



General Education

An Information Guide for
UNCG Students

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Letter from the Dean of Undergraduate Studies

Dear UNCG Student:

The general education program and its faculty are pleased to welcome you to the University of North Carolina at Greensboro. We are glad you are now part of the Spartan Family!

In addition to your major, you will complete GEC, or the General Education Core. GEC allows you to select courses from a wide array, all revolving around five central themes designed to provide a broad exposure to knowledge of yourself, your community, and your world. This liberal education will usher you into what the ancient Greeks called the "Good Life," one in which your imagination will illuminate your journey. The entire University is committed to this goal: helping you become a lifelong learner, an ethical and independent decision maker, a critical and creative thinker, a clear and effective communicator, and a responsible citizen.

Enjoy your UNCG experience. Always remember that only 1% of the people on this planet have the opportunity to get a college education. To whom much is given, much is expected. Take advantage of every enriching opportunity during these precious years. Realize your destiny!

We are looking forward to helping you achieve your goals.

Sincerely yours,

Steve Roberson
Dean of Undergraduate Studies

Why Do I Have to Take This Course?¹

This information is a guide for helping you make smart educational choices as you begin to chart your educational journey at UNCG. Perhaps you are wondering why you have to take a course that may seem unrelated to your major or your professional goals. If you are a business major taking a history course or a chemistry major taking an introductory philosophy course it may not be entirely clear why you are required to take courses in the humanities, the arts, the social sciences, and the sciences. But there is a point – or rather, a set of purposes – behind your General Education requirements.

The bachelor's degree you earn at UNCG will have two inter-related parts. In a sense your "first major" will be your general education requirements which students ideally complete in their first two years. These requirements offer foundational skills and alternative perspectives to the more specialized knowledge you will gain in your major. Whether you ultimately major in business or nursing or education or English, you will complete about a-third of your undergraduate curriculum in the General Education Core (GEC). This handbook is intended to help you understand the purposes of GEC in your intellectual development and give you practical advice for navigating the General Education curriculum so that you can get the most out of your educational experience at UNCG.

Perhaps the most important aim of UNCG's General Education program is to help you acquire fundamental skills that you will need in your life as a student and in the world outside the university. These are skills in communicating effectively, both in speaking and writing, in thinking analytically and critically, and in finding, evaluating, and using information. These are not skills you can acquire simply by reading a book or watching a video; you must use and practice them to become good at them, and UNCG's General Education is designed to give you the opportunity to do just that.

The practical value of General Education courses is often underestimated by students and faculty alike. A recent study published in the journal *Academic Medicine* showed that a group of students who majored in the humanities or social sciences instead of taking a pre-med track performed just as well in medical school as their colleagues who majored in chemistry or biology.²

¹Information in this guide was inspired by Robert Shoenberg, *Why Do I Have To Take This Course? A Student Guide to Making Smart Educational Choices*, Washington, DC: AAC&U, 2005.

² Volume 85 - Issue 8, pp. 1261-1393.

A second aim of General Education is to help you see where you – no matter your chosen field of study (if you have chosen one) – fit into the larger scheme of things. Students often wonder why they aren't allowed to take only courses in their major. But there is no major that is unconnected to other fields of study.

For example, if you're interested in chemistry or physics, you can't get far without knowledge of mathematics. The same is true for the social sciences like sociology and economics. Anthropology and psychology are also connected to the physical sciences; anthropologists need to know chemistry and physics, and clinical psychologists need to know enough biology and chemistry to understand drug interactions.

All the sciences in turn depend on methods of reasoning, which are deeply rooted in philosophy; in fact, science arose out of philosophy. Science didn't receive the name "science" until fairly recently, and was earlier called "natural philosophy," which is what Isaac Newton called it.

Philosophy is also entwined with literature, music, and art: the symphonies of Beethoven, the literary works of Emerson, and the paintings of Michelangelo are all expressions of certain philosophical movements of their day, which in turn can't be understood outside of their historical and social contexts. And of course painting and music are also deeply dependent upon the proportions of mathematics and geometry.

Finally, history, philosophy, and economics all come together in politics and political science, and those affect us all. As the economist John Maynard Keynes once said, "The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influence, are usually the slaves of some defunct economist."

Beyond this, there's even more that your General Education should give you, because UNCG expects more of you than you might think. The citizens of North Carolina have subsidized much of the cost of your education because they expect our universities to produce not just competent workers, but responsible citizens. For this reason, the General Education curriculum works to give you preparation as ethical and engaged citizens, ready to take on responsibilities in an increasingly global community.

As citizens of a democratic republic, you're going to vote, and to do so wisely you'll need to critically evaluate competing political philosophies, energy policies, environmental policies, foreign policies, healthcare policies, taxation levels, arts

funding, basic science funding, and countless other policies in making your choice of candidates.

You'll also be contributing to the general good of your communities in many small and great ways, maybe by serving on the PTA and making decisions about science curriculum in your kids' schools, or on a philanthropic board giving grants to arts organizations, or as the organizer of a committee to support literacy at your local library, or serving on your city's zoning commission, or on the building committee of your church, or as the treasurer of your neighborhood association, or as a jury foreman in a criminal case. And in doing those things, the more you are grounded in critical thinking, problem solving, effective communication, and ethical decision making, the better for all of us.

What is GEC?

GEC stands for General Education Core and it represents the requirements that all graduates of UNCG must satisfy to earn an undergraduate degree. Though the title of the General Education Program identifies GEC as a “core,” the current general education model at UNCG is best described as a distributive approach. You will complete 36-hours of requirements by choosing from a wide variety of courses offered in eight different general education categories.³ These eight categories encompass diverse disciplines including natural sciences (GNS), mathematics (GMT), social sciences (GSB), humanities (GPR, for example), and the arts (GFA, for example). The GEC distribution also includes marker requirements in writing intensive, speaking intensive, and global perspectives offered through a wide variety of courses across the curriculum. You have a lot of courses to choose from in each GEC category and this handbook will offer some advice about how to narrow down your choices to make the best ones for your personal and professional interests.⁴

The distribution is broad so that it can provide you 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. In a rapidly changing world, the breadth of General Education can empower you to become an adaptable, lifelong learner. The General Education Program is designed to expand your horizons, challenge your thinking, and develop your capacity for leading a personally fulfilling life. The General Education Program provides foundations and alternative perspectives for the more specialized knowledge gained in the major. Likewise, your major will build upon and integrate knowledge, skills, and attitudes learned in General Education courses and the co-curriculum.

³ See the descriptions of the GEC categories and markers in the Undergraduate Bulletin <http://web.uncg.edu/reg/Bulletin/Current/UnivReq/GECDescription.aspx>

⁴Note that if you major in the College of Arts and Sciences, you will be required to complete the College Additional Requirements (CAR) in addition to GEC.

What Should I Know and Be Able to Do When I Finish My GEC Requirements?

The faculty at UNCG have identified five overall goals for your learning in the General Education Program. You will encounter these goals from different perspectives and different disciplines as you take courses in different GEC categories.

The first goal addresses foundational skills such as critical thinking and communication and is a shared responsibility of all GEC categories and markers:

LG1. Foundational Skills: *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.*

Communicating effectively, accessing and evaluating information in the Information Age, thinking critically—these are essential skills for success in any field or profession. Your work in the major will develop these skills at a more sophisticated level in the context of a specific discipline or field of study.

Goals 2 through 4 address content and disciplinary expectations for learning in the natural sciences, mathematics, social sciences, fine arts, and humanities.

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

LG3. 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.*

LG4. 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.*

You will note that these goals do not specify particular facts or content knowledge that faculty expect all UNCG students to know. For example, you can take a course in astronomy or biology or anthropology to complete your natural science (GNS) requirement. Courses in those disciplines have very different kinds of factual content. Try to look at the purposes of the courses you choose in different GEC categories, not just at their content. GNS courses, for example, all

offer practice in the analytical reasoning scientists employ to solve problems or think about the world. Taken as a whole, the courses you will take in the humanities, sciences, social sciences, and fine arts will involve different ways of thinking and yield different insights. It is important to be able to recognize the strengths and limitations of each way of knowing. Learning different ways of knowing or problem-solving improves your flexibility as a thinker.

The fifth goal addresses values and habits of mind that faculty expect all UNCG graduates to demonstrate.

LG5. 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.*

This learning goal relates to the purposes of general education in developing your capacity for learning, including the ability to recognize the moral and ethical implications of concepts and decisions, taking into account different points of view, and determining one's position in the face of them.

Taken together the learning goals for the General Education Program are designed to help you grow intellectually, personally, and professionally.

But Isn't My Major What Really Counts?

Certainly your major is very important. It will in many ways define your identity and establish your career path. Perhaps you are frustrated that your general education requirements are extending the time it takes to get to the courses you're most interested in taking in your major. Maybe you're thinking that studying art or music is a frivolous detour from your main goal of acquiring a college degree to get a better job. Your college career is designed to develop your knowledge and abilities in ways that both enhance your practical professional opportunities and enrich your intellectual and creative life.

In considering the relationship between General Education and your major, it is important to know that in the current global economy narrow specialization will actually limit your opportunity after graduation. "Studies show that Americans already change jobs ten times in the two decades after they turn eighteen, with such change even more frequent for younger workers."⁵ According to a national survey, employers want to hire college graduates who demonstrate both the breadth of knowledge and skills learned in a general education curriculum AND the depth of knowledge and skills developed in the major.⁶ A majority of employers agreed that it is important for students to develop such intellectual and practical skills as effective communication (both orally and in writing), critical thinking and analytical reasoning, the ability to locate, organize, and evaluate information from multiple sources. In addition to these skills, a majority of employers agreed that college graduates should demonstrate an ability to connect choices and actions to ethical decisions as well as knowledge in science, technology, global and cultural diversity, and the role of the United States in the world. These are the kinds of knowledge that can only be developed through the different perspectives of general education.

In fact, the knowledge and skills emphasized by employers in the national survey above are very similar to the learning goals of the UNCG General Education Program. LG1 emphasizes the intellectual and practical skills of communication, critical thinking, and information literacy. The second, third, and fourth goals emphasize knowledge of

⁵ LEAP, Executive Summary, 2008, p. 2

http://www.nxtbook.com/ygsreprints/ygs/p14594_aacu_nxtbook/#/6

⁶Raising The Bar: Employers' Views On College Learning In The Wake Of The Economic Downturn A Survey Among Employers Conducted On Behalf Of: The Association Of American Colleges And Universities By Hart Research Associates, Embargoed until January 20, 2010, Washington, DC. http://www.aacu.org/leap/documents/2009_EmployerSurvey.pdf

human cultures and the physical and natural world, and LG 5 addresses personal and social responsibility.

Employers in North Carolina echo the priorities identified in the national survey of business leaders. Their concerns suggest that General Education is more important than ever for sustained professional success:

Today's college graduates need to develop . . . the ability to think critically, reason analytically, solve problems, communicate clearly both orally and in writing, work in teams, and be comfortable within a diverse workforce. These skills, which are critical to lifelong learning and professional growth, have become a necessity as economic sectors, occupations, and job characteristics continue to change more rapidly today than in the past. In many instances, it is proficiency with the soft skills, along with the ability to think innovatively and creatively, that will carry students from one job or career to another. The technical skills required of students are changing so rapidly that we are preparing students today to work in jobs that do not yet exist, with technologies that have not yet been invented, to solve problems that are still unknown. What will not change, however, is the need for the critical soft skills mentioned above. In fact, when the Institute for Emerging Issues' Business Committee on Higher Education surveyed North Carolina business leaders in 2007, 50% of the respondents indicated that the specific technical work skills required by their companies' employees will change significantly within the next two to five years.⁷

Instead of thinking of General Education and your major as two separate educational domains, think of General Education as providing you not only with skills that your major will build on and enhance, but also providing you with the larger context for your major. Undergraduate education essentially has two elements. One purpose is to increase your knowledge and you will certainly gain more knowledge in your major than any other subject you take in General Education. A second essential element of your undergraduate education is developing your ability to use that knowledge in intelligent, creative, and responsible ways. General Education and the major work hand in hand to develop your ability to think and use knowledge in different ways.

⁷University of North Carolina Tomorrow Commission Final Report (December 2007), p. 11.

Bringing Coherence To Your General Education Curriculum

Creating coherence in your undergraduate curriculum can be a challenge. If you have completed some of your requirements at another institution, creating coherence means making connections between curricula at different institutions that are likely to be designed with different emphases or intentions. Seeing General Education and the major as parts of a whole undergraduate education may be a challenge, particularly if you change your major one or more times. Integrating the academic and extracurricular components of your undergraduate education will also present challenges and opportunities. Ideally your undergraduate education should seem to you a harmonious whole rather than a miscellaneous collection of scattered bits and pieces. You will need to work actively and make intentional and informed choices to bring intellectual coherence to your undergraduate experience.

GEC offers lots of choices. UNCG's General Education curriculum offers you a huge menu of courses with which you can fulfill your Gen Ed requirements. This presents you with opportunities and pitfalls. If you don't pay close attention, it's certainly possible to end up with a curriculum that has little coherence or meaning for you. It is your responsibility to become informed and make wise choices.

You may be considering many practical factors in selecting your General Education courses. Maybe you need to choose courses that fit your work or childcare schedule. Maybe you need to work on your GPA by taking a course you've heard is an easy "A." There are certainly many practical factors that may influence your course selection, but you can only create coherence in your General Education curriculum if you connect the courses you select to the goals of the bachelor's degree. Don't be afraid to challenge yourself with unfamiliar subject matter or courses that have a reputation for being academically demanding. General Education will be your best opportunity in your undergraduate career to expand your knowledge and skills in new areas.

To get the most out of your education, take the time to find out which courses integrate well with your major, or, if you haven't chosen a major yet, with your general interests. If you are undecided about your major, General Education provides an excellent opportunity to explore the possibilities. Read the course descriptions in the *Undergraduate Bulletin* and find out the purpose of the courses: what other courses or career objectives will they help you fulfill? Find out which instructors are known to be expert, challenging, and inspiring teachers. Come well-prepared to sessions with your advisor by researching the available Gen Ed courses and bringing in a menu of your preferred choices.

If you have already decided on a major, make sure you meet with a major advisor to find out whether your department recommends a particular slate of General Education courses. Many majors offer courses which count both as General Education and as major requirements. This can help you get through your requirements more quickly, but beware of fulfilling too many of your Gen Ed requirements in your major department. One of the benefits of General Education is in providing you with alternative perspectives that you may not find in just one department. Only by experiencing and weighing such different points of view can you become a creative and critical thinker. Challenge yourself!

What follows in this handbook are some resources you can use to make informed choices to bring coherence to your General Education curriculum

Opportunities to Develop Active Inquiry Skills

How a course is taught is as important as what is being taught. The following programs offer small class settings that emphasize active inquiry through hands-on activities and offer enhanced opportunities for faculty mentoring:

Freshman Seminars

The seminars are small discussion classes taught by faculty selected for their commitment and interest in undergraduate teaching. The seminars have no prerequisites and do not presume any special knowledge about the topics to be covered. The seminars emphasize class discussion, critical reading or original literature (rather than textbooks), and practice in writing and argument. <http://www.uncg.edu/aas/fms/>

Honors Courses in General Education

Through LIHC's International Honors Program, you enhance your general education studies with small, internationally focused courses taught by outstanding UNCG faculty members, study abroad, and study of a second language. Read more about eligibility requirements and benefits of the International Honors Program at <http://honorscollege.uncg.edu/>

Service Learning

Students, faculty and community partners collaborate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills and develop civic literacy. Service-learning encourages critical consideration of the ethical dimensions of community engagement. For more information about co-curricular service, leadership development, and community-engaged scholarship opportunities see: <http://olsl.uncg.edu/>

Living Learning Communities (<http://hrl.uncg.edu/llc/>)

Ashby Residential College

- Located in Mary Foust Hall
- Ashby Residential College is a 2-year living/learning community for 120 freshman and sophomore students. Ashby Residential College provides a setting that offers small classes, on-site advising, and encourages innovative study, unity of academic and social experiences, and close student-faculty contacts.

Cornelia Strong College

- Located in South Spencer Residence Hall
- Cornelia Strong College was founded in 1994 by a group of interested faculty members and is modeled on the Harvard University Houses, which are themselves copies of the older colleges of Oxford and Cambridge Universities in England. Strong College offers its members the opportunity to join and contribute to an informal social and academic community of students and faculty within the context of the greater University. It is a place, in the words of a parent, "where people look after each other."

First Year Experience (FYE)

- Located in Reynolds Hall
- Does the thought of meeting new people, selecting new and different classes, and being placed in a whole new environment make you feel excited, but a little apprehensive? The First Year Experience Program is designed to provide its participants with the tools and resources to be successful at UNCG, both inside as well as outside the classroom.

Grogan College

- Located in Grogan Residence Hall
- This community is designed around small groups of first year students who share common interests, take courses together on a common topic or major, live together in Grogan Residence hall, make lasting friendships, and meet with faculty and upper class peer mentors for a variety of activities and outings designed to strengthen academic skills, develop leadership competencies, explore interests, get you involved on campus and help you grow as a healthy and whole person who cares for themselves and their world.

International House (Co-sponsored by International Programs)

- Located in Hawkins Residence Hall
- I-House is designed to give students an international experience within the residence hall community. A variety of cultural, social, and language-learning opportunities take place throughout the year (foreign films, international

dinner, etc.). By participating, students expand their awareness and understanding of the world and its people.

Leaders Emerging And Developing (LEAD)

- Located in Cone Residence Hall
- The LEAD program is open to students of all academic majors who are interested in achieving both their academic and leadership potential. This community offers a living-learning environment designed to help students develop the skills, values and commitment necessary to become effective and ethical leaders.

Make A Difference House

- Located in Moore-Strong Residence Hall
- The Make A Difference House is a freshman-sophomore Living/Learning program that focuses on volunteer work to create positive change in the community.

Sophomore Jump

- Located in Tower Village Residence Hall
- Sophomore Jump is a Living-Learning community focused on students' transition into their second-year of college. Sophomore Jump participants enjoy the unique opportunity to experience suite-style living with the support for academic, career, and personal exploration.

How Do I Get Help with Speaking, Writing, Math, and Information Literacy Skills?

University Library

While you are taking General Education classes, you will be asked to do research or at least to work with outside resources. The reason your professors ask you to do this is to improve your information literacy. Being information literate means you know how to figure out what information you need, find it, analyze it, and use it appropriately. The University Libraries (<http://library.uncg.edu>) are very involved in helping students at all stages of the research process. The Libraries can help you throughout the research process.

- *Reference Desk.* The Reference Desk in Jackson Library is a great place to come and get assistance at any point in the research process. During the semester, someone is there until midnight during the week. You can also reach a librarian virtually, using our Ask Us! service (http://library.uncg.edu/info/ask_us.aspx).
- *Library Liaisons.* Did you know that every department on campus has a librarian who works with that department? If you have a difficult research question, you can contact this librarian for in-depth help using the library's resources in a particular subject area. The contact information is available here: http://library.uncg.edu/info/faculty_liaisons.aspx
- *Library Instruction.* If your professor has assigned a research paper, he or she may schedule a class visit to the library to meet with a librarian. These sessions are a great opportunity to spend some hands-on time with the databases and get help with your research from a librarian.
- *Tutorials.* The Libraries have a wide variety of online tutorials that can teach you how to formulate good searches, use databases, and cite sources. These are available from the library's homepage or at <http://library.uncg.edu/research/tutorials/>.

The Writing Center

<http://www.uncg.edu/eng/writingcenter/>

Located in 3211 MHRA, The Writing Center offers face-to-face and online consultation to help you improve your writing whether you are in a writing intensive course or not. Take a draft of your paper and the original assignment with you. Whether it needs reorganization, a polished argument, a clearer thesis, more scholarly sources, or smoother transitions, you and your consultant will identify and prioritize the issues that need to be addressed. Be sure you allow plenty of time between your first Writing Center visit and the paper's due date, so you will have the freedom to revise as necessary.

The Speaking Center

<http://speakingcenter.uncg.edu/>

Located in 3211 MHRA, The University Speaking Center provides one-on-one tutoring and instructional workshop services designed to help students further develop their oral communication confidence and competence. Assistance is offered in the preparation and delivery of speeches, development of knowledge and skill in interpersonal communication, and group or team communication.

Math Help Center

<http://www.uncg.edu/mat/helpcenter/>

The Math Help Center has been established to help facilitate student learning in mathematics and statistics at undergraduate level. Tutoring is one of the main components of the Math Help Center. Students are encouraged to utilize this free service to improve their understanding of mathematics and statistics. See the Math Help Center website for online resources and information about scheduling tutoring sessions.

Where Do I Go for Advising?

- Student Academic Services: <http://web.uncg.edu/adv/forms/GecGuide09-10.pdf>
- Academic Advising at UNCG: <http://advising.uncg.edu/>
- College of Arts and Sciences (CASA): <http://www.uncg.edu/casa/> (for College majors and undecided majors)
- Bryan School of Business and Economics:
<http://www.uncg.edu/bae/studentser/advising/index.php>
- Student Advising Center for the School of Education:
http://www.uncg.edu/soe/student_advising/index.html
- Human Environmental Science Advising Center:
<http://www.uncg.edu/hes/alldocs/advisingcenter.html>
- HHP advising, Office of Life Planning and Personal Development:
<http://www.uncg.edu/hhp/ssc/>
- School of Music: <http://www.uncg.edu/mus/CurrentUndergradStud.html>
- School of Nursing Undergraduate Advising Center:
<http://nursing.uncg.edu/undergraduate/advising/>

What Resources are Available to Help Me Succeed Academically?

University Studies

<http://web.uncg.edu/adv/uns/> Courses offered in the UNS program are designed to help students successfully transition to the UNCG setting emphasizing self development, academic success skills, and campus orientation. UNS 101 is offered to freshmen and UNS 102 is offered to first semester transfer students and adult students.

Student Success Center

<http://web.uncg.edu/adv/acadresources/index.php?sec=0>

The Student Success Center serves the individual needs of students as they work toward an undergraduate degree and develop into lifelong learners. Complementing the efforts of the teaching faculty, students are served through a personalized and structured approach that includes tutoring, academic counseling, computer instruction, skill development, and workshops. The program provides free services to eligible students, including:

- An academic skills lab
- A writing program
- Computer assistance
- Peer mentoring for freshmen
- Graduate school guidance
- Counseling & advising
- Mathematics instruction
- Cultural/educational activities.
- Individual tutoring
- Academic & personal workshops

Supplemental Instruction Program

The Supplemental Instruction Program, or SIP, is a discussion or review forum designed to help you achieve success in a course that has been designated as historically difficult. <http://success.uncg.edu/sip/>

Tutoring Information for Students:

The Learning Assistance Center, located in McIver Hall 101-104, 150, offers free individual and group tutoring in a variety of subjects. Tutoring is a weekly commitment, ranging from 1-2 hours per week. Session times are determined by the tutor and student (range: M-S 8 am-9 pm; Sun 10 am-9 pm). You may receive tutoring in up to 2 courses per semester. For information about scheduling and policies, including student responsibilities, see <http://success.uncg.edu/lac/tutoring/student-page.htm>.

Academic Skills Assessment

What are your strengths? What are your challenges? How do you learn best? How can you improve your learning strategies? Take this online assessment:

<http://success.uncg.edu/lac/skills/>

Online Tool for CASA majors

(This includes undecided majors) -- to select GEC courses that fit your interests:

http://www.uncg.edu/casa/list_of_courses.htm

Help Us Improve the General Education Program

UNCG places a high priority on student learning. The goal of our General Education program is to provide 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.

A key part of the goal-setting process is gathering evidence of student outcomes as a way of evaluating whether the goals of general education are being met. Such evidence can enable us to evaluate the general education experience and, as needed, adapt our general education courses to better meet student needs in order to improve student learning.

Because UNCG's interest is in how well its General Education program meets students' needs, data must be collected and analyzed in order to obtain a clear picture of how our programs are working. Therefore, at some point during your undergraduate career at UNCG, you may be asked by the Office of Academic Assessment to take a test designed to measure general education outcomes. It is essential that, if asked, you participate in the assessment process and complete the assessment to the very best of your ability. Only program data will be reported; all individual, class/instructor information will be kept confidential. Your cooperation with this important effort is critical for ensuring that our General Education Program meets students' needs.