
3.X GENERAL EDUCATION

Category: Academic

Name of Responsible Office: Academic Services

Title of Responsible Executive: Provost and Vice President for
Academic Affairs

Date Established: Click to enter a date.

Date Last Approved: Click to enter a date.
[To be completed by Administration]

Summary

A strong program of general education provides opportunities for students to gain broad skills and insights that will be useful for their future education and careers, as well as to their development as educated and engaged citizens, regardless of their choice of major or career objectives. Monroe Community College recognizes that general education courses are an integral part of a student's total degree program and a vital complement to their major field of study.

Policy

POLICY STATEMENT

Monroe Community College is committed to offering a general education program that complies with applicable state, federal, SUNY, and accreditation standards, laws, and regulations. The MCC general education program mirrors the [Middle States Standard III](#) and is designed to ensure that all students, regardless of their chosen degree program, acquire the knowledge, skills and competencies that will draw students into new areas of intellectual experience by offering a curriculum designed so that students can acquire and demonstrate essential skills.

BACKGROUND

Monroe Community College recognizes the central role that faculty play in establishing and maintaining a relevant program of general education. In 2009, the MCC General Education Definitions Project team proposed a definition of general education as, "those courses and learning outcomes which serve students to understand themselves, their society, and provides the necessary skills for careers." In 2011, the Provost and the President of the Faculty Senate jointly charged the Senate to "re-imagine, re-invent, and re-engineer" MCC's General Education Program to better reflect and respond to community needs and demands for student learning. The resulting committee worked diligently for two years and submitted the completed "Re-Imagine, Re-Invent, and Re-Engineer General Education" report to the Interim Provost in fall 2014. In 2016, the Faculty Senate approved the recommendations of a MCC General Education Implementation Team charged by the Provost that defined the current specific MCC local general education outcomes and institutional learning outcomes, and recommended a timeline for full implementation by 2017.

The State University of New York (SUNY) requires that programs leading to an A.A. or A.S. degree allow students to complete seven (7) out of ten (10) SUNY General Education Requirements (SUNY-GER), which must include Mathematics and Basic Communication, and a minimum of 30 credits of SUNY-GER courses. The ten SUNY-GER areas are Mathematics, Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, Arts, Foreign Languages, and Basic Communication.

In order to meet the local MCC General Education Requirements (MCC-GER), students earning an associate degree must successfully meet twelve (12) general education learning outcomes in six (6) knowledge areas and six (6) skills and competencies, as defined in MCC General Education Procedure X.X. These outcomes are embedded in requirements of each degree program. Students will satisfy the MCC-GER through successful program completion.

Transfer of the SUNY-GER– [SUNY Trustees Resolution 2009-138](#) assures that students transferring with or without a SUNY A.A. or A.S. degree will receive full credit for general education courses successfully completed (i.e., for which credit was awarded at the prior institution) and will not be required to repeat successfully completed courses with similar curricular content. This means that transfer students who meet the 30-credit SUNY-GER at sending campuses shall be deemed to have met the 30-credit SUNY-GER at a receiving campus. Similarly, transfer students who meet a SUNY-GER area at sending campuses shall be deemed to have met that SUNY-GER area at a receiving campus. As feasible, to promote student mobility and timely degree attainment, a receiving campus shall waive local and programmatic requirements for transfer students who have completed the 30-credit SUNY-GER or who have met a SUNY-GER area that is comparable to a local or programmatic requirement.

Grades in SUNY-GER courses- In accordance with the [SUNY Memorandum to Presidents on Policy and Guidance: State University General Education Requirement, May 28, 2010](#), a SUNY-GER area successfully completed at a sending campus shall be accepted as meeting the same SUNY-GER area at a receiving campus. With regard to the transfer of a SUNY-GER course to meet local and/or programmatic requirements, a grade of C or higher shall be guaranteed acceptance. A grade higher than C may only be required of transfer students if it is also required of native students.

APPLICABILITY

This policy applies to all MCC students in degree programs and faculty and staff developing or revising program requirements.

DEFINITIONS

General Education - An undergraduate curriculum of broad, high-quality courses that provides students with a set of non-specialized, coherent and focused educational experiences aimed at enabling students to acquire knowledge and skills that are useful and important for all educated persons regardless of their jobs or professions. ([Source: SUNY Trustees Resolution 2010-006](#))

Institutional Learning Outcomes - Institutional learning outcomes (ILOs) represent the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of their engagement during their time at the institution. These skills are developed through intentional, guided, and iterative experiences across disciplines and programs and throughout students' time in college.

General Education Learning Outcomes - A statement that describes what a student should know or be able to do at the end of a general education course. General Education learning outcomes for a particular course are included in the course syllabus.

Local General Education Requirements - General education requirements established by individual SUNY campuses to either add specificity to the SUNY-GER (e.g., require specific SUNY-GER areas) or exceed the 30-credit SUNY-GER.

Programmatic General Education Requirements - Specific general education requirements associated with individual academic programs, such as requirements in programs leading to teacher certification that are externally mandated. These may be met within the 30-credit SUNY-GER, but they may also exceed the SUNY-GER (e.g., additional courses, minimum course grades).

RESPONSIBILITY

Provost and Vice President, Academic Services

PROCEDURE

MCC General Education Procedure (X.X)

Contact Information

Provost and Vice President of Academic Affairs

Associate Vice President, Curriculum and Program Development

Related Information

College Documents:

Other Related Documents:

[Middle States Standards for Accreditation and Requirements for Affiliation](#)

[SUNY General Education Requirement Policy](#)

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[SUNY Trustees Resolution 2009-138, Reaffirmation and Strengthening of the State University Board of Trustees Policy on Student Mobility \(Transfer and Articulation\), of November 17, 2009](#)

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Process

The Monroe Community College General Education Requirements (MCC-GER) are based on a set of overarching Institutional Learning Outcomes that align with the State University of New York General Education Requirements (SUNY-GER) and Middle States Commission on Higher Education (MSCHE) general education requirements. This alignment ensures that graduates who complete MCC-GER will also have satisfied SUNY and MSCHE general education requirements. All graduates of MCC's associate degree programs will have completed a robust general education curriculum that infuses the attainment of knowledge, skills, and competencies within each student's program of study.

Institutional Learning Outcomes (ILOs):

Upon the successful completion of an associate degree at Monroe Community College, a graduate will be able to:

1. Engage in discipline-based inquiry or problem-solving. (Critical Thinking)
2. Apply research techniques to locate and utilize valid sources of information. (Information Literacy)
3. Use technology in discipline-specific ways to further educational or occupational goals. (Technological Literacy)
4. Express the application of personal, educational, or professional values to ethics-based decision-making. (Values and Ethics)
5. Communicate effectively in academic or professional settings. (Write effectively and engage in effective oral communication in a discipline-based context)

Assessment of ILOs shall be undertaken concurrently with assessment of the general education learning outcomes (GELOs).

MCC General Education Learning Outcomes (GELOs):

The MCC General Education Requirements (MCC-GER) ensure that all students in associate degree programs acquire knowledge, skills, and competencies to help them succeed in their chosen post-graduation educational or career path.

Degree programs at MCC are designed to meet a set of twelve (12) general education learning outcomes (GELOs). Required program courses may satisfy more than one MCC-GELO. Therefore, by design, students who meet all of the listed program requirements for a degree will satisfy the MCC-GER. The twelve GELOs are broken into six "knowledge areas" and six "skills and competencies areas". These knowledge areas and skills and competencies areas, along with their corresponding learning outcome, are listed below.

Knowledge Areas:

1. **Scientific Reasoning (SCI):** Apply discipline-specific scientific reasoning to argument or

analysis.

2. **Social Science and Diversity (SSD)**: Analyze domestic political, economic, or social issues from various points of view.
3. **Quantitative Literacy (QL)**: Apply quantitative analysis to solve discipline-specific problems, analyze patterns and trends, or evaluate data.
4. **Arts and Humanities (AH)**: Discuss various aspects of cultural expression.
5. **Global Understanding (GLO)**: Examine global issues from various perspectives.
6. **Health and Wellness (HW)**: Apply physical fitness principles and practices to a personal wellness plan.

In order for a course to qualify as meeting an MCC Knowledge Area GELO, the following standards will be applied:

- At least 50% of the course learning (as demonstrated by CLOs and course outline) is dedicated to that knowledge area; AND
- The course can be shown to specifically fulfill a particular knowledge area outcome; OR
- The course fulfills corresponding SUNY-GER Learning Outcomes that have been mapped to the knowledge area.
- A course may satisfy a maximum of two (2) Knowledge Areas.

Skills and Competencies Areas:

1. **Writing (BCW)**: Write effectively in a discipline-specific context.
2. **Speaking (BCO)**: Engage in effective oral communication in a discipline-specific context.
3. **Information Literacy (IL)**: Apply research techniques to locate and utilize valid sources of information.
4. **Technological Literacy (TL)**: Use Technology in discipline-specific ways to further educational or occupational goals.
5. **Critical Thinking (CT)**: Engage in discipline-based inquiry or problem-solving.
6. **Values and Ethics (VE)**: Express the application of personal, educational, or professional values to ethics-based decision-making.

In order for a course to qualify as meeting an MCC Skill or Competency GELO, the following standards will be applied:

- At least 25% of course learning (as demonstrated by CLOs and course outline) is dedicated to that skill or competency
- The course can be shown to specifically fulfill a particular knowledge area outcome; OR
- The course fulfills corresponding SUNY-GER Learning Outcomes that have been mapped to the knowledge area.
- A course may satisfy a maximum of four (4) Skills and/or Competencies.

Any single course may satisfy up to a maximum of four (4) Knowledge Areas and/or Skills and Competencies GELOs. Faculty may designate courses as meeting MCC GELOs in any of the following potential combinations:

- 1-2 Knowledge Areas + 0 Skills and Competencies

- 1 Knowledge Area + up to 3 Skills and Competencies
- 2 Knowledge Areas + up to 2 Skills and Competencies
- 0 Knowledge Areas + up to 4 Skills and Competencies

Courses that qualify for SUNY-GER also meet the following MCC GELOs:

1. Mathematics (SUNY-M)

Quantitative Literacy (QL)

Critical Thinking (CT)

Technological Literacy (TL) - extension

Writing (BCW) – extension

2. Natural Sciences (SUNY-NS)

Scientific Reasoning (SCI)

Critical Thinking (CT)

Writing (BCW) - extension

Information Literacy (IL) - extension

Technological Literacy (TL) – extension

3. Social Science (SUNY-SS)

Social Science and Diversity (SSD)

Scientific Reasoning (SCI)

Critical Thinking (CT)

Writing (BCW) - extension

Values and Ethics (VE) - extension

Global Understanding (GLO) - extension

Information Literacy (IL) – extension

4. American History (SUNY-AH)

Social Science and Diversity (SSD)

Writing (BCW) - extension

Values and Ethics (VE) - extension

5. Western Civilization (SUNY-WC)

Social Science and Diversity (SSD)

Critical Thinking (CT)

Global Understanding (GLO)

Writing (BCW) - extension

Values and Ethics (VE) – extension

6. Other World Civilizations (SUNY-OWC)

Social Science and Diversity (SSD)

Global Understanding (GLO)

Values and Ethics (VE) - extension

Arts and Humanities (AH) - extension

Writing (BCW) - extension

7. Humanities (SUNY-H)

Arts and Humanities (AH)

Writing (BCW) - extension

Global Understanding (GLO) - extension

Information Literacy (IL) - extension

Values and Ethics (VE) – extension

8. The Arts (SUNY-A)**Arts and Humanities (AH)**

Writing (BCW) - extension

Speaking (BCO) - extension

9. Foreign Languages (SUNY-FL)**Arts and Humanities (AH)****Speaking (BCO)**

Global Understanding (GLO) - extension

10. Basic Communication (SUNY-BC)**Writing (BCW)****Information Literacy (IL)****Speaking (BCO)**

Critical Thinking (CT) - extension

To qualify for satisfaction of MCC GELOs, every course must be verified through the established curriculum proposal submission and review process. Although MCC GELOs indicated above in **bold** are assumed to be met by virtue of the course meeting SUNY-GER Student Learning Outcomes, confirmation and documentation through the established process is still required. In some cases, the SUNY-GER courses will qualify for satisfaction of additional MCC GELOs. These are indicated by the '*extension*' tag in the list above.

Courses may also qualify as meeting other MCC GELOs than those noted above. Departments may provide evidence that a course meets other MCC GELOs through submission of information on the curriculum database form. This will allow courses to qualify for MCC GELOs on a case-by-case basis.

It is intended that courses normally meet only one SUNY-GER at a time, but there are circumstances under which a course may qualify as meeting two SUNY-GERs. In any case, once a given course is approved by SUNY as meeting a SUNY-GER, the attribute is never deleted from SUNY's database. If the department proposes that the course to meet a different SUNY-GER, removing the original SUNY-GER from local list of MCC Gen Eds would be inaccurate and potentially misleading to students. Likewise, although the intention is that an MCC GLO recognized as a Knowledge Area is would not fulfill a Skill and Competency (and vice versa), there could be exceptions. These exceptions must be approved by the Provost on a case-by-case basis, based on the documentation submitted by the Department.

Although most degree programs use program course requirements to satisfy the MCC GELOs and ILOs, programs may use any of the following methods to ensure that all MCC GELOs and ILOs are met:

1. Program content already meets MCC GELOs and ILOs through appropriate courses and SUNY-GER content. This will be verified by each department using the qualification criteria

for their program courses, submitted through a curriculum database form.

2. Alternative methods for ensuring students meet MCC GELOs and ILOs will include:
 - a. Administering a cumulative, capstone, or qualifying exam near the end of a student's program,
 - b. Mapping outcomes across courses throughout the program, rather than using a single course to deliver the content, or
 - c. Requiring a project or portfolio that provides evidence of cumulative skills/knowledge in an area.

Assessment of ILOs shall be undertaken concurrently with assessment of the general education learning outcomes (GELOs).

Definitions:

General Education - An undergraduate curriculum of broad, high-quality courses that provides students with a set of non-specialized, coherent and focused educational experiences aimed at enabling students to acquire knowledge and skills that are useful and important for all educated persons regardless of their jobs or professions. ([Source: SUNY Trustees Resolution 2010-006](#))

Institutional Learning Outcomes - Institutional learning outcomes (ILOs) represent the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of their engagement during their time at the institution. These skills are developed through intentional, guided, and iterative experiences across disciplines and programs and throughout students' time in college.

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Programmatic General Education Requirements - Specific general education requirements associated with individual academic programs, such as requirements in programs leading to teacher certification that are externally mandated. These may be met within the 30-credit SUNY-GER, but they may also exceed the SUNY-GER (e.g., additional courses, minimum course grades).

Capstone course: The capstone course is usually the last class in a program of study. It is called a capstone because it represents a crowning achievement as a capstone does in architecture.

Forms

[MCC General Education New Outcomes Based Design.](#)

[MCC General Education Policy](#)

[SUNY General Education Requirements](#)

Contact Information

Provost and Vice President, Academic Services

Associate Vice President, Curriculum and Program Development

MCC General Education Policy

Executive Summary of Feedback Received from the Policy Portal

Three individuals submitted comments in the policy portal during the General Education Policy and Procedure comment period. There were a total of 6 separate comments/questions that are addressed below.

1. Relationship to SUNY General Education

A question was raised as to whether SUNY General Education credits completed at other institutions would be added to the MCC transcript and/or the General Education Transcript Addendum (GETA).

Administrative Response:

Associate Director, Registration & Records, Taine Vinci, confirmed that even if the transfer equivalent at MCC is not a SUNY Gen Ed, the course would satisfy the SUNY Gen Ed since it did at the other institution. The course would be added to the GETA if the student obtained a passing grade (D- or higher). No changes to either the policy or procedure were made.

2. Confirmation of faculty role in development of the General Education Policy

One respondent commented about the various documents that define and outline the role of faculty in policy development and, in particular, policy related to curriculum.

Administrative Response: Development of this policy was led by the Faculty Senate through their existing processes and is compliant with other SUNY and MCC policies and contracts. No changes to either the policy or procedure were made.

3. Purpose of General Education

A suggestion was made to use the terminology from Middle States' Standard III in defining the purpose of General Education.

Administrative Response: The Policy Statement will be edited with the recommended change from Standard III as follows:

POLICY STATEMENT

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4. Use of the term “Institutional Learning Outcomes”:

One respondent noted that the term “Institutional Learning Outcome (ILO)” was no longer explicitly used in the relevant Middle States Standard and suggested that it be replaced with “clearly stated educational goals at the institution and degree/program levels.”

Administrative Response: Although the ILO term is no longer explicitly stated within the Middle States Standard, it is still used by the vast majority of higher education institutions. This can be revisited at the next policy review to see if another term should be used. The documents will, however, be revised for consistency in the definition of ILO used in both the policy and procedure.

5. Requirement to repeat courses with similar curricular content

There was a request for confirmation that under “Transfer of the SUNY-GER– SUNY Trustees Resolution 2009-138,” students transferring with or without a SUNY A.A. or A.S. degree will receive full credit for general education courses successfully completed (i.e., for which credit was awarded at the prior institution) and will not be required to repeat successfully completed courses with similar curricular content.

Administrative Response:

SUNY’s policy states that students will not be required to repeat successfully completed courses with similar curricular content. No changes to either the policy or procedure were made.

6. Requirement to repeat courses with similar curricular content

A question was raised about whether MCC would waive our local MCC-GER for transfer students who have completed the SUNY-GER.

Administrative Response:

SUNY’s policy states that students transferring with or without a SUNY A.A. or A.S. degree will receive full credit for general education courses successfully completed (i.e., for which credit was awarded at the prior institution) and will not be required to repeat successfully completed courses with similar curricular content. This means that transfer students who meet the 30-credit SUNY-GER at sending campuses shall be deemed to have met the 30-credit SUNY-GER at a receiving campus. Similarly, transfer students who meet a SUNY-GER area at sending campuses shall be deemed to have met that SUNY-GER area at a receiving campus. As feasible, to promote student mobility and timely degree attainment, *a receiving campus shall waive local and programmatic requirements for transfer students who have completed the 30-credit SUNY-GER or who have met a SUNY-GER area that is comparable to a local or programmatic requirement.* MCC must comply with this policy and no changes will be made to the policy.

3.X GENERAL EDUCATION POLICY

Category: Academic

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~~Do we list procedure here also?~~

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Institutional Learning Outcomes (ILOs):

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1. Engage in discipline-based inquiry or problem-solving. (Critical Thinking)
2. Apply research techniques to locate and utilize valid sources of information. (Information Literacy)
3. Use technology in discipline-specific ways to further educational or occupational goals. (Technological Literacy)
4. Express the application of personal, educational, or professional values to ethics-based decision-making. (Values and Ethics)
5. Communicate effectively in academic or professional settings. (Write effectively and engage in effective oral communication in a discipline-based context)

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Skills and Competencies Areas:

1. **Writing (BCW)**: Write effectively in a discipline-specific context.
2. **Speaking (BCO)**: Engage in effective oral communication in a discipline-specific context.
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- 1-2 Knowledge Areas + 0 Skills and Competencies

- 1 Knowledge Area + up to 3 Skills and Competencies
- 2 Knowledge Areas + up to 2 Skills and Competencies
- 0 Knowledge Areas + up to 4 Skills and Competencies

Courses that qualify for SUNY-GER also meet the following MCC GELOs:

1. Mathematics (SUNY-M)

Quantitative Literacy (QL)

Critical Thinking (CT)

Technological Literacy (TL) - extension

Writing (BCW) – extension

2. Natural Sciences (SUNY-NS)

Scientific Reasoning (SCI)

Critical Thinking (CT)

Writing (BCW) - extension

Information Literacy (IL) - extension

Technological Literacy (TL) – extension

3. Social Science (SUNY-SS)

Social Science and Diversity (SSD)

Scientific Reasoning (SCI)

Critical Thinking (CT)

Writing (BCW) - extension

Values and Ethics (VE) - extension

Global Understanding (GLO) - extension

Information Literacy (IL) – extension

4. American History (SUNY-AH)

Social Science and Diversity (SSD)

Writing (BCW) - extension

Values and Ethics (VE) - extension

5. Western Civilization (SUNY-WC)

Social Science and Diversity (SSD)

Critical Thinking (CT)

Global Understanding (GLO)

Writing (BCW) - extension

Values and Ethics (VE) – extension

6. Other World Civilizations (SUNY-OWC)

Social Science and Diversity (SSD)

Global Understanding (GLO)

Values and Ethics (VE) - extension

Arts and Humanities (AH) - extension

Writing (BCW) - extension

7. Humanities (SUNY-H)

Arts and Humanities (AH)

Writing (BCW) - extension

Global Understanding (GLO) - extension

Information Literacy (IL) - extension

Values and Ethics (VE) – extension

8. The Arts (SUNY-A)**Arts and Humanities (AH)**

Writing (BCW) - extension

Speaking (BCO) - extension

9. Foreign Languages (SUNY-FL)**Arts and Humanities (AH)****Speaking (BCO)**

Global Understanding (GLO) - extension

10. Basic Communication (SUNY-BC)**Writing (BCW)****Information Literacy (IL)****Speaking (BCO)**

Critical Thinking (CT) - extension

To qualify for satisfaction of MCC GELOs, every course must be verified through the established curriculum proposal submission and review process. Although MCC GELOs indicated above in **bold** are assumed to be met by virtue of the course meeting SUNY-GER Student Learning Outcomes, confirmation and documentation through the established process is still required. In some cases, the SUNY-GER courses will qualify for satisfaction of additional MCC GELOs. These are indicated by the '*extension*' tag in the list above.

Courses may also qualify as meeting other MCC GELOs than those noted above. Departments may provide evidence that a course meets other MCC GELOs through submission of information on the curriculum database form. This will allow courses to qualify for MCC GELOs on a case-by-case basis.

It is intended that courses normally meet only one SUNY-GER at a time, but there are circumstances under which a course may qualify as meeting two SUNY-GERs. In any case, once a given course is approved by SUNY as meeting a SUNY-GER, the attribute is never deleted from SUNY's database. If the department proposes that the course to meet a different SUNY-GER, removing the original SUNY-GER from local list of MCC Gen Eds would be inaccurate and potentially misleading to students. Likewise, although the intention is that an MCC GLO recognized as a Knowledge Area is would not fulfill a Skill and Competency (and vice versa), there could be exceptions. These exceptions must be approved by the Provost on a case-by-case basis, based on the documentation submitted by the Department.

Although most degree programs use program course requirements to satisfy the MCC GELOs and ILOs, programs may use any of the following methods to ensure that all MCC GELOs and ILOs are met:

1. Program content already meets MCC GELOs and ILOs through appropriate courses and SUNY-GER content. This will be verified by each department using the qualification criteria

for their program courses, submitted through a curriculum database form.

2. Alternative methods for ensuring students meet MCC GELOs and ILOs will include:
 - a. Administering a cumulative, capstone, or qualifying exam near the end of a student's program,
 - b. Mapping outcomes across courses throughout the program, rather than using a single course to deliver the content, or
 - c. Requiring a project or portfolio that provides evidence of cumulative skills/knowledge in an area.

Assessment of ILOs shall be undertaken concurrently with assessment of the general education learning outcomes (GELOs).

Definitions:

General Education - An undergraduate curriculum of broad, high-quality courses that provides students with a set of non-specialized, coherent and focused educational experiences aimed at enabling students to acquire knowledge and skills that are useful and important for all educated persons regardless of their jobs or professions. (Source: SUNY Trustees Resolution 2010-006)

Institutional Learning Outcomes: - Institutional Learning Outcomes (ILOs) represent the knowledge, skills, abilities, and attitudes that a student has attained at the end (or are expected to develop as a result) of their engagement during their time at the institution. These skills are developed through intentional, guided, and iterative overall experiences across disciplines and programs and throughout students' time in college, with any aspect of the college, including courses, programs, and student services.

General Education Learning Outcomes: - A statement that describes what a student should know or be able to do at the end of a general education course. General Education learning outcomes for a particular course are included in the course syllabus.

Local General Education Requirements - General education requirements established by individual SUNY campuses to either add specificity to the SUNY-GER (e.g., require specific SUNY-GER areas) or exceed the 30-credit SUNY-GER.

Programmatic General Education Requirements - Specific general education requirements associated with individual academic programs, such as requirements in programs leading to teacher certification that are externally mandated. These may be met within the 30-credit SUNY-GER, but they may also exceed the SUNY-GER (e.g., additional courses, minimum course grades).

Capstone course: The capstone course is usually the last class in a program of study. It is called a capstone because it represents a crowning achievement as a capstone does in architecture.

General Education Requirement: As a condition of graduation, all candidates for a specified degree are required to complete an academically rigorous and comprehensive core General Education curriculum as set by SUNY and MCC.

Forms

[MCC General Education New Outcomes Based Design.](#)

[MCC General Education Policy](#)

[SUNY General Education Requirements](#)

Contact Information

Provost and Vice President, Academic Services

Associate Vice President, Curriculum and Program Development