

SECTION: Curriculum and Instruction

POLICY TOPIC: Educational Programs and Services

I. Philosophy

The College is dedicated to meeting the educational needs of its residents through the various programs and services that it offers. Through these programs and services, the College shall seek to assist its students in developing special knowledge and skills and in realizing intellectual, physical, emotional, and social maturity.

II. Transfer Education

The College offers courses which are designed to enable students, including those who enter with scholastic deficiencies, to complete the first two years of four years of college work and to enter a four-year institution. Several programs of study exist to this end leading to Associate of Arts, Associate of Nursing, Associate of General Studies and Associate of Science degrees.

III. Technical/Occupational Education

The College actively monitors the technical and occupational training needs of its service area and the state and assumes a position of developing and offering courses designed to equip students with the skills and technical knowledge required for successful employment in semi-professional or other occupational fields. One and two-year certificate programs and an Associate of Applied Science degree are the result of the completion of the various technical and occupational programs that the College offers.

IV. Community Learning Center Program

In recognition of the principle that true education is a life-long experience, the College offers non-credit courses designed to prepare students for responsible citizenship, increased competence in communication, improved understanding of his/her cultural heritage and physical and biological environment, achievement of a balanced and social adjustment, and an opportunity for life enrichment. Also provided for are courses, workshops, and seminars for vocational enrichment designed to fill gaps in a person's schooling and to enable a person to enhance his/her employable skills or to cross-train into other occupational fields.

V. Cooperative Education

The objective of the cooperative education program at the College is to provide training in specific areas for students for college credit, especially when equivalent training is not normally available in the student's program. Cooperative education also provides students with supervised real work experience that will be advantageous when attempting to secure employment upon graduation.

VI. Articulated High School Program

The College is committed to a close working relationship with the public secondary schools in the area. Among the cooperative programs established is the Technical Education Center where high school students are trained in various occupational programs in the same facilities and share equipment with their postsecondary counterparts. A student who successfully completes classes in the Technical Education Center may receive credit for one or more courses when he enrolls in the College. San Juan College has established a 2+2 Articulated Program in which high school students can receive college credit for their secondary classes in selected programs.

Concurrent enrollment refers to enrollment of capable secondary-level students in academic and/or vocational courses at postsecondary institution, for which they are eligible to receive credit at both the secondary and postsecondary levels. Conditions for concurrent enrollment are to be defined by written agreements between cooperating public school district(s) and postsecondary institution(s), subject to statewide policies of the Public Education Department and the Commission on Higher Education. The purposes of concurrent enrollment are (a) to increase opportunities for capable high school students, normally 11th and 12th graders, to receive instruction not available in their secondary schools; (b) to increase efficient use of instructional staff, facilities, equipment, student support services, and technical advisory committees at both the secondary and postsecondary levels; and thereby (c) increase the overall quality of instruction and learning available through secondary schools.

VII. Basic Skill Development

To support the open door policy and to provide opportunities for those citizens not able to complete high school, the College offers an adult basic education program culminating in the award of a General Education Development (GED) diploma.

Additionally, a developmental studies program has been established to assist students in developing the necessary attitudes and skills for success in college.

VIII. Educational Access Programs and Services

The College, in keeping with its mission of educational access, offers the following programs and services. The Board acknowledges these programs and services as important to the educational program and supports their continued development.

- A. Instructional Outreach: Instruction in both credit and non-credit programs are offered at various public schools and other facilities throughout the service area. The College also enters into cooperative agreements with community agencies and organizations to offer skill-training opportunities on site. The College has established three out-reach centers, San Juan College West in Kirtland, San Juan College East in Aztec, and the Quality Center for Business.
- B. Flexible Scheduling: The College offers a variety of courses during the evening hours and on week-ends. Self-paced instruction is also available in many programs. The implementation of the open-entry, open-exit concept is also being supported.
- C. Telecommunications: Instructional television, online courses, and other means of electronic delivery are effective means of extending educational opportunity to citizens who otherwise might not avail themselves of it, or who prefer an individual approach to learning. The College will continue to develop means to implement these programs.

IX. Instructional Support Services

The College offers extensive support services for its instructional courses and programs to include learning resources, tutoring, counseling and guidance, career advisement and assessment, and placement.

X. Grading and Scholastic Standing

- A. Philosophy: The task of evaluating academic performance is extremely important. Although letter grades are not precise yardsticks for indicating levels of academic performance, the assignment of grades must be taken seriously by all instructional personnel, in view of the extremely important consequences that grades have in the lives and goals of students. Despite this emphasis on grades, it is even more important that instructors not lose sight of the more important goals of evaluation - emphasizing an attitude toward lifelong learning and determining whether students actually reach predetermined objectives of the curricula. Since the goals of the

College are the maximizing of learning and skills among students, rather than a sorting out of individuals by grade discrimination, the College encourages the staff to discuss and evaluate different philosophies of grading and to recommend policies or procedures which are likely to improve the motivation of students toward the intrinsic rewards of learning and to stimulate a better atmosphere for learning in the College.

- B. System of Grading: The grading system that is currently being used by the College is the "A" through "F" system. Grades assigned should reflect the quality of work done in courses for credit. Grades indicating the standing of students for each course taken are issued at the end of each semester. Complete descriptions of grades offered, as well as an explanation of various withdrawal formats and course options, are listed in the Student Handbook and College Catalog.
- C. Grade Appeals: An appeals process, as outlined in the Student Handbook, is available for students wishing to appeal an assigned grade.
- D. Scholastic Standing: A system of recognizing scholastic standing has been instituted at the College to include recognition of honor for academic achievement as well as an identification of those having academic difficulty through a system of probation and suspension. More specific procedures for the classification of probation and suspension as well as the removal provisions from such probation and suspension are listed in the Student Handbook and College Catalog.

XI. Academic Load

The normal load for a full-time college student who plans to graduate in two years is 15 to 17 hours per semester; however, in order for a student to maintain full-time status, he/she must enroll in and complete a minimum of 12 semester hours. An overload is more than 18 credit hours per semester.

XII. Attendance

It is the College's philosophy that student success is dependent upon time-on-task. Therefore, students are expected to regularly attend all classes for which they are registered. Valid reasons for missing classes do not relieve the student of making up any missed work. Any instruction missed and not subsequently completed will necessarily affect the grade of the student, regardless of the reason for absence.

XIII. Graduation Requirements-Degree/Certificate Programs

To meet the broad range of student objectives, San Juan College offers several types of instructional programs and study alternatives. San Juan College's two-year Associate of Applied Science (A.A.S.) degree and one-year certificate career programs prepare students for immediate employment in a wide variety of professional fields. The Associate of Arts (A.A.) and the Associate of Science (A.S.) transfer programs are available for students who wish to earn a two-year degree or to complete the first two years toward a baccalaureate degree at San Juan College and then transfer to a four-year college or university for study in a specific major. The Associate of General Studies (A.G.S.) is designed for students who wish to earn an associate degree, but not in a specific career or transfer area.

XIV. Education Partners

To meet the broad range of student and community needs, San Juan College may enter into a signed Educational Services Agreement with universities, other community colleges and education providers. Any Educational Services Agreement will include quality assurances, non-competition and articulation terms, financial terms and other terms specific to the partner and their offerings.