p>	
--	--	---	--

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: The University of North Carolina at Greensboro

Name of Academic Program: Master of Education in Teacher Education, K-12 Literacy Education Concentration

Academic Term(s) Included: Spring 2019, Summer 2019, Fall 2019, Spring 2020 Date Form Completed: January 17, 2020

MOSS STREET PARTNERSHIP SCHOOL			
Master of Education in Teacher Education			
K-12 Literacy Education Concentration			
1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
	Fall 2019 TED 614 Word Study for Enhancing Spelling, Phonics, and Vocabulary (3) (G)	PhD in Curriculum and Teaching; University of North Carolina at Greensboro	
	TED 645 Critical issues in Language Arts	PhD in English & Education; University of Michigan	
	Fall 2019 TED 617A Practicum in Literacy Assessment and Instruction (3) (G)	PhD in Curriculum & Teaching; University of North Carolina at Greensboro	

	TED 646 Equity in Education (3) (G)	PhD in Curriculum & Instruction; University of Colorado	
	Spring 2019 TED 628 Children's and Young Adult Literature (3) (G) TED 616: Literacy Development and Instruction Across the Elementary Grades (3) (G)	PhD in Reading Education; University of Georgia	
	TED 669 Educational Implications of Learning and Developmental Theory (3) (G) TED 622 Differentiated Instruction (3) (G)	PhD in Education; University of Michigan	
	TED 646 Equity in Education (3) (G)	BA in English with Secondary Licensure; University of North Carolina at Greensboro MA in Peace and Conflict Studies; University of North Carolina at Greensboro	Mr. Robinson has extensive professional experience in equity in education as far back as 2009. His community and school programs have focused on equity across national organizations, local communities, schools, and universities. He has shown consistent and active leadership in organizations emphasizing equity and social justice for people in need and has provided

			development assistance to school districts and High Point University.
	ERM 605 Educational Measurement and Evaluation (3) (G)	MEd in Curriculum & Instruction, Reading North Carolina State University	Ms. Rose has served as a Test and Measurement Specialist for the North Carolina Department of Public Instruction and a Formative Assessment Specialist for Guilford County Public Schools.
	Spring 2020 TED 695 Youth Literacies (3) (G) TED 676 Teacher as Researcher and Leader I (3) (G) TED 677 Teacher as Researcher and Leader II (3) (G)	PhD in Curriculum & Instruction; University of Texas at Austin	
	Summer 2019 TED 619 Trends and Issues in Literacy Education (G) Summer 2020 TED 640 Writing Instruction Across the Grades (G) TED 615 Literacy in the Early Years (G)	PhD in Curriculum & Instruction; University of Texas at Austin	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: The University of North Carolina at Greensboro

Name Academic Program: Doctor of Nursing Practice; Bachelor of Science in Nursing, RN to BSN Degree Completion

Academic Term(s) Included: Fall 2019-Spring 2020

Date Form Completed: 2/3/2020

UNION SQUARE CAMPUS			
Doctor of Nursing Practice			
1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
	NUR 708 Pathophysiological Advanced Practice Nursing (3) (G) Fall 2019 NUR 709 Pharmacotherapeutics for Advanced Practice Nursing (3) (G) Spring 2020 NUR 709S Pharmacology Seminar for Adult/Gerontological Nurse Practitioners (1) (G) Spring 2020 NUR 814 Integrated Clinical Management I for the Advanced	PhD in Nursing, Duke University	Registered Nurse (RN) Family Nurse Practitioner (FNP)

	Practice Nurse in Primary Care (2) (G) Fall 2019 NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Fall 2019 & Spring 2020		
<i>ector</i>	NUR 713L Advanced Health Assessment and Diagnostic Reasoning Skills Lab (1) (G) Fall 2019 NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Summer 2019 & Fall 2019 & Spring 2020	Doctor of Nursing Practice, University of Kentucky	Registered Nurse (RN) Family Nurse Practitioner Board Certification (FNP-BC) Pediatric Primary Care Nurse Practitioner Board Certification (PPCNP-BC) Fellow, National Academies of Practice(FNAP)
	NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Spring 2020	Doctor of Nursing Practice, Master of Science in Nursing, University of North Carolina at Greensboro	Registered Nurse (RN) Adult-Gerontology Nurse Practitioner (AGNP)
	NUR 714 Informatics in Healthcare (3) (G) Spring 2020	Doctor of Nursing Practice, University of North Carolina at Greensboro	Registered Nurse (RN)
	NUR 812L Practicum for Primary Care Management of the Adult II for Advanced Practice Nursing (3) (G) Fall 2019	Doctor of Nursing Practice, New York University	Registered Nurse (RN) Gerontological Nurse Practitioner Board Certification (GNP-BC)

	<p>NUR 813 Primary Care Management of the Older Adult and Frail Elder (4) (G) Spring 2020</p> <p>NUR 824, Analysis and Application of DNP Essentials: Scientific Underpinnings for Practice and Advanced Nursing (2) (G) Fall 2019</p> <p>NUR 826 Analysis and Application of DNP Essentials: Health Care Policy for Advocacy in Health Care; and Inte (3) (G) Spring 2020</p> <p>NUR 827 Analysis and Application of DNP Essentials: Organizational and Systems Leadership, Information Syste (3) (G) Fall 2019</p> <p>NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Fall 2019 & Spring 2020</p>		Certified Hospice and Palliative Nurse (CHPN)
	NUR 714 Informatics in Healthcare (3) (G) Spring 2020	Doctor of Nursing Practice, University of North Carolina at Greensboro	Registered Nurse (RN) Master of Business Administration (MBA)
	NUR 730 Neuropathophysiology for Nurse Anesthesia (3) (G) Fall 2019	Doctor of Nursing Practice, University of North Carolina at Greensboro	Registered Nurse (RN) Certified Registered Nurse Anesthetists (CRNA)

	NUR 753 Cardiovascular Pathophysiology for Nurse Anesthesia (3) (G) Fall 2019		
	NUR 705 Utilization of Research and Evidence-Based Practice (3) (G) Summer 2019 NUR 810 Health Promotion and Disease Prevention for Advanced Practice Nursing (3) (G) Fall 2019 NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Spring 2020	PhD in Nursing, University of Missouri-Columbia	Registered Nurse (RN) Family Nurse Practitioner (FNP) Psych Nurse Practitioner (Psych NP)
	NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Fall 2019 & Spring 2020	Doctor of Nursing Practice, University of North Carolina at Greensboro	Registered Nurse (RN) Adult-Gerontology Nurse Practitioner (AGNP)
	NUR 705 Research and Evidence Based Practice (3) (G) Fall 2019 NUR 819 Effective Leadership for Practice (3) (G) Fall 2019 NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Fall 2019 & Spring 2020	PhD in Nursing, University of Virginia	Registered Nurse (RN)
	NUR 713L Advanced Health Assessment and Diagnostic Reasoning Skills Lab (1) (G) Fall 2019	Doctor of Nursing Practice, University of North Carolina at Greensboro	Registered Nurse (RN) Family Nurse Practitioner (FNP)

	<p>NUR 811 Primary Care Management of the Adult I for Advanced Practice Nursing (4) (G) Spring 2020</p> <p>NUR 811L Practicum for Primary Care Management of the Adult I for Advanced Practice Nursing (3) (G) Spring 2020</p> <p>NUR 812 Primary Care Management of the Adult II for Advanced Practice Nursing (4) (G) Fall 2019</p> <p>NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Summer 2019 & Fall 2019 & Spring 2020</p>		
	<p>NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Fall 2019 & Spring 2020</p>	<p>PhD in Nursing, University of North Carolina at Greensboro</p>	<p>Registered Nurse (RN) Family Nurse Practitioner (FNP)</p>
	<p>NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Spring 2020</p>	<p>Doctor of Nursing Practice, University of North Carolina at Chapel Hill</p>	<p>Registered Nurse (RN) Psych Nurse Practitioner (Psych NP)</p>
	<p>NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Summer 2019 & Fall 2019 & Spring 2020</p>	<p>Doctor of Nursing Practice, University of North Carolina at Greensboro</p>	<p>Registered Nurse (RN) Adult Nurse Practitioner (ANP)</p>

	<p>NUR 811L Practicum for Primary Care Management of the Adult I for Advanced Practice Nursing (3) (G) Spring 2020</p> <p>NUR 812L Practicum for Primary Care Management of the Adult II for Advanced Practice Nursing (3) (G) Fall 2019</p> <p>NUR 813L Practicum for Primary Care Management of the Older Adult and Frail Elder (3) (G) Spring 2020</p>	<p>MS in Public Health Nursing, University of North Carolina at Chapel Hill</p>	<p>Registered Nurse (RN) Family Nurse Practitioner (FNP) Ms. Lehman is an actively practicing NP who does clinical visits for the AGNP students. She has more than 30 years experience in nursing and more than 20 years experience as full-time nursing faculty.</p>
	<p>NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) spring 2020</p>	<p>PhD in Nursing, University of North Carolina at Greensboro</p>	<p>Registered Nurse (RN)</p>
	<p>NUR 620 Law, Policy, and Economics of Healthcare (3) (G) Summer 2019 & Spring 2020</p>	<p>PhD in Nursing , Adelphi University</p>	<p>Registered Nurse (RN)</p>
	<p>NUR 811L Practicum for Primary Care Management of the Adult I for Advanced Practice Nursing (3) (G) Spring 2020</p> <p>NUR 812L Practicum for Primary Care Management of the Adult II for Advanced Practice Nursing (3) (G) Fall 2019</p> <p>NUR 813L Practicum for Primary Care Management of the Older</p>	<p>Doctor of Nursing Practice, Western Carolina University</p>	<p>Registered Nurse (RN) Psych Nurse Practitioner (Psych NP)</p>

	Adult and Frail Elder (3) (G) Spring 2020 NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Fall 2019 & Spring 2020		
	Summer 2019 & Fall 2019 & Spring 2020 NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G)	PhD in Nursing, Wayne State University	Registered Nurse (RN)
	NUR 818 Biostatistics and Epidemiology Principles for Advanced Practice Nursing (3) (G) Fall 2019 & Spring 2020 NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Summer 2019 & Spring 2020	PhD in Educational Research, Measurement, and Evaluation, University of North Carolina at Greensboro	
<i>nesia</i> <i>Concentration Leader</i>	NUR 727 Basic Principles of Nurse Anesthesia Practice (5) (G) Fall 2019 NUR 728 Physics and Mechanics of Anesthesia Delivery Systems (1) (G) Fall 2019 NUR 729 Health Assessment for Nurse Anesthesia (1) (G) Fall 2019	Doctor of Nurse Anesthesia Practice, Virginia Commonwealth University	Registered Nurse (RN) Certified Registered Nurse Anesthetists (CRNA)

	<p>NUR 732 Advanced Principles of Nurse Anesthesia Practice (4) (G) Spring 2020</p> <p>NUR 753 Cardiovascular Pathophysiology for Nurse Anesthesia (3) (G) Fall 2019</p> <p>NUR 773 Clinical Practicum in Nurse Anesthesia III (5-8) (G) Spring 2020</p> <p>NUR 774 Clinical Practicum in Nurse Anesthesia IV (6) (G) Fall 2019</p> <p>NUR 775 Clinical Practicum in Nurse Anesthesia V (6) (G) Summer 2019</p> <p>NUR 797 Integrated Clinical Concepts (2) (G) Summer 2020</p> <p>NUR 820 Nurse Anesthesia Research Seminar (1) (G) Spring 2020</p>		
	<p>NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Fall 2019</p>	<p>PhD in Nursing Science, University of South Florida</p>	<p>Registered Nurse (RN)</p>
	<p>NUR 713L Advanced Health Assessment and Diagnostic Reasoning Skills Lab (1) (G) Fall 2019</p>	<p>PhD in Nursing, University of Pennsylvania</p>	<p>Registered Nurse (RN) Family Nurse Practitioner (FNP)</p>

	<p>NUR 812L Practicum for Primary Care Management of the Adult II for Advanced Practice Nursing (3) (G) Fall 2019</p> <p>NUR 817 Advanced Practice Nursing for the DNP: Role, Theory, and Practice (3) (G) Spring 2020</p> <p>NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Spring 2020</p>		
	<p>NUR 727 Basic Principles of Nurse Anesthesia Practice (5) (G) Fall 2019</p> <p>NUR 728 Physics and Mechanics of Anesthesia Delivery Systems Lab (1) (G)</p> <p>NUR 729 Health Assessment for Nurse Anesthesia (1) (G) Fall 2019</p> <p>NUR 730 Neuropathophysiology for Nurse Anesthesia (3) (G) Fall 2019</p> <p>NUR 732 Advanced Principles of Nurse Anesthesia Practice (4) (G) Spring 2020</p> <p>NUR 753 Cardiovascular Pathophysiology for Nurse Anesthesia (3) (G) Fall 2019</p>	<p>Doctor of Nursing Practice, Duke University</p>	<p>Registered Nurse (RN) Certified Registered Nurse Anesthetists (CRNA)</p>

	<p>NUR 757 Pharmacology of Nurse Anesthesia III (1) (G) spring 2020</p> <p>NUR 758 Pathophysiology of Abdominal Systems for Nurse Anesthesia (3) (G) Spring 2020</p> <p>NUR 771 Clinical Practicum in Nurse Anesthesia I (6-8) (G) Summer 2019, Spring 2020</p> <p>NUR 772 Clinical Practicum in Nurse Anesthesia II (6) (G) Fall 2019</p> <p>NUR 775 Clinical Practicum in Nurse Anesthesia V (6) (G) Spring 2020</p>		
	<p>NUR 713L Advanced Health Assessment and Diagnostic Reasoning Skills Lab (1) (G) Fall 2019</p> <p>NUR 813L Practicum for Primary Care Management of the Older Adult and Frail Elder (3) (G) Spring 2020</p> <p>NUR 814 Integrated Clinical Management I for the Advanced Practice Nurse in Primary Care (2) (G) Fall 2019</p> <p>NUR 814L Integrated Clinical Practicum in Primary Care I for the</p>	<p>Doctor of Nursing Practice, University of North Carolina at Greensboro</p>	<p>Registered Nurse (RN) Family Nurse Practitioner (FNP)</p>

	<p>Advanced Practice Nurse (3) (G) Fall 2019</p> <p>NUR 816 Integrated Clinical Management II for the Advanced Practice Nurse in Primary Care (6) (G) Spring 2020</p> <p>NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Fall 2019 & Spring 2020</p>		
	<p>NUR 727 Basic Principles of Nurse Anesthesia Practice (5) (G) Fall 2019</p> <p>NUR 729 Health Assessment for Nurse Anesthesia (1) (G) Fall 2019</p> <p>NUR 751 Pharmacology of Nurse Anesthesia I (2) (G) Spring 2020</p> <p>NUR 753 Cardiovascular Pathophysiology for Nurse Anesthesia (3) (G) Fall 2019</p> <p>NUR 754 Pharmacology of Nurse Anesthesia II (1) (G) Fall 2019</p> <p>NUR 756 Respiratory Pathophysiology for Nurse Anesthesia (3) (G) Spring 2020</p> <p>NUR 757 Pharmacology of Nurse Anesthesia III (1) (G) Spring 2020</p>	<p>Doctor of Nursing Practice, University of Iowa</p>	<p>Registered Nurse (RN) Certified Registered Nurse Anesthetists (CRNA)</p>

	NUR 759 Pharmacology of Nurse Anesthesia IV (1) (G) Fall 2019		
	NUR 898 Applied Evidence-Based Practice & Translational Methods Project (1) (G) Summer 2019 & Fall 2019 & Spring 2020	Doctor of Nursing Practice, University of North Carolina at Charlotte	Registered Nurse (RN) Adult-Gerontology Nurse Practitioner (AGNP)

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

UNION SQUARE CAMPUS

Bachelor of Science in Nursing, RN to BSN

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
	NUR 470 Community Health Nursing Concepts and Care (4) (U) Spring 2020	MSN in Nursing, University of North Carolina at Greensboro	Registered Nurse (RN) with extensive clinical experience. Teaches undergraduate students only. Meets NC Board of Nursing requirements to teach undergraduate students.
	NUR 390 Culture and Health Care (3) (U) Spring 2020	PhD in Nursing , University of North Carolina at Chapel Hill	Registered Nurse (RN)
	NUR 370 Concepts of Professional Nursing (3) (U) Fall 2019 & Spring 2020	MSN in Nursing , Capella University	Registered Nurse (RN) with extensive clinical experience. Teaches undergraduate students only. Meets NC Board of Nursing requirements to teach undergraduate students.

		NUR 371 Nursing Health Assessment (3) (U) Spring 2020	MSN in Nursing , Duke University	Registered Nurse (RN) Ms. Doss is a Graduate Teaching Assistant. She has extensive clinical experience as a Registered Nurse and is enrolled in a PhD program at UNC Greensboro.
		NUR 472 Nursing Leadership and Management (4) (U) Fall 2019 NUR 471 Nursing Care of the Older Adult (4) (U) NUR 472 Nursing Leadership and Management (4) (U) Fall 2019 & Spring 2020	Doctor of Nursing Practice, University of North Carolina at Greensboro	Registered Nurse (RN) MBA
		NUR 330 Global Perspectives on the Health of Women (3) (U) Spring 2020 NUR 470 Community Health Nursing Concepts and Care (4) (U) Fall 2019	MSN in Nursing, East Carolina University	Registered Nurse (RN) with extensive clinical experience. Teaches undergraduate students only. Meets NC Board of Nursing requirements to teach undergraduate students. Enrolled in a DNP program.
<i>program</i>	<i>-BSN</i>	NUR 371 Nursing Health Assessment (3) (U) Fall 2019 NUR 473 Nursing Research (4) (U) Spring 2020	PhD in Nursing, University of North Carolina at Chapel Hill	Registered Nurse (RN)
		NUR 471 Nursing Care of the Older Adult (4) (U) Fall 2019 & Spring 2020	PhD in Nursing, University of Texas-Austin	Registered Nurse (RN)

	NUR 471 Nursing Care of the Older Adult (4) (U) Spring 2020	PhD in Nursing, University of North Carolina at Greensboro	Registered Nurse (RN)
	NUR 472 Nursing Leadership and Management (4) (U) Fall 2019 & Spring 2020	MSN in Nursing, University of North Carolina at Chapel Hill	Registered Nurse (RN)
	NUR 473 Nursing Research (4) (U) Spring 2020	PhD in Nursing, Wayne State University	Registered Nurse (RN)
	NUR 473 Nursing Research (4) (U) Fall 2019 & Spring 2020	PhD in Nursing, Case Western Reserve University	Registered Nurse (RN)
	NUR 330 Global Perspectives on the Health of Women (3) (U) Spring 2020	PhD in Kinesiology, University of Michigan MS in Nursing, University of Southern Mississippi	Registered Nurse (RN)
	NUR 370 Concepts of Professional Nursing (3) (U) Fall 2019 & Spring 2020 NUR 371 Nursing Health Assessment (3) (U) Spring 2020	MSN in Nursing, University of North Carolina at Greensboro	Registered Nurse (RN) with extensive clinical experience. Teaches undergraduate students only. Meets NC Board of Nursing requirements to teach undergraduate students.

	<p>NUR 370 Concepts of Professional Nursing (3) (U) Fall 2019</p> <p>NUR 330 Global Perspectives on the Health of Women (3) (U) Fall 2019 & Spring 2020</p>	<p>MSN in Nursing, University of North Carolina at Greensboro</p>	<p>Registered Nurse (RN) with extensive clinical experience. Teaches undergraduate students only. Meets NC Board of Nursing requirements to teach undergraduate students.</p>
--	---	---	---

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Policy and Processes on Faculty Competence

The [UNCG Faculty Credentialing and Verification Policy](#) guides all policies and procedures related to faculty qualifications.

Oversight of the faculty credentialing process at UNCG is through a Faculty Credentials Committee (FCC), reporting directly to the Provost and Executive Vice Chancellor (Provost). This committee is responsible for consideration and recommendation of standard operating procedures related to faculty credentialing. All recommendations of the FCC are made to the Provost for final approval. This entire process is described in the [Faculty Credentialing Procedures](#); the FCC is responsible for review of this document and recommendation of revisions as needed.

The department head or program director is charged with completing the initial verification which affirms that instructors of record for courses offered in the department or program have the requisite competence to cover the content of assigned courses. Judgments about course content requirements are best made by department/program heads who through education, training, and experience determine competency of the faculty in a particular department/program. These judgments are further verified by the Office of the Provost.

UNCG has developed an electronic CIP Code matching system, The UNCG Faculty Credentialing Interface (FCI), which ensures compliance with SACSCOC Standard 6.2.a. Based on this Standard, UNCG has developed two pathways by which a faculty member may be credentialed. These two pathways are 1) Academic Credentialing based on earned academic degrees and 2) Evidentiary Credentialing, which is an evidence-based standard. The Office of Faculty Personnel Services in the Provost's Office oversees this process.

The Faculty Credentialing Interface uses the taxonomic coding scheme of the National Center for Education Statistics' Classification of Instructional Programs (CIP) codes. Department chairs/heads, program directors, and provost-level administrative personnel review, certify, and approve the credentials of teaching faculty using the FCI.

The interface compares academic CIP data assigned to individual faculty recorded on the [Instructor-of-Record Credentialing Form](#) (IFCF) with CIP Codes assigned to individual courses by the department head/chair or program director. Furthermore, all departments/programs provide information on the [Department Credentialing Information Form](#) (DCIF) that describes the department/program and the norms within particular teaching disciplines. The Faculty Credentialing Interface, comprised of these

three data elements (IFCF, course CIP codes, and DCIF), houses all necessary data to certify faculty qualifications.

The steps taken and the criteria/logic used to create this interface are outlined below. These steps apply to, and the interface includes, all faculty who teach at off-campus locations and via online delivery, in addition to all faculty on the University's main campus.

Credentialing Logic

CIP Code Explanation: 1st two digits indicate the family, 1st four digits indicate the subgroup, all six digits indicate subgroup specializations.

- Faculty Members are assigned four- and six-digit CIP Codes as appropriate and provided in the Instructor-of-Record Credentialing Form.
- Courses are assigned one CIP Code based on the course content. The department overseeing the course, best positioned to understand the course content, determines the CIP Code. They generally align with CIP codes assigned to educational programs offered by the department.

Faculty are credentialed within a specific department or program to teach at various levels as follows:

- Faculty teaching doctoral courses from the 750-900 level must demonstrate a six-digit CIP Code match to the course. This CIP match represents the highest level of distinction in the CIP taxonomy.
- Faculty teaching post-baccalaureate courses from the 500-749 level must demonstrate the four- or six-digit CIP Code match to the course as assigned by the department/program.
- Faculty teaching baccalaureate courses from the 100-400 level must demonstrate the four-digit CIP Code match to the course as assigned by the department/program.
- Graduate Teaching Assistants (GTA) assigned as instructor of record must demonstrate evidence that documents the following: Graduate Teaching Associates must be designated a Senior Graduate Teaching Assistant. To obtain this designation, the GTA must have 18 graduate semester hours in the teaching discipline and have completed the GTA Training Course at UNCG. Furthermore, Senior GTAs must have direct supervision by a faculty member experienced in the

teaching discipline and have planned and periodic evaluations. The RN to BSN program at Union Square utilizes at least one GTA (Carrie Doss).

The CIP Code Matching System to Determine Faculty Credentials has three parts.

Part 1: Documentation of Disciplines and Related Disciplines Within a Department

Every academic department at UNCG has a Department Information Credentialing Report, which has been approved by the department head or program director, dean of the unit, and the Provost (see [Department Information Credentialing Report – Nursing](#)). These Department Credentialing Information Reports provide documentation of the acceptable norms for academic credentials required for each teaching discipline in each department. Department heads are charged to apply rigor and professional judgment in assigning related disciplines and attendant CIP Codes. Codes assigned to faculty and courses must be documented in the Department Credentialing Report. When there are changes in a field or program, as there have been in the field of Social Work where a PhD is becoming more prominent, updates to the Report are made (see [Department Information Credentialing Report – Social Work](#)).

Part 2: Assigning a CIP Code to a Course¹

Department heads are responsible for analyzing course content and assigning a discrete six-digit CIP Code that most closely represents the course content.

A practicum/internship course is usually an upper-level course, involving a career-related learning experience of limited duration in which an individual takes on responsible roles outside of the traditional university environment where training and supervision are included: in a nonprofit organization, a government office, or a private, for-profit business.

Registration for Research, Thesis, and Dissertation courses must have the approval of the instructor, the department head or dean, and the dean of the Graduate School. Faculty assigned to teach must be a member of the graduate faculty for all 699 and 799 courses and have received an endorsement to serve as a doctoral chair for 799 courses.

¹UNCG further stipulates that faculty assigned to graduate courses are members of the Graduate Faculty as detailed in the Policy on Appointment to the Graduate Faculty, which also lists requirements for endorsement to chair doctoral committees.

Part 3: Assigning CIP Codes to a Faculty Member

Department heads review the academic record of each faculty member and assign all relevant CIP Codes. Faculty at UNCG are credentialed through one of two ways, Academic-Based or Evidence-Based.

Academic-Based Credentialing (requires an official transcript):

- Assign CIP to the (earned) terminal degree in the discipline
 - Assign six-digit CIP Codes for closely related disciplines as determined on the Department Credentialing Information Form DCIF)
 - Assign CIP to any earned master's degree(s) (excluding terminal master's degrees)
- In addition to the earned master's degree(s), assign CIP codes to 18 hours in a specific teaching discipline

Evidence-Based Credentialing

UNCG gives primary consideration to the terminal degree in a teaching discipline and then graduate hours in a teaching discipline. In exceptional cases, other means may credential a faculty member.

In these occasional exceptions to academic-based credentialing, a bachelor's degree, plus 5 years of experience, plus one additional credential may be considered equivalent to an earned master's degree. In these credentialing cases, a four-digit CIP Code in the documented teaching discipline may be assigned.

Evidence-based credentialing that includes a master's degree, plus five years of experience, plus two additional credentials may be considered equivalent to the terminal degree in the documented teaching discipline. In these rare credentialing cases, a six-digit CIP Code may be assigned.

In all cases, persons assigned the responsibility of credentialing faculty in a unit apply professional judgment and rigor to assigning CIP Codes through this method. It is especially important when presenting a case for terminal degree equivalency.

Evidence that documents the following must be provided:

Five years of professional related work experience must be documented as well as a degree in the teaching discipline (#1 below) and compliance in one or two of the remaining five categories (#2-#6 below).

1. Degree(s) and Major within the Teaching Disciplines: Bachelors or master's degree in an appropriate teaching or related discipline.
2. Licenses and Certifications: Current appropriate licensure(s) or certifications in the discipline.
3. Continuous Documented Excellence in the Teaching Discipline: One teaching award (university, state, or national) within the last five years, or above-average teaching evaluations/peer reviews from an institution of higher education for a two-year period or documented demand for providing master classes in the performing arts at widely recognized institutions.
4. Honors and Awards: One state, national, or international non-teaching honor and/or award related to the appropriate discipline within the last five years.
5. Publications, Presented Papers, and Visual and Performing Arts Activities: A record within the last five years of peer-reviewed, refereed, or invited publications; presented papers, exhibitions, performances or other juried creative activities at the state, national, or international level; this record will display equivalence to the five-year record of a tenure-track faculty member relevant to the discipline to be taught.
6. Other Demonstrated Competencies and Achievements that Contribute to Effective Teaching and Student Learning Outcomes: Honorary degree(s) based upon substantial accomplishments within the appropriate discipline; or co-author of textbook and/or other pedagogical materials; or continued professional education (CPE) in the discipline; or Primary Investigator (PI) or Co-PI for funded external grants; or supervision of graduate student research; or industry engagement related to the discipline (consulting, training, audit or external reviews); or a record of continuous significant student achievement in the discipline.

In rare cases, when none of the aforementioned scenarios is adequate for establishing alternative credentialing, faculty may establish standard alternate credentials based on a written narrative identifying the highest degree earned and other credentials that align with the objectives for an assigned course. This method requires judicious consideration of documentation that qualifies a faculty member to teach a given course.

The CIP Matching System compares the CIP Code assigned to a specific course against the CIP Codes assigned to the faculty member assigned to that course. The Matching System takes into account the CIP equivalences as documented on the Department Credentialing Reports. The process provides for clear and timely indications that UNCG has assigned qualified faculty to every course.

The Faculty Roster

The Faculty Roster documents UNCG's primary consideration of the highest degree earned in the discipline in ensuring the competence of its faculty. Since faculty are credentialed to teach courses within specific departments, UNCG's Faculty Roster is organized alphabetically by unit, then department. The College or professional school in which the department is housed is also indicated. Faculty credentials are verified fall, spring, and summer semesters prior to the first day of the semester.

The roster includes the following information for each faculty member serving as instructor of record following the requirements of the SACSCOC Faculty Roster, which includes:

- Full name and full-time or part-time employment status.
- List of courses taught by that individual in the home teaching department for the terms indicated on the roster including the course level (undergraduate or graduate) and abbreviated course title.
- Relevant academic degrees earned by the faculty member including degree level, major discipline, minor discipline, and degree-granting institution.
- Additional qualifications, an optional field entered by the school or college as described above.

Responsibilities for Certification of Faculty Credentials

The following sections outline responsibilities for the certification of credentials.

Role of the Faculty Member or Applicant for a Faculty Position

Each faculty member or applicant for a faculty position is responsible for supplying the following documents to complete the credentialing process:

- Official transcript for the highest degree conferred, with the understanding that transcripts of other graduate degrees and course work could also be required based on employee teaching assignments.
- Faculty members teaching in disciplines that require licensure and/or certifications must acquire and maintain documentation of those credentials to be placed in the personnel files at the Unit and Provost level.
- If documentation is required in addition to the official transcript(s), the applicant or faculty member is required to submit this additional documentation.

Role of the Department Head/Chair or Program Director

The department head/chair or program director is responsible for filing the Department Credentialing Information Form and updating it as norms in a particular teaching discipline evolve. As part of the hiring process, the department head/chair or program director is responsible for validating the credentials of the faculty member and verifying that the credentials are consistent with the Faculty Credentialing and Verification Policy.

Role of the Graduate School Dean

Once credentials are verified and approved, the Individual Faculty Credentialing Form is signed, dated, and submitted to the Provost's office, along with complete supporting documents, for final review.

Role of the Provost

The Provost has the final authority to accept or reject a Department Information Report. Once it is signed, it serves as the baseline description for all credentialing activity within a department or program.

The Provost has the final authority to accept or reject an Instructor-of-Record Credentialing Report. The Provost's Office, through Faculty Personnel Services, may remand any credentialing case to the Faculty Credentialing Committee for further review and recommendation. Responsibility for the enforcement of this policy resides with the Provost.

In the rare instance that an issue of non-compliance is determined, it is the responsibility of the dean of the academic unit and department head/chair or program director to find an appropriately credentialed instructor or cancel the course.

Policies and processes apply to courses taught at off-campus sites, as evidenced by the faculty rosters provided for each of the three sites included in this review.

Conclusion

For each of the academic programs at North Campus, Moss Street Partnership School, and Union Square Campus, the University of North Carolina at Greensboro justifies and documents the qualifications of its faculty members.

Section 6: Faculty

6.2 For each of its educational programs, the institution

6.2.b Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

(Program faculty)

[Address full-time faculty sufficiency for the programs offered at the site(s) under review.]

X Compliance
Narrative:

UNC Greensboro employs a sufficient number of full-time faculty to ensure curriculum and program quality, integrity, and review at the North Campus, Moss Street Partnership School, and the Union Square Campus. Regardless of campus, UNCG as a whole employs a sufficient number of full-time faculty members to ensure the completion of its programmatic **mission**, which is to be a “learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship.”

Specifically, UNC Greensboro employs sufficient full-time faculty to teach the Doctor of Nursing Practice and RN to BSN at the Union Square Center; the MEd in Teacher Education, Literacy Education at the Moss Street Partnership school; and the Master of School Administration at the North Campus.

This compliance narrative addresses definitions and an analysis of full-time faculty adequacy.

Defining Full-Time Faculty

Full-time Faculty are defined as those holding faculty rank, with a 1.00 FTE assignment that is directly associated with the academic mission of the institution; i.e., those with principal responsibilities of teaching, research/creative activity, and university/public service, and those with administrative oversight of such functions. Tenure-line faculty are obligated to participate in each of the three parts of the mission; non-tenure line faculty are usually exempt from research.

Defining Academic Programs

An academic program is defined as any combination of courses and/or requirements leading to a degree/credential as conferred by UNC Greensboro. Undergraduate

degrees are primarily comprised of three distinct curricular sections; 1) General Education, 2) Courses in the Major, and 3) Electives.

Defining Program Faculty

Program faculty are defined as those faculty teaching courses that contribute to the required courses in the undergraduate major/concentration, or all courses within a graduate program. Programs are mostly housed within one department; interdisciplinary programs are not bounded by UNCG's department organizational structure. Faculty from many departments contribute to the delivery of program requirements. For example, the BSN requirements include courses from Biology, Chemistry, Human Development and Family Studies, Nutrition, Psychology, and Mathematics. Thus, it is the design of the academic program (i.e., its coursework) that determines the sufficiency calculation, and not the organizational structure of academic units.

Full-time faculty must actually be teaching program student credit hours in order to contribute toward the program's faculty sufficiency assessments. This delimits the inflation of a program's full-time faculty by including those strictly performing non-instructional duties who do not interface with the program's students in for-credit coursework in the program (e.g., as is frequently the case with faculty administrators at the level of dean or above).

Defining Faculty Sufficiency

Full-time faculty sufficiency in each academic program is measured (1) by the percentage of all SCHs taken by students in the program (requirements in the major) that is taught by full-time faculty, and (2) by the collective overloads contributed to the program by full-time faculty. Each of these two metrics is computed every year, using Fall and Spring terms only, as a regular part of the budgeting process. Five-year trend data available through Institutional Research is used to smooth fluctuations that may occur in one year only, due to sabbaticals, faculty who resign or retire, leaves for various reasons, short-term fluctuations in enrollment, etc. Since none of these programs are impacted by collective overloads, those will not be discussed in this report.

Distribution/Disaggregation of Full-Time and Part-Time Faculty by Academic Program.

As a Carnegie Classified Research Institution with High Research Activity, UNC System mandates that the average course load across the University for full-time faculty is five organized courses. UNCG's individualized workload policy accommodates for those individuals with higher or lower research activity, or assignments that are predominantly individualized instruction to maintain the System requirement.

As previously noted above, Full-time faculty are those whose employment is 1.0 Full-Time Equivalent (FTE) and whose primary responsibilities are teaching, research and creative activity, and service. Some are additionally assigned administrative duties such as department head. Part-time faculty are those whose appointment is less than 1.0 FTE. Their appointments are primarily instructional. UNCG's [Part-Time Faculty Policy](#) states that: *The University acknowledges that the employment of part-time faculty members can enhance the educational effectiveness of the academic units. No University policy prohibits the appointment of faculty members on a part-time basis, but the number of such appointments within any one department should be limited to maintain the strength of its academic program. The number of full-time faculty members must be adequate to provide effective teaching, advising, and scholarly or creative activity, and be appropriate to support faculty participation in curriculum development, policy making, institutional planning and governance. The academic leadership of each unit will therefore periodically review the proportion of part-time to full-time faculty members in each department to ensure that an appropriate balance is maintained. Furthermore, supervision of part-time faculty members is the responsibility of the hiring department. Proper orientation must be provided to enable a part-time faculty member to be a full-fledged member of the academic community.*

Chart of Academic Programs and Full-time Faculty Sufficiency

The proportion of student credit hours taught by full-time faculty within each program demonstrates that program curricula are primarily being delivered by full-time faculty. With very few exceptions (discussed below), the percentages of SCHs taught by full-time faculty was above 60%. This is more a result of how UNCG tracks FTE assigned to a program, rather than a representation of an individual student's instruction being delivered by full-time faculty. Headcount is tracked by home department. SCH contribution to any program is credited to the program, not the home department of the faculty member.

The table below represents the programs offered at the North Campus, Moss Street Partnership School, and the Union Square Campus off-campus sites. It provides data gathered from a review of the courses and faculty assignments in Fall 2018 and Spring 2019 for the RN to BSN, DNP, and MSA programs. Data for the MEd are from Fall 2019 and Spring 2020 since the program was initiated in Spring 2019. Full-time and part-time faculty are listed separately. Graduate Teaching Associates are counted as part-time faculty.

The data provided here are internal and not reported externally, so peer comparison data or external benchmarks are not available.

Degree	Program Name	FT Faculty SCH	Part-time Faculty SCH	Total SCH	% Taught by FT faculty
BSN	Nursing	587	0	587	100%
DNP	Doctor of Nursing Practice	3526	977	4305	78%
MSA	School Administration	198	264	462	43%
MEd	Teacher Education, Literacy Education	138	0	138	100%

The range of appropriate percentages of student credit hours (SCHs) produced by full-time faculty in each program will vary based on the nature of the academic discipline, the size of the program, and other factors such as the number of major requirements outside of the discipline. For some programs, full-time discipline faculty produce 100% of SCHs and perform all other essential oversight duties. In other programs, the percentage of SCHs produced by full-time discipline faculty is lower than 100% because factors such as program size, service course responsibilities, graduate education obligations, or accreditation requirements necessitate the judicious employment of part-time faculty so that full-time faculty can fulfill duties outside of teaching.

Currently, 43% of student credit hours are taught by full-time faculty in the PPEERS program at the North Campus off-campus site. All faculty in the PPEERS program have served as school principals. Of the 42-credit hour program, three courses are taught by adjunct faculty. All three adjunct instructors are district-level administrators in our partner districts, one of whom is a superintendent. These three individuals bring deep knowledge of the principalship, district expectations and norms for school leaders, and familiarity with the PPEERS program. All three bring unique expertise to the PPEERS faculty and are involved in program review and vertical and horizontal alignment of the program. The PPEERS program is also served by a half-time clinical faculty member who is a retired administrator with over 30 years of experience serving in North Carolina schools as a teacher, assistant principal, principal, and assistant superintendent, as well as serving in the Department of Public Instruction. During the course of the two-year program the halftime faculty member teaches 2 courses of 22 students and supervises 11 students during the yearlong

internship (which reflects 12 credit hours per student). All other faculty in the PPEERS program are full-time, tenured faculty members.

The three adjunct instructors and the half-time clinical faculty member ensure that the PPEERS program is relevant to the demands made of today's school administrators and ensure that preparation is rigorous to meet those demands. School leadership preparation programs have long been criticized for being too theoretical, irrelevant, divorced from the realities of today's schools, and for being disconnected from what districts need of school administrators (e.g., Levine, 2005). As such, there is a commitment to involve practitioners in the preparation of the PPEERS MSA students, and the program is stronger for their service to it. Additionally, the program coordinator is seeking to procure an additional, full-time faculty member who can, as part of the person's load, teach for the PPEERS program. Unit leaders are considering several options.

Conclusion

In sum, the above narrative provides evidence that the University employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, delivery, and review for each of its academic programs at these three off-campus sites.

Section 6: Faculty

6.2 For each of its educational programs, the institution

6.2.c Assigns appropriate responsibility for program coordination.

(Program coordination)

X Compliance

Narrative:

For each of its educational programs, the University of North Carolina at Greensboro assigns appropriate responsibility for program coordination. Program coordination for all programs, regardless of whether they are delivered on campus, off-site, or online, are assigned with the same standards and expectations.

Undergraduate Program Coordination

Department heads (sometimes called department chairs) are tasked with oversight of educational programs (see [Administrative Guidelines for the Appointment, Duties and Evaluation of Department Heads](#)). Every undergraduate program at the University of North Carolina at Greensboro must have an Academic Program Coordinator (APC) identified (see [Guidelines for the Responsibilities of Undergraduate Academic Program Coordinators](#)). Academic Program Coordinators are responsible for administration of processes related to recruitment, admission, advising, and qualifying of students in their program. They are responsible for curriculum development and review within the program. The APC is responsible for assessment of the program and is often integrally involved in periodic program or departmental review. Sometimes, the APC is not directly responsible for an activity, like advising, but is informed in the process and is part of the decision-making process for issues involved in the activity. At UNC Greensboro, APCs are typically appointed at the major level and oversee all concentrations within the major.

The APCs must be academically qualified to oversee the program. UNC Greensboro reviews the alignment of each program coordinator's academic degree(s) with the program curriculum. When the alignment of the terminal degree and program curriculum are not readily apparent, or when the APC does not have the terminal degree in the program's discipline, a justification is provided for assignment of this role. In all cases, a person with the appropriate qualifications oversees each undergraduate program. The Nursing BSN at Union Square has a qualified APC:

Coordinator	Program	Credential
	Nursing RN to BSN	PhD in Nursing, University of North Carolina Chapel Hill BSN in Nursing, University of Maryland, Baltimore

Graduate Program Coordination

At UNC Greensboro, the Graduate School is a longstanding administrative structure that oversees a range of elements of graduate education. For this reason, there are formalized structures that exist for Directors of Graduate Studies that do not exist for undergraduate education.

Graduate programs at UNCG are coordinated by Directors of Graduate Studies (DGS), who are also responsible for curriculum development and review. Some programs appoint a separate "Program Coordinator" to handle administrative tasks within degree programs. The duties of these program coordinators are delegated to them by the DGS and are limited to duties such as coordinating day-to-day communication with the students, maintaining academic records, and facilitating course registration.

The policy governing appointment and responsibilities of Directors of Graduate Studies is maintained by the Provost (see [Appointment as Director of Graduate Studies](#)). DGS are appointed to three-year terms by the unit dean in consultation with the department head and program faculty. The DGS must be a tenured Member of the Graduate Faculty in an appropriate field to serve as DGS. This policy allows a unit dean to petition the Dean of the Graduate School to assign the role of Director of Graduate Studies to an individual who is otherwise not eligible under this standard. The standard for Membership in the Graduate Faculty (see [Graduate Faculty Appointment Policy](#)) requires a terminal degree in their field, demonstrated commitment to excellent teaching, research competence, and a commitment to professional development in their discipline.

The DGS represents the program to faculty governance bodies, takes leadership in maintaining program quality and effectiveness, and communicates with administration about the program's concerns. Among their specific duties are admitting and recruiting students; advising students; enforcing, revising, and maintaining departmental

requirements and curricula; evaluating students' academic progress; coordinating funding for students in the program; and ensuring compliance with University and Graduate School policies governing graduate education. The graduate programs offered at these three off-campus sites have qualified program coordinators:

Coordinator	Program	Credential
	School Administration MSA PPEERS cohort	PhD in Educational Leadership, Miami University (See additional justification below.)
	Teacher Education MEd, Literacy Education concentration	PhD in Curriculum and Instruction, University of Texas at Austin
	Doctor of Nursing Practice	Doctor of Nursing Practice, University of Kentucky

was employed as the Director of Curriculum, Instruction and Assessment for Oakwood City School District in Ohio. She was an elementary school principal and District Instructional Specialist for an urban Appalachian district in Ohio as well. Prior to that she taught middle and high school students in Gwinnett, GA. She has experience and expertise in curriculum and data leadership, implementation of change/reform, and leadership development.

Conclusion

The list of each educational program, its program coordinator(s), academic credentials, review of transcript, and justification for role when not justified by the academic qualification is included as evidence that UNC Greensboro assigns appropriate responsibility for program coordination at these three sites.

Section 8: Student Achievement

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

8.2.a Student learning outcomes for each of its educational programs.

(Student outcomes: educational programs)

[As part of the response, include a description of how the institution is monitoring the quality of the program(s) at the sites to be visited.

Summarize current procedures for the assessment of learning outcomes and achievement, and how results are being or will be used to improve the programs offered at the sites to be visited. Include examples of related existing programs if the new site(s) follows existing practices at the main campus.]

X Compliance

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. The institution identifies expected outcomes for its educational programs, identifies direct measures for assessing those outcomes, and documents that programs seek improvement of student learning as a result of assessment. UNCG is committed to the careful planning of educational outcomes, analysis of those outcomes, the formulation and implementation of procedures to improve them, and a review of those planned improvements to close the loop of continual learning. This philosophy applies to all educational programs, including those delivered at off-campus locations.

Assessment Support System

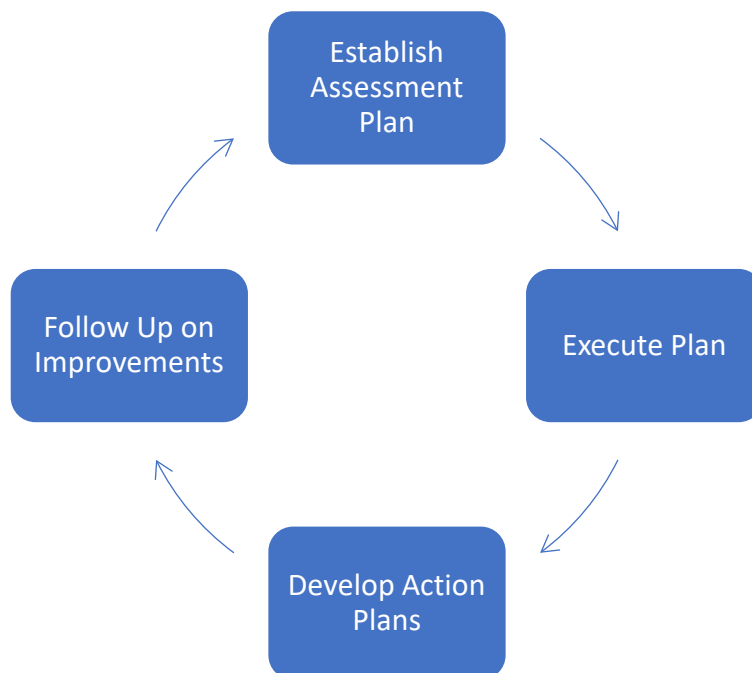
Institutional effectiveness and academic assessment have a mature support system in place at UNCG. In 2005 a new, full-time position of director of Academic Assessment was created to coordinate academic program assessment activities; that position has since been revised to include accreditation oversight and is now titled Associate Vice Provost and Director of the Office of Assessment, Accreditation, and Academic Program Planning (Director of OAAAPP). The Office also has a project manager, and technical support administrator, and an administrative assistant position who support the

assessment reporting process. This team supports assessment activities for faculty and staff across campus and the Student Learning Enhancement Committee (a Faculty Senate committee) as they provide feedback on assessment within academic programs.

Institutional Effectiveness

The University of North Carolina at Greensboro engages in annual assessment of academic programs and administrative offices. The process includes four fundamental assessment cycle steps. First, at the start of the academic year, the appropriate faculty in the program establish an assessment plan revised for their specific student learning outcomes. In many cases, the assessment plan in full or in part exists across multiple years. Second, during the year, the assessment plan is executed and findings (results) are reported. At the end of the year, in the third step, action plans are developed to respond to findings that reveal areas of needed improvement for the program. Upon completion of the action plan, the results of the action plan are evaluated for effectiveness in the fourth step. The process is repeated each academic year to create a series of connected assessment activities over the years. A [Handbook of Academic Assessment](#) assists faculty new to the assessment process by defining its component parts and their purposes.

The cycle is illustrated in this diagram:



All of these efforts are evaluated in a fifth step: a peer-review process led by a committee of faculty called the Student Learning Enhancement Committee (SLEC). Using internally-constructed rubrics, committee members evaluate the elements of the assessment reports submitted. In most cases multiple raters read a single report to establish validity. Their ratings and comments are adjudicated by the committee chair and the Director, an ex officio committee member, and feedback is returned to the director or head of the program. With this process, which has been in place since 2011, the University has assurance that assessment processes are ongoing, that the efforts meet the expectations set forth by our own faculty and staff, and that when expectations are not met that feedback is returned to the program faculty.

SLEC was created in April 2010 as an entity of the Faculty Senate. It is tasked with reviewing annually assessment reports for educational programs and providing feedback to the departments, updating annually the Faculty Senate with a status of academic assessment at UNCG, and advising deans on improving assessment to advance student learning. This committee was the first campus entity to present a set of standards for academic assessment to campus, through an evaluation form they designed to evaluate assessment plans. In the form they clearly defined expectations for a minimum number of college-level outcomes (3), a direct measure that aligns with each SLO, specific targets, and a required action plan. This evaluation form has since been revised into a rubric (see [2018-2019 Academic Assessment Reporting Feedback Rubric](#)). The committee consists almost entirely of faculty. It has a faculty chair, faculty representation from six of the seven academic units at UNCG, a faculty liaison from the General Education Council, a liaison from the Faculty Senate, and a faculty representative from the University Libraries (see [2018-2019 SLEC Committee Roster](#)). (The Joint School of Nanoscience and Nanoengineering has a small number of faculty, and therefore does not have an appointee to all faculty committees.) The Associate Vice Provost and Director of Assessment, Accreditation, and Academic Program Planning serves as an ex officio member, as noted above.

Assessment is tied to the University's mission and strategic plan. Student learning outcomes are fundamentally tied to the mission and planning. They illustrate how each academic area within the University is a "learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful and engaged citizenship." UNC Greensboro's current strategic plan puts student learning at its center. "Student transformation" as it relates to building Vibrant Communities means *Students will gain the necessary knowledge and skills to be active contributors to their communities* (see [UNC Greensboro Targeted Initiatives](#), also found on the institution's Strategic Plan web site). Assessment of academic programs assures all stakeholders that the University is fulfilling its mission.

The assessment cycle calendar was devised to incorporate the University's annual processes. Academic assessment is conducted for an academic year. At the start of the academic year, assessment plans, which include the student learning outcomes, measures, and targets, are set by program faculty. In most cases those components do not change each year but are maintained across multiple assessment cycles. Throughout the academic year, from fall to spring, data are gathered. After the academic year completes, data are reported. Complete assessment reports are due by September 30 of the next academic year. Extending reporting into the next academic year allows faculty to have time to reflect on the results, meet to analyze and discuss conclusions, then identify action plans for the new academic year. Their conclusions from the actions identified in the previous academic year, referred to as "Action Plan Follow-Ups," are reported, too. The evidence of improvement to learning based on assessment is thus provided.

UNC Greensboro has moved to a cycle that allows most programs to define action plans and report follow-ups to action plans on a biennial basis. Action plans need only be defined every other year, and follow-ups to those action plans need only be reported every other year as well. This gives programs that have established a mature routine for student learning assessment more time to track trends, identify actions for improvement, and observe the results of those actions. Programs that are still developing an assessment routine that meets UNCG expectations produce annual reports. Even with a biennial action planning and improvement process, every program is expected to collect data annually.

The assessment cycle is supported in the [UNCG Academic Assessment Handbook](#) (Handbook) that is available for faculty to reference. It explains the purpose of assessment, the components of an assessment report and how to construct or identify them, and institutional expectations for all parts of assessment. Additionally, the Director offers occasional campus-wide training on assessment topics like Writing Assessment Reports (see [Writing Assessment Reports](#)). Some workshops, like a specialized presentation on course-based assessment, are delivered through the Teaching and Innovations Office (TIO) (see [Assessment Practices for Humanities Courses](#)). However, at UNCG the TIO and OAAAPP have found that faculty prefer to seek support that is targeted at their specific needs, and thus discussions or presentations are often developed with a single department or program in mind and are offered upon request. The Director routinely holds more than 10 unique assessment training or discussion sessions each academic year. We also know that faculty like to seek out resources and use them on their own schedule, so the Director makes available

videos for those who seek virtual support (see [Academic Assessment Reporting Process Video Presentation](#)).

Institutional Effectiveness Policy

UNC Greensboro has an [Institutional Effectiveness Policy](#) that supports the educational program assessment process. The policy indicates that “[a]ssessment is conducted by each academic and administrative unit on an annual basis, following the academic calendar.” Enforcement of the policy is the responsibility of each division or unit, although the Provost and Chancellor have ultimate oversight. The policy is included with reminders about assessment responsibilities when communications are sent to educational programs (see [Academic Assessment Reports Reminder September 2019](#)). Programs are attentive to the policy and process, as indicated by a 95% submission rate for educational program assessment reports in the 2018-2019 cycle.

Reports may not be submitted for various legitimate reasons that include personnel changes or curriculum revisions that are in the process of being implemented. When personnel changes happen, new leadership may choose to reevaluate assessment processes. The Sociology Department hired a new department head in 2016-2017, and he asked for a reprieve for that reporting year, in order to understand the expectations and review the department’s processes. That request was granted.

UNC Greensboro also respects the need to implement large curriculum revisions before conducting assessment. For example, the Special Programs in Liberal Studies BA concentration in Environmental Studies was merging with the Geography department in fall 2018. They were developing a new curriculum in the form of a new BA in Environment and Sustainability that focused on additional science, and therefore faculty were not continuing their existing curriculum. For that reason, they did not submit a report following the 2017-2018 academic year, as discussions about that curriculum had ended in lieu of discussions about the new curriculum. Therefore, in fall of 2019 they submitted a report that included data from 2017-2018 as well as 2018-2019 and reflected the impact of that data on decisions to revise the curriculum.

In the case of the MSA and MEd programs, the cohorts are new. Assessment plans for those programs are in place, but data has not yet been collected. They will, however, follow the IE policy as the program matures.

Academic Program Assessment

As the UNC Greensboro Academic Assessment Handbook emphasizes, faculty are at the center of assessment of educational programs. "Assessment is the process of identifying what faculty want students to 'get out of' a program in terms of learning outcomes, and finding opportunities for students in their careers at UNC Greensboro to demonstrate that learning. Faculty then review the results of those opportunities and discuss what the results communicate about how well a curriculum is working. The final step in the process is taking specific steps to improve student learning, even if the program seems strong overall." (p. 2) Assessment at UNCG is, first and foremost, a catalyst for discussion about student learning among faculty teaching in an educational program.

Faculty on the Student Learning Enhancement Committee defined the set of expectations used for assessment of learning at UNCG. In 2010, a set of criteria were devised and published in the "Enhancement Progress Rubric" (see [2010-2011 Enhancement Progress Rubric](#)). Aspirational criteria include measures that use two or more raters to evaluate student work. While the checklist of criteria has been converted to a holistic rubric, the expectations have been largely unchanged. They must report findings and have an action plan for improvement based on assessment evidence. In later years, the requirement to document action plan follow-ups were added to the rubrics. This requirement had existed on the reports from the start but were not part of the feedback process.

In the early stages of assessment at UNC Greensboro, faculty struggled to develop appropriate assessment reports. Following the first review conducted by the Student Learning Enhancement Committee the faculty committee determined that only 37% of programs met an acceptable level of the standards set by the committee for institutional assessment. The director of the then Office of Assessment and Accreditation (OAA) met with faculty from many programs individually to review the SLEC results and identify improvements to be made in the assessment process. Improvements included 1) drafting appropriate student learning outcomes, 2) identifying measurable outcomes that are appropriate for program learning, 3) describing results so that they clearly communicate outcomes, and 4) disseminating results to concerned stakeholders (usually program faculty) and 5) forming action plans within those groups to improve student learning. Within two years, when faculty had time to implement revised assessment plans based on advice from OAA, 62% of the assessment reports met expectations, and many more were in the process of revising their assessments. In 2017-2018, 80% of programs met expectations. UNC Greensboro continues to work toward meaningful assessment in all programs.

Student Learning Outcomes

All major programs at UNC Greensboro have defined student learning outcomes, and they are posted on the [Expected Learning Outcomes](#) page of the University's website. These are also the SLOs found in each educational program's assessment report. Student Learning Outcomes at UNCG describe what the program faculty have determined are the primary knowledge, skills, or values that students graduating from the program should demonstrate.

SLOs for all educational programs are measurable, and "are expressed with action verbs that indicate knowledge or skills that will be demonstrated," as described in the rubric that the SLEC uses to evaluate them. Faculty are provided with guidance and support for developing SLOs in the Academic Assessment Handbook. SLOs align with the program's mission or purpose, and may also reflect accreditation standards for programs that have specialized accreditations or may reflect disciplinary outcomes supported in their field or by their professional organizations. SLOs should always reflect the appropriate level of learning (undergraduate, master's, doctorate) for the program.

Examples from UNCG assessment plans include:

- BSN and RN-BSN students will demonstrate nursing knowledge and skills related to promotion of wellness and treatment of illness, disease, and dysfunction.
- DNP students will evaluate evidence that may be applied in nursing practice to promote high quality safe and effective care. (DNP)
- MSA Students will systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and continuous improvement. (MSA)
- Teaching candidates will demonstrate in-depth understanding of a designated content area through applying said knowledge in an in-depth inquiry project. (MEd)

Assessment Activities

At UNCG, faculty in each program determine what measures will be used to assess the student learning outcomes in the program. Expectations are that each measure aligns with the student learning outcomes they are associated with, that there is at least 1 direct measure for each SLO, and that grades are not used as measures. Measures are typically course- or program-embedded artifacts that students complete as part of the coursework in their programs. As Banta and Palomba explain in their book, *Assessment Essentials*, using course-embedded materials for program assessment is cost-efficient

and “is least likely to have problems related to student motivation (p. 25).” As is often pointed out to faculty who question participating in assessment processes, they are usually already “doing” assessment, in the form of course work that reflects their program’s SLOs. That course-based work is often reevaluated using the lens of program outcomes to serve as programmatic assessment measures at UNCG. In the Academic Assessment Handbook, UNCG encourages faculty to identify measures that answer the question, “How will students demonstrate to me that they have attained this learning?” (p. 10)

Examples from UNCG assessment plans include:

- RN- BSN, Nursing Knowledge: Comprehensive Health Assessment and Nursing Knowledge & Skills Final Paper in NUR 220 and 370, respectively.
- DNP Knowledge of Inquiry SLO: Integrative Review Matrix in NUR705

The Associate Dean for Academic Affairs contacts the faculty at the conclusion of NUR705 to determine the percentage of students who successfully completed projects at 86% or greater (or the equivalent points).

The End of Program survey is conducted using Qualtrics. The survey is sent to students completing their DNP program of study. Knowledge of inquiry is assessed as percentage of students who express that they are well-prepared or very well-prepared to meet the program outcome related to inquiry.

- MSA collection, analysis and use of data SLO: MSA students will score proficient (level 3) on Evidence Cluster 6 “School Improvement” of the NCDPI licensure portfolio.
- MEd In-depth Knowledge SLO: Middle grades majors complete a capstone project (separate 1-hour courses) in each of their concentrations. Student work will be assessed by their course instructor as Non-met; Proficient; or Exceeds Expectations in the following criteria (all criteria must be assessed as proficient in order for the candidate to be considered to have successfully completed this objective): [Not equivalent to course or assignment grade]
 1. The candidate identifies and clearly states a topic that is significant in his or her field (a major understanding, concept, controversy or question).
 2. The significance of the topic to the discipline is explained.
 3. Literature of the discipline (scholarly and theoretical work) is cited and is used to support the ideas that are presented in the product.
 - The literature is current, accurate, relevant and authoritative.

- Sufficient literature is cited to develop a convincing argument or understanding of the topic. It includes multiple perspectives about the topic.
 - The use of the literature demonstrates an understanding of how knowledge in the discipline is generated, how information is analyzed, interpreted and applied, what qualifies as data and how data are used.
 - The candidate explains the connections between this literature and the topic.
4. The candidate collects, interprets and uses data from multiple sources and other information appropriate to the topic and discipline.
 5. The product reflects an understanding of the complexity of the topic and provides multiple interpretations.
 6. The candidate draws conclusions that demonstrate appropriate and logical integration of data and ideas as well as independent, critical thinking.
 7. The format and organization of the product is appropriate to the discipline, is clearly presented and demonstrates appropriate language conventions.

Analysis of Findings/Results

Results, or “Findings” as they are called in UNC Greensboro’s assessment reporting process, are analyzed by faculty in the program. In the assessment reports, faculty are asked to describe the “dissemination” of assessment results, to explain how the results are discussed and actions identified. Programs share and discuss these results in different ways. Many make the conversation a topic at a departmental faculty meeting or curriculum committee meeting. Some share the results and get feedback from external stakeholders like advisory boards. The analysis of assessment data and action plans for improvement originate with the faculty.

Example:

87% of students (83 of 95) in DNP sections of NUR 705 (n=22) earned 86 or above on the integrative review matrix assignment.

100% of students in DNP students (n=13) ranked the inquiry item on the End of Program Survey at a 4 or higher (well-prepared or very well prepared).

Analysis: Although our benchmarks were met, we are reviewing the assignment in NUR 705 to assess the students’ preparation to complete it and whether it is an appropriate assignment to measure this outcome in the future.

This is the cornerstone of assessment at UNC Greensboro. Conducting assessment generally does not improve programs, but discussing the results of assessment can. Assessment, or the collection of data and information about student learning in an educational program, is therefore intended to be a catalyst for discussion or an impetus for faculty to come together to discuss learning in their programs. The Academic Assessment Handbook addresses this point and provides guiding questions for faculty, such as, where in the curriculum was the outcome introduced and reinforced? And are there appropriate student support structures in place? (p. 17-18) Faculty collect and calculate the assessment data, and then they must interpret their meaning as it relates to the health of the educational program. Even when outcome targets of achievement are met, faculty are encouraged to discuss the roots of those successes and where they might be duplicated or enhanced for more students.

It is important to understand that the MSA at North Campus and the MEd at Moss Street Partnership School are new programs and have not written complete assessment reports as of the submission date for this report. They do not have findings or action plans to demonstrate continuous improvement. However, they have developed assessment plans. The MEd at Moss Street Partnership School follows the SLOs, measures, and targets defined for the other MEd concentrations (see [MEd in Teacher Education Academic Assessment Plan for 2019-2020](#)). The MSA has the same SLOs as the on-campus MSA, but they have different measures and targets, which align with projects designed for this particular population of rural administrators and the rubrics used to evaluate them. Their assessment plan (mission statement, SLOs, measures, and targets) are provided for review, along with the findings for 1 measure that has already been collected (see [MSA Academic Assessment Report for 2019-2020](#)).

Continuous Improvements

“Action plans” are required for each educational program and related to assessment of learning results, as noted in the Handbook. Faculty are directed to “convene to look at the data. They should discuss what the data tell them about the program and its students. They should critically think about what the data say about strengths and weaknesses in student learning.” That discussion should lead to changes in the curriculum, prerequisites, course sequences, additional help for students, revisions in assignments, or any other revision that could address improvements needed in programmatic learning outcomes.

UNC Greensboro also emphasizes that it is not enough to plan an improvement, but that those actions must be executed. The reporting template asks program faculty to

close out previous action plans by reporting on "Follow-Ups" associated with each plan. While details vary from brief to expansive, that part of the report is evaluated by the SLEC for its completion and appropriateness.

From the RN – BSN Program:

This year's action plan will focus on an analysis of the Nursing Research course (NUR 473) in the RN-BSN program (based on analysis of data from SLO #2 above). At the end of 2016-17, the RN-BSN faculty decided that the Evidence-Based Practice project in NUR 473 would be a better measure of achievement of the inquiry student learning outcome than the Literature Summary and Application project that was used this year. The RN-BSN faculty will also examine the course and its assignments to see if the content and the measures are appropriate, and assess variation among sections in how the course is taught. A decision will be made by the end of 17-18 regarding any revisions needed in the course or any standardization needed among sections.

2018-2019 Follow-up: Since 2016-17, the results of the RN-BSN program inquiry concept program outcome have improved and stabilized, with consistent meeting of benchmarks for both student performance and perception of being prepared to meet the outcome on the part of the student. Additionally, the RN-BSN faculty are more consistent, work closely together, and have consistent assignments across sections. We will now discontinue this action plan and work on a different action plan for 19-20.

Additional evidence of use of assessment to seek improvement is included in the sample of reports provided. All educational programs at all levels in all academic units are expected to seek continuous improvement in learning.

Complete reports for the BSN program, which includes RN to BSN data, and the DNP program are included (see [2018-2019 Nursing \(BSN\) Report Final](#) and [2018-2019 Nursing \(DNP\) Report Final](#)).

School of Education Assessment Process for Teacher Education

The School of Education (SOE) at UNCG has an internal assessment process that is uniquely developed for teacher licensure program educators but mirrors the assessment expectations and processes institution-wide.

UNC Greensboro's teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and will soon seek re-accreditation under the Council for the Accreditation of Educator Preparation (CAEP) standards. Since 2017, the Director of Assessment for the School of Education at UNCG has worked with

faculty to define assessment and continuous improvement processes specific to their accreditation needs. That continuous improvement process (i.e., what CAEP calls a "Quality Assurance System") is documented in a Continuous Improvement Log (CIL) and is valuable for enhancing programs, testing innovations, and documenting improvements.

The CIL asks faculty to collaborate in assessment and frame learning improvements as "improvement contributors." They develop research questions related to student learning or development as part of the assessment process. Faculty identify their source of data which may be direct or indirect, although they are encouraged to have at least one direct measure and also to incorporate multiple measures of student learning/development.

Using the findings from the assessment data sources, faculty develop action plans. They describe what curricular, pedagogical, and/or programmatic changes they plan to make to try to improve the identified areas of weakness in students' knowledge, skills, dispositions, or abilities. In the CIL, faculty explain the theory underlying the changes they plan to make (i.e., the intended changes are based in theory, research, literature, professional standards, etc.). These changes may include tweaking an assignment in one class, adding assignments to multiple classes, creating a new class, more intentionally scaffolding courses in the program of study, etc. Finally, they provide data to follow-up on their actions, ideally collecting longitudinal data, which will indicate how effective programmatic or curricular changes were with regard to improving student learning or development.

Since 2017, this CIL process has provided guidance to SOE faculty involved in initial teaching licensure programs as they review and synthesize their assessment data. Importantly, the CIL process has allowed the SOE Director of Assessment to better understand, track, and support learning improvement efforts unit-wide. The logs are housed online using Box software.

Both the MSA and MEd programs will begin engaging in the CIL process during the Spring 2020 semester. They will share their CILs with the SOE Director of Assessment in May 2020 and the Director will provide formative feedback to help guide and support their continuous improvement efforts.

Conclusion

Continuous assessment and improvement of educational programs is integral to the mission of UNCG. Clear expectations now exist that educational programs will identify

and define measurable outcomes, and express outcomes in consistently measurable terms. In each academic program, methods of assessment include at least one direct measure of each SLO and results are analyzed systematically and used for student learning improvement. For the General Education Program, UNCG has executed multiple rounds of assessment for most SLOs, and continues to assess student learning in all aspects of the program. The University has developed 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 for student learning across its programs. Assessment to improve learning is consistently conducted in academic programs at UNCG.

Reference

Banta, T. W., & Palomba, C. A. (2015). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass Publishing.

Section 11: Library and Learning/Information Resources

11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

(Library and learning/information resources) [CR]

X Compliance

Narrative:

The University Libraries at UNC Greensboro (UNCG) adequately supports all faculty, staff, and enrolled students regardless of location (UNCG's main campus, off-campus instructional sites, and online synchronous or asynchronous)). UNCG University Libraries provide access to print and online resources through the [Library Homepage](#) and through the [Subject Resources Guide](#).

There is a dedicated Online Learning Librarian who facilitates the delivery of library services to online and distance students (off-campus) in conjunction with liaison librarians. Through the [Distance & Online Learning Guide](#) online and distance education students have access and information about resources and services available through online databases, subscription based streaming videos and music, electronic books, how to get help links, and various tools. Tools include over 40 screencasts and video tutorials, a database-driven 10-module research and information literacy tutorial ("PATH"), dozens of podcasts on research guides (LibGuides), an assignment calculator, and online live and recorded workshops through the library website and the learning management system (Canvas). Special services ensure that off-campus students have the same access

to physical collections as on-campus students, such as scanning print journal articles and book chapters and mailing hard copy books and other physical materials at no cost to students. The Online Library Orientation Video on the Distance & Online Learning Guide homepage provides the basics on how to find information and how to get assistance.

Librarians regularly conduct orientation sessions using a variety of methods such as live online sessions in WebEx and visiting off-campus sites. Reference services also include instant messaging, text messaging, email, telephone, in person, or individual consultations, and virtual office hours in Canvas. Additionally, there are dedicated subject matter librarians who are available by email, phone, and WebEx for in-depth research consultations.

All three of the off-campus instructional sites are close enough in proximity to UNCG's main campus that faculty and students are able to go to UNC Greensboro's Jackson Library for assistance or to access materials if they so choose. Additionally, students who live outside of Guilford County and take all of their courses online or at an off-campus site are eligible to have print materials mailed to their homes through the library's Interlibrary Loan system (ILL). For a 3-year period from January 2017 through January 2020, 5 students who identified themselves as off-campus learners and in either the Nursing or Education programs requested to have ILL materials mailed to them. UNCG students can have materials from the library's non-circulating print or microfiche/microfilm collections scanned and send them as a PDF file through [Delivery Services](#). These items are shipped with a prepaid return shipping label.

The following information is relevant to the specific programs and sites.

Moss Street Partnership School

Master of Education in Teacher Education, Literacy Education

There is a dedicated subject matter library liaison for the [School of Education](#).

Specifically, for English Language Arts teachers, they use refereed journals (e.g., *Language Arts, Reading Teacher, English Journal*), children's books (e.g., *Amazing Grace*), young adult literature (e.g., *The Hate You Give, The Giver*), and textbooks.

High speed wireless internet on the UNC Greensboro network and digital teaching stations are available, and other digital resources at the Moss Street Partnership School are available to instructors and students. Courses utilize Canvas, the learning

management system at UNC Greensboro, as well as WebEx, an online web conferencing system that is integrated with Canvas.

Gateway Research Park, North Campus

Master of School Administration

There is a dedicated subject matter library liaison for the School of Education.

The following journals, which are often used in the Educational Leadership disciplines, are available to the MSA students at North Campus through UNCG's Jackson Library:

Anthropology and Education Quarterly
American Educational Research Journal
American Journal of Education
Curriculum Inquiry
Democracy and Education
Educational Administration Quarterly
Education and Culture
Educational Evaluation and Policy Analysis
Educational Policy
Educational Policy Analysis Archives
Educational Researcher
Educational Studies
Educational Theory
Education and Urban Society
Equity and Excellence in Education
Harvard Education Review
International Journal of Qualitative Studies in Education
Journal of Curriculum Studies
Journal of Curriculum and Supervision
Journal of Educational Administration
Journal of Research in Leadership Education
Journal of School Leadership
Journal of Special Education
Journal of Special Education Leadership
Planning and Changing
Race, Ethnicity, and Education
Review of Educational Research
Review of Research in Education
Teachers College Record
Qualitative Inquiry

Union Square Campus

Doctor of Nursing Practice, Adult/Gerontological Nurse Practitioner Post-Baccalaureate
Doctor of Nursing Practice, Nurse Anesthesia Post-Baccalaureate
Doctor of Nursing Practice, Post-Masters
RN to BSN (degree completion)

A robust nursing information system is key to the profession, and the Union Square Campus, Inc. has made a significant investment to address this need at the Union Square campus. The facility includes a 435 square foot library space with limited hardcopy books, and wireless and hardwired broadband internet directly to the university and clinical agency library holdings. Casual learning spaces are provided throughout the building on each floor. All classrooms are equipped with multimedia teaching stations, wireless internet access and disability seating space. Connectivity is critical to learning, and all seminar rooms, lounge areas and meeting space are equipped with wireless internet access/simulation software access, and large monitors for viewing learning materials and simulation feedback videos.

University Library Services and Resources

There is a subject matter liaison librarian for the [School of Nursing](#). This librarian provides library orientations and information literacy sessions, research assistance consultations, develops online resource guides, contributes to library collection development, etc. Library instruction for programs at Union Square is typically conducted face to face onsite. Librarian consultations are offered online in WebEx, by phone, and in person at Jackson Library on main campus, depending on student needs and preferences. [Chat with a Librarian](#) is a library help service available online and by phone as well as in Jackson Library.

Online resources include access to databases for scholarly article retrieval, tutorials, reference materials, e-books, and etc. The following paragraphs show examples of resources available to students at the Union Square campus via wireless Internet.

Core databases such as

- CINAHL—Cumulative Index to Nursing and Allied Health Literature
- Medline—Guide to medical and health literature, available via PubMed

- Cochrane Library—Cochrane Database of Systematic Reviews, Cochrane Central Register of Controlled Trials, and Cochrane Clinical Answers
- PsycInfo—Index of psychology literature
- Scopus—Interdisciplinary index to science and social science literature

Additional databases in support of the Doctorate of Nursing Practice such as

- AccessMedicine - textbooks, videos, and drug information from McGraw Hill for primary care providers
- AccessAnesthesia - textbooks, videos, and drug information from McGraw Hill for anesthesiologists
- DynaMed - evidence based clinical information summaries for thousands of conditions (an affordable and more frequently updated alternative to UpToDate)

Full text journal packages such as Science Direct Freedom Collection (Elsevier) plus journal collections from OVID, Springer, Wiley, and others. Nursing students have online access to important journals such as

- Worldviews on Evidence Based Nursing
- International Journal of Nursing Studies
- Journal of Nursing Management
- JONA: The Journal of Nursing Administration
- Nursing Research
- AANA Journal
- Journal of PeriAnesthesia Nursing
- Pain

Section 12: Academic and Student Support Services

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

(Student support services) [CR]

X Compliance

Narrative:

UNC Greensboro provides appropriate academic and student support programs, services, and activities consistent with our institutional mission. The University maintains a broad array of programs and services that enhance the educational development of all students in the context of the University's Vision and Mission:

The University of North Carolina at Greensboro will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves.

UNCG is...

- A learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship;
- An institution offering classes on campus, off campus, and online for degree-seeking students and life-long learners;
- A research university where collaborative scholarship and creative activity enhance quality of life across the life span;
- A source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond; and
- A global university integrating intercultural and international experiences and perspectives into learning, discovery, and service.

Accessibility

Students who enroll in courses at all of UNC Greensboro's off-campus sites have access to most of the student support services that are available to our main campus and online students. The relatively close proximity to the main campus for all of the site locations make it possible for students to receive assistance in person if they choose. All UNC Greensboro students regardless of mode of delivery can access information about student services through a [Student Services webpage](#) that provides links to the following services:

- *Essential Services* includes advising (undergraduate), bookstore, cashiers and student accounts, financial aid, registration, The Graduate School, and undergraduate admissions;
- *Academic Support* includes Digital Media Commons, Math Help Center, Students First Office, University Libraries, University Teaching & Learning Commons, and Writing Center;
- *Student Support* includes Accessibility Resources and Services, Career and Professional Development, Counseling Center, Dean of Students, Graduate Student Resources, Military and Veteran Services, New Student Transitions and First Year Experience, Office of Intercultural Engagement, Office of Leadership and Civic Engagement, Spartan Card, Spartan Open Pantry, Student Affairs, Student Success Center, and Tutoring and Academic Skills Assistance; and
- *Technology Support* includes Cloud File Storage Options, ITS and 6-Tech (Information Technology Services), MyCloud Virtual Desktop, Service Portal – 6-Tech, and Webex

A survey was conducted in 2019 of students for the three sites. Responses were received back from North Campus and Union Square Campus students. The survey response indicated 100% from North Campus (n=18) and 78% from Union Square (n=40) were aware of the student support services available to them.

Faculty Advising and Availability

Advising and faculty availability are important services for our off-campus students. Students at the North Campus are assigned advisors who are associated with the Principal Preparation for Excellence and Equity in Rural Schools (PPEERS) cohort. Advising occurs both at the class site and in the students' schools (places of work). PPEERS advisor offices are located at the North Campus site. Advisors are also available by telephone, email, text, and WebEx.

Faculty who teach in the Moss Street Partnership School program facilitate admissions and academic advising with the Program Coordinator in the School of Education (SOE) at UNCG. The Curriculum Director, serves as a liaison with SOE departments. She assists with helping faculty to the program, advising faculty on preferred class times and space, and developing aspects of curriculum that help students prepare for National Boards, a goal of the program. Advising can occur both at class sites or on campus. Advisors are also available by telephone, email, text, and WebEx.

The Nursing programs offer on-site advising to students at Union Square Campus. The RN to BSN faculty offices are on UNCG's main campus, but they teach RN-BSN classes on the Union Square Campus. Faculty advisors and the RN-BSN professional advisor travel to the Union Square Campus for student advising and to meet with students at least once per semester. Faculty advisors for the DNP cohort usually teach in the program as well, so they have frequent contact with the students. The DNP faculty's offices are located at the Union Square Campus. They conduct all advising at the site. Students have access to faculty during office hours or by arranging appointments.

100% from North Campus (n=18) and 93% from Union Square (n=40) responded that they have sufficient access to advising; and 100% from North Campus and 98% from Union Square (n=40) indicated they have sufficient access to their course instructor.

Overview of Services

The services that UNCG provides on campus are available to all off-campus students. Most services such as academic support (tutoring, Writing Center, Math Center, University Libraries) are available at no additional charge and do not require coming to campus to use. Since off-campus students do not pay the same fees as main campus students, some services that are located on the main campus such as the Health Center or the Wellness Center could incur a cost to off-campus students, but they are available for off-campus students to utilize.

Some of the services available to all off-campus students are:

- **Dean of Students Office:** Provides social support to students including crisis management, support services for academically at-risk students, and fostering a culture of care conducive to academic and personal development.
- **Office of Accessibility Resources and Services (OARS):** Students that require supportive services such as alternative testing arrangements and accommodations are made through OARS. They also offer a wide range of adaptive technology/computer services such as voice-synthesis/recognition software, assistive listening devices, and smart pens that can be used as needed in classrooms. Interpreter Services for students who are deaf or hard of hearing, tutoring, and other technical support is provided for qualifying students as defined under the Americans with Disabilities Act (ADA).
- **Student Health Services:** An ambulatory care facility providing medical, counseling, and psychiatric services. Off-campus students wishing to use this facility are able to receive care at a reduced rate. This is different from main campus students who pay fees to access visits at no cost with ancillary services (e.g. lab, x-ray, etc.) at reduced rates.

- **Student Health Services Counseling Center:** All students enrolled in one or more academic credit(s) are eligible for Counseling Center services. While off-campus students are welcome to come to campus, there are telephone crisis services, online support, and referrals to agencies in communities that could be more convenient for off-campus students.
- **Office of Military-Affiliated Services:** UNCG has been recognized as a Military Friendly Campus. The office serves active military, families, and veterans in a variety of ways such as being a liaison and advocate that assists with GI Bill certification processes, and works with academic departments to ensure that students' plans of study are not adversely affected by active service. Nursing programs in particular enroll a significant population of veterans.
- **The Graduate School:** Interacts with off-campus students in many ways such as admissions, registration, thesis and dissertation preparation, teaching and graduate assistance, and handling student grievances.
- **Writing Center:** Available to all students. Consultations can be done through an online writing center or in person.
- **Speaking Center:** Services available to any off-campus student wanting to develop their own oral communication confidence and competence. Online consultations available.

Conclusion

UNC Greensboro provides access to a wide variety of student services and available to all off-campus students. Most services do not require coming to campus to access. UNC Greensboro provides appropriate academic and student support, programs, services, and activities within the scope of our institutional mission and the students we serve.

Section 13: Financial and Physical Resources

13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

(Physical resources)

[Restrict the narrative to the facilities at the sites being reviewed.]

X Compliance

Narrative:

The University of North Carolina at Greensboro (UNCG) ensures adequate physical facilities and resources on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. Off-site instructional and research facilities are leased under state guidelines, and the

campus infrastructure is maintained by the Facilities Operations Department. This is accomplished through the Facilities Management Program; oversight of the general instruction classrooms and teaching laboratories; and support of instructional technology for on-campus instruction and distance education. Potential risk is evaluated through the Office of Institutional Risk Management, and emergency plans are regularly reviewed and updated. The facilities for off-campus locations are well maintained, enabling the institution to achieve its academic mission and institutional goals, and effectively service its constituents.

UNCG currently leases 17 off campus properties for various purposes (see [Leased Space Summary 2019](#)). These facilities are equipped with appropriate floor plans, technology and accommodations to support UNCG's programs. These facilities are leased under guidelines set by the North Carolina State Property Office and prior to leasing space, UNCG's Office of Space Management evaluates a group's space needs and recommends the appropriate space requirements within State parameters. Leased properties must be found adequate for purposes of UNCG and found to meet ADA, Fire and Life Safety and General Safety codes (see [Lease Template for UNCG Agency Lease](#)). These properties are evaluated for adequacy initially before the lease is acquired through the state property office and internal procedures conducted by the UNCG Director of Real Estate and the Environmental Health and Safety office. (See State Property Office Leasing and Planning Section.) These procedures include a North Carolina Department of Administration "Fire and Life Safety Leased Property Checklist" assessment conducted by Environmental Health and Safety at UNCG (see [2018 Fire Safety Inspection 903 W Gate City](#)). Building maintenance services are provided in a variety of manners depending upon the leased property arrangement and reviewed periodically using university standards detailed in this report. All leased properties are required to meet the minimum standards defined by UNCG to ensure adequacy and safety of these facilities (see [Specifications for Non-Advertised Lease](#)).

Union Square Campus and North Campus are both part of land-lease arrangements between UNCG Greensboro, North Carolina Agricultural and Technical State University, and Gateway Center for Innovative Development, a separate entity operating as Gateway Research Park (Gateway). Both Union Square Campus and North Campus maintenance operate under a Management Services Agreement among UNC Greensboro, North Carolina Agricultural and Technical State University, and Gateway Research Park, where Gateway is responsible for the building maintenance and housekeeping. Maintenance is inspected periodically by UNCG personnel and the Office of Environmental Health and Safety at UNCG jointly inspects Union Square Campus and North Campus with Gateway personnel on an annual basis for safety and fire and life safety, which is standard for any property on campus.

Gateway Research Park, North Campus

The physical facilities at the North Campus are of a size to adequately meet the needs of the Master of School Administration (MSA) program. The furniture is all movable to allow for multiple class configurations (e.g., small group work, lecture style, fishbowl, etc.). Additionally, the available technology – including projector and speaker system, video conferencing system, and wireless Internet –meets the instructional needs. The classroom used is juxtaposed by a kitchen area, which is ideal for the students, as they travel to class straight from their jobs as teachers/instructional coaches to classes, which are held on Tuesdays from 5:00-8:30 PM.

The classroom is approximately 25 feet by 25 feet in size. UNC Greensboro provides and maintains the technology at the site. The wireless Internet on UNCG's network is high-speed and available to all students. The educational technology at the distance site is more than sufficient for the program's needs. Online components of courses utilize Canvas, the same learning management system typically used for coursework in the on-campus MSA program, as well as WebEx, an online web conferencing system that is integrated with Canvas.

All program faculty and support staff have their offices located at the Gateway Research Park, North Campus. It is where orientation, Boot Camp, and all Saturday seminars for the program are held, allowing for convenience and consistency.

Union Square Campus

The Union Square Campus, Inc. in Greensboro is located on 5 acres near the heart of the city and the was built specifically for nursing programs. The 84,000 square foot building has three-floors. The building houses a large auditorium that seats 350 persons, a large lecture hall seating 150 (1st floor); one 60-seat active learning classroom and one 60-seat regular teaching style classroom (1st and 2nd floors); three classrooms holding 30 students (1st and 2nd floors); and one 15-person seminar room (1st floor). A special 100-seat multipurpose room on the first floor is available for functions, health fairs and can be split into a 30-person and a 60-person classroom. A remediation clinical laboratory and disability testing rooms (3) are available for student use on the second floor. A conference room and small rooms are available for scheduling student activities and meetings on the second and third floors.

A hospital bed clinical learning laboratory (3rd floor) houses 12 beds with standard horizontal headboard configurations for air, oxygen, suction, and electric. Standard hospital room equipment (over the bed tables, IMED machines), and movable white boards are provided for students and faculty. The central area of this learning laboratory

holds a 3-table set bank for 24 students who can plug in laptops and view learning materials or video feedback on 3 large monitors (one for each table).

A Health Assessment learning laboratory (3rd floor) houses 16 exam tables with standard headboard configurations for otoscope/ophthalmoscope, air, oxygen, suction, and electric. Standard physician office equipment (exam lamps) and movable white boards are provided for students and faculty. The central area of this learning laboratory holds a 3-table set bank for 24 students who can plug in laptops and view learning materials or video feedback on 3 large monitors (one for each table).

Two hospital room spaces (2nd floor), one with a hospital bed and a bathroom equipped with a physical lift for large and non-ambulatory patients, and one with a standard hospital bed and bathroom are fitted with microphones and audiovisual cameras to capture student learning and for feedback and evaluation.

The Task Remediation Laboratory is on second floor and houses three hospital bed pods and one examination table pod. The pods include similar headboard configurations and equipment as the large Clinical Learning and Health Assessment laboratories. In addition, a worktable with chairs and a large monitor linked to the wireless internet and simulation software are available. Students can utilize these spaces for practice and faculty assigned remediation.

An Anatomage room is provided on 2nd floor with a full ANATOMAGE© table and two large monitors to display the table contents to groups of students in the room. A built-in teaching station with computer and monitor can be used by faculty to conduct various scenarios for teaching and learning with the Anatomage table. The long wall is transparent glass so that others may view the display monitors.

The Simulation Center (3rd floor) has 6 medical surgical rooms, 2 Intensive Care rooms, a Labor and Delivery room with bassinette, and a collaboration station (nursing station). Each simulation room has a corresponding debriefing room that holds 6-10 students with tables, chairs, monitor and wireless access. Each sim room is connected to the B-line software that allows video and audio capture of the learning experience. The sim rooms include a viewing area for the control room, microphones, cameras, a Laerdal High fidelity simulation mannequin, vertical headboard configurations for air, oxygen, suction, and electricity and cardiac monitors similar to Cone Health System patient rooms. Two ventilators will be available for use in the ICU or other simulation rooms. The collaboration station has four computers linked with the simulation software system and the internet.

An apartment for home health and rehabilitation training is on 3rd floor. This space provides a standard living room, bathroom, and kitchen/dining room complete with appliances with training for care of post-stroke, post-amputee, and elderly patients.

The Primary Care Exam Patient Suite (3rd floor) includes four physician office type rooms with exam table, stool, patient/family chairs, equipment cabinet and shelf, and sink. The suite also includes a bathroom and lounge with furniture and TV for standardized patients, who are trained actors who interact with students during practice exams and simulations. A computerized charting space is in the hallway on the provider entrance side of each room, equipped with a laptop computer and monitor.

An Operating Room suite with anteroom, scrub room and storage is equipped with standard radiology type arm, OR bed, sinks, and equipment. A mechanical ventilator, IV computer regulators and cardiac monitors are included.

A 30-seat computer laboratory (2nd floor) is available for students and faculty for coursework or study periods. The entire building is wireless access by individual User ID and password that is the same as student, faculty and staff access to their home university, college or agency. A firewalled computer server bank is housed behind locked doors with appropriate ventilation/heating/AC and backup capacity. The bank is run with B-line software for providing simulation programming, user access and feedback and evaluation for students and faculty.

A Student Lounge (1st floor) provides learning space with casual and formal furniture, a kitchenette, vending machines, and private study space for individual or small group work. There is also a library with limited hardcopy books, as well as wireless and hardwired broadband internet connected directly to the university and clinical agency library holdings. A mother's room is available on first floor.

Casual learning spaces are provided throughout the building on each floor. Student lockers are housed in the two large clinical laboratories and a large bank is on the first floor, for a total of 224 student lockers.

Faculty offices (n = 46) are housed in two suites, one on second and one on third floor. Each office has a desk, two chairs, filing cabinet, and bookshelf. Faculty and staff have access to a conference room (3rd floor) and a lounge (2nd floor) for meeting use and lunch and coffee breaks. The simulation technologist and IT person have office space on third floor. All faculty members have desktop or docking station laptop computers and those teaching in online/hybrid DNP or other courses have access to laptops/teaching

stations in the classrooms and laboratories. Locked student record rooms are included with each faculty office suite, one on second floor and one on third floor.

All classrooms are equipped with multimedia teaching stations, wireless internet access and disability seating space. All seminar rooms, lounge areas and meeting space are equipped with wireless internet access/simulation software access, and large monitors for viewing learning materials and simulation feedback videos.

In addition to the classrooms and learning laboratories, storage rooms are provided on each floor for medical equipment and disposable supplies. Cabinets in each learning lab and simulation room provide additional space for immediate access to learning supplies. A moulage room, a small laundry room, hazardous waste space and holding rooms are available on second or third floor.

The building has secure ID card access from the parking side. The public entrance has a receptionist checking entering persons. Secure ID card elevator access to 2nd and 3rd floors occur Monday-Friday after 5pm and on weekends.

Bathrooms banks are on each floor with male and female spaces. All doors, bathrooms and classroom spaces are Americans with Disabilities Act (ADA) compliant. The building has water fountains, lighting, windows, floor coverings, bathrooms, furniture, and external fixtures selected to meet Silver Leadership in Energy and Environmental Design (LEED) designation and to blend with the historical neighborhood.

Technology at Union Square Campus is provided and maintained through the lease agreement with Gateway. All services and issues are managed through that agreement. Each university, college or clinical agency provides support for their own email system. The staffing includes audiovisual, instructional technology and building support for multimedia uses, simulation experiences, computer and classroom spaces, and community events.

Moss Street Partnership School

Moss Street Partnership School is a laboratory school collaboration between the University of North Carolina at Greensboro and the Rockingham County Schools. Classes are held either in the Library or the MakerSpace, which are equipped with moveable furniture that can accommodate 25 adults in multiple instructional configurations. The authentic school setting is an advantage for teachers. MED students use computers (their own or the school's) and use Canvas, Google Drive, and other resources, such as i-movie or power point. All of these resources can be accessed at Moss Street.

Technology for Moss Street is provided by Rockingham County Schools, through a Memorandum of Agreement.

Moss Street Partnership School is leased by UNCG Greensboro through a [Memorandum of Agreement](#) (MOA) for a laboratory school. The MOA addresses the lease, including maintenance of physical plant and technology for the site. It describes minimum expectations for adequacy and building upkeep and explains the relationship between the two entities for any service requests. The building maintenance is conducted by Rockingham County School system, and UNCG Facilities Operations monitors these activities for adequacy and cost. This space was evaluated by UNCG Police, the Offices of Environmental Health and Safety and Facilities Management at the time these arrangements were set up and was found to be adequate for the use.

Faculty and Student Perceptions

Faculty and students at Union Square, North Campus and Moss Street were surveyed regarding their perceptions of the facilities to meet their instructional needs. 86% of faculty (6 of 7) indicated the site is adequate for their courses. 100% of student respondents indicated they Strongly Agree or Somewhat Agree with the statement, "This facility is appropriate for my course(s)" (n=62) (see [Faculty and Student Survey Results](#)).

When asked about technology, 87% indicated that it is sufficient for their courses.

Conclusion

The University of North Carolina at Greensboro ensures adequate physical facilities and resources at its off-campus sites to appropriately serve the academic and support needs of students and faculty engaged in educational programs at those sites.