

# Educational Offerings - General Education

**Issues and questions this subcommittee will entertain:**

**UAlbany is expected to possess or demonstrate the following attributes or activities with respect to its *Educational Offerings*. These elements also apply to all other educational activities addressed within Standard 13 (Related Educational Activities):**

- educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered;
- formal undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential designed to foster a coherent student learning experience and to promote synthesis of learning;
- program goals that are stated in terms of student learning outcomes;
- periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress (see Standards 9: Student Support Services and 14: Assessment of Student Learning);
- learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs;
- collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum;
- programs that promote student use of a variety of information and learning resources;
- provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode;
- published and implemented policies and procedures regarding transfer credit. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated;
- policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats;
- consistent with the institution's educational programs and student cohorts, practices and policies that reflect the needs of adult learners;
- course syllabi that incorporate expected learning outcomes; and
- assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness (see Standard 14: Assessment of Student Learning).

**UAlbany's *General Education* program is expected to possess or demonstrate the following attributes or activities:**

- a program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs; (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.)
- a program of general education where the skills and abilities developed in general education are applied in the major or concentration;
- consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives;
- institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline;
- general education requirements clearly and accurately described in official publications of the institution; and
- assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement.

**\*Evidence of *Integrity* should be interwoven in with the above discussions. MSCHE's overall interest in institutional integrity is that:**

Integrity is a central, indispensable and defining hallmark of effective higher education institutions, and it can manifest itself through the institution's conduct within each of the other standards.

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## As related to these Middle States standards:

### Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

### Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

### Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

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