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 President/Superintendent 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.

See Administrative Procedure #4025.
BP 4025  Philosophy and Criteria for Associate Degree and General Education

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

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

Note: 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. Districts should define and insert their own philosophy and criteria.

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 [ CEO ] 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.

See Administrative Procedure [ # ].

Revised 2/08
BP 4220  Standards of Scholarship

Reference:  Education Code Section 70902(b)(3); Title 5, Sections 55750, et seq.
Board Approved: 11/09/05

In consultation with the Faculty Senate, the President/Superintendent shall establish procedures that establish standards of scholarship consistent with the provisions of Title 5, Sections 55750, et seq. and Board policy.

These procedures shall address: grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

These procedures shall be described in the Ohlone Community College District catalogs.

See Administrative Procedures #4220.
BP 4220  Standards of Scholarship

References: *Education Code Section 70902(b)(3); Title 5 Sections 55020 et seq., 55030 et seq., and 55040 et seq.*

The [CEO] shall establish procedures that establish standards of scholarship consistent with the provisions of Title 5 Sections 55020 et seq., 55030 et seq., 55040 et seq. and Board policy.

These procedures shall address: grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

These procedures shall be described in the [District] catalogs.

See Administrative Procedures [ # ].
BP 4225  Course Repetition

Reference:  Title 5, Sections 55761-55765
Board Approved: 11/09/05

Generally, courses are not repeatable for credit. Some specified courses in which substandard grades (less than "C") were earned may be repeated for credit. These courses are designated by the word “Repeatable” in the catalog course listing.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history. A change in the student’s letter grade to CR or NC will be made if the student elected to take the class under the Credit/No Credit option. These grades cannot be changed back to a letter grade after the credit/noncredit deadline has passed.

See Administrative Procedure #4225.
BP 4225  Course Repetition

References:
*Title 5 Sections 55040, 55041, 55042, 55044, and 58161*

Students may repeat [board to determine limits] in which substandard grades (less than "C," and including “FW”) were earned.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

**Note: Districts may allow repetition of courses in which C or better grades were earned. If they do so, the following policy applies:**

Under special circumstances, students may repeat courses in which a C or better grade was earned. The special circumstances are defined in administrative procedures.

See Administrative Procedure [ #]
BP 4226  Multiple and Overlapping Enrollments (NEW)

Reference: *Title 5 Section 55007*

The [CEO] shall establish procedures to ensure that students may only enroll in two or more sections of the same credit course during the same term if the length of the course provides that the student is not enrolled in more than one section at any given time.

The CEO shall establish procedures to ensure that students may only enroll in two or more courses where the meeting times overlap under the conditions specified in Title 5, 55007.

See Administration Procedure [#]