ACCREDITING BODY STANDARDS RELATED TO GENERAL EDUCATION

1. SACS (SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS)

☐ 2.7.3 “In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. 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. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. 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. (General education)"  
   – SACS The Principles of Accreditation, Section 2: Core Requirements

☐ 3.3.1 “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)"
   3.3.1.1 educational programs, to include student learning outcomes  
   3.3.1.2 administrative support services  
   3.3.1.3 academic and student support services  
   3.3.1.4 research within its mission, if appropriate  
   3.3.1.5 community/public service within its mission, if appropriate”  
   – SACS The Principles of Accreditation, Section 3: Comprehensive Standards

☐ 3.5.1 “The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)”  
   – SACS The Principles of Accreditation, Section 3: Comprehensive Standards

☐ 3.5.3 “The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See Commission policy “The Quality and Integrity of Undergraduate Degrees.”) (Undergraduate program requirements)”  
   – SACS The Principles of Accreditation, Section 3: Comprehensive Standards

2. ABET (ACREDITING BOARD FOR ENGINEERING AND TECHNOLOGY)

☐ “The program must have documented student outcomes that prepare graduates to attain the program educational objectives.

   Student outcomes are outcomes (a) through (k) plus any additional outcomes that may be articulated by the program.

   (a) an ability to apply knowledge of mathematics, science, and engineering
   (b) an ability to design and conduct experiments, as well as to analyze and interpret data
   (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
(d) an ability to function on multidisciplinary teams
(e) an ability to identify, formulate, and solve engineering problems
(f) an understanding of professional and ethical responsibility
(g) an ability to communicate effectively
(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
(i) a recognition of the need for, and an ability to engage in life-long learning
(j) a knowledge of contemporary issues
(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.”

– ABET Criteria for Accrediting Engineering Programs, 2015-2016, 1. General Criteria for Baccalaureate Level Programs, Criterion 3 (Student Outcomes)

3. AABI (AVIATION ACCREDITATION BOARD INTERNATIONAL)

☐ “Associate degree programs in aviation MUST demonstrate that their graduates are able to:
  a. apply mathematics to aviation-related disciplines;
  b. identify, formulate, and solve applied aviation problems;
  c. work effectively on multi-disciplinary and diverse teams;
  d. make professional and ethical decisions; e. communicate effectively, using both written and oral communication skills;
  f. engage in and recognize the need for and life-long learning;
  g. assess contemporary issues; h. use the techniques, skills and modern tools in aviation for professional practice.”
  – AABI Form 201, Criterion 2.3.1 Student Learning Outcomes - General (Associate Degree Programs)

☐ “The curriculum requirements specify components appropriate to aviation subjects but do not prescribe specific courses. The faculty MUST assure that the program curriculum specifies outcomes as identified in Criterion 2.3, consistent with the mission and goals of the program and institution. The institution MUST assure that student learning in the classroom is well integrated with learning in the associated laboratory for aviation courses. The curriculum MUST include:
  a. College level mathematics and basic sciences appropriate to the program.
  b. General education that complements the technical contents of the curriculum and are consistent with the program and institution objectives.
  c. Components that satisfy AABI program-specific criteria.”
  – AABI Form 201, Criterion 2.4 Curriculum (Associate Degree Programs)

☐ “Aviation programs MUST demonstrate that graduates are able to:
  a. apply mathematics, science, and applied sciences to aviation related disciplines;
  b. analyze and interpret data;
  c. work effectively on multi-disciplinary and diverse teams;
  d. make professional and ethical decisions;
  e. communicate effectively, using both written and oral communication skills;
  f. engage in and recognize the need for life-long learning;
  g. assess contemporary issues;
  h. use the techniques, skills, and modern technology necessary for professional practice;
  i. assess the national and international aviation environment;
  j. apply pertinent knowledge in identifying and solving problems;
  k. apply knowledge of business sustainability to aviation issues.”
  – AABI Form 201, Criterion 3.3.1 Student Learning Outcomes - General (Baccalaureate Degree Programs)

☐ “The curriculum requirements specify components appropriate to aviation programs, but do not prescribe specific courses. The program’s faculty MUST ensure that the aviation curriculum specifies outcomes as identified in Criterion 3.3, consistent with the mission and goals of the program and institution. Students MUST be prepared for careers in aviation and aerospace through the curriculum culminating in
comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work. The institution MUST assure that student learning in the classroom is well integrated with learning in the associated laboratory for aviation courses. The curriculum MUST include:

a. College level mathematics and basic sciences appropriate to the program.

b. General education components that complement the technical content of the curriculum and are consistent with the program and institution mission and goals.

c. Components that satisfy AABI program-specific criteria.”

– AABI Form 201, Criterion 3.4 Curriculum (Baccalaureate Degree Programs)

“Aviation programs MUST demonstrate that graduates have completed studies beyond the basic levels and are able to:

a. apply mathematics, science, and applied sciences to aviation-related disciplines at the master’s or doctoral level, including an adequate foundation in statistics;

b. analyze and interpret data at the master’s or doctoral level;

c. work effectively on multi-disciplinary and diverse teams;

d. make professional and ethical decisions;

e. communicate effectively, using both written and oral communication skills;

f. engage in and recognize the need for life-long learning;

g. assess contemporary issues;

h. use the techniques, skills, and modern technology necessary for professional practice;

i. assess the national and international aviation environment;

j. apply pertinent knowledge in identifying and solving problems;

k. apply knowledge of business sustainability to aviation issues; l. apply advanced qualitative and quantitative problem-solving skills.”

– AABI Form 201, Criterion 4.3.1 Student Learning Outcomes - General (Graduate Degree Programs)

“The curriculum requirements specify components appropriate to graduate aviation programs, but do not prescribe specific courses. The program’s faculty MUST ensure that the aviation curriculum specifies outcomes as identified in Criterion 4.3, consistent with the mission and goals of the program and institution. Students MUST be prepared for careers in aviation, aerospace, and related disciplines through the curriculum culminating in comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work. The institution MUST assure that student learning is well integrated with learning appropriate to the degree sought. The curriculum MUST address:

a. Graduate level mathematics and basic sciences appropriate to the program

b. Outcomes appropriate to the graduate program-specific criteria.”

– AABI Form 201, Criterion 4.4 Curriculum (Graduate Degree Programs)

“Describe the process by which the program curriculum meets the following criteria. Cite appropriate evidence and describe where it may be found/evaluated by the visiting team: A general education component that complements the aviation contents of the curriculum and is consistent with the program and institution objectives.” – AABI Form 204, Section V A.2 (Curriculum)

“Describe the process and timeline for ongoing assessment of general, aviation core, program-level criteria and other outcomes, including:

1. Timeline (schedule) of assessments

2. What, how and from whom data are collected

3. How assessment results are used and by whom to document successes and shortcomings

4. How plans are established to address shortcomings

5. How the assessment results are used to improve program effectiveness.”

– AABI Form 204, Section VI C (Continuous Assessment and Improvement – Student Learning Outcomes)

“Describe the process and timeline for ongoing assessment of the curriculum, including:

1. Timeline (schedule) of assessments

2. What, how and from whom data are collected

3. How assessment results are used and by whom to document successes and shortcomings

4. How plans are established to address shortcomings

5. How the assessment results are used to improve program effectiveness.”

– AABI Form 204, Section VI D (Continuous Assessment and Improvement – Curriculum)
4. ACBSP (ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS)

“The general education component must include at least 25 percent of the credits required for the 
associate degree and must consist of courses which contribute to the following educational goals: (Note: All ten areas
do not have to be included.)

1. Written, interpretive, and oral facility with the English language
2. An historical perspective
3. An understanding of the role of the humanities in human experience
4. A personal ethical foundation
5. An understanding of social institutions and the obligations of citizenship
6. Knowledge of science or mathematics and its applications
7. An understanding of contemporary technology
8. An understanding of the principles as well as the investigative strategies of the social sciences
9. An appreciation of the fine and performing arts
10. A global perspective

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution’s definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.”

- ACBSP Standards and Criteria for Associate Degree, Standard 6 (Process Management), Criterion 6.3 (General Education Component)

“Schools of business and programs should demonstrate a sufficient foundation in general education which should, generally, be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

In your narrative on Criteria 6.1.4.a & 6.1.4.b, explain how your educational processes focus on students’ active learning for the development of problem solving skills, intellectual curiosity, and capacity for creating and independent thought and action.”

- ACBSP Accreditation Standards for Bacc/Grad Schools, Standard 6 (Process Management), Criterion 6.1.4.b (Curriculum Design for General Education)