

BP 4025 Philosophy and Criteria for Associate Degree and General Education

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are

- The ability to demonstrate effective communication and comprehension skills.
- The ability to demonstrate critical thinking skills in problem solving across the disciplines and in daily life.
- The ability to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.
- The ability to assess their own knowledge, skills and abilities; to set personal, educational and career goals; to work independently and in group settings; to demonstrate computer literacy and to cultivate self-reliance, financial literacy and physical, mental and social health.

Central to an associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. The general education curriculum includes coursework that demonstrates Language Arts; Social and Behavioral Sciences; Mathematics and Science; Visual and Performing Arts. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College-educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live.

The Superintendent/President shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

References: Title 5 Section 55060;
ACCJC Accreditation Standard 2

Policy
Category: Executive Expectations



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