Monroe Community College
STATE UNIVERSITY OF NEW YORK

3.4 General Education Policy (Revised Draft)

Category: Academic
Name of Responsible Office: Academic and Student Affairs
Title of Responsible Executive: Provost and Vice President, Academic and Student Affairs
Date Established: March 9, 2020
Date Last Approved:

~~Summary~~Policy Statement

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 (MCC) 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~~,~~ and federal~~, SUNY, and accreditation standards,~~ laws~~,~~ and regulations, as well as the State University of New York (SUNY) and Middle States Commission on Higher Education (MSCHE) policies. MSCHE Standard III: Design and Delivery of the Student Learning Experience addresses the general education curriculum, stating that it should "draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity" and stipulating that it must include "at least oral and written communication, scientific and quantitative reasoning, technological competency, and information literacy."~~The MCC general education program is designed to ensure that all students, regardless of their chosen degree program, acquire the knowledge, skills and competencies that will help them succeed in whatever educational or career path they choose.~~ MCC's Institutional Learning Outcomes are modeled on the core SUNY and MSCHE general education requirements and are in alignment with the College Mission Statement. The six Institutional Learning Outcomes are listed below.

1. Communicate effectively for a range of audiences and purposes, employing oral, written, visual, manual, or other modes of delivery.

2. Evaluate, analyze, or employ methods such as scientific or quantitative reasoning to produce well-reasoned, credible arguments, accurately interpret data, or formulate valid inferences.

3. Apply knowledge about systemic inequities based on, but not limited to, race, class, and gender to analyze social justice action.

4. Analyze the structures and interrelationships among global communities and their impact on sustainable systems, which may include but are not limited to cultural, health, environmental, financial, industrial, or political systems.

5. Identify information needs, access information, assess the validity of sources, and use information in an ethical manner.

6. Use technology in discipline-specific ways to further educational or occupational goals.

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 though successful program completion.

Transfer of the SUNY-GER:

SUNY Trustees Resolution 2009-138 SUNY Trustees' Resolution 2012-089 assures that students transferring with or without a SUNY Associate of Arts (A.A.) or Associate of Science (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 complete meet the 30-credit SUNY General Education Framework (SUNY GE)R 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. If a student has not achieved a grade of C or better but has completed the course with a

passing grade of less than a C, the category must be considered to be met even if the course itself does not transfer. Further, "Successfully completed Pass/Fail courses may be accepted at the discretion of the campus, but transfer is not guaranteed. To support transfer, receiving campuses are encouraged to review the Pass/Fail policies of the sending campus and accept credit where an acceptable minimum grade earned can be established" (SUNY GE C.vii).

Hold Harmless:

MCC will adhere to SUNY's *Policy and Updated Guidance 23.1a* on Hold Harmless, which addresses the situations of continuing students, students with interruptions in study, concurrently enrolled students, and transfer students. To support Seamless Transfer and student success, MCC follows SUNY policy, which states, "There shall be no conditions that require a student to repeat successfully completed SUNY General Education Course, content, or credits that would result in extended time-to-degree, unnecessary cost, and/or duplication of effort (SUNY GE C. iii)." During the transitional period between the 2010 SUNY General Education Requirements and the 2021 SUNY General Education Framework, MCC will follow SUNY guidance that advises institutions to make "appropriate exceptions, substitutions, and allowances to the benefit of a student while satisfying the goals and outcomes of the SUNY GE framework" (*Policy and Updated Guidance 23.1a*, A. i. f).

Where there has been no interruption of study beyond two academic years, campuses must grant students the opportunity to pursue the GE requirements in place at the time of first enrollment. For interruptions in study longer than two academic years, to promote student success and support timely degree completion, campuses may grant students the opportunity to pursue the GE requirements in place at the time of first enrollment. Additionally, while the time of first enrollment is the first point of matriculation, campuses are permitted to consider non-matriculated enrollment when determining the time of first enrollment. Campuses may also establish a procedure to allow continuing students to choose the new SUNY GE when they are eligible for another. (*Policy and Updated Guidance 23.1a*, A.i.b)

Background

SUNY Trustees' Resolution 2021-48 established the new SUNY General Education Framework (SUNY GE), and this new framework includes proficiency with essential skills and competencies, familiarization with disciplinary and interdisciplinary ways of knowing, and enhancement of the values and dispositions of an engaged 21st century global citizenry." According to SUNY's *Policy and Guidance: State University of New York General Education* 21.1, the timeline for implementation of the SUNY GE framework is fall 2023 for new first-time students entering A.A. and A.S. programs whereas fall 2024 is the implementation timeline for new first-time students entering Associate of Applied Science (A.A.S.) and Associate of Occupational Studies (A.O.S.) programs.

SUNY requires that programs leading to A.A., A.S., or A.A.S. degrees include the four required knowledge and skill areas: (1) Communication – Written and Oral; (2) Diversity: Equity, Inclusion, and Social Justice; (3) Mathematics (and Quantitative Reasoning); and (4) Natural Sciences (and Scientific Reasoning), as well as the required competencies: Critical Thinking and Reasoning and Information Literacy. Programs leading to an A.A. or A.S. must also include three of the following six areas: Humanities, Social Sciences, The Arts, US history and Civic Engagement, World History and Global Awareness, and World Languages. At least thirty credits of SUNY GE are required for A.A. and A.S. degrees, and at least twenty credits of SUNY GE are required for A.A.S. degrees. MSCHE requires the inclusion of technological competency in undergraduate degree programs, and in accordance with SUNY's advice that "disciplines vary in terms of the technologies needed to support scholarly, creative, and applied endeavors" (7). MCC requires that each degree programs map a technology-specific course or specific learning outcomes of a program course (or courses) to the technological literacy requirement.

To support MCC's Mission Statement, which states "[o]ur shared work inspires and champions excellence in higher education and builds global engagement and understanding, "MCC's general education program includes a local requirement focused on global learning. This local requirement can be satisfied by any World History and Global Awareness or World Languages course, or a program may infuse global learning outcomes into a program course (or courses) and demonstrate this through mapping the CLOs to the Global Learning requirement.

A.O.S. degree programs have the option to meet the general education requirements through inclusion of freestanding SUNY GE courses or through infusion of the required knowledge, skills, and competencies in program courses. A.O.S. programs must include the four required areas: (1) Communication – Written and Oral; (2) Diversity: Equity, Inclusion, and Social Justice; (3) Mathematics (and Quantitative Reasoning); and (4) Natural Sciences (and Scientific Reasoning), as well as the required competencies: Critical Thinking and Reasoning and Information Literacy. The global learning requirement must also be met in A.O.S. programs. There are no minimum SUNY GE credit requirements for A.O.S. degrees.

Applicability

This policy applies to all MCC students in degree programs and to faculty and staff who are 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)~~ The SUNY GE framework includes twelve categories of knowledge, skills, and competencies – ten knowledge and skills areas expose students to different ways of knowing so that they can make reasoned judgements outside as well as inside their academic field, and enabling them to develop diverse perspectives and global understanding; and two core competencies that extend beyond discipline-specific knowledge and skills. (Policy and Updated Guidance 23.1a, 2.17.23) These learning outcomes represent 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.

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.

~~Local General Education Requirement: s 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 and Student Affairs

Contact Information

Provost and Vice President, Academic and Student Affairs
Academic Director, Academic and Student Affairs ~~Associate Vice President, Curriculum and Program Development~~

~~Related Information~~
~~College Documents~~
~~College's procedure below is available on MCC Policies webpage.~~
~~3.4P General Education Procedure~~

Other Related Documents

- Middle States Standards for Accreditation and Requirements for Affiliation, 14th edition.

- SUNY General Education Framework (SUNY GE).

- SUNY Memorandum to Presidents on Policy and Guidance: State University of New York General Education, 21.1. December 21, 2021.

- SUNY Memorandum to Presidents on Policy and Updated Guidance: State University of New York General Education, 23.1a. February 17, 2023.

- ~~SUNY General Education Requirement Policy~~

- SUNY Memorandum to Presidents on *Policy and Guidance: State University General Education Requirement*, May 28, 2010.

- SUNY Trustees' Resolution 2012-089, Seamless Transfer Requirements, adopted on December 17, 2012.

- SUNY Trustees' Resolution 2021-48, adopted on November 9, 2021.

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

- SUNY Memorandum to Presidents on Policy and Guidance: Seamless Transfer Requirements, June 13, 2013.

- ~~SUNY Trustees Resolution 2010-006, Amendments to General Education Rquirement of January 19, 2010~~

- ~~SUNY Trustees Resolution 2010-039, Streamlining the State University Board of Trustees Policy on Assessment of March 23, 2010~~