

2013-07

## **Resolution on General Education Competencies**

Approved by the UNC Faculty Assembly

April 19, 2013

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**Whereas**, the students, faculty, and administration of the UNC System, and the General Assembly all possess a vested interest in providing the highest quality educational experience and all see the value in being held accountable for upholding their responsibility; and

**Whereas**, the general education curriculum is a critical component of inculcating and strengthening the transferable skills such as critical reading, writing, problem solving and collaboration so valuable to the state's workforce competitiveness in a global economy; and

**Whereas**, the General Education Council formed by the UNC General Administration is currently examining a competencies based approach to assessment of the general education curriculum of the constituent institutions; and

**Whereas**, the faculty of the UNC system possess the credentials and expertise required to select, teach and assess the competencies and student learning outcomes embedded within their curriculum; and

**Whereas**, our regional accrediting agency, the Southern Association of Colleges and Schools (SACS) periodically and comprehensively examines and affirms the quality of educational programs, and requires that the institution place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty; and

**Whereas**, the faculty are leaders in the development and utilization of technology and assessment of new teaching pedagogies; and

**Whereas**, single measures such as the Collegiate Learning Assessment (CLA) or other standardized exams have been established as inadequate measures of the depth and breadth of general education programs; and

**Whereas**, there has not yet been established a robust and effective process utilizing such single measures for feedback useful in curriculum development;

**Therefore, Be It Resolved That** the competencies selected must encompass a large and flexible group of learning outcomes and assessment instruments that faculty may select in a mission, program and discipline appropriate manner; and

**Be it Further Resolved That** recommendations made by the General Education Council reflect that the faculty of the constituent institutions, in their role as educational experts and as those charged with ensuring the highest academic quality and mission-appropriate curriculum, are the primary body to select, design, and assess all academic programs.