UNCG General Education Program Learning Goals and Student Learning Outcomes

General Education Program

The UNCG General Education Program, approved by the UNCG Faculty Senate in March 2000, is effective for new undergraduates entering UNCG in Fall 2001 and thereafter. The Speaking Intensive (SI) General Education Marker requirement became effective Fall 2002. The Faculty Senate and General Faculty approved the following Mission Statement and Learning Goals for the General Education Program in April 2009:

UNCG General Education Mission and Goals

The faculty and staff of the University of North Carolina at Greensboro embrace student learning as its highest priority. Our General Education Program provides students with the foundational knowledge, skills, and values necessary to be critical and creative thinkers, ethical decision-makers, effective communicators, and collaborative and engaged global citizens. The breadth of General Education empowers our students to thrive as life-long learners who lead personally fulfilling lives. The mandate to foster an educated person belongs to the entire university, not to a single department, unit or co-curricular program. Thus, the General Education Program provides foundations and alternative perspectives for the more specialized knowledge gained in the major. Likewise, the major builds upon and integrates knowledge, skills, and attitudes learned in General Education courses and the co-curriculum.

LG1. Foundational Skills: Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies. [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]

LG2. The Physical and Natural World: Understand fundamental principles of mathematics and science, and recognize their relevance in the world. [GMT, GNS]

LG3\(^1\). Knowledge of Human Histories, Cultures, and the Self: Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts. [GLT, GFA, GPR, GHP, GSB, GL, GN]

LG4\(^1,2\). Knowledge of Social and Human Behavior: Describe and explain findings derived from the application of fundamental principles of empirical scientific inquiry to illuminate and analyze social and human conditions. [GSB, GL, GN]

LG5\(^1\). Personal, Civic, and Professional Development: Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives. [GFA, GPR, GNS, GSB, GL, GN]

Approved by Faculty Senate on April 1, 2009
Approved by the General Faculty: April 29, 2009

\(^1\)The Faculty Senate, on April 7, 2010, approved the following changes: LG3 was divided into two goals and LG4 was renumbered to LG5.

\(^2\)The Faculty Senate, on April 18, 2012, approved the following change: GPR is no longer linked to LG4.

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General Education Council's student learning outcome webpage can be found here.