



Board Policy
Chapter 4 – Academic Affairs

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

References:

Title 5 Section 55061;
ACCJC Eligibility Requirement 12;
ACCJC Accreditation Standard II.A

NOTE: *This policy is **legally required**. The following philosophy is taken from Title 5 Section 55061, which is the policy of the Board of Governors and is provided only as an example. The District should define and insert its own philosophy and criteria.*

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 Napa Valley 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 the college 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 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.

Relying primarily on the advice of the Academic Senate, 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.

NOTE: *The language in current Napa Valley College BP 4025 is shown as struck as this information includes prescriptive, operational details that are now addressed in new AP*

GENERAL EDUCATION PHILOSOPHY

~~General education, an integrated program of courses, is the foundation of the Associate Degree. General education courses introduce students to the achievements, the methods of inquiry and the major principles and concepts in the humanities, the social sciences, mathematics, and the natural sciences. Graduates possess in common a foundation of knowledge for understanding their physical environment, culture and society and the skills of inquiry, reflection, and expression for personal growth and lifelong learning.~~

~~**Natural Science**—Courses which examine the physical universe, its life forms, and its natural phenomena. The course should help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.~~

~~**Social and Behavior Sciences**—Courses which focus on people as members of society. The course should help the student develop an awareness of the method of inquiry used by the social and behavioral sciences. It should stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.~~

~~**Humanities**—Courses which study the cultural activities and artistic expressions of human beings. The course should help the student develop an awareness of the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.~~

~~**Language and Rationality**—Courses which develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication.~~

~~**English Composition**—Courses fulfilling the written composition requirement include both expository and argumentative writing.~~

~~— **Communication and Analytical Thinking** — Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.~~

REQUIREMENTS

~~The following are the minimum requirements to be filled for graduation with the Associate of Arts and/or an Associate of Science degree from Napa Valley College:~~

~~1. **Unit Requirement** — 60 semester units in courses numbered between 90 and 399. Units from other colleges may be used if they are determined acceptable by the Admissions and Records Office.~~

~~2. **Scholarship Requirement** — Cumulative G.P.A. of 2.0 or better with a “C” or better in all classes in the major.~~

~~3. **Residence Requirement** — Completion of 12 semester units at NVC and attendance at NVC during the semester prior to graduation or 30 semester units completed at NVC.~~

~~4. **P.E./DANS/Health Requirement** — 3.0 semester units of physical education, dance classes or HELH 106. Exemptions: a) health occupations majors; b) veterans with six months service (form DD214 must be on file in the Admissions and Records Office); or c) Police Academy graduates.~~

~~5. **Competency Requirements** — Competency in reading, writing, mathematics: completion with a grade of “c” or better; in courses from Area (d) “Language and Rationality” of NVC General Education pattern.~~

~~1. **Petition for Graduation:** All Candidates for graduation must file a petition in the Admissions and Records Office in the semester prior to the semester in which graduation is anticipated.~~

~~2. **American History and Institutions (A.A. degree only)** — Students must select one course from History 120, 121, 150 or 152 and one course from Political Science 120 or 121. The courses chosen to satisfy this requirement cannot be used to satisfy General Education Area C: Social and Behavior Sciences. Complete one course from History 120 or 121 and one course from Political Science 120 or 121.~~

~~8. **General Education:** Completion of 18 semester units; one course of at least three units in each~~

—area. A course cannot be used to satisfy more than one area except in the case of Area E for the A.S.

—Degree.

A. Natural Science: (Choose 3 units)

~~ANTH 120; ASTR 110, 111; BIOL 103, 105, 110, 112, 117, 120, 218; CHEM 105, 110, 111, 120; EART 110; ENVS 115; GEOG 110, 114, 120, 121; GEOL 110, 112, 116*; HEOC 100; PHYS 105, 110, 120, 140.~~

B. Social and Behavioral Sciences: (Choose 3 units)

~~ADMJ 121, 122, 125; ANTH 121, 130, 131, 145, 150, 180, 200; CFS 120, 140, 180; COUN 120; ECON 100, 101, 120; ENGI 110; GEOG 101, 102; HIST 120+, 121+, 122, 123, 135, 140, 142, 145, 150, 152, 153; POLI 120+, 121+, 125, 130, 135, 140; PSYC 120, 123, 124, 125, 126, 127, 128, 135; SOCI 120, 122, 123; SPCOM 126.~~

C. Humanities: (Choose 3 units)

~~ANTH 150; ART 118*; ARTH 100, 105, 106, 114, 118, 120, 130, 140, 210; ASL 120, 121; CFS 145; DART 120; ENGL 121, 123, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 220, 223; FILM 110, 125A, 125B, 125C, 125D, 203; FREN 120, 121, 240, 241; HIST 122, 123; HUMA 100, 101, 104, 125, 151, 160, 170, 174, 185, 186, 188, 189A, 189B, 189C, 189D; ITAL 120, 121; MUSI 110, 112, 114; PHIL 120, 121, 125, 130, 133, 134; PHOT 120; SPAN 111, 114, 116, 120, 121, 240, 241, 280, 281, 282; THEA 100, 105, 215~~

D. Language and Rationality:

1. ~~D.1 ENGLISH COMPOSITION (Choose 3 units and complete with a “C” or better.)~~
~~BUSI 105; ENGL 120.~~

~~D.2 MATHEMATICS (choose 3 units and complete with a “C” OR may demonstrate competency with a test).~~

~~BTV 109, MATH 94, 99, 106, 108, 115, 120, 121, 220, 221, 222, 232, 235; TECH 107.~~

~~D.3 COMMUNICATION AND ANALYTICAL THINKING (Choose 3 units and complete with a “C” or better),~~

~~ADMJ 123, 124; ANTH 150, 200; ASL 120; ASTR 111; BIOL 103, 110, 112, 120, 219, 220, 240, 241; BTV 98, 109; BUSI 103, 108, 110, 143; CFS 123, 135, 140, 155, 160; CHEM 110, 111, 120, 121; COUN 100; EART 110; ECON 100, 101; ENGI 123; ENGL 121, 123, 125, 200, 201, 202, 203*, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 220; ESL 106; FILM 110, 203; FREN 240, 241; GEOG 121; HEOC 101; HUMA 100, 101, 104, 125, 185, 186; MATH 90, 94, 97, 99, 106, 108, 115, 120, 121, 220, 221, 222, 232, 235; PHIL 120, 121, 125, 126, 130; PHYS 105, 110, 120, 121, 140, 240; POLI 125, 135, 140; PSYC 124, 135; RESP 120; SOCI 122; SPAN 240, 241, 280, 281; SPCOM 120, 122, 124, 126, 128; TECH 92, 107; THEA 110, 140*, 150*, 156, 210, 244.~~

E. Multicultural/Gender Studies:

~~Effective fall, 2001 for the A.S. Degree only, choose 3 units which may double count for one other area of GE, providing the course is listed in that area.~~

~~Effective fall, 1995 for the AA Degree, choose 3 units in addition to other GE area requirements.~~

~~ADMJ 123; ANTH 121, 145, 150, 180; CFS 140, 180; COUN 124; ENGL 217; FILM 110; HIST 145, 150, 152, 153; HUMA 100, 101, 151, 174, 186; PSYC 128; SPCOM 126; THEA 105~~

~~**PE/Health Ed:** Choice of 3 units of PE and Dance courses or complete HELH 106.~~

~~**Exemptions:** 1) Students majoring in Health Occupation~~

~~2) Veterans with six months service receive unit credit for P.E. and HELH 106.~~

~~3) Completion of the Police Academy.~~

~~**American History/ Institutions:** (A.A. Degree Only) Students must select one course from U.S. History (HIST 120, 121, 150 or 152) and one course from Political Science (POLI 120 or 121). Courses chosen to satisfy this requirement cannot be used to also satisfy Area B, Social & Behavioral Sciences.~~

9. Completing a Major

~~A.S. Degree — Refer to Course Announcements for a description of courses required to complete the major. For each program, major and general education courses are outlined in a suggested sequence. Both counselors and program coordinators can advise students to ensure that all requirements for the A.S. Degree are being met.~~

NOTE: The **red ink** signifies language that is **required** by accreditation and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore). The Policy & Procedure Service issued legal updates to this policy in February 2008 and November 2014. The language in **yellow highlighting** is intended to draw the reviewers' attention, and this language will be removed upon official revision of this document.

Approved: 8/1/2009

Revised: 9/1/2010

(Replaces previous versions of BP 4025, as well as I7800)

Legal Citations for BP 4025

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 1. Programs, Courses and Classes
Article 6. the Associate Degree

5 CCR § 55061

§ 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.

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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.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

ACCJC Accreditation Standard II.A

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.