

**Rancho Santiago Community College District  
ADMINISTRATIVE REGULATION**

Chapter 4  
Academic Affairs

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**AR 4025 Philosophy and Criteria for Associate Degree and General Education**

**Reference(s):**

Title 5 Section 55061  
ACCJC Accreditation Standard II.A (formerly II.A.3)

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed above. These include, but are not limited to:

- The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
  - the ability to think and communicate clearly and effectively both orally and in writing;
  - use mathematics;
  - understand the modes of inquiry of the major disciplines;
  - be aware of other cultures and times;
  - achieve insights gained through experience in thinking about ethical problems; and
  - to develop the capacity for self-understanding.

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual and information technology skills, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

**Adopted: September 17, 2018**

**Rancho Santiago Community College District**

**BOARD POLICY**

**Chapter 4**

**Academic Affairs**

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

**References:**

Title 5 Section 55061

AACJC Accreditation Standard II.A (formerly II.A.3)

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 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 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.

**Adopted: July 21, 2014**

**References Updated: May 18, 2015**

**Reviewed: May 7, 2018**

**Rancho Santiago Community College District**  
**BOARD POLICY**  
**Chapter 4**  
**Academic Affairs**

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## **BP 4020 Program, Curriculum and Course Development**

### **Reference(s):**

Education Code Sections 70901(b), 70902(b), and 78016  
Title 5 Sections 51000, 51022, 55100, 55130 and 55150  
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended  
34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8  
ACCJC Accreditation Standards II.A and II.A.9

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.
- consideration of job market and other related information for vocational and occupational programs.

All new programs and program discontinuances shall be approved by the Board.

All new programs shall be submitted to the California Community Colleges Chancellors Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Courses of instruction and educational programs, when applicable, shall be articulated with proximate high schools, four-year colleges and universities under the direction of the District Board of Trustees. The colleges will maintain a common curriculum. Each college shall have the flexibility to develop curriculum that best meets the needs of its students and the community it serves.

## **Credit Hour**

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The Chancellor will establish procedures which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts.

The Chancellor shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The Chancellor shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

**Revised: May 31, 2016 (Previously BP6001, 6117, 6123, 6124, 6131, 6134)**

**References Updated: May 18, 2015**

**Revised: September 10, 2018**