New Mexico State University Grants
REVISED: 11/5/09

FACULTY HANDBOOK

2009–2010

NMSU Grants
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Grants, NM  87020

grants.nmsu.edu
(505) 287-7981 or
(505) 287-NMSU
Additional resources can be found at both the NMSU Grants website (grants.nmsu.edu) and the NMSU website (nmsu.edu) under the Faculty & Staff Resources links.
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HISTORY OF NMSU GRANTS

NMSU at Grants was established as a branch campus of New Mexico State University in 1968 through the cooperative efforts of New Mexico State University and Grants Municipal Schools.

During the first year of operation, classes were held in the evening in the public school facilities and were taught by qualified part-time instructors from the community. In August 1969, the college moved to its present site, which previously housed the Grants Job Corps Center. During 1977–78 a Main Building was constructed which housed the academic classrooms, student lounge, library, law library, as well as faculty and administration offices. The former Vocational Building and Gymnasium, which remain from the Job Corps Center, were also renovated during the same period.

In 1980–81, the Gymnasium was completely remodeled; extensive landscaping was completed, and four additional rooms were added to the Martinez Hall. Of the four rooms added to the Main Building, two were art rooms added to the north wing while a lecture room and a room for the Adult Learning Center were added to the south wing.

In 1984, the latest addition to the Main Building was completed, which added an additional 20,800 square feet of floor space for a total of 79,197 square feet. As a result of this project, the Automotive Technology, Electrical Trades, and Welding programs were moved from the former vocational building to more modern and spacious facilities. Enlarged quarters were provided for the Adult Learning Center, and two computer laboratories were added.

In May of 1987, the Main Building was dedicated as "Walter K. Martinez Memorial Hall," in memory of Walter K. Martinez, former State Representative from 1966–1984 and Speaker of the House from 1971–1978. During his tenure in the legislature, NMSU-Grants received significant appropriations for capital improvements to plan, remodel and construct the present physical plant. His leadership in establishing the Severance Tax Permanent Fund was one of his most outstanding contributions. Through this permanent fund a revenue source was created funding higher education and other state capital outlay projects.

During the past several years, new offices were remodeled for faculty, new classrooms were constructed in the Annex building, administrative office space was enlarged, a larger bookstore was built, a snack bar was added to the student lounge area, and a new childcare facility was completed. In addition, two buildings were named and dedicated to leaders in the development of the NMSU at Grants Campus: the gymnasium became the "Joseph A. Fidel Activities Center," while the new name of the Annex, the “McClure Building,” honored former state Senator Frank McClure for his pioneering efforts in establishing this campus.

In 2006 NMSU Grants initiated a major campus renovation and renewal project. Phase One included the purchase and remodel of a former bank building to house the Small Business Development Center (SBDC), nearly $2,000,000 to upgrade McClure Hall, nearly $900,000 for improvement at the Fidel Gymnasium to include an elevator for upstairs access, and replacement
of all boilers and heating units on campus for greatly improved fuel efficiency. Phase one was completed in July of 2009.

This will be followed by Phase Two. This second phase will include work on the exteriors of McClure and Fidel, a major renovation of the Library, and upgrades to the solar heating system. In part this work was funded by passage of a state wide bond issue in November of 2008. It is our intention to continue to invest and upgrade facilities until such time as we can justify the construction of a new building. Major exterior upgrades of McClure and Fidel Halls are anticipated for completion by the end of 2010.

Phase Three will consist of major changes to the general campus grounds including landscaping, remodels of the locker rooms in Fidel, and remodeling of the administrative suite in Martinez Hall.

Phase Four will consist of a new instructional building with planning anticipated to start in 2012.

Since the summer of 2006 enrollment as measured in Student Credit Hours (SCH) has increased nearly 35% and Head Count (HC) by over 45%. For 2008-2009 averaged FTE was 608 and HC was about 1300 per regular semester. This dynamic growth can be accounted for by a number of initiatives: the presence of the NMSU BSN program on the NMSU Grants campus; increased collaboration with Grants Cibola County Schools and Pine Hill High School to foster dual enrollment opportunities; increased enrollment and transition to college by individuals completing our GED program; increases in our Corrections Officer Training Academy (COTA); and increases in our on-line course offerings. All of these successful initiatives are possible due to our ability to hire and retain highly qualified professional faculty and staff.

By federal definition, NMSU Grants qualifies both as a Hispanic Serving Institution (HSI) and a Non-Tribal Native American Serving Institution (NASTI). It is thought that NMSU Grants may be the only such public college in the United States. As evaluated in the 2006 Community College Survey of Student Engagement (CSSEE) NMSU Grants ranked in the top thirty colleges in the nation for student engagement. This is a reflection of the highly qualified professional faculty and staff members and their dedication to our students. While it has not been established where NMSU Grants ranks in the 2008 CSSEE, preliminary data are promising and continue to be strongly positive.
VISION AND MISSION STATEMENTS

On January 30, 2009 the faculty and staff of NMSU Grants met to revise our mission and vision statements. Here is what we determined:

VISION:
*To embrace innovation in teaching and learning to promote a sustainable prosperous community.

MISSION:
NMSU Grants provides an accessible quality education through innovative teaching and learning that promotes respect and service for our diverse students and community.

*The Vision statement is pending final approval by the New Mexico State University Board of Regents.
ACCREDITATION

New Mexico State University at Grants is accredited by the North Central Association (NCA) of Colleges and Schools, Higher Learning Commission (HLC), 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; http://www.ncahigherlearningcommission.org/; telephone (800) 621-7440.

Under the umbrella of New Mexico State University Las Cruces, the most recent NCA HLC accreditation site-visit took place on April 29, 2008. NMSU Grants was awarded a full ten year renewal as a unit of the NMSU Las Cruces campus. It is our intention to seek independent accreditation in the future as circumstances permit.

NMSU at Grants is a member of the following organizations: the American Association of Community Colleges (AACC); the Hispanic Association of Colleges and Universities (HACU); the Rural Community College Alliance (RCCA) ; and the New Mexico Association of Community Colleges (NMACC).
FACULTY AND INSTRUCTION

Proof of Citizenship/Eligibility to Work
All persons who are hired by NMSU are required to verify eligibility for employment in the United States in accordance with the rules of the Immigration and Naturalization Service. Employment will not begin until such eligibility is confirmed.

Regular Full-Time and Half-Time Faculty Members
Appointment
The Vice-President for Academic Affairs (VPAA), with the approval of the Campus President and input from the Program Managers, will monitor the hiring of all regular (full-time and half-time) and associate (part-time) faculty members. When a regular faculty position becomes available, a call for applications will be posted online and through appropriate national, professional, local and regional newspapers. In collaboration with the Campus President and the campus HR Liaison, the VPAA will appoint a search committee. The Search Committee chair will arrange for interviews, candidate travel, contact of references, and recommendations for hire following procedures as identified in the NMSU Search Committee Handbook (available online at http://www.nmsu.edu/~eeo/handbook.html).

Rank
NMSU Grants regular faculty members form the backbone of the college’s system of delivering quality instruction to students. According to NMSU and NMSU Grants policy, there are four faculty ranks per track. Non-tenure track ranks include: College Instructor, College Assistant Professor, College Associate Professor, and College Professor. Tenure track ranks include: Instructor, Assistant Professor, Associate Professor, and Professor. A faculty member reports to a Program Manager, who reports to the VPAA.

Teaching Load
The standard teaching load is 30 credit hours per academic year with an average of 15 per semester; however, there may be some variation because of overload assignments, redirected time for other assigned duties, and other factors. Although the primary task of the faculty is to deliver quality instruction, faculty members are expected to provide many other services to the institution and to the community.

Duties and Responsibilities
Precise rules governing the activities and conduct of regular faculty are found in these NMSU publications: the NMSU Grants Faculty Handbook, the New Mexico State University Administrative Policies and Procedures Manual (available online at http://www.nmsu.edu/manual/university-policies.html), the NMSU Promotion and Policy Manual (http://www.nmsu.edu/~fsenate/ptp/P&TPolicy.pdf), and the NMSU Community College Promotion and Tenure Policy Supplement.

Duties and Responsibilities specific to NMSU at Grants are as follows:
1. Prepare, present, and evaluate course materials and instructional strategies and activities which are based upon program goals and performance objectives, to ensure a positive and favorable learning environment.
2. Serve as the instructional leader in the classroom, laboratory and clinical setting, integrating
and reflecting the basic philosophy and educational objectives of NMSU Grants, and teaching educational content in a logical, organized manner.

3. Implement and document assessment of student learning outcomes as requested and coordinated by the NMSU Grants Student Learning Outcomes Assessment Coordinator for campus wide assessment efforts, develop and implement assessment activities, participates in state-wide committees, and post the annual assessment report on-line to the New Mexico Higher Education Department (NMHED).

4. Meet all scheduled classes and use class time effectively;

5. Correct and grade tests, papers, and projects as stated in course syllabi, and return them to the students in a timely basis. For hybrid and on-line courses respond to all student messages within 48-72 hours maximum and return assignments with a grade within 1 week.

6. Follow NMSU Grants policies and procedures for classroom management including areas of syllabus preparation, testing, grading, recording-keeping, ADA, and safety/security;

7. Complete and submit a Faculty-VPAA Allocation of Effort form negotiated with and approved by the VPAA;

8. Be responsive to student needs including making referrals to the Student Success Center for Tutoring, and Student Services staff for possible special needs (ADA).

9. Advise students regarding academic and professional issues;

10. Stay current in the field of instruction;

11. Revise and update courses;

12. Participate in Program Review

13. Pursue a program of professional development;

14. Develop new courses and curricula;

15. Order textbooks and other supplies and materials in a timely manner;

16. Participate in and/or chair committees and other institutional functions;

17. Attend all scheduled meetings, invocations, graduations, and other college functions and ceremonies;

18. Provide leadership in institutional self-study, including learning assessment;

19. Comply with university policies and regulations;

20. Plan and manage appropriate budgets;

21. Assist the VPAA in preparing course schedules;

22. Be available to teach when and where assigned by the VPAA in the best interests of students and the institution;

23. Maintain eight office hours per week, posting the schedule on your office door and in your syllabi, approximately two hours per day (See Appendix A);

24. Teach on and off campus, face-to-face, hybrid and online courses;

25. Facilitate the completion and collection of end of course (EOC) student evaluations for every course taught;

26. Serve in leadership roles appropriate to your academic rank;

27. Participate in student recruitment activities;

28. Complete other duties as assigned by the Campus President, the VPAA, and Program Manager.
Teaching Overload for Regular Full-Time and Half-Time Faculty

Assignment of overload teaching responsibilities to regular faculty will be done according to the following guidelines as distributed in a memo dated 6/20/2008.

1. Overload pay must be approved by the VPAA and/or Campus President in advance of the teaching activity.
2. Instances in which teaching overload is necessary or desired may include but are not limited to:
   A. Abrupt departure of a full-time or Associate Faculty member, and the need to cover instruction
   B. No qualified associate faculty is available to teach a needed course
   C. A low number of students needing the class to graduate, and no associate faculty will teach the class due to small size.
   D. Small class size for other reasons such as program startup.
   E. Anticipated student demand for a course.
   F. Unanticipated scheduling changes necessary for dual enrollment or other outside agency needs.
   G. In lieu of redirected time assigned to a grant funded project.
   H. Other instances, as approved by the VPAA and/or President.

3. When calculating faculty load for the purposes of compensation, NMSU Grants will use the “P” designation formula as stated in University Policy 5.20.20. One “P” unit is equivalent to 1 credit hour of contact time. For example a four credit (3 + 3 P) science course will count as 4.5 credits in workload formula. This may result in a teaching load exceeding 15 credit hours that qualifies for overload compensation in a given semester. In general, an overload teaching assignment will be for additional pay to be awarded for an academic year. A full academic year teaching load for full-time faculty members will determined by no later than the end of the spring term based upon two regular semesters of 15 credit = 30 credit hours.

4. The faculty member has the option to accept an overload assignment. There will be no mandatory overload assignments unless it is the result of a “P” designation formula calculation and does not exceed 3 credit hours maximum per semester.

5. Over-load pay for full-time and half-time regular faculty will be computed using the lowest enrolled class for student head count in the faculty member’s regular class load for that semester of equal credit hours or the equivalent, or a base enrollment of 20 students, whichever number is larger.

6. Courses taught as independent study or concurrently at the same time do not constitute an overload as determined by the VPAA.

7. Agreements to teach overloads and compensation will be written. This may be in traditional hardcopy or occur via email between the VPAA and the faculty member. This document will be shared with Human Resources for payroll purposes.

8. The availability of instructional support in the form of a lab aide or teaching assistant (other than a work-study student) or the equivalent will increase the required credit total to qualify for overload pay proportional to the FTE available. For example 40 hours of support per week during the semester (the equivalent of 1 FTE) will double the credits require qualifying for overload pay from 15 to 30 per semester or from 30 to 60 for a full academic year.

9. In cases where an excessive number of very small classes are involved in operating a program of study (a very small class is defined as less than or equal to 5 students) enrollments will be cumulatively summed to total 20 students that then amounts to the equivalent of a “full” class. This will then be
counted as one course (3-4 credit hours whatever is the case). This results in 60 Student Credit Hours (SCHs) necessary to make a “full” three credit course and 80 SCHs to make a “full” four credit course.

Annual Performance Review (APR)
Regular faculty members are evaluated for the contract/academic year. Regular faculty is required to complete an “Allocation of Effort Statement” each fall for approval by the VPAA. Upon review and approval this serves as the faculty member’s working plan that, in conjunction with the general description of duties and responsibilities outlined in the Faculty Handbook serves to establish the performance expectations that form the basis for the Annual Performance Review (APR). This review is conducted each spring with the submission of a portfolio by each regular faculty member to the VPAA or their designee and an interview with the VPAA or their designee. The portfolio is to consist of the allocation of effort statement, a narrative addressing each component of the allocation of effort form, course syllabi for courses taught, student course evaluations, student learning outcomes (SLO) assessment documents, and any other documents in support of their efforts and achievements, Faculty members are assigned one of three possible statuses: Meets Expectation, Exceeded Expectation, or Did Not Meet Expectations.

The five components or the Allocation of Effort Statement are:

- Teaching and Related Activities
- Scholarship and Related Activities
- Extension and Outreach
- Service
- Leadership

Promotion and Tenure
All regular faculty members are eligible to apply for promotion per NMSU policy. Only faculty hired on the tenure track are eligible to apply for tenure. Faculty may apply for tenure only one time. Failure to be awarded tenure will be recognized by a one year nonrenewable contact extension. Tenure track faculty members in good standing receive an annual probationary contract until such time as they are granted tenure or are given a terminal one year contract.

Precise rules governing the activities and conduct of regular faculty are found in these NMSU publications: the NMSU Grants Faculty Handbook, the New Mexico State University Administrative Policies and Procedures Manual (available online at http://www.nmsu.edu/manual/university-policies.html), the NMSU Promotion and Policy Manual (http://www.nmsu.edu/~fsenate/ptp/P&TPolicy.pdf), and the NMSU Community College Promotion and Tenure Policy Supplement.

Program Managers
Selected regular faculty members are assigned the role of Program Managers. They supervise various academic and career technical programs. Program Managers receive supplemental pay each year as compensation for the performance of these extra duties. The growth of our programs and the quality of instruction depends upon the professional attention of the Program Managers, whose leadership provides direct faculty involvement in the management of the college.
Specific duties include:

1. Teach a normal instructional load (generally 15 credit hours per semester);
2. Review curriculum and degree requirements annually and make recommendations for changes to the VPAA;
3. Review the college catalog annually and make recommendations for corrections and changes to the VPAA;
4. Develop a schedule of program classes prior to each semester and submit it to the VPAA for review and incorporation into the college Schedule of Classes;
5. Maintain inventory of equipment, troubleshoot equipment problems, order necessary supplies, help ensure proper maintenance of equipment, and make recommendations for future purchases;
6. Initiate and prepare required reports;
7. Assist in finding qualified part-time instructors to recommend to the VPAA for approval;
8. Give direction to part-time instructors in preparation of course content and syllabi, and assist in determining their effectiveness in the classroom as based upon the NMSU Grants syllabus template;
9. Perform and document evaluation of regular and associate faculty on a regular basis;
10. Perform Program Review;
11. When appropriate, establish and work with a the NMSU Grants Curriculum and Assessment Committee on a regular basis;
12. Assist to recruit students and market and promote the program;
13. Insure that the program complies with institutional, state, and federal agencies;
14. Complete assessment activities and a comprehensive annual evaluation of the Program;
15. Manage and Coordinate the ordering and purchase of textbooks and instructor copies for the program, including those for part-time instructors;
16. Provide leadership to the faculty as a whole;
17. Perform other duties as assigned or requested by the VPAA.

Selection and Responsibilities of Associate (Part-time) Faculty Members
Members of the Associate Faculty are a very important part of the instructional system at NMSU Grants. Part-time instructors bring knowledge, expertise, and personal experiences into the classroom that enriches course offerings and student learning. NMSU Grants has earned a reputation for teaching excellence; members of the Associate Faculty play an extremely important role in maintaining that reputation.

Identification of a potential part-time faculty member can be made either by the VPAA or the appropriate Program Manager; in either case, the candidate should submit a resume and transcripts for review by those two individuals. If the review is favorable, an invitation for an interview may be extended; the interview may include a demonstration lesson.

After a successful interview, the candidate, Program Manager, and VPAA will identify the course(s) that the new instructor will teach. When appropriate the VPAA obtains approval for the candidate to teach selected course(s) from the relevant college or program at NMSU Las Cruces.
When approval has been granted, the candidate submits course outline(s) for evaluation by the Program Manager and the VPAA; they will then identify appropriate professional development activities for the candidate during the semester.

A member of the Associate Faculty can teach a maximum of .67 FTE which is 20 credit hours per academic year. Additional summer teaching is allowed. Associate Faculty members (part-time, non-tenure track) are hired on a semester-by-semester basis. Each contract is temporary and covers only one term. Employment for a given semester is always contingent upon adequate enrollment, available funding, and instructional needs. Associate faculty responsibilities include the following:

1. Provide quality instruction, continuous review and improvement of instructional skills, and course and curriculum revision;
2. Use of the approved syllabus template;
3. Implement and document assessment of Student Learning Outcomes (SLO);
4. Advise students regarding academic and professional issues;
5. Comply with university policies and regulations related to instructional duties;
6. Cooperate with the Program Manager(s) and VPAA in the preparation of schedules, lesson plans, and syllabi; and
7. Be available to students at least one hour each week for individual help or office hours.

In addition to these mandatory requirements, Associate Faculty are encouraged and invited to participate in the activities and responsibilities of regular faculty, including committees, projects, celebrations, professional development activities, assessment activities, and graduation.

**Semester Length and Parts of Term**

NMSU establishes the official start and end dates for each semester and all subsequent time lines such as the course registration window, last day to drop and add a course, official census date, and dates for full or partial refunds. These are then programmed into the university record keeping system (Banner) and used to structure courses and enforce academic regulations. The regular fall and spring semesters are about 16 weeks in length for most classes. Courses are also routinely offered for the first 8 weeks (MS1) and second 8 weeks (MS2) portion of each regular semester. NMSU Grant offers a standard 8 week summer semester (MS3) with a first 5 weeks (MS1) and second 5 weeks (MS2) part of term as well. Courses can be scheduled outside of these routine parameters (mini-courses) must be approved by the VPAA in advance.

**Teaching Upper Division Courses**

The primary responsibility of all NMSU Grants regular faculty members is to teach classes for NMSU Grants. NMSU Grants faculty members who wish to teach upper division or graduate courses for NMSU during the regular academic contract year must receive approval in advance from the VPAA.

**Copy and Phone Codes**

Individuals must receive proper authorization to use a university copy machine and phone/FAX for university business. Approval and codes are then assigned by the VPBF and Director of IT for copying or long distance phone usage. Associate Faculty members who wish to access such services for university related business are to obtain the appropriate approval and subsequent code from their
respective Program Manager(s) or can obtain assistance in the Administrative Office during regular working hours.

**Conflict of Interest**

Members of the regular faculty are required to complete an electronic Conflict of Interest (COI) form annually (See Appendix B). Any potential conflicts of interest such as outside employment, for example teaching for other institutions of postsecondary education must be reported on this form.

**Course Delivery Modalities**

Courses at NMSU Grants are delivered in several modalities. They include traditional face-to-face, a combination of traditional and on-line instruction often called a hybrid, and fully on-line or WEB based. On-line courses can be offered as synchronous or asynchronous formats. Some courses are offered individually paced (IP) while most are more structured.

**Carnegie Units**

The Carnegie unit is used to measure traditional instructional contact time in post-secondary education. In this model one credit hour is equivalent to 750 minutes of instructional time. By this ratio a standard three credit course requires 2250 minutes of instructional time to meet North Central Association (NCA) Higher Learning Commission (HLA) accreditation requirement.

**New Mexico General Education Common Transfer Curriculum**

To assist transferability and course equivalency the New Mexico Higher Education Department (NMHED) has created a transfer module called the Lower Division (100-200) General Education Common Transfer Curriculum (See Appendix D). To assure course equivalency in a more meaningful way than contact time the NMHED has developed and published a set of General Education Common Core Competencies (See Appendix E) that define Student Learning Outcomes (SLO) for the following five areas: I Communications, II Mathematics, III Laboratory Science, IV Social and Behavioral Science, V Humanities and Fine Arts. All NMSU Grants courses approved for listing on the NM Common Core must document student learning outcomes by appropriate assessment techniques. For these courses the course syllabi must explicitly state the following: the area and core competencies, related student learning outcomes, and assessment techniques and rubrics employed. Annually NMSU Grants must post on the NMHED website both our assessment plan for documenting student leaning and aggregate data in support of these reports. More information on this can be located at the NMHED website (hed.state.nm.us).

**Final Examinations**

The last week of instruction of the regular semester is scheduled for final examinations using the semester course schedule time blocks. Faculty members are not required to give a final examination but must meet their classes during finals week to meet contact time requirements for face-to-face traditional classes. It is highly suggested that hybrid classes meet for the final examination period as well.

**End Of Course (EOC) Evaluations**

All courses are to be evaluated at the end of the course by the enrolled students. It is the responsibility of the instructor of record to cooperate with college staff to facilitate the collection of student evaluations for every course taught each semester in whatever mode the college implements (paper and pencil or on-line). It is expected that all faculty members will maintain student confidentially and not
interfere with the collection of objective student evaluation process data.

**Field Trips**
Field trips require prior approval of the Program Manager and VPAA.

**Severe Weather**
The Campus President and the VPAA are the only persons authorized to officially cancel a class. Please do not tell students that a class has been cancelled without proper authorization. The Program Manager should also be informed if a class is to be cancelled. Only the Campus President or the NMSU System President has authorization to close the school.

Please refer to the NMSU Grants Emergency Action Plan for details on this and other possible emergency situations. Most weather will not impact the campus unless it is severe enough to close roads or delay opening the campus for normal business. The most common instances of weather impacting the college’s operations are due to snow and ice that results in: (1) the cancellation of early morning classes (before 10 am), and (2) the cancellation of evening classes (after 5 pm) during the winter months.

**Before the Normal Work Day Begins:**
The President (or designee) will, after watching the local weather report and gathering information from local sources, determine if classes should be delayed for two hours, cancelled for the entire day, or in the most severe circumstance, close the campus. The call tree will be initiated if classes are cancelled or delayed. The primary networks and local radio stations will be informed of the delay or cancellation: KDSK-KMIN Radios of Grants, KOB-TV, KRQE, and KOAT, all in Albuquerque. Delays and cancellation notices will then be posted on Channels 4, 7, and 13 and announced on the local radio stations: KDSK-92.7 FM, and KMIN-AM 980. Campus closure or class cancellation information will also be posted on the cancellation notice on the electronic marquee on University Drive and possibly distributed via campus e-mail.

**During Normal Work Hours:**
The President (or designee) will monitor the weather conditions and continue to gather information from local sources during severe weather. If the decision is made to cancel classes or close the campus the call tree will be initiated, individuals contacted and notified of the decision. The primary networks and local radio stations will be informed of the action taken. Cancellation notices will then be posted on Channels 4, 7, and 13 and announced on the local radio stations, KDSK-92.7 FM, and KMIN-AM 980. Campus closure or class cancellation information will also be posted on the electronic marquee on University Drive and possibly distributed via campus e-mail.

**Components of a Course Syllabus**
The course syllabus is a learning contract among NMSU Grants, the faculty member, and the students. Every student should receive a course syllabus at the first class meeting. Every semester all faculty members are to forward course syllabi for all courses scheduled to be taught to the VPAA and their Program Manager(s) for review and approval.

An accurate, comprehensive, and explicit course syllabus that is equally and fairly applied to all students in your course is the best way to minimize the potential for student grievances.
The contents of an appropriate syllabus are shown in Appendix C. While the order in which information is presented is not critical, it is important that all issues be properly and fully addressed in the syllabus. Perhaps the items most likely to cause conflict if not precisely explained are the following:

1. Exactly what items are required for grades during the course (how many exams, term papers, reports, etc.)?
2. When are these items due?
3. What weight is given to each item in determining the final grade?
4. What are the consequences of a late assignment or one that is not submitted?
5. How is the student's final grade determined?
6. What consequences does the student suffer because of cheating, plagiarism, absence, tardiness, or other breach of class discipline?
7. What is your attendance policy? What about tardiness or leaving early?

Course details should include course title and number, semester, class meeting time, instructor's name, office hours (8 hrs/wk for regular faculty, one hr/wk for part-time faculty per course), and a telephone number and email address on campus. (Some instructors also give their home number and home email addresses.) There should be a general overview of the course, prerequisites, policy on absences, make-up work, cheating, and plagiarism; moreover, students should learn enough detail about course content and activities that they will know on a weekly basis where the course is supposed to be. Include paper and reading assignments as well as exam dates; give detailed criteria for grading and the penalties for late or missed work.

The instructor does have the right to change a syllabus even after the semester has begun. Such changes must be clearly and fairly discussed and communicated to all students in advance. Make all changes in a thoughtful and deliberate manner.

**Textbook Selection**

All NMSU bookstores are outsourced to Barnes & Noble. Program Managers and other faculty authorized to order textbooks can do so at the following website:

[http://www.nmsu.edu/nmsubookstore/](http://www.nmsu.edu/nmsubookstore/)

Students can order textbooks and other materials on-line or purchase them on site during store hours. The bookstore is open about 20 hours per week and during extended hours at peak periods of activity.

All faculty members should include detailed textbook information including all ISBN numbers in their course syllabi. Faculty members are encouraged to consider cost effectiveness when requiring textbooks and other instructional materials. Faculty members are encouraged to provide students with alternative sites to purchase textbooks economically. It is strongly recommended that a book be adopted for the life of its edition; thus, the selection process is extremely critical.

Since textbooks are sometimes slow in arriving, selection should be made well ahead of time. Selection criteria should include appropriateness for course and students; cost, availability, quality of supplementary materials and teaching aids; clarity of print, pictures, and graphs; durability; and suitability and quality of problems and/or study aids within the text.
In selecting a text, the instructor should give careful consideration to the texts used at NMSU at Las Cruces. Reasons for selecting a text different from the one used at the Las Cruces Campus must be documented and discussed with the Program Manager prior to ordering. As a general policy, different texts may not be used for different sections of the same course. Textbook order requests should be submitted to the appropriate Program Manager.

**Classroom Management**
The VPAA and the Campus President are the only persons authorized to officially cancel a class. Please do not tell students that a class is cancelled without proper authorization. The Program Manager should also be informed if a class is cancelled. Only the Campus President or the NMSU system President has authorization to close the school.

*Postponing/Changing the Time/Changing the Location of a Class*
If it becomes necessary for an instructor to postpone or change the time or location of a class, the instructor shall:

1. Notify the Program Manager and VPAA so that possible alternatives can be discussed prior to a “cancel” decision and that the decision can be posted as appropriate;
2. Make a concerted effort to notify every student that the class will be postponed or changed (office staff will do this with sufficient advance notice); and
3. Coordinate with the Office of the VPAA if a room change is needed.

If students are not notified, the Program Manager or the VPAA must be informed and arrangements made for someone to meet the class at the originally scheduled time to inform students of the change(s). If a class is delayed or cancelled, any missed class time must be made up. The instructor is encouraged to discuss alternative strategies for making up missed time with the Program Manager and/or the VPAA.

**Instructor Absence**
If an instructor must be absent from class, he/she should notify the Program Manager and/or the VPAA as early as possible prior to the absence. If an instructor knows in advance that he/she must miss class, the Program Manager should make arrangements for an adequate (albeit unpaid) substitute; alternatively, a makeup strategy will be confirmed.

**Class Size/Student Enrollment**
Class sizes are determined by the VPAA in consultation with the Program Manager. The size of a class (student enrollment) is determined based upon the following factors: curriculum requirements, expressed need, room capacity, availability of technology, and instructional modality best practices. Class sizes can extend from as low as 6 students to greater than 30 students depending upon circumstances. Twenty is often a typical class size.

**Student Attendance**
The instructor is expected to maintain an accurate record of attendance for all students registered for each class and to respond promptly to requests from Student Services for verification of student attendance. In some cases, student eligibility for financial aid may depend on certification of the
student's attendance by the instructor. Attendance forms if presented by the student should not be signed by the instructor until the forms have been completed with courses and dates. The instructor shall be precise about verification of attendance since verification often results in the disbursement of federal funds to the student.

Faculty should contact Student Services staff to arrange for removing students from class rosters for nonattendance by the "W" drop date each semester.

**Student Conduct**
Student conduct is described in the NMSU Grants "Student Code of Conduct". All individuals who are authorized to be present on campus to participate in learning activities, both credit and non credit, including lower, upper, and graduate courses, are bound by and must follow the NMSU Grants student code of conduct. The current version can be found on the NMSU Grants website.

**Children on Campus**
Children are not to be left unattended anywhere on campus. Occasionally, a faculty member may allow children in their classroom due to exceptional circumstances on a case-by-case basis. However, this should be arranged in advance and cannot result in a disruption of the campus or classroom learning environment.

**Dual Credit Students**
Some students are approved to earn both high school and college credit. These are called dual credit or dual enrollment students. They are treated as regular college students with the following exceptions; textbooks are purchased by the school district so the students need to make arrangements through our business office, college tuition and general fees are waived, and in some instances interim grade reports and daily attendance are to be reported to the high school. Obtain clarification for the VPAA in the event of uncertainty.

**Smoking on Campus**
It is a violation of NMSU policy to allow smoking anywhere inside the buildings; smoking areas are located outside the buildings. Use of smokeless tobacco is also strongly discouraged.

**Accidents Involving Students or Employees**
In the event of an accident involving an NMSU at Grants student or employee, the instructor must: a) immediately take steps to ensure the safety of the victim (which may mean calling the front office or 911 for medical assistance); b) as soon as possible notify the Program Manager and VPAA (who will notify the President); and c) within 24 hours complete a Report of Accident form (available in the Campus Services manual).

**Grades/Grading**
Primary responsibility for instruction and grading is that of the instructor. The traditional A, B, C, D, and F system is used at NMSU at Grants, except in cases when satisfactory (S) or unsatisfactory (U) is requested by the student, or the course is designated as an RR or S/U course in the catalog. Student performance in college classes is often atypical, so instructors should not depend on the "normal curve" as a grading tool.
Students should be advised of their grade standings at any time, at their request. Moreover, university policy states that students doing D or F work must be notified before the last date to drop a course (mid-term). Instructors should complete an Academic Referral form for each such student and forward those to Student Services at least one week before the drop date.

It is the responsibility of the student to initiate withdrawal from a course or from the university by the deadlines on the applicable academic calendar (published in the Schedule of Classes each term).

The system of grading is expressed in letters that carry grade points used in calculating the cumulative grade-point average.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent work</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above-average work</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average work or Minimally passing</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Below-average work</td>
<td>1</td>
</tr>
<tr>
<td>F*</td>
<td>Failing work</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>Grade not submitted</td>
<td>0</td>
</tr>
<tr>
<td>W*</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>Credit authorized, but not letter grade</td>
<td>0</td>
</tr>
<tr>
<td>RR*</td>
<td>Substantial progress in developmental studies course</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory work (normally equivalent to C or higher)</td>
<td>0</td>
</tr>
<tr>
<td>U*</td>
<td>Unsatisfactory work</td>
<td>0</td>
</tr>
<tr>
<td>I*</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
</tbody>
</table>

* Last date of attendance reported in Banner when submitting grades

Posting Final Grades
Faculty members are required to post final grades on-line using myNMSU.edu within 48 hours of the final examination or end of the term (See Appendix I). Please read the attending memo closely and turn in grade sheets on time. If the deadline is not met, all students will automatically receive an "N" grade for the course. In such cases, the instructor must then prepare an individual "Change of Grade" form for each student.

Please activate and utilize your e-mail account at the beginning of each term to review student rosters for each class to be taught and perform other necessary operations. Once activated the account should remain active for the remainder of the term.

Change of Grade
In the event that an instructor miscalculates a score, or a clerical error results in an incorrect grade, the instructor can rectify any such error by completing a "Change of Grade" form. All information relative to grade, course, student, and justification for grade change must be entered; the form is then signed and dated, and forwarded to the VPAA.

Incomplete ("I")
The status "I" is given for passable work that could not be completed due to circumstances beyond the
student's control that developed after the last day to drop the course. Under no circumstances is an "I" to be used to avoid the assignment of a "D" or "F" grade, given for marginal or failing work. Faculty shall obtain approval from their respective Program Manager prior to assigning an incomplete grade. The maximum time allowed for a student to replace an "I" grade is one year. Removal of “I” grades are done by submitting a hardcopy form through the VPAA office for processing on the NMSU Las Cruces campus.

Grade Appeals
Students may appeal a grade as described on pages 29-31, under the Student Academic Grievance Policy section of the “Student Code of Conduct”.

Instructional Information

Instructional Tips
A great instructor fully committed to the art of teaching will at one time or another draw upon the full range of human qualities. It is understood by many that the affective domain plays a large role in meaningful, long term student learning. These qualities include the following behaviors and attitudes. As an instructor you should be:

- Relaxed, natural, and authentic in your interactions with students.
- Be enthusiastic, pleasant, sincere, and patient.
- Be flexible, fair, impartial, responsive, firm, friendly, and courteous.
- Your job is to provide an atmosphere which will enhance learning.
- Students want to learn what you have to offer or they wouldn’t be in class.
- You should expect students of varying abilities and backgrounds.
- Get to know your students as people. Learn their names during the first weeks of the semester.
- Know where you want your students to be at the end of the term. Chart the course in a thoughtful and deliberate manner and you will more likely be pleased with the end results.
- War stories, athletic accomplishments, and personal problems are not necessarily Relevant to direct student learning, but many of your experiences in the world of work can bring added perspective to instruction.
- Seek variety in your presentation methods. Consider ways to utilize all of these techniques: lecture, written supplemental materials, small group work, panel discussions, student reports, field trips, student debates, term papers, white board work, brainstorming, role playing, audiovisual materials, videotaping,
- Encourage your students to read, write, and perform math calculations regularly.
- Many students are adults with a variety of experiences. Vary your instructional methods to accommodate all students in your class.
- If students know that you expect and demand performance, they will work harder.
- Oral participation for students increases retention.
- Avoid creating the learning blocks of boredom, irritation, confusion or fear.

Learning is Facilitated When

- The instructor is enthusiastic about the subject.
- The instructor emphasizes why the information or skill is important.
Several of the student’s physical senses are used.
The student practices and sees self-improvement.
The instructor points out the connection between what the students already know and the new concept which is being taught.
Only one concept or feature is presented at a time.
Learning experiences are within the capabilities of the students so reasonable success can be achieved.

**Answering Questions**
- There are no dumb questions.
- Answer by asking a series of questions leading the student to answer their own question.
- Answer questions beyond the level of the group at the end of class.
- If you don’t know the answer, say so. But find the answer and tell the class next period.
- Don’t ask, “Do you have any questions?” Ask several leading questions to encourage class discussion.
- Use a warm friendly attitude, never sarcasm, in answering a question.
- Repeat the questions asked and rephrase it if appropriate.

**Before the First Class**
- Be sure all necessary employment paperwork has been completed and turned into the Personnel/Payroll office.
- Obtain a desk copy of the textbook.
- Have sufficient copies of the syllabus duplicated to hand out at the first class session.
- Plan the semester to ensure that you cover all relevant material and allow time for review before the final exam.
- Print your initial class list from the Banner system.
- Arrive before the scheduled beginning of the class. This will inform your students that you expect punctuality.

**The First Class Session**
The first class should be one of meaningful activity and should not be considered a “Throwaway session.” There are two reasons for this: first, there is usually not enough student contact time in the term as it is; second, the initial class session is one where lasting first impressions and expectations are made, and it is important that these be positive. There are a number of meaningful activities that can be conducted in the first session, even though the student did not have an assignment. The first class, and all subsequent classes, should meet for the entire assigned time.

- Introduce yourself. Write your name, the class name and number, and meetings times and days on the whiteboard.
- Distribute the syllabus and go over items with the class.
- Inform students of course attendance requirements.
- Determine which students are present and absent. Refer students present and not on the class list to the Student Services office.
- Inform students that you are available for assistance and tell them when you are
available. Consider giving students a phone number where you may be reached if they need assistance.

- Review appropriate college rules regarding no-smoking and food regulations, emergency procedures, etc.
- Try to learn a little about your students at the first class. Students appreciate being called by name; make an effort to learn names as soon as possible.

**Testing**
A test is a teaching tool, one of the best if used properly. Even so, students — as well as instructors — often think of the test as only a hurdle, something to endure. Ideally, testing is part of the teaching-learning process that measures the success of both students and instructor. It provides an opportunity for students to clarify and organize the information they have received. It is a feedback and motivating mechanism showing areas of strength as well as weakness.

To use testing as a constructive instructional device:
- Prepare the students for testing. Inform them at the beginning of the course when tests will be given and upon what they will be based. Before each test, tell your students exactly what the test will cover.
- Help students review for the test. This is an opportunity for you to emphasize the salient points and the organization of your course.
- Be clear in what you expect of the students. Refer to Three Domains of Learning. All are important parts of education. All should be considered when you are evaluating students.

**Learning Domains**

**Cognitive Levels (Thinking):**
Benjamin Bloom identified six levels within the cognitive domain *(See Appendix F).* They are knowledge, comprehension, application, analysis, synthesis, and evaluation.

Different kinds of tests are used to measure different cognitive levels; e.g., you assess knowledge and comprehension (recall) with a simple True/False test, while a case study requiring an essay response will assess higher order skills such as application, analysis, synthesis or evaluation.

**Psychomotor (Physical Movement):**
Great athletes have highly developed psychomotor skills and hand-eye coordination. These involve physical movement and action such as following a particular procedure or sequence of steps, performing the procedures to a certain level of competency, and creating an end product or result that meets certain criteria.

**Affective (Attitude):**
Behaviors are indicators of attitudes: These involve the receiving, organizing, responding, characterizing, and valuing functions of the human psyche. Techniques for assessing effective achievement include essay test items, case-study of problem-solving items, structured or unstructured interviews, oral exams, attitude scales and checklists. Provide timely feedback on test results. If the test is to be a learning experience students need to learn the correct answers as soon as possible after the test is taken.
Class time spent going over a test is worthwhile, but take care of individual quibblers after class.

**The Good Test:**
Qualities of a good test include the following characteristics.

- **Validity**—It measures what it is supposed to measure.
- **Accuracy**—It measures students’ cognitive knowledge of specific facts, data or information, not their general knowledge.
- **Accommodates student communication skills.** If literacy skills are weak, the problem should be identified and remediated, but it should not be allowed to cloud the measurement of technical skills.
- **Reliability**—It measures achievement consistently.
- **You should be able to administer and re-administer the test to a group of students and get roughly the same set of scores (making allowance for such things as increased learning in the intervening time.**
- **Two different scorers should be able to sit down with a set of student tests, rate them independently, and arrive at very similar scores.**
- **Objective tests (multiple-choice, matching, completion, true-false) measure lower level cognition (recognition, recall of facts).**
- **Higher level of cognition (comprehension, synthesis, analysis) are better measured through subjective tests (essay, oral).**
- **User friendliness—It is reasonably easy to prepare, administer, take and score.**

**Guidelines for Good Testing**

- Base your test on student performance objectives. Develop test items that require students to demonstrate the required knowledge at the specific level.
- The test should differentiate between students who know the material being tested and those who don’t.
- Minimize the effects of communication skills. Write clear, simple test items.
- The test should provide clear, full and simple directions.
- The test should not contain too many different kinds of items. No more than three different kinds of items (e.g. true-false, essay, matching) on a single test, items of the same kind grouped together. Don’t require students to change their mindset more often than is necessary unless that is what you want to measure.
- The test should be just the right length. The larger the body of knowledge to be tested, the lengthier the test should be if it is to be valid. However, if the test is too long, its reliability suffers because students become bored or fatigued.
- Watch for the guessing factor. In four-item multiple-choice tests, students have a 25% chance of getting the correct answer without even reading the item. They have a 50-50 chance on true-false items. Be careful not to give clues for an educated guess or allow students to guess the right answer by process of elimination. If it is absolutely essential that students know the information being tested, use essay items, oral items, or completion items.
- Make good copies for everyone.
- Create a favorable testing environment. Some students become very anxious and
apprehensive when taking a test. You will often be able to minimize such apprehension by making the testing environment non-threatening. Make sure students understand the purpose of the test. Tell students in advance exactly what material is to be covered in the test.

- Plan your test carefully.
- Identify the specific Student Learning Outcomes (SLOs) or competencies you want to measure student achievement.
- List the SLOs. This should describe the content to be covered by your test.
- Review your daily lesson plans to identify specific content to be included in the test.
- Determine how many items to develop for each SLO. Indicators of how many items to develop are:
  - Amount of time spent on instruction for each SLO
  - Amount of emphasis placed on instruction for each SLO
  - Amount of material covered by each SLO
  - Point value or weight assigned to each item also should reflect the relative importance of the SLO.

SUPPORT SERVICES

Library
The library serves students, faculty, and members of the community. The staff is happy to provide training to instructors on the operation of audio-visual equipment as well as to assist in obtaining various materials, including interlibrary loan of books or journal articles.

Requests for audio-visual equipment should be made one week in advance. Instructors may obtain the equipment at the library prior to class, and should return it as soon as possible after its use. Any malfunctioning equipment should be reported to the library staff immediately.

The Director of Library Services is available to provide library orientation sessions to classes. These presentations may include a demonstration of online databases, providing that computer lab facilities are available. Please contact the Director of Library Services well in advance of a desired presentation date.

Student Success Center (SSC)
Located in Martinez hall room 125, the Student Success Center (SSC) offers a quiet study area, free one-on-one tutoring, identification cards, and proctor computer-based tests, such as Compass, and paper quizzes/tests. The SSC also offers a variety of software such as Plato learning systems, Mavis Beacon typing software and the Rosetta Stone Spanish language acquisition software which are self-paced tutorial programs. Connected to the SSC are the Education Resource Center (ERC), room 126 and an open computer lab, room 127 for NMSU students only. The ERC has 14 Apple iBook laptop computers, educational training videos, and pre-K through Grade 8 literature. The open computer lab contains 27 Dell desktop computers with 2007 Microsoft software for students currently enrolled at NMSU to use for e-mails and completing papers.

Placement Testing
All students needing to take a Compass placement test must first "pre-register" with an advisor at the front office or contact Student Services at (505) 287-6628 for further information.

All new students, non-degree students, and transfer students who do not have college credit in English, Reading, or Math must take the Compass placement test. Compass placement tests are given at regularly scheduled times throughout the year. Cell phones, books, websites, calculators, dictionaries or notes are not allowed to be used during placement testing and comply with the student’s responsibilities for using the SSC for testing. Any questions about Compass placement testing can be answered by an advisor or the Student Success Coordinator. All students needing to take a Compass placement test must first "pre-register" with an advisor at the front office or contact Beth Armstead at (505) 287-6628 for further information.

Compass Examinee Responsibilities
- Examinees are required to first "pre-register" with an advisor at the front office to receive their compass testing card to give to the proctor.
- Plan to arrive at least 1 1/2 hour prior to closing.
- All cell phones are to be turned off or set to silent while in the SSC and are not allowed at the testing computers. Please note: Cell phones should also not be used outside the SSC, because of the noise level.
- Cell phones, books, websites, calculators, dictionaries or notes are not allowed to be used during placement testing. There is a calculator provided by compass on the math portion of the test.
- No talking to other students while taking test. If you’re not taking a test, please be considerate of others by keeping noise and other disruptions to a minimum.
- No items allowed at testing computers except scratch paper and pencil. Supplies will be provided by the proctor and scratch paper will be shredded upon completion.
- Examinee must leave all other personal items at the table provided for bags and items until test is completed. The SSC is not responsible for lost or stolen items left in the SSC and will not accept or be responsible for personal items.
- Examinee must sit at the designated testing computer to take test.
- Examinee may not sit with another student while taking a test. One student per testing computer.
- Sorry, no children allowed during testing. No Exceptions.
- Examinee may leave after the compass test has begun. If examinee needs to leave, the student must let the proctor know so they can log off the compass test and record it in the testing log. The examinee can come back after a break or the following day to complete the test. When they return, they need to let the proctors know they already started a compass test and need to complete their test.
- No food or drinks allowed at testing computers while testing.
- If rules are broken, the proctor can have them log off and asked to return on another day when they can follow the rules. A testing incident report will be given to the advisors.
- All tests are to be completed by the scheduled closing time. No test will be given out during the last hour before closing. Compass tests are not timed. You may take as much time as you need until closing.
- Handicapped examinee who requires special facilities should contact the advisor or the SSC Coordinator prior to taking the test.
Online Testing:
We periodically administer student tests from other colleges or universities at a student's request (pre-arrangement with instructor required). Please contact Student Success Coordinator for more information.

To view Student Success Center Policies and Procedures, please visit the website at http://www.grants.nmsu.edu/ssc.html for information on instructor, student, and proctor responsibilities on using the SSC or call (505) 287-6640.

Information Technology (IT)
All requests for computer repairs and related services must submitted using a Computing Work Order Request. This form is located in the mailroom (also online) and should be submitted to the IT Director. Even if you have an urgent request that deserves immediate attention, a work order still needs to be submitted. This process allows the Instructional Technologists to track computer related work that has been completed or attempted.

Student Services
The Office of Student Services, under the direction of the Vice-President for Student Services, provides assistance for all registered students and prospective students, including: admissions and records, financial aid, career planning and placement, academic advising, graduation, student activities, and student discipline. Policies governing student organizations and activities, discipline, and other matters concerning student behavior are outlined in the “Student Code of Conduct”. All students are bound by the provisions of the Code of Conduct contained in that publication; faculty and staff should become familiar with this code. Matters of academic misconduct should be referred to the office of the Vice-President for Academic Affairs, while issues of non-academic misconduct are handled by the office of the VPSS. The VPSS is also the overall campus discipline officer.

Business Office Services
For the services summarized below, faculty members are encouraged to review the NMSU at Grants Campus Services manual for further detail.

Payroll
Pay not directly deposited will be distributed twice each month. If you are unable to pick up your paycheck in person, please have prior written permission on file in the office designating the person who will pick it up for you. (Paychecks can be mailed upon request.)

Purchasing
Purchases can only be made with a Purchase Request form available in the Business Office. Purchases not previously approved by the Program Manager, VPAA, and the Vice-President for Business and Finance (VPBF) but charged to the college cannot be accepted. (Please review carefully the NMSU at Grants Campus Services manual for a full statement of purchase policy and procedures, and for a sample Purchase Request form.) Supplies and materials may be obtained at the bookstore with prior approval of the Program Manager, VPBF, and Bookstore Manager. A university credit card is also available from the business office for the purchase of approved items when requested in advance.
Travel
Any employee or student requesting the use of a university vehicle must have a valid Defensive Driving Certificate. University vehicles are available for approved travel on university business. They can be requested in advance by submitting a completed “Vehicle Request Form” to the Facilities Motor Pool. University credit cards are also available for the purchase of fuel and can be checked out from the business office. **It is a violation of university policy to use a university credit card to purchased fuel or other items for use in a personal vehicle.** Approved appropriate travel expenses can be reimbursed using the “Request for Per Diem” form.

Work Related Expenses
Other approved work related expenses such as food for meetings and other supply item costs can be reimbursed using the “Request for Reimbursement” form.

Contact business office staff for clarification of policy, procedures, and forms in advance. The employee is ultimately responsible for all expenses incurred that are not covered by university policy. Employees are to use university resources for work related activity only.

Facilities, Maintenance, and Housekeeping
Our facilities and housekeeping staff members strive to keep NMSU Grants in good working order and strives to meet the needs of faculty, staff, and students. To best do this please submit work orders using the electronic “Welcome to Myschool Building” icon on your computer workstation. For emergencies use the radio system to request for assistance. Radio units are located at various locations on campus: Automotive, COTA (Fidel), SSC, ABE/GED, Library, Front Office, VPAA Office, President’s Office, and in McClure Hall 301B and 308.

Vehicle Request Forms
Employees requiring the use of NMSU vehicles for official university business may request to reserve and use a vehicle by filling out a “Vehicle Request” form. Electronic versions of the form are (or will soon be) available on the NMSU Grants web site and paper versions can be found in the Administration office. Please fill out the form and leave it in the lower wall-mount basket found in the Administrative Office suite. Maintenance will have the vehicle ready for pick-up at the time filled in on the form.

The University has a limited number of vehicles so plan ahead and fill out paperwork a few days before the date of travel. Facilities will always remain flexible for emergencies, but travel may be delayed while vehicles are readied for service on short notice.

If extended travel is planned, ask the administrative staff for a credit card for gas.

After using a University vehicle, please ensure that a vehicle mileage slip is completed and promptly turned in to the business office for accounting purposes. These forms are on a clipboard which is usually kept on the front passenger seat of all vehicles. Also ensure that gas receipts are submitted with the mileage slip and that credit cards are returned to administration.
Work Requests

Work requests can be filled out and submitted to the Facilities Manager for employees needing work or services from the facilities department. Work Requests can be found in the Administration Office suite. Completed forms should either be given to the Facilities manager, put in his mailbox or left in the wall-mount basket in the Administrative Office.

School Dude

In an effort to better manage the maintenance effort and to become more environmentally friendly, the facilities department has started using a Computerized Maintenance Management System called "School Dude." This program is web based and can be used without printing anything on paper. Work requests are submitted online to the Facilities Manager who then assigns the work to facilities employees. Feedback is supplied to the originator when the status of the request changes and when the job is complete. Most employees have a link installed on their computer desktop for quick access to School Dude. A link is also on the NMSU Grants web site under Campus Resources for employees who are already entered in the School Dude user list. Since this is now the primary means of submitting work request, please contact Dan Christmann to have this system set up on your computer.

Facilities Use Request

Faculty and staff requiring the use of campus facilities outside their normally assigned spaces must fill out a Facilities Use Request form. This form must also be filled out by outside agencies wishing to use university facilities for any non academic event. The form can be obtained from the HR Liaison in the Human Resources office and should be filled out at least two weeks prior to the anticipated event.

Vehicle Parking

Parking on campus is very limited. The back parking lot on the west side of the building is reserved for NMSU faculty and staff, and special needs people. Parking permits for this lot can be obtained from the Facilities Manager. The main lot in the front of the building is for students, visitors and NMSU employees who do not choose to park in the back lot. When parking your vehicle, please ensure that you park within the painted lines and do not take up more than one parking spot. Also, do not park in a disabled parking space unless you have a "Disabled" placard to display on the rear view mirror or dash, or a "Disabled" license plate. Additionally, the placard or license plate must be for the person driving or riding in the vehicle at that time. The placard or license plate is assigned to a person, not the vehicle. NMSU Administration reserves the right to have parking violator vehicles towed at the owner's expense.

In the event of an emergency and you are unsure of what to do call "911" and ask for assistance. In addition use the radio system to request on campus assistance. Radio units are located at various locations on campus: Automotive, COTA (Fidel), SSC, ABE/GED, Library, Front Office, VPAA Office, President's Office, and in McClure Hall 301B and 308. In addition and time permitting, consult the following comprehensive documents as posted on the NMSU Grants web page under the "Faculty and Staff" link. They include: the Emergency Action Plan, the Hazcom Program, the Safety Handbook, and the School Dude Website. Please report all safety issues and concerns immediately to the Facilities Manager or any other officer of the college. (Program Managers, VPAA, VPS, VPBF or the College President). Additionally, safety training is conducted on a regular basis for faculty and staff.
**Recycling**

The focus today is on the environment and saving natural resources. The NMSU Grants campus recently started a recycling program and is making every effort to recycle paper (including cardboard,) plastic bottles and aluminum cans. The recycling effort is not just the responsibility of the facilities and custodial workers. Faculty, staff, students and even visitors are stakeholders in this program. Everyone must “pitch in” for it to succeed. The Facilities Department asks that the faculty discuss recycling with students and how important the success of this program is to our environment.

Recycling stations are located in strategic locations throughout the campus buildings with additional unit to be purchased and set up in the future. Plastic bottles and aluminum cans can be put into “ClearTainers” with the blue top and clear plastic bag bases. Please put only plastic bottles and aluminum cans in these containers. Styrofoam, cellophane, plastic bags and food containers cannot be recycled at this time. The custodial staff and facilities workers further segregate these items for recycling. The aluminum cans are sold locally to fund the bird and animal food in the Earth Garden. The plastic bottles are taken by faculty and staff to Albuquerque or other recycling locations when they travel to these locations. Everyone is encouraged to stop by the recycling compound near the back parking lot and pick up a bag of plastic bottles when going to Albuquerque.

Paper products are also collected for recycling in the local area and can be put into “ClearTainers” with the green top and clear plastic bag bases. Old Corrugated Containers (cardboard boxes) are the raw material of choice for Durango-McKinley Paper Company, but they will accept all types of paper, as long as it is not contaminated with food, oil, wax or other chemicals. If you have cardboard boxes, please remove all Styrofoam and packing material (unless it is made of paper) and collapse the box for ease of storage and transportation. Facilities will collect paper products until a full trailer load can be taken to Durango-McKinley Paper Company.

Recycling is everyone’s responsibility. Please take the time to do so and educate those around you about the benefits of recycling.

**Custodial Duties and Locked Offices**

To ensure privacy and security of personal effects and valuable property, custodians do not have keys to many office spaces. This means that custodians cannot enter these offices after normal work hours or when the occupant is away from work.

If your office is in need of cleaning, please contact any member of the day crew staff to arrange for cleaning. If the trash needs to be emptied, put the container outside the door and the custodial staff will empty it and leave it for you to put back in your office.

For any unusual custodial or facilities need, please contact the Facilities Manager or submit a work request using “School Dude.”

**Adult Basic Education (ABE)/General Educational Development (GED)**

The ABE/GED program provides educational services for students who lack a High School diploma. We provide academic services in the areas of Reading, Writing and Math. Our programs provide services for skill levels ranging from pre-reading through college prep. We provide year round programming in GED preparation and we are an official GED testing site too. Any student who is lacking their High School diploma and who is at least sixteen years of age may participate in the
program. The program is located in room 120 of the Martinez building. The phone number is 287-6662.
APPENDIX A

FACULTY SCHEDULE

| NAME ________________________________ | E-MAIL _________________________ |
| SEMESTER ___________________________ | PHONE _________________________ |

CLASS TIME(S) | OFFICE LOCATION

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>ROOM</th>
<th>COURSE</th>
<th>OFFICE HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MON.</td>
<td></td>
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<td></td>
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<tr>
<td>TUES.</td>
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<tr>
<td>WED.</td>
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<tr>
<td>THURS.</td>
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<td>FRI.</td>
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<tr>
<td>SAT.</td>
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<tr>
<td>ONLINE</td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX B

New Mexico State University

Electronic Document Signature
Conflict of Interest (Version: 2.2 is available for submission from 08-JUN-09 to 08-JUN-10)

- Edit Document
- Review Document
- Sign Document

Conflict of Interest/Commitment Disclosure Form

This conflict of interest form contains information that may have direct bearing on your employment and filing this form is a condition of your employment. This form will be stored by Human Resource Services and considered confidential. This form is available only to individuals duly charged with the responsibility for review and may be released only in accordance with and as required by federal or state law or regulation or lawful court order. Please refer to NMSU Policy 3.20 and 3.21 for additional information. http://www.nmsu.edu/manual/documents/chapter3.pdf

In accordance with NMSU Policy 3.20.23, "family" is defined as legal spouse, domestic partner, parent (including in-laws, adoptive, step or surrogate), child, brother (including half, step and in-law), sister (including half, step and in-law), grandparent, grandchild, and legal guardian. The term "family" shall also include the legal spouses of any of the individuals named above.

1. Are you engaged in any other employment or consulting (including self-employment) outside of the university?

☐ Yes ☐ No

If yes, please include the following: name of the entity/activity; location; services/products offered; your relationship to the entity; anticipated dates of activity; estimated hours per week (if during work hours indicate whether annual leave will be taken); and indicate any fees or gifts received, expenses paid or donations of goods or services with an aggregated value of $100 or greater in the previous 12 month period.
2. Do you receive compensation including but not limited to, consulting fees or honoraria (in excess of $500), for professional activities such as teaching at another institution or employment as an expert witness?

☐ Yes ☐ No

*If yes, please include the following: name of entity or nature of activity, compensation received including gifts, donations or services.*

3. Are you or a family member engaged in any outside activities (i.e. outside ventures including publicly held corporations) or in which you or a family member hold more than a 5% financial interest or hold equity interests exceeding $10,000 which are required to be reported under federal contract and grant regulations?

☐ Yes ☐ No

*If yes, please include details:*

4. Do you hold any intellectual property rights and/or participate in any outside activity in which you are required to waive rights to intellectual property?

☐ Yes ☐ No

*If yes, please describe the intellectual property rights and provide details:*

5. Do you serve on the board of directors or an advisory board of a business from which you or a family member receives project support or with which the university has a contractual relationship?

☐ Yes ☐ No

*If yes, please include the following: name of the entity/activity, location services/products offered; your relationship to the entity, anticipated dates of activity, estimated hours per week (if during work hours*
indicate whether annual leave will be taken); and indicate any fees or gifts received, expenses paid, or donations of goods or services with an aggregated value of $100 or greater in the previous 12 month period.

6. Do your NMSU activities, including teaching and research, require use of university books, supplies, equipment or other instructional materials created or published by you or by an entity in which you or a family member has a financial interest?

☐ Yes ☐ No

If yes, please include details:

7. Are you or a family member engaged in outside activities in which you utilize university facilities, equipment and/or services?

☐ Yes ☐ No

If yes, please include the following: describe the activity and provide details regarding the use of university resources (e.g. % of use, times per year, etc) including the details of arrangements for reimbursement of usage.

8. Have you or a family member received gifts, favors or gratuities with an aggregated value of $100 or greater in the previous 12 month period, excluding meals and text books, from a person or business that you know to be doing business with or attempting to do business with the university?

If yes, please provide details:

☐ Yes ☐ No

If yes, please include the following: name of person/business, your relationship to the person or business, items received and approximate value of items.
9. Do you have a family member engaged in consulting, contractual activities, or has financial interest in, or receives a financial gain/benefit from a business entity that does business with the university or provides services similar to the university?

☐ Yes ☐ No

*If yes, please include the following: name of family member, relationship with that person, name of the entity, services/products offered and your position/relationship to the entity.*

10. Are you or a family member engaged in an outside business or employment relationship with university employees and/or students?

☐ Yes ☐ No

*If yes, please provide details of the relationship and describe outside business or employment relationship.*

11. Are you engaged in any community service, contractual relationship, or hold a financial interest which may create a conflict of interest between the interests and the performance of your public responsibilities and obligations to NMSU, including time commitments?

☐ Yes ☐ No

*If yes, please include the following: name of the entity, services/products offered and your position/relationship to the entity.*

12. Are you or a family member a candidate for an elected or appointed public office? Are you or a family member serving as an elected or appointed public official [e.g. Board, commission or a position in state government or any political subdivision thereof (i.e. judge, commissioner, regent, etc.)]?
13. Are you or a family member engaged in any activity, not otherwise reported above, which you or a member of the public could reasonably conclude may create an actual or perceived conflict of interest or time commitment?

☐ Yes ☐ No

If yes, please describe activity and provide details:

Acknowledgment

I hereby acknowledge that I have read and understand the University's policies in Chapter 3 of the NMSU Policy Manual on Ethical Conduct and Conflicts of Interest and Commitment, and have made all necessary disclosures. I further affirm that the information reported is true and complete to the best of my knowledge, and I assume responsibility for updating this disclosure as necessary.

Employee Signature:
APPENDIX C
Revised 1/7/09
Master Syllabus
NMSU GRANTS CAMPUS
COURSE NAME and NUMBER

Course Description:
Write the course description exactly as published in the most current catalog in this section.

Credit Hours:
Write the number of credits (Carnegie Units) in this section.

Contact Hours:
Face-To-Face:
Write any unique NMSU contact hour formula (for example 3 + 3p) in this section. Include the number of actual contact hours required for a traditional face-to-face course. One credit hour (Carnegie Unit) requires a minimum of 750 minutes. For example a standard 3 credit course requires 2400 minutes which is 40 hours of actual contact time. It is normal for most classes to be scheduled at a slightly longer time frame to accommodate events that typically reduce actual contact time in the semester. Typically 15-16 hours per credit has been used by some colleges for this purpose.

Hybrid:
Describe the classroom contact time and on-line time commitment for a hybrid course if offered.

Fully On-line:
Describe the time commitment for a fully on-line version if offered.

Pre/Co requisites:
Write the pre and/or co requisites as described in the catalog in this section. Include “Consent of the Instructor” as a default.

Student Learning Outcomes (SLO):
With the advent of new delivery modalities such as WebCT, the New Mexico Common Transfer Core, and the NMSU “G” course designation, student learning outcomes (SLO) have taken greater significance. If this is a course included in the NM Common Core include the appropriate specific HED Common Core Competencies to be address by this course. What used to be quantified in seat time must now be described and documented in this section. Describe in as concrete (measurable and/or observable) terms what the successful student will be able to do after completing this course. Use 4-6 major outcomes. For example:

Upon successful completion of this course the student will:
1. Demonstrate an understanding of the theory, principles, and procedures that comprise the science of Clinical Hematology and Coagulation through both written and verbal assessments, and laboratory practical exercises.
2. Properly select and safely employ various laboratory instruments, procedures, methods and
techniques in the processing and analysis of biological specimens.
3. Correlate laboratory data on normal and abnormal body systems and functions with an emphasis upon the peripheral blood and the bone marrow.
4. Select and apply suitable problem-solving strategies in a practical laboratory environment.
5. Work cooperatively in a classroom and laboratory setting.

After the 4-6 major outcomes you should develop and write more detailed and measurable and/or observable student learning outcomes (SLO) and describe the means of assessment and rubrics as you develop them that will be used to document student learning.

Course Overview/Content and Scope:
In this section list the major topics to be address in this course. For example if a textbook is use, a listing of the required chapter titles might be appropriate. List the general topics of study that comprises the essential knowledge to be presented in the course.

Assessment of Student Performance - Grading and Evaluation:
In general a student's grade will be based on multiple measures of performance, and will reflect the level of accomplishment of the objectives set forth above as well as the level of understanding of the topics enumerated under "Content and Scope". A final grade of "C" or better should indicate that the student has the ability to successfully apply the principles taught in this course to subsequent courses, to the work-place, or to personal goals as appropriate. The assessment process will also measure independent critical thinking skills and will reflect the student's ability to demonstrate their accomplishments by:
1. Performing on written or oral examinations
2. Performing on outside assignments including writing assignments
3. Contributing to class discussion
4. Maintaining attendance per current policy
5. A research paper
6. Observation of laboratory practical assignments
7. Oral Presentations

Required Textbooks and Materials:
In this section list the required textbook(s) and all other materials required for the course. Be as complete as possible for a student’s financial aid will pay for items that are listed as required. In addition list any optional materials suggested but not required.

Fees:
List any special fees associated with the course.

Statement Regarding Academic Misconduct:
(Insert the following statement verbatim.*)
Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions: CHEATING; PLAGIARISM; UNAUTHORIZED POSSESSION OF EXAMINATIONS, RESERVE LIBRARY MATERIALS OR LABORATORY MATERIALS; UNAUTHORIZED CHANGING OF GRADES ON AN EXAMINATION, INSTRUCTOR'S GRADE BOOK OR GRADE REPORT; NONDISCLOSURE OR MISREPRESENTATION IN FILLING OUT
APPLICATIONS OR OTHER COLLEGE RECORDS. The following disciplinary actions and sanctions may be imposed for any of the above infractions of regulations: disciplinary probation, disciplinary suspension, dismissal, expulsion.

Classroom Conduct Policy:
Students must conform to the NMSU Grants Student Code of Conduct as published. It is faculty’s responsible to shape and maintain a positive learning environment in the classroom and labs as well as on campus in general. Students are expected to contribute to a positive learning environment as determined by the faculty member responsible for the course. Student conduct that is determined to be detrimental to creating and maintaining a positive learning environment, for example rude, disruptive or uncooperative behavior, poor hygiene, and/or distractive clothing, can lead to dismissal of the student from the class session or the course. While complaints from other students in the class are one measure of disruption, the faculty member has the responsibility and authority to establish a positive learning environment.

Electronic Devices
Student use of electronic communications devices such as cell phones, DVD players and laptop computers during class time are prohibited unless authorized by the faculty member teaching the course. If a student must use such a device for their employment (for example an EMT in on-call status) the student must inform the instructor in advance and set the instrument to a non disruptive mode such as vibrate.

Americans with Disabilities Act (ADA)
(Insert the following statement verbatim.*)
If you have, or think you may have, a disability that interferes with your performance as a student in this class, you are encouraged for academic reasons to discuss this on a confidential basis with your instructor, and/or The Americans with Disabilities Act (ADA) Coordinator in the Main Office, or at 287-7981. If you have a condition which may affect your ability to exit from the premises in case of an emergency, you are urged, for safety reasons, to notify the ADA coordinator.

Modification
Your instructor reserves the right to modify and change this syllabus as deemed appropriate and necessary by his/her professional judgment. Changes will be announced to the students in advance to provide appropriate time to adjust as determined by the instructor.

Last Reviewed by Dr. Harry Sheski, 1/7/09
Operational Syllabus
This is where course specifics for a given semester and faculty person are to be provided to the student in great detail (for example who, what, where, when, and why for a given course so to speak). This section is always given in conjunction with the master syllabus. Many student grievances can be avoided by providing a clear and detailed syllabus then applying it equally to all the students in the course.

NMSU GRANTS CAMPUS
COURSE NAME and NUMBER
Semester, Year

Instructor
Dr. Harry Sheski

Recommended Preparation
This section lists and describes coursework recommended by the instructor for student success but that are not required pre/co requisites.

Contact Information
Phones: Office 287-6641, E-mail hsheski@nmsus.edu.

Office Hours
I will be available before and after most class sessions to meet with students individually. Appointments are encouraged. My posted office hours are M/W 9-11 am and T/R 4-6 pm.

Class Meetings
Mondays, Tuesdays, and Wednesdays from 10 am - 1 PM for the semester except where noted. Due to the nature of bacteriology, at times it may be necessary for students to continue their laboratory work on additional days (Thursdays and Fridays).

Attendance Policy
Students missing three or more scheduled class periods or 9 total contact hours are subject to being dropped from the course. The instructor on a case-by-case basis will decide this. Student attendance is taken at the beginning of each class or lab. Students not present when attendance is recorded will be considered tardy. Two tardies will be counted as one absence. Students who leave before scheduled class or lab periods are completed will also be recorded as tardy or absent for that day as determined by the instructor on a case-by-case basis.
Students are eligible for an attendance bonus that will be added to their final grade according to the following scale:

- 0 absences = plus 3%
- 1 Absence = plus 2%
- 2 Absences = plus 1%
- 3 Absences = no penalty
- 4 Absences = Minus 1%, etc.

**Grading Scale**

A student's final grade will be calculated by combining the averaged grades for the following course components: 1/3 Homework and Laboratory Assignments, 1/3 Quizzes and Unit Examinations, and 1/3 the Final Comprehensive Examination.

The following percentage scale will award final grades:

- A+ 97 % or greater
- A 93 - 96 %
- A- 90 - 92 %
- B+ 87 - 89 %
- B 83 - 86 %
- B- 80 - 82 %
- C+ 77 - 79 %
- C 73 - 76 %
- C- 70 - 72 %
- D+ 67 - 69 %
- D 63 - 66 %
- D- 60 - 62 %
- F Less than 60 %

Students must earn a final minimum grade of C to successfully pass the course. Students earning less than a C will be placed in MLT Academic Probation. (See "Policy defining MLT Academic Probation").

**Assignment Due Dates**

All assignments are due on time. Missed classroom and laboratory activities, and written assessments such as quizzes and examinations will be awarded a grade of zero. Late or missed work will be subject to penalties as decided by the instructor on a case-by-case basis.

**TENTATIVE CLASS SCHEDULE***

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>ASSIGNMENT/TOPIC/ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 19</td>
<td>Introduction; Chapter 1 (invitation to biology); Film (secret of life); Lab #1 (scientific method)</td>
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<tr>
<td>2</td>
<td>Jan. 24</td>
<td>Chapter 3 (how cells are put together); Lab #2 (microscopy)</td>
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<tr>
<td></td>
<td>Jan. 26</td>
<td>Chapter 3; Lab #3 (cells); Chapter 7 (how cells reproduce);</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 31</td>
<td>Chapter 7; Lab #4 (mitosis &amp; meiosis)</td>
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<tr>
<td></td>
<td>Feb. 2</td>
<td>Review; Lab #5 (mitosis &amp; meiosis ID)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
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<td>----------</td>
<td>------------------------------------------------------------</td>
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<tr>
<td>Feb. 7</td>
<td><strong>TEST #1</strong> (chapters 1, 3, &amp; 7)</td>
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<tr>
<td>Feb. 9</td>
<td>Chapter 8 (observing patterns in inherited traits); Lab #6 (Mendelian genetics)</td>
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</tr>
<tr>
<td>Feb. 14</td>
<td>Chapter 8; Lab #7 (blood typing)</td>
<td></td>
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<tr>
<td>Feb. 16</td>
<td>Lab #8 (CID &amp; Mendelian genetics); Lab #9 (inheritance &amp; selection); Chapter 12 (processes of evolution)</td>
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<tr>
<td>Feb. 21</td>
<td>Chapter 12; Lab #10 (selection &amp; genetic equilibrium)</td>
<td></td>
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<tr>
<td>Feb. 23</td>
<td>Chapter 12; Lab #11 (microevolution &amp; evolutionary thought); Review</td>
<td></td>
</tr>
<tr>
<td>Feb. 28</td>
<td><strong>TEST #2</strong> (chapters 8 &amp; 12)</td>
<td></td>
</tr>
<tr>
<td>Mar. 2</td>
<td>Chapter 13 (evolutionary patterns, rates, &amp; trends); Lab #12 (fossils)</td>
<td></td>
</tr>
<tr>
<td>Mar. 7</td>
<td>Chapter 13; Film (ancient life)</td>
<td></td>
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<tr>
<td>Mar. 9</td>
<td>Chapter 14 (early life); Lab #13 (cladograms); Film</td>
<td></td>
</tr>
<tr>
<td>Mar. 14</td>
<td>Chapter 14; Film</td>
<td></td>
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<tr>
<td>Mar. 16</td>
<td>Chapter 14; Lab #14 (unicellular organisms); <strong>Draft Paper Due</strong></td>
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<tr>
<td>Mar. 21–27</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>Apr. 4</td>
<td><strong>TEST #3</strong> (chapters 13, 14, &amp; 15)</td>
<td></td>
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<tr>
<td>Apr. 6</td>
<td>Chapter 16 (animal evolution)</td>
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<tr>
<td>Apr. 11</td>
<td>Chapter 16; Film (human evolution)</td>
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<tr>
<td>Apr. 13</td>
<td><strong>Lab #17 (campus biodiversity); Film (biodiversity)</strong></td>
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<tr>
<td>Apr. 18</td>
<td>Film (biodiversity, cont.); Section 28.5 (human population growth)</td>
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<tr>
<td>Apr. 20</td>
<td>Section 29.9 (conservation biology)</td>
<td></td>
</tr>
<tr>
<td>Apr. 25</td>
<td>Epilogue; Review</td>
<td></td>
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<tr>
<td>Apr. 27</td>
<td><strong>Oral Reports; Final Research Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td><strong>TEST #4, Mon. 1-3 PM</strong> (chapter 16; sections 28.5, 29.9, epilogue)</td>
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<tr>
<td>May 9</td>
<td><strong>FINAL EXAMINATION</strong></td>
<td></td>
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</tbody>
</table>

*More detailed information on assignments will be provided during class meetings.*

*Note: Lab instructions and exercises will be handed out before each lab session.*

THE LAST DAY TO DROP A 16-WEEK COURSE IS THURSDAY, MARCH 3. OTHER IMPORTANT DATES ARE LISTED IN THE SCHEDULE OF CLASSES.

**Statement of Syllabus Modification**
The instructor reserves the right to modify this syllabus as necessary during the semester to meet the needs of the class. Major changes will be discussed and announced a minimum of one week in advance.

Last Reviewed by_______________ 1/7/2009.
Appendix D

General Education Transfer Module

This transfer module is intended to serve as a guide for students interested in transferring from a two year institution to a four year institution in New Mexico.

A. Lower Division General Education Common Transfer Curriculum

<table>
<thead>
<tr>
<th>Area I: Communications</th>
<th>9 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <strong>College Level English Composition</strong></td>
<td>3-4 hrs.</td>
</tr>
<tr>
<td>(b) <strong>College Level Writing (a second course building on the above)</strong></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>(c) <strong>Public Speaking (oral communication)</strong></td>
<td>3 hrs.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II: Mathematics</th>
<th>3 semester hours</th>
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</thead>
<tbody>
<tr>
<td>(a) <strong>College Algebra (or higher level)</strong></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>(b) <strong>Calculus</strong></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>(c) <strong>Other College-Level Mathematics</strong></td>
<td>3 hrs.</td>
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</table>

<table>
<thead>
<tr>
<th>Area III: Laboratory Science</th>
<th>8 semester hours *</th>
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</thead>
<tbody>
<tr>
<td>(a) <strong>General Biology, with laboratory</strong></td>
<td>4-8 hrs.</td>
</tr>
<tr>
<td>(b) <strong>General Chemistry, with laboratory</strong></td>
<td>4-8 hrs.</td>
</tr>
<tr>
<td>(c) <strong>General Physics, with laboratory</strong></td>
<td>4-8 hrs.</td>
</tr>
<tr>
<td>(d) <strong>Geology/Earth Science, with laboratory</strong></td>
<td>4-8 hrs.</td>
</tr>
<tr>
<td>(e) <strong>Astronomy, with laboratory</strong></td>
<td>4-8 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area IV: Social/Behavioral Sciences</th>
<th>6-9 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <strong>Economics (Macro or Microeconomics)</strong></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>(b) <strong>Introductory Political Science</strong></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>(c) <strong>Introductory Psychology</strong></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>(d) <strong>Introductory Sociology</strong></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>(e) <strong>Introductory Anthropology</strong></td>
<td>3 hrs.</td>
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</table>

<table>
<thead>
<tr>
<th>Area V: Humanities and Fine Arts</th>
<th>6-9 semester hours</th>
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<tbody>
<tr>
<td>(a) <strong>Introductory History Survey</strong></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>(b) <strong>Philosophy</strong></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>(c) <strong>Introductory Course in History, Theory, or Aesthetics of the Arts or Literature</strong></td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Total: 35 Hours
Appendix E

General Education Common Core Competencies

Area I: Communications

- Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and adverse points of view.

- Express a primary purpose in a compelling statement and order supporting points logically and convincingly.

- Use effective rhetorical strategies to persuade, inform, and engage.

- Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.

- Integrate research correctly and ethically from credible sources to support the primary purpose of communication.

- Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

Area II: Mathematics

- Display, analyze, and interpret data.

- Demonstrate knowledge of problem solving strategies.

- Construct valid mathematical explanations.

- Display an understanding of the development of mathematics.

- Demonstrate an appreciation for the extent, application, and beauty of mathematics

Area III: Laboratory Sciences

- Describe the process of scientific inquiry.

- Solve problems scientifically.

- Communicate scientific information.

- Apply quantitative analysis to scientific problems
• Apply scientific thinking to real world problems.

**Area IV: Social and Behavioral Sciences**

• Identify, describe, and explain human behaviors are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.

• Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.

• Describe ongoing reciprocal interactions among self, society, and the environment.

• Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

**Areas V: Humanities and Fine Arts**

• Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, and film).

• Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, social, cultural, religious, intellectual).

• Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.

• Draw on historical and/or cultural perspectives to evaluate and/or all of the following contemporary problems/issues, contemporary modes of expression, and contemporary thought.
Appendix F

BLOOM'S TAXONOMY

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior. This taxonomy is important in better understanding learning. Bloom found that over 95% of the test questions students encounter require them to think only at the lowest possible level...the recall of information. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge**: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension**: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application**: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis**: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis**: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation**: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

[http://www.officeport.com/edu/blooms.htm](http://www.officeport.com/edu/blooms.htm)
### Behavioral Objective Terms

**Knowledge** – The ability to recall information

<table>
<thead>
<tr>
<th>Action</th>
<th>Knowledge Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite</td>
<td>Identify</td>
</tr>
<tr>
<td>Define</td>
<td>Label</td>
</tr>
<tr>
<td>Develop</td>
<td>List</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Match</td>
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</tbody>
</table>

**Comprehension** – The ability to understand and explain information

<table>
<thead>
<tr>
<th>Action</th>
<th>Comprehension Terms</th>
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</thead>
<tbody>
<tr>
<td>Convert</td>
<td>Estimate</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Explain</td>
</tr>
<tr>
<td>Describe</td>
<td>Express</td>
</tr>
<tr>
<td>Discuss</td>
<td>Extend</td>
</tr>
<tr>
<td>Give Examples</td>
<td>Paraphrase</td>
</tr>
</tbody>
</table>

**Application** – The ability to use information in a new situation

<table>
<thead>
<tr>
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<th>Application Terms</th>
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</thead>
<tbody>
<tr>
<td>Apply</td>
<td>Discover</td>
</tr>
<tr>
<td>Apply a rule</td>
<td>Dramatize</td>
</tr>
<tr>
<td>Arrange</td>
<td>Draw</td>
</tr>
<tr>
<td>Classify</td>
<td>Employ</td>
</tr>
<tr>
<td>Compare</td>
<td>Estimate</td>
</tr>
<tr>
<td>Construct</td>
<td>Generalize</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Illustrate</td>
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</tbody>
</table>

**Analysis** – The ability to categorize information and to perceive similarities, differences, and parts

<table>
<thead>
<tr>
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<th>Analysis Terms</th>
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<tbody>
<tr>
<td>Analyze</td>
<td>Choose</td>
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<tr>
<td>Appraise</td>
<td>Classify</td>
</tr>
<tr>
<td>Associate</td>
<td>Compare</td>
</tr>
<tr>
<td>Breakdown</td>
<td>Debate</td>
</tr>
<tr>
<td>Categorize</td>
<td>Deduce</td>
</tr>
<tr>
<td>Cause &amp; Effect</td>
<td>Detect</td>
</tr>
<tr>
<td>Solve</td>
<td>Test</td>
</tr>
</tbody>
</table>

**Synthesis** – The ability to create by combining more than one piece of information

<table>
<thead>
<tr>
<th>Action</th>
<th>Synthesis Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange</td>
<td>Create</td>
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<tr>
<td>Assemble</td>
<td>Design</td>
</tr>
<tr>
<td>Collect</td>
<td>Develop</td>
</tr>
<tr>
<td>Combine</td>
<td>Devise</td>
</tr>
<tr>
<td>Compose</td>
<td>Formulate</td>
</tr>
<tr>
<td>Construct</td>
<td>Incorporate</td>
</tr>
</tbody>
</table>

**Evaluation** – The ability to make value judgments concerning given information using supporting data

<table>
<thead>
<tr>
<th>Action</th>
<th>Evaluation Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraise</td>
<td>Conclude</td>
</tr>
<tr>
<td>Argue</td>
<td>Contrast</td>
</tr>
<tr>
<td>Assess</td>
<td>Critique</td>
</tr>
<tr>
<td>Choose</td>
<td>Decide</td>
</tr>
<tr>
<td>Compare</td>
<td>Judge</td>
</tr>
</tbody>
</table>

**Knowledge Terms**

- Identify
- Memorize
- Recognize
- Select
- Label
- Name
- Relate
- Simple Outlining
- List
- Recall
- Repeat
- State
- Match
- Recite
- Reproduce
- Underline

**Comprehension Terms**

- Predict
- Review
- Explain
- Illustrate
- Prepare
- Summarize
- Express
- Interpret
- Report
- Translate
- Extend
- Locate
- Retrace
- Paraphrase
- Tell in own words
- Write in own words

**Application Terms**

- Sketch
- Prepare
- Solve
- Produce
- Transfer
- Relate
- Modify
- Restructure
- Translate
- Operate
- Schedule
- Use
- Practice
- Shop for
- Utilize

**Analysis Terms**

- Outline
- Point Out
- Question
- Graph
- Identify
- Infer
- Recognize
- Inspect
- Select
- Examine
- Inventory

**Synthesis Terms**

- Plan
- Rewrite
- Integrate
- Invent
- Prepare
- Set up
- Manage
- Produce
- Specify
- Modify
- Propose
- Visualize
- Organize
- Rearrange
- Write

**Evaluation Terms**

- Judge
- Revise
- Value
- Determine
- Justify
- Score
- Measure
- Select
- Estimate
- Rank/Order
- Standardize
- Evaluate
- Rate
- Validate
MCLURE BUILDING
FIDEI ACTIVITY CENTER (GYM)
FIRST (GROUND) FLOOR
FIDEL ACTIVITY CENTER (GYM)
SECOND FLOOR
SMALL BUSINESS DEVELOPMENT CENTER (SBDC)
# APPENDIX H

## NMSU Grants

### Departmental Phone Numbers

(Area Code 505)

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Services</td>
<td>287-6641</td>
</tr>
<tr>
<td>Adult Basic Education</td>
<td>287-6662</td>
</tr>
<tr>
<td>Barnes &amp; Noble Bookstore</td>
<td>287-9271</td>
</tr>
<tr>
<td>Business Services</td>
<td>287-6633/630</td>
</tr>
<tr>
<td>Distance Education</td>
<td>287-6693</td>
</tr>
<tr>
<td>Education Resource Center</td>
<td>287-6626</td>
</tr>
<tr>
<td>Facilities</td>
<td>287-6673</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>287-6628/621</td>
</tr>
<tr>
<td>General Information</td>
<td>287-NMSU (6678)</td>
</tr>
<tr>
<td>Human Resources</td>
<td>287-6625</td>
</tr>
<tr>
<td>IT Services</td>
<td>287-6664</td>
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<tr>
<td>Library Services</td>
<td>287-6637</td>
</tr>
<tr>
<td>Small Business Development Center</td>
<td>287-6686</td>
</tr>
<tr>
<td>Small Wonders Child Care Center</td>
<td>287-3868</td>
</tr>
<tr>
<td>Student Services</td>
<td>287-6628/629</td>
</tr>
<tr>
<td>Student Success Center</td>
<td>287-6640</td>
</tr>
<tr>
<td>University Services</td>
<td>287-6624</td>
</tr>
</tbody>
</table>
APPENDIX I

How do I enter final grades?

Activate Your Account:

- Log on to http://my.nmsu.edu
- Click on the link that says “Click Here to ACTIVATE Your Account Now”
- If you have a NMSU Username and Password, enter them and click Continue. If you do not have an NMSU Username and Password, click “Click here” to create a new account.
- Follow the on-screen instructions.

Click on your "Faculty and Advisors" tab.
Under the "Faculty Menu", click on "Final Grades".
Select the term, and choose the course from the drop-down menu.
Each student will have a drop-down box where you can select the grade.

Click frequently on the "Submit" button at the bottom of the page so you don't lose work if you are "timed out."

The time-out value in Banner is one hour, but the default time-out value in myNMSU is only 15 minutes. To change the time-out value in myNMSU:
Click on "My Account" in the upper left part of the screen.
Use the drop-down box to change the time-out value to at least one hour or up to 180 minutes.
APPENDIX J
Service Learning Syllabus Integration

1) Please put “Service Learning Option Offered” somewhere near the title of the class.

2) Please define service learning in your syllabus. Here is the definition we are all using: (feel free to cut and paste!)
   a. **What is Service Learning?** The American Association of Community Colleges offers a concise definition: “Service learning combines service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community.” Service Learning is NOT volunteer work, but an opportunity for you as a student to apply what you are learning in the classroom in a way that serves our community. Not only does this help you to learn course objectives, but it also helps a community-based program at the same time.
   b. **There are 4 parts to Service Learning:**
      Academics (what you learn in your class),
      Service (what you do in the community program),
      **Reflection** (we want to know what you learned and what effect this experience has had on you!), and finally
      **Civic Responsibility** (how has this experience made you more civically engaged with our community and society?).

3) Clearly define and explain how the Service Learning Option will enable students to learn course learning objectives, as well as include the number of hours you are expecting students to experience in the community agency/project. Most faculty use Service Learning as an Option, not a requirement. You might consider 10-20 hours of SL in lieu of one or more traditionally based assignments. It is important that you connect the Service to the Academics!

4) Grading Service Learning—Students are not expected to receive a grade based solely on the hours of service they provide, but also on the Reflection of the service and justification of how the service enabled the student to learn specific course objectives. Through reflection we also want students to dig deeper into ideas and practice of Civic Responsibility and Civic Engagement. Student-led reflection sessions are encouraged.