

The Six Regional Accrediting Bodies: An AGLS Study of Best Practices in General Education (October, 2010)

By Robert F. Mauldin, 2002-2004 AGLS President, Current Professor and Chair, Department of Chemistry, University of Central Arkansas, Conway, AR 72035, rmauldin@uca.edu and Michael Gress, 2004-2006 AGLS President, Current Professor of English and Philosophy, Chair of the English Department, and Coordinator of General Education, Vincennes University, Vincennes, IN 47591, mgress@vinu.edu

Introduction

Historically, the six regional accrediting bodies in the United States have functioned to accredit institutions as a whole and provide an assurance of quality in higher education. In doing so, regional accrediting bodies have requirements, guidelines, and position statements regarding the general education programs of the institutions that fall within their regions of the country. Accreditation of the major rests with professional accrediting bodies, such as the Accreditation Board for Engineering and Technology (ABET). For general education, the only accreditation that exists today is by way of regional accrediting bodies.

The Association for General and Liberal Studies (AGLS) is the national organization that has, as its primary focus, the enhancement of the quality of the general education component of the university curriculum. This AGLS study of current practices of regional accreditors contributed, in part, to the questions published by AGLS in its 2006 publication “Improving Learning in General Education: An AGLS Guide to Assessment and Program Review.” The combination of “The Guide” and this study of regional accrediting bodies serves to suggest elements of best practices in general education.

Methods

The texts regarding general education requirements from websites of regional accrediting bodies were compiled. A contact person with each regional accrediting body was established by way of telephone and/or electronic mail. Contacts were given the opportunity to review this study for comments and corrections. Each regional accrediting body’s required and recommended characteristics of general education programs were summarized.

Results

A list of contacts with the six regional accrediting bodies is presented as Appendix 1. The texts that were copied and pasted from the websites of the six

regional accrediting bodies are located in Appendix 2, including links to their websites. Based on the texts in Appendix 2, a summary of the recommended and required aspects of general education for each regional accrediting body is presented in Appendix 3, with corresponding labels for each aspect in the original texts in Appendix 2. From the data in Appendix 3, the following list of the attributes, including how frequently each attribute was cited by the regionals (1-6 since there are six regional accrediting bodies), was compiled:

1. Program size, specific credit hours or “substantial” size (6)
2. Addresses breadth in the curriculum (6)
3. Assessment of student learning outcomes (6)
4. Coherence of the program (6)
5. Computer/technological literacy (5)
6. Critical thinking, intellectual skills (5)
7. Understanding of science, scientific reasoning (5)
8. Appreciation of the arts, aesthetics, creativity (5)
9. Quantitative reasoning, mathematics (5)
10. Civic responsibility, understanding of the social sciences (5)
11. Faculty governance and ownership of the general education program (5)
12. Communication skills, oral and written (5)
13. Information literacy (5)
14. Integration of the major and general education (4)
15. Capacity for lifelong learning (4)
16. Ethics, values (3)
17. Global awareness, cultural diversity (3)
18. Understanding of the humanities (3)
19. Regular review of the program (3)
20. Faculty teaching general education course are qualified (3)
21. Application of knowledge and skills (2)
22. Gen Ed not specific to a particular profession (2)
23. The institution’s definition of an educated person (2)
24. Provides for a rich, fulfilling life (2)
25. General education requirements are published/disseminated (2)
26. Upper-level general education component is required (1)
27. Competencies listed in syllabi for general education courses (1)
28. Historical perspective (1)

Discussion

Results indicate considerable agreement in regional accreditors’ definitions of an educated person. Of course, the study points out diversity in their

requirements and recommendations as well, which points to future areas of discussion.

The degree to which regional accreditors should prescribe aspects of general education programs for its institutions is debatable. The recent trend to more process-oriented standards would suggest that a regional accrediting body should not prescribe the nature of an institution's general education program, as noted by Richard Winn, Ed.D., Assistant Director, Western Association of Schools and Colleges: Accrediting Commission for Senior Colleges and Universities, in an e-mail dated 1-29-04:

Given the distinctive and varied nature of the institutions accredited by the regionals, they would want such criteria to focus on such things as the GE program's alignment with the institutional mission, the central role of the faculty in designing, assessing, and improving the program, and the methods for achieving an integrated whole from the program. This approach would be better received, I suspect, than any prescriptive content criteria.

When an institution defines its own qualities of an educated person, the institution might very well exhibit a greater sense of ownership in the program that it develops. On the other hand, one could argue that an institution might not choose to value general education and, without oversight and direction by a regional accrediting body, it would be free to do so.

Acknowledgements

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Appendix 1. Regional Accrediting Bodies: Contacts

Middle States Commission on Higher Education

Elizabeth Sibolski, Ph.D.

President

3624 Market Street

Philadelphia, PA 19104

(267) 284-5019

esibolski@msche.org

New England Association of Schools and Colleges Commission on Institutions of Higher Education

Barbara Brittingham, Ph.D.

Deputy Director (2005)

Director and President (2009)

209 Burlington Road

Bedford, MA 01730-1433

(781) 541-5447

bbrittingham@neasc.org

North Central Association of Colleges and Schools

The Higher Learning Commission

Sylvia Manning, Ph.D.

President

30 North LaSalle, Suite 2400

Chicago, IL 60602

(312) 263-0456

smanning@hlcommission.org

Northwest Commission on Colleges and Universities

Ron Baker, Ed.D.

Executive Vice President

8060 165 Ave. N.E.

Suite 100

Redmond, WA 98052

(425) 558-4224

rbaker@nwccu.org

Southern Association of Colleges and Schools Commission on Colleges

Michael S. Johnson, Ph.D.

Vice President

1866 Southern Lane

Decatur, GA 30033
(404) 679-4501 ext. 4514
mjohnson@sacscoc.org

Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities

Richard Winn, Ed.D.

Assistant Director (2005)
Associate Director (2009)
985 Atlantic Ave., Suite 100
Alameda, CA 94501
(510) 748-9795
rwinn@wascsenior.org

Appendix 2. Regional Accrediting Bodies' Requirements and Recommendations for General Education

1. Middle States Commission on Higher Education

http://www.msche.org/publications_view.asp?idPublicationType=1&txtPublicationType=Standards+for+Accreditation+and+Requirements+of+Affiliation

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 (**C1**), scientific (**F1**) and quantitative reasoning (**K1**), critical analysis and reasoning (**D1**), and technological competency (**G1**).

Context

General education is an important component of all undergraduate and some graduate higher education degree programs. All undergraduate and those graduate programs that include a general education component are expected to meet this standard and the related

Fundamental Elements.

Graduate programs that do not include general education components should ensure that students at admission have appropriate general education skills. Institutions should identify and provide a recognizable core of general education that: expresses the educational philosophy of the institution for each undergraduate degree program or cluster of degree programs; incorporates essential knowledge, cognitive abilities, and an understanding of values and ethics (**H1**); enhances students' intellectual growth; and draws students into new areas of intellectual experience, expanding their cultural and global awareness and sensitivity (**M1**), and preparing them to make enlightened judgments outside as well as within their academic specialty.

What are presented here as general education skills are not necessarily distinct and apart from each other. There is an inherent relationship among these skills. This interrelatedness is evident in the concept of "information literacy," (**E1**) which embraces all of the specific general education skills (see Context, Standard 11). Consistent with institutional practices, general education degree requirements may be fulfilled through courses completed at the institution, transfer credits, competencies demonstrated in ways determined by the institution, or admission prerequisites.

A general education program—developed, owned, and reviewed (**W1**) by the institution's faculty (**V1**)—should be purposeful, coherent (**B1**), engaging, and rigorous. General education skills may be taught or developed as part of courses in the major, in separate courses, or through a decentralized distribution. However, the skills and knowledge derived from general education and the major should be integrated (**I1**) because general education and study in depth, together, comprise a quality undergraduate education.

Institutions offering the associate and baccalaureate degrees will strike an appropriate balance between specialized and more general knowledge (**R1**). The institution's ability to demonstrate that its students are able to integrate and apply (**P1**) in different contexts the core knowledge and skills learned in their course work is a critical component of successful undergraduate educational programs.

General education offerings should reflect the particular programs and mission of the institution. However, general education courses should not focus narrowly on those skills, techniques, and procedures specific to a particular occupation or profession (**T1**). The content of general education within specialized degree programs should be comparable, though not necessarily identical, to traditional academic offerings at the collegiate level or above. Programs in postsecondary vocational technical institutions should evidence recognition of the relationship between broad education and the acquisition of techniques and skills. In professional degree programs beyond the baccalaureate, courses in ethics, humanities, and public policy may be particularly relevant.

Fundamental Elements of General Education

An accredited institution offering undergraduate degrees and some graduate institutions are expected to possess or demonstrate the following attributes or activities:

Ø 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 (**A1**); (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.)

Ø a program of general education where the skills and abilities developed in general education are applied in the major or concentration (**P1**);

Ø consistent with institutional mission, a program of general education that incorporates study of values, ethics (**H1**), and diverse perspectives (**M1**);

Ø institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication (**C1**), scientific (**F1**) and quantitative reasoning (**K1**), and technological competency (**G1**) appropriate to the discipline;

Ø general education requirements clearly and accurately described in official publications of the institution; and

Ø 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 (**Q1**).

2. New England Association of Schools and Colleges Commission on Institutions of Higher Education

http://cihe.neasc.org/standards_policies/standards/standards_html_version

General Education

4.6 The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate

orientation and training for use of these resources, as well as instruction and support in information literacy (**E2**) and information technology (**G2**) appropriate to the degree level and field of study (**E2**).

4.7 Students completing an undergraduate or graduate degree program demonstrate collegiate-level skills in the English language (**AA2**).

4.8 The institution develops, approves, administers, and on a regular cycle reviews (**W2**) its degree programs under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters (**V2**).

4.13 Undergraduate degree programs are designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth study in at least one disciplinary or interdisciplinary area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements in official publications and in student records.

4.14 Each undergraduate program includes a general education requirement and a major or concentration requirement. At the baccalaureate level, curricula include substantial requirements at the intermediate and advanced undergraduate level, with appropriate prerequisites. Wherever possible, the institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives.

4.15 The general education requirement is coherent (**B2**) and substantive. It embodies the institution's definition of an educated person (**BB2**) and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn (**Q2**).

4.16 The general education requirement in each undergraduate program ensures adequate breadth (**R2**) for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts (**J2**) and humanities (**N2**), the sciences (**F2**)

including mathematics (**K2**), and the social sciences (**L2**). General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another.

4.17 The institution ensures that all undergraduate students complete at least the equivalent of forty semester hours in a bachelor's degree program, or the equivalent of twenty semester hours in an associate's degree program in general education (**A2**).

4.18 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English (**C2**); the ability for scientific (**F2**) and quantitative (**K2**) reasoning, for critical analysis and logical thinking (**D2**); and the capability for continuing learning (**O2**), including the skills of information literacy (**E2**). They also demonstrate knowledge and understanding of scientific (**F2**), historical (**Z2**), and social (**L2**) phenomena, and a knowledge and appreciation of the aesthetic (**J2**) and ethical (**H2**) dimensions of humankind.

The Major or Concentration

4.19 The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work. Requirements for the major or area of concentration are based upon clear and articulated learning objectives, including a mastery of the knowledge, information resources, methods, and theories pertinent to a particular area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry (**I2**). For programs designed to provide professional training, an effective relationship exists between curricular content and effective practice in the field of specialization. Graduates demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas.

7.8 The institution demonstrates that students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study. The institution ensures that students have available and are appropriately directed to sources of information appropriate to support and enrich their academic work, and that throughout their program students gain increasingly sophisticated skills in evaluating the quality of information sources (E2).

3. North Central Association of Colleges and Schools the Higher Learning Commission

<http://www.ncahlc.org/information-for-institutions/criteria-for-accreditation.html>

Coherence of Curriculum and Faculty Governance: 1.d. Faculty and other academic leaders share responsibility for the coherence of the curriculum (B3) and the integrity of academic processes.

Faculty qualifications: 3.b. Qualified faculty determine curricular content and strategies for instruction. Also see the attached guidelines on faculty qualifications.

Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment (Q3) possible.

3b. The organization values and supports effective teaching.

3c. The organization creates effective learning environments.

3d. The organization's learning resources support student learning and effective teaching.

Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning (O3) for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity (J3), practice, and social responsibility (L3) in ways consistent with its mission.

4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning (O3).

4b. The organization demonstrates that acquisition of a breadth of knowledge (R3) and skills and the exercise of intellectual inquiry (D3) are integral to its educational programs.

4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse (M3), and technological (G3) society.

4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge (P3) responsibly (H3).

<http://www.ncahlc.org/information-for-institutions/publications.html>

Faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching, and those teaching general education courses typically hold a master's degree or higher and should have completed substantial graduate coursework in the discipline of those courses (**U3**).

<http://www.ncahlc.org/information-for-institutions/publications.html>

Commission Statement on General Education:

Understanding and appreciating diverse cultures, mastering multiple modes of inquiry, effectively analyzing and communicating information (**C3**), and recognizing the importance of creativity (**J3**) and values (**H3**) to the human spirit not only allow people to live richer lives (**AA3**) but also are a foundation for most careers and for the informed exercise of local, national, and international citizenship (**M3**). The Commission expects organizations of higher learning to address these important ends, and has embedded this expectation in its Criteria for Accreditation.

Throughout its history, the Commission has believed that quality undergraduate higher education involves breadth (**R3**) as well as depth of study. As understood by the Commission, general education is intended to impart common knowledge and intellectual concepts to students and to develop in them the skills and attitudes that an organization's faculty believe every educated person should possess. From an organization's general education, a student acquires a breadth (**R3**) of knowledge in the areas and proficiency in the skills that the organization identifies as hallmarks of being college educated (**BB3**). Moreover, effective general education helps students gain competence in the exercise of independent intellectual inquiry (**O3**) and also stimulates their examination and understanding of personal, social (**L3**), and civic values (**H3**).

Effective general education can be shaped to fit unique organizational contexts. As higher education changes, so too do the ways in which organizations create and provide general education. General education must be valued and owned by the organization whether its courses are created, purchased, or shared; whether faculty are full-time, part-time, or employed by a partner organization; and whether the organization creates general education opportunities primarily through curriculum or relies heavily on experiential and off-campus opportunities to achieve its learning goals for general education.

Regardless of how a higher learning organization frames the general education necessary to fulfill its mission and goals, it clearly and publicly articulates the purposes, content, and intended learning outcomes of the general education it provides for its students. It also shows its commitment to the centrality of general education by including an appropriate component of general education in all undergraduate programs of substantial length (**A3**), whether they lead to certificates, diplomas, or degrees. Moreover, the organization's faculty exercises oversight for general education and, working with the administration, regularly assesses its effectiveness against the organization's stated goals for student learning (**Q3**).

4. Northwest Commission on Colleges and Universities

<http://www.nwccu.org/Standards%20and%20Policies/Accreditation%20Standards/Accreditation%20Standards.htm>

Standard 2.A – General Requirements

2.A.3 Degree and certificate programs demonstrate a coherent design (**B4**); are characterized by appropriate breadth (**R4**), depth, sequencing of courses, synthesis of learning (**I4**), and the assessment of learning outcomes (**Q4**); and require the use of library and other information sources (**E4**).

2.A.7 Responsibility for design, approval, and implementation of the curriculum is vested in designated institutional bodies with clearly established channels of communication and control. The faculty has a major role and responsibility in the design, integrity, and implementation of the curriculum (**V4**).

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process (**E4**).

Standard 2.C – Undergraduate Program

The undergraduate program is designed to provide students with a substantial (**A4**), coherent (**B4**), and articulated exposure to the broad domains of knowledge (**R4**).

The Commission encourages a tripartite structure for baccalaureate and academic or transfer associate degree programs: (1) general education requires students to master competencies for independent learning (**O4**) and to develop an awareness of the fundamental areas of knowledge; (2) the major requires students to achieve a knowledge base in a specific area of concentration; and (3) electives provide the opportunity for students to pursue other intellectual interests. The instructional program, as a whole, is based on a clear rationale with the component parts designed to reflect that rationale. Degree and certificate programs are characterized by clarity and order which are discernible in model curricula shown in official publications and are recorded in official student records of actual programs pursued.

Baccalaureate and academic or transfer associate degree programs include a substantial core of general education instruction with identifiable outcomes and require competence in (a) written and oral communication (**C4**), (b) quantitative reasoning (**K4**), (c) critical analysis and logical thinking (**D4**), and (d) literacy in the discourse or technology (**G4**) appropriate to the program of study.

2.C.1 The institution requires of all its degree and pre-baccalaureate programs a component of general education and/or related instruction that is published in its general catalog in clear and complete terms (**Y4**).

2.C.2 The general education component of the institution's degree programs is based on a rationale that is clearly articulated and is published in clear and complete terms in the catalog. It provides the criteria by which the relevance of each course to the general education component is evaluated (**Q4**).

2.C.3 The general education program offerings include the humanities and fine arts (**N4**), the natural sciences (**F4**), mathematics (**K4**), and the social sciences (**L4**). The program may also include courses that focus on the interrelationships between these major fields of study.

Policy on General Education/Related Instruction Requirements

The Commission endorses the concept of general education and, as described below, requires of all undergraduate programs a substantial and coherent program (**B4**) of general education or a program of related instruction. By design, the policy is intended to be qualitative rather than quantitative in nature. No formula for specific application or particular pattern of general education is endorsed. However, every institution is expected to publish in its general catalog a clear and complete statement of its requirements for general education and/or related instruction, as appropriate.

A substantial core of general education instruction is regarded as an essential component of all baccalaureate degree programs and of all academic or transfer associate degree programs. Similarly, a core of related instruction is regarded as a necessary integral part of all applied or specialized associate degree programs and of all certificate programs that exceed 30 semester credit hours or 45 quarter hours. General education in degree programs shall be of collegiate level. The contents of general education, and of related instruction in applied or specialized degree and certificate programs, should be comparable, though not necessarily identical, to traditional academic offerings and should be taught by faculty who are clearly appropriately qualified (**U4**). In some cases, institutions may provide for general education through admission or graduation requirements. Institutions are encouraged to include broad general education instruction (**R4**) as part of non-degree specialized programs in addition to directly utilitarian-related instruction.

General Education. General education introduces students to the content and methodology of the major areas of knowledge - the humanities (**N4**) and fine arts (**J4**), the natural sciences (**F4**), mathematics (**K4**), and the social sciences (**L4**) - and helps them develop the mental skills that will make them more effective learners. General education may, of course, be taught in different ways, and an institution must judge whether its students are better served by curricula or requirements that approach the disciplines through content and methodology, or that approach the disciplines by concentrating on outcomes. The rationale and plan for the general education requirements

should be cooperatively developed by the faculty, administrative staff, and trustees, and the expected outcomes should be stated in relation to the institution's mission and goals.

5. Southern Association of Schools and Colleges Commission of Colleges
Commission on Colleges

<http://sacscoc.org/pdf/2010principlesofaccreditation.pdf>

2.7.3 The institution offers a general education program at the collegiate level that is (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge (**R5**), and (3) is based on a coherent rationale (**B5**). For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent (**A5**). These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts (**N5, J5**); social/behavioral sciences (**L5**); and natural science/mathematics (**F5, K5**). The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession (**T5**). If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Comprehensive Standard 3.5.1 The institution identifies college-level competencies and the extent to which graduates have attained them (**Q5**).

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (**V5**) (Responsibility for curriculum)

3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology (**G5**).

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources (**E5**).

3.5.3 The institution defines and publishes requirements for its undergraduate programs, including its general education components (**Y5**). These requirements conform to commonly accepted standards and practices for degree programs. (Undergraduate program requirements)

Faculty teaching general education courses at the undergraduate level: a doctoral or a masters degree in the teaching discipline or a masters degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). (**U5**)

6. Western Association of Schools and Colleges: The Senior College Commission

http://www.wascsenior.org/findit/files/forms/Handbook_of_Accreditation_2008_with_hyperlinks.pdf

2.2. All degrees —undergraduate and graduate —awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits (**B6**). Baccalaureate programs engage students in an integrated course of study (**I6**) of sufficient breadth (**R6**) and depth to prepare them for work, citizenship, and a fulfilling life (**AA6**). These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication (**C6**); college-level quantitative skills (**K6**); information literacy (**E6**); and the habit of critical analysis of data and argument (**D6**). In addition, baccalaureate programs actively foster an understanding of diversity (**M6**); civic responsibility (**L6**); the ability to work with others; and the capability to engage in lifelong learning (**O6**). Baccalaureate programs also ensure breadth (**R6**) for all students in the areas of cultural (**M6**) and aesthetic (**J6**), social and political (**L6**), as well as scientific (**F6**) and technical knowledge (**G6**) expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.

Guideline: The institution has a program of General Education that is integrated throughout the curriculum (**I6**), including at the upper division level (**S6**), consisting of a minimum of 45 semester credit hours (or the equivalent) (**A6**), together with significant study in depth in a given area of knowledge (typically described in terms of a major).

Guideline: The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review (**W6**).

Guideline: Competencies required for graduation are reflected in course syllabi (**X6**) for both General Education and the major.

2.3. The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources (**E6**); and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.

2.4. The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective

responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations **(V6, Q6)**.

Guideline: The institution incorporates in its assessment of educational objectives **(Q6)** results with respect to student achievement, including program completion, license examination, and placement rates result.

Guideline: Competencies required for graduation are reflected in course syllabi for both General Education and the major.

Appendix 3. Matrix of General Education Requirements and Recommendations of the Six Regional Accrediting Bodies

		A	B	C	D	E	F	G	H
	Accrediting Body	Size	Coherence	Comm. Skills	Critical Thinking/ Intellectual Skills	Information Literacy	Science/ Scientific Reasoning	Computer/ Technological Competency	Ethics
1	Middle States	Yes: 15 Semester Hours-Associate 30 Semester Hours-Bachelor	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2	New England	Yes: 40 Semester Hours-Bachelor 20 Semester Hours-Associate	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	North Central	Yes “substantial”	Yes	Yes	Yes	No	No	Yes	Yes
4	Northwest	Yes “substantial”	Yes	Yes	Yes	Yes	Yes	Yes	No
5	Southern	Yes: 15 Semester Hours-Associate 30 Semester Hours-Bachelor	Yes	No	No	Yes	Yes	Yes	No
6	Western	Yes: 45 Semester Hours	Yes	Yes	Yes	Yes	Yes	Yes	No
	Total Yes Per Column	6	6	5	5	5	5	6	3

Appendix 3. Matrix of General Education Requirements and Recommendations of the Six Regional Accrediting Bodies

		I	J	K	L	M	N	O	P
	Accrediting Body	Integration of Major and General Education	Aesthetics/ Fine Arts/ Creative Abilities	Mathematics / Quantitative Reasoning	Social Sciences/ Civic Responsib.	Cultural/ Global Awareness/ Diversity	Humanities	Lifelong Independent Continuous Learning	Apply Knowledge and Skills
1	Middle States	Yes	No	Yes	No	Yes	No	No	Yes
2	New England	Yes	Yes	Yes	Yes	No	Yes	Yes	No
3	North Central	No	Yes	No	Yes	Yes	No	Yes	Yes
4	Northwest	Yes	Yes	Yes	Yes	No	Yes	Yes	No
5	Southern	No	Yes	Yes	Yes	No	Yes	No	No
6	Western	Yes	Yes	Yes	Yes	Yes	No	Yes	No
	Total Yes Per Column	4	5	5	5	3	3	4	2

Appendix 3. Matrix of General Education Requirements and Recommendations of the Six Regional Accrediting Bodies

		Q	R	S	T	U	V	W	X	Y
	Accrediting Body	Assessment	Breadth	Upper-Level General Education	Gen Ed Not Specific to Particular Occupation	Statement: Credentials of Faculty Teaching Gen Ed	Faculty Governance	Program Review	Gen Ed Goals in Syllabi	Description of Gen Ed Program in Bulletin or Catalog
1	Middle States	Yes	Yes	No	Yes	No	Yes	Yes	No	No
2	New England	Yes	Yes	No	No	No	Yes	Yes	No	No
3	North Central	Yes	Yes	No	No	Yes	No	No	No	No
4	Northwest	Yes	Yes	No	No	Yes	Yes	No	No	Yes
5	Southern	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes
6	Western	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No
	Total Yes Per Column	6	6	1	2	3	5	3	1	2

Appendix 3. Matrix of General Education Requirements and Recommendations of the Six Regional Accrediting Bodies

		Z	AA	BB
	Accrediting Body	Historical Perspective	Fulfilling Life	Definition of Educated Person
1	Middle States	No	No	No
2	New England	Yes	No	Yes
3	North Central	No	Yes	Yes
4	Northwest	No	No	No
5	Southern	No	No	No
6	Western	No	Yes	No
	Total Yes Per Column	1	2	2