



MAC General Education Recertification 2025-2026

As part of the ongoing, faculty-driven review of General Education courses, each competency in the General Education Program undergoes recertification every four years. In 2025-2026 the General Education Council will review recertification requests for those courses currently carrying the following competency designations:

- Critical Thinking and Inquiry in the Humanities & Fine Arts
- Critical Thinking and Inquiry in the Natural Sciences
- Critical Thinking and Inquiry in the Social & Behavioral Sciences
- Global Engagement
- Oral Communication
- Written Communication

Use this form for each course you wish to recertify.

* Required

* This form will record your name, please fill your name.

Course Information

1. Please enter Department/Program: *

2. Enter Course prefix & number: *

Please note that this form is dynamic:

3. Has this course been taught at least once in the MAC program? *

Yes



If you answer "Yes" to question 3, you'll be directed to respond to question 6 and beyond.

No



If you answer "No" to question 3, you'll be prompted to respond only to questions 4 and 5.

4. In what semester will you offer this course? *

- Spring 2026
- Summer 2026
- Fall 2026
- Spring 2027
- Other

5. Upload a course syllabus *

File number limit: 1 Single file size limit: 10MB Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

6. Select MAC Competency *

- Critical Thinking and Inquiry in the Humanities & Fine Arts
- Critical Thinking and Inquiry in the Natural Sciences
- Critical Thinking and Inquiry in the Social & Behavioral Sciences
- Global Engagement and Intercultural Learning
- Oral Communication
- Written Communication

7. **Critical Thinking in the Humanities & Fine Arts SLO 1:**
Critically analyze claims, arguments, artifacts or information.

*

- List the student assignment(s) in this course that are intended to evaluate SLO 1.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 1.

8. Critical Thinking in the Humanities & Fine Arts SLO 2:

Construct coherent, evidence-based arguments. *

- List the student assignment(s) in this course that are intended to evaluate SLO 2.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 2.

9. Critical Thinking in the Natural Sciences SLO 1:

Critically analyze claims, arguments, artifacts or information. *

- List the student assignment(s) in this course that are intended to evaluate SLO 1.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 1.

10. Critical Thinking in the Natural Sciences SLO 2:

Construct coherent, evidence-based arguments. *

- List the student assignment(s) in this course that are intended to evaluate SLO 2.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 2.

11. Critical Thinking in the Social & Behavioral Sciences SLO 1:

Critically analyze claims, arguments, artifacts or information. *

- List the student assignment(s) in this course that are intended to evaluate SLO 1.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 1.

12. Critical Thinking in the Social & Behavioral Sciences SLO 2:

Construct coherent, evidence-based arguments. *

- List the student assignment(s) in this course that are intended to evaluate SLO 2.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 2.

13. **Global Engagement & Intercultural Learning SLO 1:**

Describe dynamic elements of different cultures. *

- List the student assignment(s) in this course that are intended to evaluate SLO 1.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 1.

14. **Global Engagement & Intercultural Learning SLO 2:**

Explain how similarities, differences, and connections among different groups of people or global systems affect one another over time and place. *

- List the student assignment(s) in this course that are intended to evaluate SLO 2.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 2.

15. **Oral Communication SLO 1:**

Demonstrate appropriate and ethical oral communication messages for given contexts and communicators to increase knowledge, foster understanding, and/or promote change. *

- List the student assignment(s) in this course that are intended to evaluate SLO 1.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 1.

16. **Oral Communication SLO 2:**

Analyze and evaluate messages according to context, audience, intent, and other principles of oral communication, to contribute to the ongoing development of knowledge and relationship. *

- List the student assignment(s) in this course that are intended to evaluate SLO 2.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 2.

17. **Written Communication SLO 1:**

Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing and/or revision.

*

- List the student assignment(s) in this course that are intended to evaluate SLO 1.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 1.

18. **Written Communication SLO 2:**

Create and revise written texts for particular audiences, purposes, and contexts. *

- List the student assignment(s) in this course that are intended to evaluate SLO 2.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 2.

19. **Written Communication SLO 3:**

Through oral or written reflection, demonstrate awareness of one's writing choices as well as how one's own writing contributes to ongoing conversations.

*

- List the student assignment(s) in this course that are intended to evaluate SLO 3.
- How does each assignment align with the SLO?
- Please indicate the percentage of course content dedicated to SLO 3.

20. Explain how the course addresses the mission of the General Education Program.

General Education Mission Statement:

A UNC Greensboro graduate should combine specialized education in a major with the skills, knowledge, and understanding necessary to be a lifelong learner, an ethical and independent decision maker, a critical and creative thinker, a clear and effective communicator, and a responsible citizen. *

21. In the MAC, instructors must foreground the MAC student learning outcomes in their courses.

Explain how your content puts the specific MAC competency SLOs at the center of the course.

*

22. Please upload the most recent course syllabus distributed to students. *

 Upload file

File number limit: 5 Single file size limit: 10MB Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

DATA

Please provide evidence that this course allows students to successfully complete the MAC.

23. If this course was part of the MAC assessment process, please comment on the results. If this course was not part of the assessment process, please enter n/a. *

24. What are the DFW rates for this course since Fall 2021? Please provide the data and your analysis. Include a rationale if the course has consistently shown DFW rates at 20% or higher. (See email for instructions to find DFW rates). *

[Link to UNGC's Undergraduate DFWI Dashboard](#)

