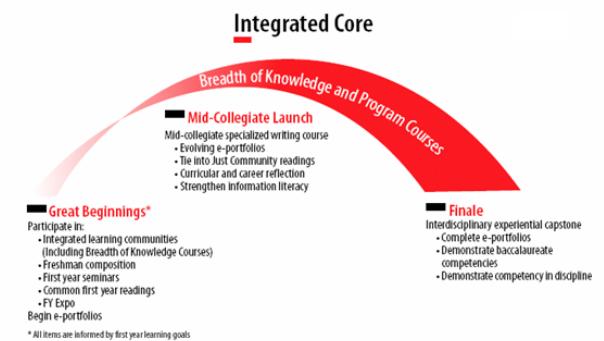
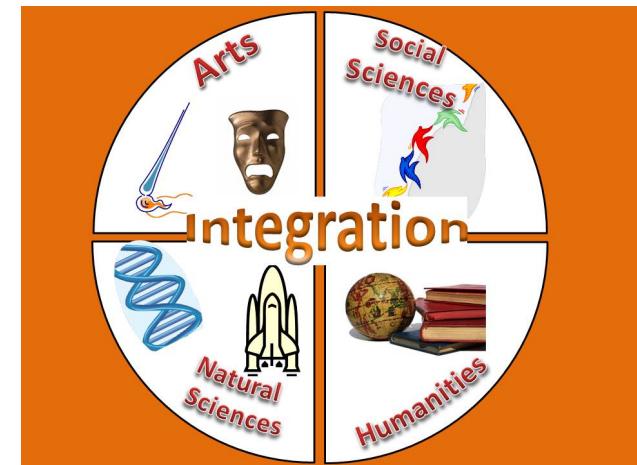
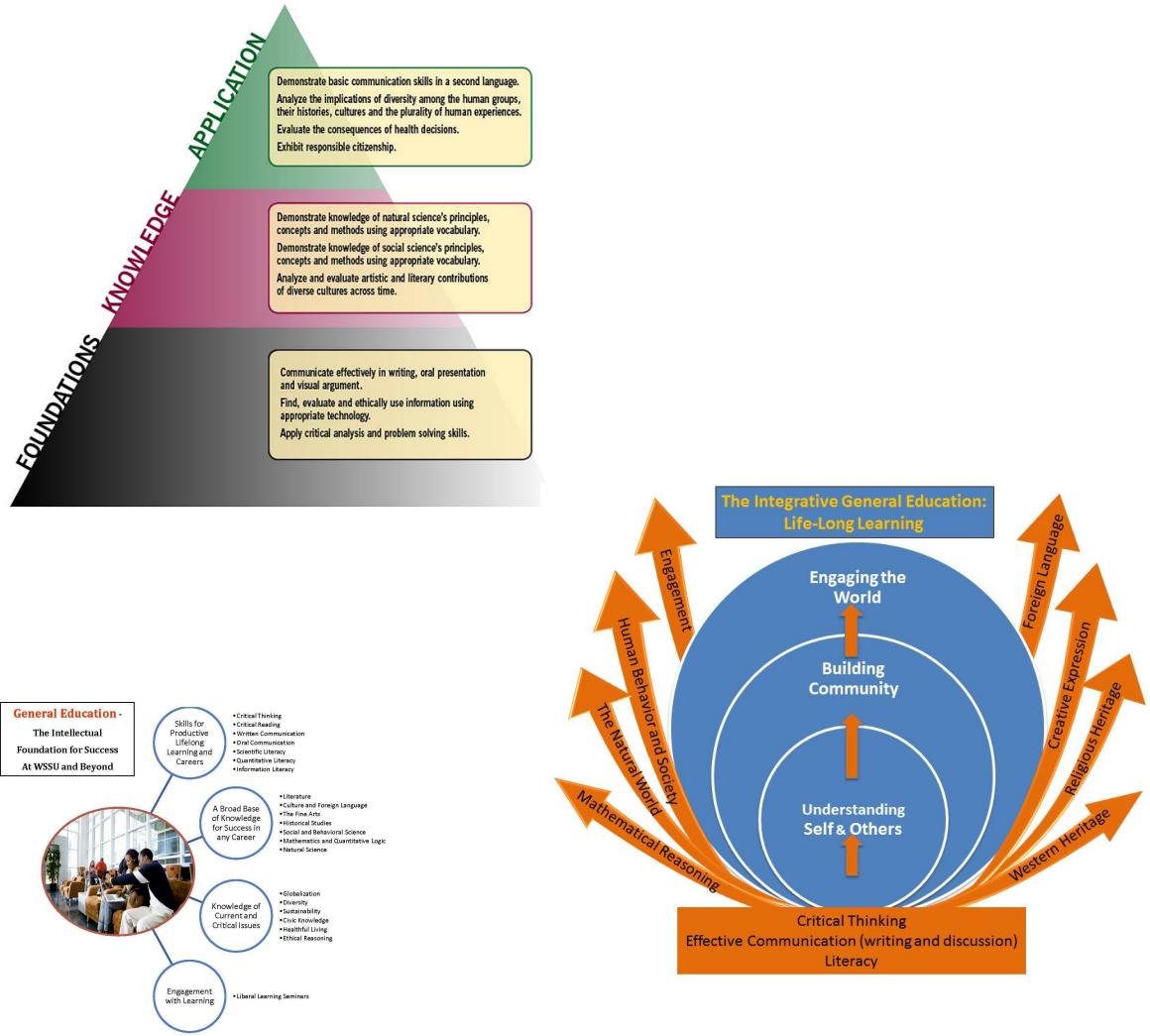


General Education COMAR & MSCHE

Staying True to Your Mission While Navigating Regulations and Standards

Teri Hollander, USM

No One Model



Middle States Standards

Current 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.

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;*
- *enhances students' intellectual growth; and*
- *draws students into new areas of intellectual experience, expanding their cultural and global awareness and sensitivity, and preparing them to make enlightened judgments outside as well as within their academic specialty.*

MSCHE Fundamental Elements

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:

- 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.

Middle States Standards 2017

At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

- a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;*
- b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;*

COMAR

"General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.

"General education program" means a program that is designed to:

- (a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;*
- (b) Encourage the pursuit of life-long learning; and*
- (c) Foster the development of educated members of the community and the world.*

Current COMAR

- Each baccalaureate degree program to include not less than 40 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:
 1. One course in each of two disciplines in arts and humanities;
 2. One course in each of two disciplines in social and behavioral sciences;
 3. Two science courses, at least one of which shall be a laboratory course;
 4. One course in mathematics at or above the level of college algebra; and
 5. One course in English composition.
- (1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:
 - (a) Be integrated into other general education courses or may be presented as separate courses; and
 - (b) Include courses that:
 - (i) Provide an interdisciplinary examination of issues across the five areas, or
 - (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.

Current COMAR Definitions

- "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
- "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
- "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.
- "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
- "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects which focus on:
 - (a) History and cultural diversity;
 - (b) Concepts of groups, work, and political systems;
 - (c) Applications of qualitative and quantitative data to social issues; and
 - (d) Interdependence of individuals, society, and the physical environment.

Attachment 1: Summary of Proposed COMAR Revisions to 13B.06.01.03

Current COMAR Requirements	Proposed COMAR Requirements
One course in each of two disciplines in arts and humanities	Two courses in arts and humanities
One course in each of two disciplines in social and behavioral sciences	Two courses in social and behavioral sciences
Two science courses, at least one of which shall be a laboratory course	Two science courses, at least one of which must be a laboratory course
One course in mathematics at or above the level of college algebra	One course in mathematics, having performance expectations demonstrating a level of mathematical maturity beyond the Maryland College and Career Ready Standards in Mathematics (including problem-solving skills, and mathematical concepts and techniques that can be applied in the student's program of study).
One course in English composition	One course in English composition, completed with a grade of C- or better
Interdisciplinary and Emerging Issues In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may: Be integrated into other general education courses or may be presented as separate courses; and include courses that: Provide an interdisciplinary examination of issues across the five areas, or Address other categories of knowledge, skills, and values that lie outside of the five areas.	Institution-Specific Requirements In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in coursework outside the five areas. These courses may be integrated into other general education courses or may be presented as separate courses.
General Education Credits: A.A. and A.S. Credit Ranges 30-36 A.A.S. Credit Ranges At least 20 Baccalaureate Credit Ranges 40-46	General Education Credits: A.A. and A.S. Credit Ranges 28-36 A.A.S. Credit Ranges At least 18 Baccalaureate Credit Ranges 38-46

COMAR: General Education and Transfer

“Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.”

Interpretation:

If the transferred general education program requires 36 credits and your program requires 40 credits, you may not require that the student complete more than 4 additional credits of general education.

If the transferred general education program requires 30 credits and your program requires 46 credits, you may not require that the student complete more than 16 additional credits of general education. (and so on..)

Questions:

If you can only require that a student take 1 course upon transfer of their general education program, what are the institution’s priorities?

Is there a “signature” course/requirement that you want all of your students to complete?

Questions?

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