ACADEMIC POLICIES/PROCEDURES

Academic Philosophy

At White Mountains Community College, students are exposed to various methods of instruction. While some courses are lecture-based, others subscribe to a performance-based, student-directed learning philosophy. Performance-based learning is a systematic, organized approach to education and training that specifies the knowledge and skills required for graduates to perform competently and confidently in a rapidly changing economy and society. Programs and courses are structured within a competency-based framework. By defining competencies (knowledge and skills) in each course, educators and learners work together to maximize the potential of each individual in the learning process. Intellectual, interpersonal and physical-manual competencies are assessed continuously to assist learners in improving their performance. The college continually strives to provide a physical, intellectual and social environment that supports the unique learning styles, backgrounds and needs of each individual.

The Educated Person

The college is committed to graduating an educated person. The educated graduate of White Mountains Community College is one who has the basis for life-long learning and civic engagement.

To this end, the general education courses promote learning in broad areas of human knowledge leading to an understanding of historical, social, mathematics, and scientific phenomena, as well as ethical perspectives.

Liberal education concepts and theories found in general education courses, along with professionally oriented courses in a student's major, support and facilitate the development of skills students need to competently function in life and work. These skills include information literacy, critical thinking, oral and written communication and interpersonal/team building.

Core Competencies:

All graduates of Associate Degree programs at White Mountains Community College will attain the following core competencies:

Human Relationships

1. Identify the ethical standards/codes, stated or applied, of the workplace discipline.
2. Analyze ethical and moral dilemmas encountered in the workplace.
3. Utilize time management skills to meet schedules and deadlines in academic and professional responsibilities.
4. Evaluate role relationships and responsibilities as a member of a work team.

Communication Skills

1. Report and explain orally what has been read, seen, heard, or learned.
2. Evaluate and explain the main points of presentations and comments of others.
3. Ask pertinent questions and effectively state opinions.
4. Demonstrate the ability to comprehend, evaluate, and interpret what they have read, seen, and heard.

Critical Thinking

1. Think logically and reflect on conclusions.
2. Synthesize new ideas from existing facts.
3. Evaluate arguments and data based on prior knowledge consistent with the demands of their coursework.
4. Propose possible solutions to identified problems.

Global Perspective

1. Identify and interpret historical forces at work on individuals, conditions and events.
2. Describe changes in technology and their effect on modern society, or their effect in creating modern society.
3. Describe cultural change, analyze some of the root causes of that change, and evaluate its impact on his/her personality.
4. Describe how the growing interdependence of nations affects the American economy and current contemporary events.

Mathematical Processes

1. Perform basic mathematical operations.
2. Perform conversions between English and metric.
3. Use accepted mathematical processes to solve algebraic equations.
4. Demonstrate the ability to solve word problems.

Scientific Processes

1. Interpret and use (extract information from) graphs and tables of data.
2. Reason quantitatively in analysis of and describing solutions for problems. Analyze, discuss, and use quantitative information consistent with the demands of their technology.
3. Apply the scientific method in reading reports and in exercises.
4. Perform mathematical processes to solve scientific problems.

Technical Skills

1. Utilize the World Wide Web by using search engines and hyperlinks as research tools.

2. Use appropriate anti-viral software to avoid infecting college and personal computers.

3. Use and evaluate library resources, both electronic and print, for research.

4. Use various computer programs consistent with the demands of their technology.

Study Skills

1. Use all appropriate sources of information to gain new knowledge and show creativity in identifying those sources.

2. Demonstrate an ability to evaluate sources of information for accuracy and reliability.

3. Demonstrate the ability to evaluate a problem, and develop a solution or a clear explanation of the problem in context consistent with the demands of their technology.

4. Identify one's own strengths and areas of growth.

ACADEMIC REQUIREMENTS
Associate Degree

The minimum number of credits for all Associate Degrees is 60 credits with a maximum of 72 credits. Requests for requirements beyond 72 credits should be fully justified in terms of program outcomes. Remedial and developmental work should be in addition to the collegiate level requirements of the degree program but should, whenever possible, be pursued concurrently with technical training to enhance intent and relevance.

Every Associate Degree program shall have a major consisting of a minimum of 30 credits in program specific courses.

Associate Degrees may have concentrations, which are curricula generally consisting of a minimum of 20 credits of related/sequential course work. Students may choose among two or more of such course groupings for a specialized focus.

All Associate Degrees must have a general education core. The general education core consists of courses that are drawn from the sciences, the social sciences, and the humanities and other courses that prepare the student for life experiences. They are essential elements in the achievement of identified competencies and are not directed toward specialized study or specific occupational or professional objectives.

Courses fall into the areas as follows:

1. College Composition, Literature and Communication

2. Science

3. Math

4. Social Science

5. Humanities/Fine Arts/Foreign Language

6. Liberal Arts electives (from categories 1–5 above)

The following is a non-exclusive list of disciplines that define the areas of humanities, fine arts, and social science:

Humanities: Interdisciplinary Studies; Literature; Western Civilization; Comparative Religion; Ethnic Studies; Speech; Philosophy

Fine Arts: Culture; Visual Arts; Performing Arts; Art; Dance; Music

Social Science: International Relations; Sociology; Psychology; Economics; Political Science; History; Archeology; Demography; Geography

Associate in Science Degree (A.S.)

Programs leading to this degree include courses consisting of a minimum of 30 credits of program specific education and a minimum of 24 credits in general education. Such programs provide direct entry into employment and transfer into an associated baccalaureate program.

The Associate in Science degree shall provide:

1. A minimum of 30 credits of specialized study in courses clearly identifiable with the technical skills, proficiency, and knowledge required for career competency.

2. A minimum of 20 credits in General Education. Courses fall into the areas as follows:

   a. College Composition and Literature or Communication .... 7 credits

   b. Science .... 7-8 credits

   c. Math .... 4 credits

   d. Social Science .... 3 credits

   e. Humanities/Fine Arts/
   Foreign Language .... 3 credits

   f. Liberal Arts electives
   (from categories a–e above) .... 6 credits

Associate in Applied Science (A.A.S.)

Programs leading to this degree include courses consisting of a minimum of 30 credits of specialized technical-occupational education, and a minimum of 20 credits in general education. Such programs emphasize specific outcomes designed to meet competencies required for direct entry into employment and to provide a basis for transfer, at a minimum, of the general education component of the curriculum. Although A.A.S. degree programs are designed for direct entry into the workforce, they cannot be considered terminal. In addition to the necessity for lifelong learning in response to the rapidly changing technologies, students can expect to make several career changes during their lifetimes. A.A.S. programs may not have a directly-related occupational-specific curriculum upper-division component. It should be noted, however, that some Bachelor's degree institutions have developed upper-division programs to recognize this degree for transfer purposes.