

## BP 4025      Philosophy and Criteria for Associate Degree and General Education

Reference:      ***Title 5 Section 55061; Accreditation Standard II.A.3; 2, Board Policies BP 1300, BP 2410, and BP 2510***

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The Grossmont-Cuyamaca Community College District (District) Governing Board believes that a community college should provide learning experiences that will greatly broaden students' educational opportunities and strengthen our society's democratic institutions.

The awarding of an Associate degree, composed of general education, courses in the major, and electives designed to lead students through patterns of learning experiences in order to develop certain capabilities and insights, 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 and work. Most important, general education should lead to better understanding.

In the 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 society problems.

The Chancellor 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.

It shall be the policy of the Board to implement this educational philosophy by providing a variety of programs. These shall be known as:

1. An instructional program composed of:
  - a. Transfer courses equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education at a baccalaureate institution.
  - b. Vocational and career education courses to provide technical skills and knowledge for beginning employment, retraining and advancement, and respond to local business and industry workforce development and workforce training directions.
  - c. General education courses to: broaden knowledge, skills, attitudes, and values; develop analytical ability and critical thinking; and foster interest in life-long learning in educational, scientific, and cultural fields essential for effective participation in a complex society.
  - d. Developmental courses to assist inadequately prepared students to succeed in college coursework.
2. A student services program composed of:
  - a. Instructional support services and personal support services to provide students with sufficient opportunity to achieve educational success.
  - b. Co-curricular activities to provide opportunities for personal development and social responsibility.
3. A learning resources program composed of programs and services to support and supplement the instructional, student services, and community education programs.
4. A community education program composed of:
  - a. Continuing education noncredit courses that are eligible for state support and are designed to provide education and training in the areas of local needs.
  - b. Contract education courses and services that respond to educational needs of the community on a fully fee funded basis.
  - c. Community services courses, workshops, seminars, forums, and institutes to provide for the special educational, cultural, avocational, and recreational needs of the community.

It shall be the policy of the Board to provide a comprehensive instructional program to serve the educational needs of the students of this District. No such course of study or program shall be in conflict with any law or the purpose for which this District is established, or the adopted goals and objectives of the District.

For the purpose of this policy, a course of study shall be defined as the planned content of a series of classes, subjects, studies, or related activities.

No program or course of study shall be taught in this District unless it has been adopted by the Board. The Board reserves the right to determine which units of the instructional program constitute courses of study or programs and are thereby subject to the adoption procedures of the Board.