# MAC Implementation

# I. Program Leadership

## General Education Council

**General Education Council Web Site:** assessment.uncg.edu/curriculum/GEC/GEC.html

**Charge:** The General Education Council is charged with the review and recommendation of changes to General Education policy, ongoing review and maintenance of the General Education Program goals and outcomes, assessment of student achievement of those goals and outcomes, oversight of the Program requirements, and the approval of requests for General Education designations. The Council shall establish an effective structure for certification, re-certification, and assessment that may include the establishment and oversight of ad hoc committees or the involvement of faculty consultants, as needed.

**Membership:** Voting members of the General Faculty elected from the electoral divisions—six (6) from the College of Arts and Sciences, and one (1) from each of the other electoral divisions–plus one (1) Senator appointed by the Chair of the Senate. Nonvoting members may be appointed by the Provost as requested by the Committee.

## Implementation Committee

The implementation of UNCG's new General Education Program, Minerva's Academic Curriculum (MAC), is supported by 11 competency working groups and a standing Implementation Committee (IC) under the direction of the General Education Council (GEC). The GEC was empowered by the Faculty Senate to form and charge these committees. The IC will report to the GEC on curricular issues and to the Office of the Provost on administrative issues. The GEC reserves the right to amend the following charges based on the needs of the program.

The IC will:

- Advise the GEC on curricular issues related to implementation
- Report to GEC with timely updates on progress

- Send all curricular proposals to GEC for review and final voting
- Communicate and work with the 11 competency working groups on issues related to implementation
- The IC will report to the Office of the Provost in regards to:
- Implementation timelines
- CIM proposal/revision processes
- DegreeWorks and Banner implementation
- Assessment processes
- Recertification processes
- Faculty development

The IC is composed of various campus stakeholders. They serve in both an advisory role for curricular issues and in a decision-making role for administrative issues. GEC may adjust membership as needed.

## II. 4-Year Phased Implementation Plan

With responses to the pandemic consuming a great deal of time that faculty in the academic units may otherwise have been spent planning for MAC implementation, the MAC Implementation Committee formalized a four-year phased rollout for MAC. This approach draws on the substantial work that has already been completed, as well as the large number of courses that will transition directly from the current General Education Program to MAC. It also brings multi-year structured support to the process of MAC course development in the form of UTLC-led course incubators and a MAC faculty fellows program. Finally, it moves the upper-division linking of MAC SLOs to the final implementation phase in 2023-2024, when lower-division course offerings have solidified.

### Phase I: 2020-2021 – Year 0
- Assessment of Pilot Courses
- Buildout of Foundations Course Inventory
- Crosswalk of Existing Courses
- Map Crosswalk to Transfer Articulations
- CIM, Banner, and DegreeWorks Updates
- MAC Faculty Development/Fellows Program Launch
- Development of New/Revision of Existing Courses
- Revise Bachelor Degree Plans (BDPs) in Collaboration with Two-Year Partner Institutions

### Phase II: 2021-2022 – Year 1
- Launch MAC for Fall 2021 First Time In College Students (FTICs) via SOAR and Pre-Registration
- MAC Assessment Year 1
- Further Development of New Courses
- MAC Faculty Development/Fellows Program Second Year
- Develop one- and two-credit bridge courses (especially in Information Literacy)
- Update All BDPs
- Begin Linking MAC SLOs with Upper-Division Curricula
- Develop Policies for Phasing Out GEC

### Phase III: 2022-2023 – Year 2
- MAC Assessment Year 2
- Further Development of New Courses
- Review Academic Program Requirements in View of MAC
- Faculty Development/Fellows Program Third Year
- Continue Phasing Out GEC

### Phase IV: 2023-2024 – Year 3
- MAC Assessment Year 3
- Finalize Linking MAC SLOs with Upper-Division Curricula
- Develop Prior Learning Assessment policy and procedures
- Faculty Development/Fellows Program Fourth Year
- Continue Phasing Out GEC

# III. General Education Self-Study and Revision

In spring 2017, the UNCG Faculty Senate and UNCG General Education Council approved a call for a task force of UNCG faculty to conduct a self-study of the UNCG General Education Program. From the self-study emerged a [Self-Study Report](#) with 3 categories of recommendation for the future of UNCG's program:

1. Improve the Administrative Structure of the General Education Program
2. Simplify and clarify the General Education Program
3. Build meaningful connections to the General Education Program through high-impact practices and integrative learning

The work of the self-study led to two iterations of the General Education Revision Task Force, which was charged by the Faculty Senate and Provost with the following directives:

- Simplify the program to increase "ease of use" by faculty, staff, and students
- Develop a program using a competency model
- Include the 5 core competencies endorsed by the Faculty Senate: written communication, oral communication, quantitative reasoning, critical thinking, and information literacy
- Limit the total hours in the general education program to 34 student credit hours

Following an intensive general education self-study (2017) and two iterations of the General Education Revision Task Force (2018, 2019), the Faculty Senate voted to endorse a new UNCG general education program on October 19, 2019.

Minerva's Academic Curriculum conceptualizes a framework structured around competency achievement and includes "areas of knowledge." Through MAC coursework, undergraduate students will engage in learning experiences to achieve 11 competencies across an equal number of courses, totaling 33-34 semester hours. The competencies established within the MAC are:

1. Foundations
2. Written Communication
3. Oral Communication
4. Quantitative Reasoning
5. Health & Wellness

6. Critical Thinking and Inquiry in the Humanities and Fine Arts
7. Critical Thinking and Inquiry in the Social & Behavioral Sciences
8. Critical Thinking and Inquiry in the Natural Sciences
9. Global Engagement and Intercultural Learning
10. Diversity & Equity
11. Data Analysis & Interpretation

Courses addressing each of these competencies will be taught within disciplinary or interdisciplinary contexts. However, the competencies are to be foregrounded as the primary learning objectives, giving that teaching the competencies is the primary purpose of the courses approved for delivering the educational mission of Minerva's Academic Curriculum.

In addition to the Task Force's final proposal, DRAFT Student Learning Outcomes and Rubrics were crafted as part of the proposal definition process. These SLOs and measurements are being considered during the implementation phase and reflect, to a large extent, the intended outcomes for this proposed program. The MAC SLOs and assessment rubrics were finalized and approved by the General Education Council in May 2023 and can accessed at mac.uncg.edu/rubrics.

The Task Force Final Report and General Education proposal was approved by the UNCG Faculty Senate on October 19, 2019. Program implementation will begin in the 2019-2020 academic year and continue through the 2023-2024 academic year.

More information on the work of the General Education Revision Task Force, including definitions for the competencies and the areas of knowledge is available in the task force's Final Report.