

The following is an excerpt from p. 65 of the most recent (2012) *Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement*, published by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). <http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf>

**3.5.1** The institution identifies college-level general education competencies and the extent to which students have attained them.  
(*General education competencies*)

**Rationale and Notes**

Since general education requirements are central to educational programs, this standard assumes that the institution will define specifically which competencies are appropriate to the goals of its general education program and consistent with principles of good practice. The institution is responsible for identifying measures to determine the extent to which students have attained those competencies during their course of study as well as the extent to which students have actually attained those competencies.

*Note:* This standard addresses college-level competencies within the general education core; it does not require a specific course to address each competency. In addition, there is no requirement regarding when the institution must determine student attainment of competencies.

**Relevant Questions for Consideration**

- What are the specific college-level competencies within the general education program?
- What evidence is available to show the extent to which students have attained these competencies?

Please note: SACSCOC requires that we assess General Education courses and not the University-Wide requirements within the Liberal Studies curriculum (E.g., OCCR, Natural Sciences labs, Scholarship In Practice, etc.).