

**Academic Affairs  
DRAFT as of 4/10/13**

**AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE  
AND GENERAL EDUCATION**

**References:**

Title 5 Section 55061;  
Accreditation Standard II.A.3

***NOTE: This procedure is legally required.***

The Academic Senates, either as a body or through their various subcommittees, participates in the development, revision, and maintenance of the Associate Degree requirements, General Education requirements, and the related Student Learning Outcomes associated with the curriculum.

Each college in the District has a Curriculum Committee, a subcommittee of the Academic Senate, which is responsible for ensuring and preserving the academic integrity and quality of all courses and programs at that college. Specifically, the College Curriculum Committees are primarily responsible for curriculum, degree and certificate requirements, grading policies, education program development, and standards or policies regarding student preparation and success.

The District Curriculum Council facilitates the communication and cooperation between the two colleges on all matters charged to the College Curriculum Committees. The District Curriculum Council works to achieve agreement on curriculum shared by the two colleges and makes recommendations about curriculum matters to the Academic Senates at both colleges.

The requirements for the Associate Degrees and General Education are printed in the College Catalogs.

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**NOTE:** The **red ink** signifies language that is **legally required** and recommended by the Policy and Procedure Service and its legal counsel. The **green ink** was added during the administrative review on March 21, 2013. This document was reviewed on April 8, 2013 by Chancellor's Cabinet and on April 9, 2013 by the Chancellor's Council. This document was reviewed by representatives of the Academic Senates on December 12, 2013.

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**Date Approved:**

*(This is a new procedure recommended by the  
Policy and Procedure Service)*

# Legal Citations for AP 4025

## Title 5 Section 55061; Accreditation Standard II.A.3

5 CCR § 55061

Cal. Admin. Code tit. 5, § 55061

TITLE 5. EDUCATION  
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES  
CHAPTER 6. CURRICULUM AND INSTRUCTION  
SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES  
ARTICLE 6. THE ASSOCIATE DEGREE

§ 55061. Philosophy and Criteria for Associate Degree and General Education.

(a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

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 think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. 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. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subdivisions (a) and (b) of this section.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 70902, Education Code.

## **Accreditation Standard II.A: Student Learning Programs and Services**

**3.** The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.