

# New Mexico State University Grants FACULTY HANDBOOK

2017-2018



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Additional resources can be found at both the NMSU Grants website ([grants.nmsu.edu](http://grants.nmsu.edu)) and the NMSU website ([nmsu.edu](http://nmsu.edu)) under the Faculty & Staff Resources links

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## **HISTORY OF NMSU GRANTS**

NMSU 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. Later the former Vocational Building and Gymnasium became Fidel Hall, which remain from the Job Corps Center, were also renovated during the same period.

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. 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 the 21<sup>st</sup> century, NMSU Grants is distinguished by serving as both a Hispanic Serving Institution (HSI) and a Non-Tribal Native American Serving Institution (NASNTI). This reflects the local service base of Cibola and Catron counties, including the tribal communities of the Laguna Pueblo, Acoma Pueblo and Navajo Nation.

Academic programs at NMSU Grants range from a bachelor's of science in nursing to a variety of associate and applied science associate degrees as well as a wide range of certificates that prepare students for additional bachelor's study or careers in trades, technology, health careers, and social services. NMSU Grants collaborates with numerous area schools to foster dual enrollment opportunities, maintains several collaborative projects with local employers, and a strong outreach effort to all Cibola County and beyond. NMSU Grants also offers a well respected GED program, has increase on-line course offerings, and employs a diverse team of highly qualified professional faculty and staff. These activities all contribute to the institutional mission of providing quality education through innovative teaching and learning that promotes respect for our diverse students and community.

# MISSION, VISION, & VALUES 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.

## **VALUES:**

We Value:

- Personal Success
- Growth
- Respect
- Healthy Lifestyles
- Teamwork
- Community Partnerships
- Stewardship
- Excellence
- Integrity
- Positive Attitudes
- Employability
- Intellectual Inquiry
- Social Justice
- Creativity
- Safe Environment

## **INSTITUTIONAL GOALS**

Students who graduate from NMSU Grants will:

- Actively and skillfully engage in the process of analyzing and evaluating in order to make judgments to solve problems. (Critical Thinking and Problem Solving)
- Develop self-motivation and self-confidence in identifying and ranking priorities for achievements in life.(Goal Setting and Initiative)
- Use technology effectively as a tool for communication and to complete tasks as well as to locate, evaluate and use information. (Technology and Information Literacy)
- Use time management to meet deadlines and approach collaborations objectively.(Professionalism)
- Improve and affect positive change in communities at all levels including sustainability and global issues. (Citizenship)
- Expose students to new and diverse modes of learning to spark a continuing quest for knowledge. (Lifelong Learning)
- Acquire foundational abilities in reading, writing, and math that will enhance future studies, career, and citizenship.( Reading/Writing/Math Ability)
- Celebrate and enhance students' sense of identity while encouraging inclusion and empathy. (Diversity and Cultural Value)
- Practice essential listening, speaking, writing, and other forms of communication to advance and share ideas. (Communication Skills)
- Ethics Develop principles and standards of behavior supporting honesty and integrity while avoiding dishonesty and harm. (Communication Skills)
- Cultivate perseverance and the ability to move ideas and positions forward. (Commitment and Leadership)
- Foster and amplify innovation and imagination by connecting creative efforts to enhance life experiences. (Creativity)

## 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. Accreditation review is scheduled for Fall 2017.

## AFFILIATIONS

NMSU at Grants is a member of the following organizations: Hispanic Association of Colleges and Universities (HACU); the Rural Community College Association (RCCA), Grants Cibola Chamber of Commerce; 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>).

#### *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 Faculty 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 as professionally appropriate;
5. Correct and grade tests, papers, and projects as stated in course syllabi, and return them to the students in a timely manner (in most cases no longer than one week) and respond to all student inquiries within 72 hours.
6. Follow NMSU policies and NMSU Grants procedures for classroom management including but not limited to the areas of syllabus preparation, testing, grading, recording-keeping, ADA, and safety/security;
7. Annually, 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 Student Services using Quick Connect or similar software for tutoring and additional support.
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 professional development;
14. Develop new courses and curricula, when appropriate;
15. Order textbooks and other supplies and materials in a timely manner;
16. Participate in and/or chair at least 2 institutional committees;
17. Attend all scheduled meetings, convocations, graduations, unless excused. Faculty are also encouraged to attend other college functions and ceremonies;
18. Participate in institutional self-study, including learning assessment;
19. Comply with university policies and regulations;
20. Assist the Program Manager in preparing course schedules;
21. Be available to teach on and off campus at times assigned by the VPAA as deemed in the best interests of students and the institution;

22. Maintain eight open office/lab hours per week, posting the schedule on your office door and in your syllabi, approximately two hours per day
23. Teach face-to-face, hybrid and online courses, when appropriate;
24. Encourage the completion of end of course (EOC) student evaluations for every course taught;
25. Serve in leadership roles appropriate to your academic rank;
26. Participate in student recruitment activities;
27. Complete other duties as assigned by the Campus President, the VPAA, and Program Manager.

*Teaching Overload for Regular Full-Time and Half-Time Faculty*

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 Campus President.
3. The faculty member has the option to accept an overload assignment.
4. Full-time faculty will receive overload pay at the rate of compensation for Adjunct Faculty computed on headcount and credit hours. Pay will be based on the lowest enrolled class in the faculty member's regular class load for the semester of equal credit hours or the equivalent or a base enrollment of 20 students whichever number is higher.
5. Courses taught as independent study or concurrently at the same time do not constitute an overload as determined by the VPAA.
6. 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 written document will be shared with Human Resources for payroll purposes.
7. 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.

8. 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.

#### *Summer Compensation*

As stated in section 5.30 of the Administrative Rules and Procedures of NMSU full-time faculty at NMSU community colleges will be compensated at 2.77% of annual base salary per credit hour. NMSU Grants has adopted an enrollment of 12 students as the standard summer “full” class size for full-time faculty. For classes with fewer than 12 students, faculty will be compensated at the rate of 1/12<sup>th</sup> of full compensation per enrolled student (prorated on a per head basis). For example a class of 10 students will generate compensation of 10/12<sup>th</sup> of a full class.

#### *Annual Performance Review (APR)*

Regular faculty members are evaluated for the contract/academic year. Regular faculty are 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 annually 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 of the Allocation of Effort (AOE) Statement are:

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

#### *Tenure*

All faculty hired on the tenure rack 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 contract extension.

### *Promotion*

All regular faculty members, tenure track and college track, are eligible to apply for promotion per NMSU policy. Adjustments in compensation based upon promotion in rank are determined by policy. There are four faculty ranks for both tenure track and college track faculty members. They are as follows:

Instructor	College Instructor
Assistant Professor	College Assistant Professor
Associate Professor	College Associate Professor
Professor	College Professor

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 university, state, and federal laws, rules and regulations;
14. Complete assessment activities and a comprehensive annual evaluation of the Program;
15. Manage and coordinate the ordering of textbooks;
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. If the review is favorable and the need exists, 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 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 0.74 FTE per semester. 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.

### **Compliance and Conflict of Interest**

Members of the regular faculty are required to complete an electronic Conflict of Interest (COI) form annually and when circumstances dictate. Any potential conflicts of interest such as outside employment, for example teaching for other institutions of postsecondary education must be reported on this form. All faculty members (both full and part-time) are required to complete multiple online compliance training modules annually.

### **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 or blended, 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. To assure course equivalency in a more meaningful way other than contact time the NMHED has developed and published a set of General Education Common Core Competencies (**See Appendix A**) 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 learning and aggregate data in support of these reports. More information on this can be located at the NMHED website ([hed.state.nm.us](http://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 confidentiality 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 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 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 B**. 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**

NMSU Grants uses the Barnes & Noble online store for textbooks. Program Managers and other faculty authorized to order textbooks are expected to do so in a timely manner that meets federal requirements prior to the first day of registration.

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 Social 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. Students need to contact the High School Counselor or NMSU Grants Advisor to learn how to obtain their textbooks through the High School. 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. Dual credit students are monitored by Student Services and they should be notified of any underperforming students, utilize Quick Connect for your referrals.

#### *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 a NMSU 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 and return a Report of Accident form (Available from Human Resources).

## 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.

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 through Quick Connect (available through the my.NMSU.edu Faculty tab) for each such student **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. Fractionated grading is also allowed.

Letter Grade	Description	Grade Points
A+	Excellent Work	4.0
A		4.0
A-		3.7
B+		3.3
B	Above Average Work	3.0
B-		2.7
C+		2.3
C	Average Work	2.0
C-		2.0
D+, D, D-	Below Average Work	1.0
F	Failing Work	0
N	Grade not submitted	0
W*	Withdrawal	0
CR	Credit authorized, but not letter grade	0
RR*	Substantial progress in developmental studies course	0
S	Satisfactory work (normally equivalent to C or higher)	0
U*	Unsatisfactory work	0
I*	Incomplete	0
AU	Audit	0

\* Last date of attendance reported in Banner when submitting grades

### Posting Final Grades

Faculty members are required to post midterm and 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 under the Regulations & Policies section of the NMSU Grants Catalog, under Academic Appeals. The NMSU Catalogs are published electronically at [nmsu.edu](http://nmsu.edu), effective June 2017.

## **SUPPORT SERVICES**

### **Library**

(505) 287-6639

Believing in the mission statement of the NMSU-Grants campus, the Library is dedicated to fulfilling the varied information needs of the students, faculty, and members of the community. The Library strives to maintain high standards of performance and development of library services, and is committed to the concept of academic freedom.

**Instructional Services:** The Library is able to provide brief tours, overviews of library services, and provide research instruction. Instructional sessions can be requested by faculty for their classes to include library services, library catalog, and online resources. Instructional sessions can be designed to match course assignments and research needs. Please contact the Director of Library Services at ext. 639 to schedule a class visit or specialized instruction.

**Collection Development:** The Library recommends that faculty take an active part in the selection of materials for their particular academic disciplines, and to suggest materials to augment their coursework. The Library encourages faculty to browse the collection and discuss with the Director of Library Services how we can support their instructional goals.

**Request Books and Articles (Interlibrary Loan):** Faculty may request books, articles, and other

medium not available in our collection from other NMSU campus libraries. You can either Request It! online or come into the library to have us assist you with the ILL request.

### **Student Success Center (SSC)**

(505) 287-6691

The mission of the SSC is to facilitate student success by providing technology, individual support, and resources that enable students to excel. The vision of the SSC is to advance the mission of NMSU Grants through innovating, training, and support. It is the objective of the Student Success Center to serve as a place for our students in pursuit of academic excellence.

Located in Martinez Hall room 125, the Student Success Center is designed to support New Mexico State University students through peer mentoring and tutoring. Our peer mentors are here to assist students with questions, connect students with academic and campus resources, and assist with any challenges a student might encounter.

A study area with a resource book library is available for students to do individual or group studying. The study area is also a place for faculty to have their “office hours” for students to visit. The viewing area is for class presentations, film viewing, workshops, learning sessions and topics of the month with discussions by presenters. Faculty are encouraged to facilitate a training or learning session in the viewing room.

Part of the Student Success Center is the computer lab that offers high speed Wi-Fi and a quiet place for students to do assignments and research. Within the computer lab are self-paced tutorial programs such as Rosetta Stone for Spanish and Navajo language acquisition, and Mavis Beacon for skills in typing.

The Student Success Center website: <https://grants.nmsu.edu/students/student-success-center/>

### **Testing Center (TC)**

(505) 287-6691

Located in Martinez Hall within the Student Success Center is the Testing Center. It offers the college placement test Accuplacer for all incoming freshmen. For faculty and NMSU distance education, it offers seating for class and final exams to be proctored. For other colleges and universities in remote proctoring there is a required proctor fee. The HESI 2A RN Admissions Assessment is offered only to students planning to attend NMSU School of Nursing in Grants for the BSN cohort for each fall semester.

For the public, the Testing Center is an approved Pearson VUE IBT Site for Professional Licensure and Certification Exams. Other testing include, the Automotive Service of Excellence Exam through Prometrics IBT, the ACT Career Readiness Work Keys IBT Exam with the support of NM Workforce Connections, and the high school Equivalency IBT Test for the GED and Hi-Set.

To contact the centers:

Address: 1500 N. 3<sup>rd</sup> St., Grants, New Mexico 87020

Email: [sscgrants@nmsu.edu](mailto:sscgrants@nmsu.edu)

The Testing Center website: <https://grants.nmsu.edu/testing-center/>

### **Writing Center**

**Martinez Hall, Second Floor, Room #123, 505-287-6697**

The NMSU Grants Writing Center offers one-on-one tutoring to students and members of the community. It works with all types of writing, including argumentative papers, lab reports, resumes, cover letters, personal statements, fiction, and poetry. Staff members use learner-centered tutoring methods to encourage student engagement. Namely, tutors guide students as they reflect on their work. This hones their writing as well as their critical thinking skills. Students can visit the Writing Center any time during business hours for a face-to-face consultation. The Writing Center also offers online appointments. Students can speak with a tutor using Zoom, a video conferencing platform, or Google Chat. Online appointments must be scheduled a day in advance through the NMSU Grants website: [grants.nmsu.edu/writing-center/appointment](https://grants.nmsu.edu/writing-center/appointment).

The Writing Center offers a few methods of faculty support. Instructors can refer students for appointments; tutors can visit classes to assist with instruction; finally, instructors can hold one or more classes in the Writing Center.

The Writing Center hosts workshops on a variety of topics. Please check the NMSU Grants website for dates and times: [grants.nmsu.edu/writing-center](https://grants.nmsu.edu/writing-center).

### **Math Center**

(505) 287-6657

The NMSU Grant Math Center is located in Martinez Hall 124 and staffed by a Math Specialist and both professional and peers tutors. The center offers drop-in and appointment tutoring in all levels of Mathematics and Introductory Statistics along with computer work stations with scanning capabilities. Students in need of a scientific or graphing calculator can check one out from the center for free if they are an NMSU student.

### **Information Technology (IT)**

(505) 287-6666

All requests for computer repairs and related services can be submitted by emailing [grantsit@nmsu.edu](mailto:grantsit@nmsu.edu) or by calling the department phone line at 287-6666. If you have an urgent request that deserves immediate attention, please call the department phone line, or any individual IT Staff extension, or stop by our office located in Martinez Hall room 122. Our goal is to provide the campus faculty, staff, and students with the best possible technology support, and to keep our campus network running efficiently with no or minimal downtime.

### **Student Services**

(505) 287-6678

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, Veterans Benefits, career and internship opportunities, academic advising, dual credit, recruiting and campus/high school visits, graduation, student activities, and student discipline for non-academic misconduct. Policies governing student organizations and activities, discipline, and other matters concerning student behavior are outlined in the “*Student*

*Social Code of Conduct*". All students are bound by the provisions of the Student Social 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.

The VPSS assists the Institutional Researcher in compiling all reports of crime on our campus for the federally required annual Cleary Report. Please inform the VPSS of any crime on campus, whether it was reported to the Police or not.

**Business Office Services Martinez Hall**  
(505) 287-6653

**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. Training session will be offered throughout the year as new changes are being initiated.

#### Payroll

Pay not directly deposited will be distributed twice (15<sup>th</sup> and last day of the month; dates may change if these date fall on weekends or holidays) each month at the Business Office in Martinez Hall between the hours of 8-5 Monday – Friday, Summer hours are 7-6 Monday - Thursday. If you are unable to pick up your paycheck in person, please have prior written permission on file in the business office designating the person who will pick it up for you. **(Paychecks can be mailed upon request for employees who live out of town.)**

You may sign up for direct deposit by going to [my.nmsu.edu](http://my.nmsu.edu)  
Click on Employee Tab  
Under Banner Self Service Section click on more...  
Click on Direct Deposit Enrollment and follow directions

If you need assistance please contact the Business Services Team.

#### Purchasing

Purchases of goods and services should only be made either by the NMSU Procurement Card or through an issued purchase order. Our goal is to obtain our goods and services through the best source possible in compliance with applicable Federal, State, and local policies. Purchase requisition forms are available from the business office. **Per Business Procedure Manual 4.40.85 -- purchases not properly authorized in advance are the personal obligation of the person originating such a purchase.** NMSU Grants internal approvals are by the Program Manager, VPAA, Business Manager and the Campus President. **Per BPM 4.00.05 only Regents, the President, and Procurement Services buyers and their delegated representatives may sign a contract that legally binds NMSU.**



### Travel

Any employee or student requesting to go on travel (In-State or Out-of-State) and requesting reimbursement from the university is required to complete a Travel Pre-Authorization *before* making any reservations or commitments. Once the travel authorization has been approved by the appropriate supervisors, the employee may then make travel arrangements. There is a possibility that charges incurred prior to receiving travel approval may not be reimbursed. **All reimbursement requests must clearly state a purpose of the travel and serve a bona fide business purpose.** Forms available at: <http://grants.nmsu.edu/Forms/#employees>

If a vehicle is required, the requestor must have a valid Defensive Driving Certificate on file in the Business Office as well an updated Vehicle Driving Permit, which is issued by NMSU-Las Cruces (see below the section title Defensive Driving/Driving Permit). The requester must also put in a Vehicle Use Request in SchoolDude. If you do not have access to SchoolDude, the Facilities Manager will be able to assist in getting an account set up. Each vehicle is assigned a fuel card which can be used with an assigned pin. If you do not have a pin, the Business Office will be able to assign you a pin number. The fuel card is to be used for fuel only. **It is a violation of university policy to use a university credit card to purchase unallowable items or to purchase fuel for a personal vehicle.**

Upon completion of travel, a Travel Reimbursement Form must be submitted to claim reimbursement for actual trip expenses or per diem. *Per NMSU-Business Procedures Manual: Travel reimbursement requests should be submitted within ten days of returning from travel. Travel reimbursements issued greater than ninety (90) days after a traveler returns become taxable to the traveler and will be forwarded to Payroll Services for tax withholdings. Three working days are required by the Travel Office to process reimbursement requests and are part of the ninety (90) day time limit.*

In order to claim per diem, the travel time must exceed 9 or more hours. Itemized receipts are required for requests of actual reimbursements. Actuals will only be reimbursed if they do not exceed the allowable rate for the area of travel. To find travel rates, log into: <http://travel.nmsu.edu/>. If you are claiming mileage only, you will be required to turn in beginning and ending odometer readings; or be reimbursed standard mileage which is computed using MapQuest. Reimbursement for personal vehicle mileage must be approved by the Campus President in advance.

For Adjunct Faculty please contact the Vice President for Academic Affairs or your program manager.

Course must be completed before the employee may drive a university vehicle. Please contact either the Fiscal Asst, Sr. or Business Manager. We will provide you with the steps for requesting and taking the online course. Once the course is complete you will request to have the certificate mailed to you. When you receive the certificate please contact Fiscal Asst., Inter with your date of birth and driver license number. When this information is provided the business office will submit to NMSU Las Cruces and they will complete a driving check and if there is no issue then they will issue the Driving Permit. When the business office receives the permit you will be notified.

### Work Related Expenses

Employees are to use university resources for work related activity only. **Approved (Vice President of Academic Affairs and the Business Manager) work related expenses** such as food for meetings and other supply item costs can be reimbursed using the “Request for Reimbursement” form.

More questions please contact the Business Services Team located in Martinez Hall or 287-6653.

### **Facilities, Maintenance, and Housekeeping**

Our facilities and housekeeping staff strive to keep NMSU Grants clean, presentable, in good working order and to meet the needs of faculty, staff, and students. The Grants branch uses SchoolDude web based software to generate and keep track of work requests. For problems or assistance, Work Requests can be submitted using the “Welcome to MySchoolBuilding” icon on your computer workstation. For emergencies use the radio system to request assistance. Radio units are located at various offices and rooms throughout campus: Automotive, Fidel Hall gym attendant, SSC, ABE/GED, Library, Front Office, President’s Office, VPAA Office, and in McClure Hall room 312.

### *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 work request using the “Welcome to MySchoolBuilding” icon on your desktop computer. (The Facility’s Manager can assist you with setting this system up on your computer.) Please include the dates and times when the vehicle will be needed, the event you are participating in, and the number of people traveling in the vehicle.

The University has a limited number of vehicles so plan ahead and fill out the request 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.

After using a University vehicle, please ensure that it is full of gas before parking it in the maintenance parking lot. Upon returning to campus, fill out a vehicle mileage slip and promptly turned it in to the business office for accounting purposes. Also turn in any gas receipts, the keys and the vehicle gas credit card.

### *Work Requests*

In an effort to better manage the maintenance effort and to become more environmentally friendly, the facilities department uses 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 on-line using the “Welcome to MySchoolBuilding” icon on your computer workstation. The Facilities Manager receives the request 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 the Facilities Manager

to have this system set up on your computer.

### *Facilities Use Request*

Faculty, staff and members wishing to use campus facilities outside their normally assigned spaces must fill out a Facilities Use Request form found on the NMSU Grants website at <https://grants.nmsu.edu/community/facility-use-request/>. This form must also be filled out by outside agencies wishing to use university facilities for any non-academic event.

### *Vehicle Parking*

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.

Do not park in a disabled (special needs) 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.

### *Safety*

**In the event of an emergency and you are unsure of what to do, call Grants Dispatch at 505-287-4404 or 505-287-2893 or “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, Fidel Hall gym attendant, SSC, ABE/GED, Library, Front Office, President’s Office, VPAA Office, and in McClure Hall room 312. If time permits, consult the following comprehensive documents 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, VPSS, 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 recycles paper (including cardboard, news print, white paper, and colored paper,) 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 also stakeholders in this program and 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 units 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 and the proceeds

deposited in the general fund in the business office for use in other campus programs. The plastic bottles are sorted into an onsite recycling dumpster for pick up by New Mexico Solid Waste Management for recycling. .

Paper products collected for recycling can be put into “ClearTainers” with the green top and clear plastic bag bases. Paper types acceptable for recycling include cardboard boxes, brown paper, newsprint, white paper and colored paper as long as it is not contaminated with oil, wax or 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. The facility’s department collects the contents of our containers daily and sorts it into recycling dumpsters according to type for later pick up by New Mexico Solid Waste Management. 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 EDUCATION (AE)/HIGH SCHOOL EQUIVALENCY (HSE) PROGRAM**

(505) 287-6662

The AE/HSE program provides free 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 High School Equivalency preparation and we are an official GED Pearson Vue and HiSET testing site. 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.

# 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. 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**

- 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. Provide your office phone number, if available and your NMSU email address.
- 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 C**). 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 individuals requiring additional attention 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 quality copies.
- 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.



# APPENDICES

## Appendix A

# 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 B

### Master/ Operational Syllabus

#### NMSU GRANTS CAMPUS COURSE NAME and NUMBER SEMESTER

**(Required: Tailor to your course)**

**Contact Information: (Required: May add whatever you would like to)**

**Instructor Name:**

**Email:**

**Phone:**

**Office Address:**

**Office Hours:**

**(Required)**

(Specify face to face, or virtual for online.)

**Class Meeting Times**

**(Required)**

(Specify when where and how meetings will be conducted)

**(Select which is appropriate to your course)**

**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 some colleges have used 15-16 hours per credit for this purpose.

**Blended**

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

**Fully Online Meetings**

- Describe the time commitment for a fully on-line version if offered, or if special online meetings will occur through Synchronous Conference Application such as Adobe Connect, Skype or

Zoom.

**Course Description:**

**(Required)**

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

**Credit Hours:**

**(Required)**

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

**Pre/Co-Requisites for Course:**

**(Required)**

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

**Required Textbooks and Materials:**

**(Required)**

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:**

**(Required if any)**

List any special fees associated with the course.

**Course Overview/Content and Scope:**

**(Required)**

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.

**New Mexico Common Core Competencies:**

**(If applicable. If your course is a “G” course)**

Provide a list of Common Core Competencies for your discipline area, but only if your course is listed as a Common Core Course.

**State of New Mexico Gen Ed Common Core Learning Objectives**

**(If General Ed course, select the area that applies to your course)**

**General Education (Area I: Communication)**

- Analyze and evaluate oral and written communication in terms of situation, audience,

purpose, aesthetics, and diverse 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 & 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 a communication.
- Engage in reasoned civil discourse while recognizing the distinctions among opinions, facts, and inferences.

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### **General Education (Area II: Math)**

#### **Algebra**

- Graph functions.
- Solve various kinds of equations.
- Demonstrate the use of function notation and perform operations on functions.
- Model/solve real-world problems.

#### **Calculus I**

- Demonstrate an understanding of the theoretical, geometrical underpinnings of the calculus.
- Use concepts of function, limit, continuity, derivative, and integral.
- Apply methods of calculus to optimization, graphing, and approximation.
- Apply differential and integral calculus to problems in geometry, physics, and other fields.

#### **College Level Math**

- 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.

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### **General Education (Area III: Science)**

- 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.

•

### **General Education (Area IV: Social and Behavioral Sciences)**

- Identify, describe, and explain human behaviors and how they 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.

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### **General Education (Area 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, economic, 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 any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.

### **Student Learning Outcomes (SLO)**

#### **(Required. Tailor to your specific course)**

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 addressed 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.

### **NMSU Grants Institutional Outcomes:**

#### **(Required: Check ones that apply to your course)**

NMSU Grants has established learning goals for student to achieve during their degree or certificate experience. At the completion of a student’s studies, the student will have taken a variety of courses, each of which offers some or all of these outcomes, ensuring that the student

has been exposed to a wide range of ideas and experiences thus helping to develop the student's potential.

**This course accomplishes NMSU Grants' Institutional Learning Outcomes as indicated:**

Critical Thinking/Problem Solving		Professionalism/Soft Skills/ Work Ethics		Reading/Writing/ Math Ability	
Initiative/Goal Setting/Judgment		Citizenship		Diversity/Cultural Pride/Sensitivity/ Compassion	
Technology/Computer/ Information literacy		Lifelong Learning		Communication Skills	
Ethics		Leadership/Reliability/ Responsibility/Commitment		Creativity	

**Assessment of Student Performance-Grading and Evaluation:  
(Required: Tailor to your course)**

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

**Assignment Guidelines**

**(Required: Tailor to your course)**

Articulate the types of assignments and projects will be required in the course. Discuss your policy for late assignments. Provide information about assignment submission formats and methods. Will Rubrics be utilized?

**Participation Policy**

**(Required: Tailor to your course)**

Define participation in the course, required frequency of attendance, pacing, and can learners work ahead of schedule? For online courses what constitutes "attendance" –Will learners be required to log into the course a specific number of times per week? How will participation be graded?



## **Attendance Policy**

### **(Required: Tailor to your course)**

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**

### **(Required: Tailor to your course)**

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".)

List each category and the percentage or points allowed per category. In some courses, a list of class activities or projects should be listed. An example is as follows:

### **Example**

*Discussions:* 15 discussions at 10 points possible = 150 Points

*Assignments:* 8 assignments at 20 points possible = 160 Points

*Quizzes:* 5 quizzes at 10 points possible = 50 Points

*Exams:* 3 exams at 20 Points possible = 60 Points

*Attendance/Participation:* 15 at 3 points each = 45 Points (Can be omitted or altered for online courses)

**Total Points:** 420 Possible

### **Grading Scales based on points**

418- 465= A

372- 417= B

325-371= C

279-324= D

232-278= F

### **Grading Policy**

#### **(Required: Tailor to your course)**

Instructors must provide a grading policy that includes response time for grading feedback. Consistency of grading feedback is essential to student engagement and performance. Set a policy that advises students of time frames that grading feedback will be provided. A week to two weeks after assignments submission is appropriate, but may need to be altered due to the nature of each course. Set your policy, as it is appropriate to your course.

### **Six-Week Early Performance Grades**

#### **(Required: Verbatim)**

A Six-Week Early Performance Grade for this course will be posted. You will be able to access your grade through your MY.NMSU.EDU under the Student Tab: Click on Student Record / Midterm Grades. In this class the Six-Week Early Performance Grade will reflect your performance on only a portion of the total graded work in this course. If you are doing well, congratulations on your success – but be mindful that there is still a significant portion of the graded work yet to be completed. If you are doing poorly, or not as well as you would like, please meet with me to discuss how you can improve. If you have concerns about your progress in multiple courses and need to consider a schedule change, meet with your academic advisor.

### **Instructor Response Policy**

#### **(Required: Tailor to your course. As per faculty handbook, response is required within 72 hours)**

Discuss the frequency you will respond to student email, phone calls and course work. Discuss your expectations for student/instructor communication.

## **Statement Regarding Academic and Non-Academic Misconduct: (Required: 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, and expulsion.

**Academic and non-academic misconduct:** The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. The Student Code of Conduct is available in the NMSU Student Handbook online:

<http://studenthandbook.nmsu.edu/>

Academic misconduct is explained here:

<http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/>

## **Classroom Conduct Policy: (Select appropriate format) (Required: Tailor to your course)**

### **For Face to Face and Blended Courses**

As a college student you are a professional; therefore all assignments and responses, whether written or oral, should be presented thoughtfully. College is a community of scholars. College tradition demands a respect for others and their ideas. For many students, college represents a vital step toward the opportunity for financial and intellectual independence. Simply stated, rules for this class include the requirement that no one stand in the way of someone else trying to learn. This requirement includes some specific rules:

- No cellphones are allowed during class, including texting. If a student is texting, the class will be required to take a graded quiz.
- At designated times, we will use laptops in class. Except for these times, laptops may not be in use. It would be nice if students could use them to take notes, but unfortunately students surf the web and distract others.
- Speak appropriately. Avoid language that might offend others. Speak your ideas forcefully and with passion, but also with respect for others.
- Be aware that readings and discussion topics may be adult in nature or controversial. College asks scholars to consider current events and human nature. You may object to some topics or opinions, but not discussing them will not solve problems, discover solutions or develop empathy.

## **Netiquette (Etiquette):**

### **(Required for online courses: Tailor to your course. Be sure to cite your sources!)**

According to [The Core Rules of Netiquette](#) by Virginia Shea, Netiquette (known as "Internet etiquette") is a catchall term for the conventions of politeness and respect recognized in live chats, discussions, and emails. In online learning, Netiquette includes a set of guidelines that everyone should follow to promote appropriate online communication. Here are a few guidelines to follow when posting in online chats, discussions, and emails:

- **Maintain a positive tone:** When communicating online, we often forget that we are communicating with other human beings because we only see a computer screen. You do not see facial expressions, body language, or hear the tone of voice when you read messages. It's easy to misinterpret your correspondent's meaning, so always stop and think about your response before hitting submits. Always ask yourself, "Would I say that to a person's face?"
- **Use appropriate grammar and structure:** In other words, avoid using "R U" instead of "are you." There are some students in class that may not understand this type of communication and it does not enhance anyone's writing or vocabulary skills. [Emoticons](#) are fine as long as they are appropriate. A smile :) is welcome, anything offensive is not.
- **Never use all CAPS:** In online communication, caps are known as shouting, so refrain from using them.
- **Avoid personal attacks and flames:** Do not respond to personal attacks or [flames](#) when responding online. If you believe that you are being attacked, please email your instructor.
- **Avoid Offensive language:** Cursing, racial slurs, and other types of language that would not be appropriate in a face-to-face class are also inappropriate online.
- **Be respectful:** Always be polite and respectful in your discussions. Discussions are constructed so that they will allow you to think critically and offer theory plus opinion. There will be differences in opinions. There will be many viewpoints. Remember: Students taking online courses come from different parts of the country or even other countries. Cultural differences allow us to appreciate different perspectives.

*Adapted from the following website:*

*Albion.com & Ross, S. T. (2011). The Core Rules of Netiquette. Retrieved on July 11, 2013 from <http://www.albion.com/netiquette/corerules.html>*

## **Electronic Devices**

**(Optional: May be altered to suit your course)**

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.

## **Discrimination and Disability Accommodation**

**(Required: Verbatim)**

**NMSU is a recipient of federal funds:**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

- Beth Armstead, Vice President for Student Services
- NMSU Grants
- Phone: 505-287-6628 Email: [barmstea@nmsu.edu](mailto:barmstea@nmsu.edu)
- <https://grants-p.nmsu.edu/wp-content/uploads/2013/04/PetitionForAccommodation-011811.pdf>

DACC Students, contact: 575-527-7548

NMSU Carlsbad Students, contact: 575-234-9321

NMSU Alamogordo Students, contact: 575-439-3721

NMSU Las Cruces Students, contact: 575-646-6840

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on discrimination issues, Title IX or NMSU's complaint process contact:

- **Lauri Millot**, Director and Title IX Coordinator
- **Agustin Diaz**, Associate Director, Title IX Deputy Coordinator
- Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue.
- Phone: (575) 646.3635 E-mail: [equity@nmsu.edu](mailto:equity@nmsu.edu)
- Website: <https://eeo.nmsu.edu/>

**Service Animal Access to Restricted Areas (e.g., Animal Housing Areas, Food Preparation Areas, laboratories)  
(Optional statement to be used if applicable)**

Persons with disabilities may be accompanied by their service animals in all areas open to the public. The presence of an animal in some areas on campus (e.g. animal housing areas, food preparation areas, and teaching and research laboratories) may create a safety issues for other people, the animals housed on NMSU property, as well as the service animal. Therefore, in these situations, advance communication and planning is required. The service animal handler is asked to provide as much advance notice as possible to the appropriate academic department head before allowing a service animal to enter into a teaching or research lab, as animal housing area/pen, or food preparation area. The department head will consult with the appropriate university personnel, as needed, to resolve the issues pertaining to access.

You may contact either the Office of Student Accessibility Services (students)

<http://sas.nmsu.edu/>

575-646-6840 or the Office of Institutional Equity (visitors and employees) <https://eeo.nmsu.edu> 575-646-3635 for questions relating to the right to public access by persons with disabilities who use service animals.

NMSU Grants students may contact the Vice President of Student Services, Beth Armstead, as [barmstea@nmsu.edu](mailto:barmstea@nmsu.edu) 505-287-6628 to request accommodations.

## **Accessibility Tools**

### **(Required: Verbatim)**

New Mexico State University is committed to maintaining fully accessible web sites (<https://www.section508.gov> ) for persons with disabilities and the University web pages have been designed in accordance with the W3C's web specifications, (<http://www.w3.org> )

## **Web Tools (Applications and Applets)**

### **(Required information in Canvas course or syllabus: Add accessibility statements for any external websites used)**

The following applications and applets can be downloaded for use in accessing content on the university website.

- Adobe Acrobat Reader <https://get.adobe.com/reader/>
- Adobe Flash Player <https://get.adobe.com/flashplayer/>
- Microsoft Excel Viewer <http://www.microsoft.com/en-us/download/details.aspx?id=10>
- Microsoft Power Point Viewer <http://www.microsoft.com/en-us/download/details.aspx?id=13>
- Microsoft Word Viewer <http://www.microsoft.com/en-us/download/details.aspx?id=4>
- Canvas Accessibility <https://www.canvaslms.com/accessibility>

## **NMSU Grants Institutional Policies**

### **(Required: Verbatim. Taken from campus website)**

This page includes information about the NMSU Grants

- Academic Misconduct Policy
- Students with Disabilities
- Student RIGHT-TO-KNOW and Campus Security Act
- Student Code of Conduct
- Course Transfer
- Children on Campus

<https://grants.nmsu.edu/policies/>

## **Academic Support Services**

### **(Required: Verbatim. Taken from campus website)**

Below you will find available and relevant academic support for students. Support services include access to library services, testing services, and tutoring services.

- Library Services: <http://grants.nmsu.edu/library/> Phone 505-287-6638
- The NMSU Grants Library provides digital access to a variety of academic resources and
- Supplemental print material.
- NMSU Library Resources for Distance Education: A brief guide to library resources and tools for

- Distance Education Students: <http://nmsu.libguides.com/c.php?g=206102>
- Having trouble with citation? Citation tools and assistance can be found online at <http://nmsu.libguides.com/citingyoursources>
- The Student Success and Testing Center is located in Room 125 Martinez Hall at the NMSU Grants campus where students can schedule to take an exam, or a remote student can schedule to take an exam from another NMSU campus. Tutors are available for tutoring on various course subjects. Phone: 505-287-6691. <https://grants.nmsu.edu/students/student-success-center/>
- The Math Lab is located in Martinez Hall room 124. Math Tutoring is available.
- The Writing Center is located in room 123 Martinez Hall. For an appointment with the Writing Specialist, call: 505-287 6697. The Writing Specialist can also be reached by email at [wcgrants@nmsu.edu](mailto:wcgrants@nmsu.edu) or found on the website at <https://grants.nmsu.edu/writing-center/>

## **Student Outreach Centers**

### **(Required: Verbatim. Taken from campus website)**

Student Outreach Centers are funded through the NASNTI Grant. Outreach centers can be located at Acoma, Laguna, Pine Hill/Ramah, Thoreau, To'hajiilee, and Zuni. Site Coordinator contact information can be located online at: <https://grants.nmsu.edu/community/outreach/>

## **Student Support Services**

### **(Required: Verbatim. Taken from campus website)**

Support services are available to you. Such services include counseling & advising services, veteran affairs, and student services.

- The NMSU Grants Student Services Center supports students step by step through their college experience through academic advising, special needs services, and career & job information in regard to degree pathways.
- NMSU Military and Veterans Programs promote lifelong learning and professional development for veterans, active-duty military and their families, assisting them in their higher education goals.
- Student Services includes admissions, registration, financial aid, student development, and graduation.
- <https://grants.nmsu.edu/student-services/>

## **Technology Support Services**

### **(Required: Verbatim. Taken from campus website)**

Technology support services are available in room 122 in Martinez Hall NMSU Grants. If you are a distance student, IT support is available by phone at 505-287-6664. Options for technology support online is as follows:

- Computer IT Orientation <https://grants.nmsu.edu/computer-services/orientation/>
- NMSU User Accounts and Email
- Wi-Fi Services
- Computer Labs
- Student Outreach Centers
- Printing
- IT Student Support Policy
- Personal Computer Tips and Reminders
- Website Information

## Canvas Instructure Student Orientation and Information (LMS) (Required for online courses)

<https://grants.nmsu.edu/computer-services/canvas/>

### Assignment Due Dates

#### (Required: Tailor to your course)

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.

### Schedule of Class Meetings

Date	Week	Topic	Chapter
Jan. 20	1	Introduction to Clinical Microbiology	1
		Safety in the Microbiology Laboratory and	2
Jan. 21	1	Introduction to Parasitology	52
June 26	2	Lumen-Dwelling Protozoans	
June 27	3	Blood and Tissue Protozoans	
June 28	4	Introduction to the Helminthes and Lumen-Dwelling Nematodes	
Feb. 2-4		Writing Assignment Time	
Feb. 9	5	The Cestodes	
Feb. 10	6	The Trematodes	
Feb. 11	7	The Schistosomes or Blood Flukes	
Feb. 16	8	Blood and Tissue Helminthes	
Feb. 17	9	Arthropod Parasites	
Feb. 18		<b>Parasitology Examination</b>	
Feb. 23		Writing Assignment Time	
Feb. 24	10	Introduction to Mycology	53
	11	Isolation and Identification Techniques	
Feb. 25	12	Superficial Mycoses and Dermatophytes	
	13	Subcutaneous Mycoses	
March 1	14	Systemic Mycoses	
March 2	15	Yeasts	
	16	Opportunistic Fungi	
March 3		<b>Mycology Examination</b>	
March 8	1	Introduction to Bacteriology and Review of Laboratory Safety	2
	6	The Microbial World	6,7,8
March 9	2	Culture Media and Sterilization Techniques	10
	3	Inoculation Techniques and Colonial Morphology	11, 18
	4	The Gram Stain	9
March 10	8	Gram Positive Cocci - Staphylococcus	19
	9	Streptococcus/Pneumococcus/Enterococcus	20



March 15		<b>Examination I</b>	
March 16	10	Gram Negative Diplococci - Neisseriaceae	45,33
March 17	11	Biochemical Testing and Identification Techniques	11,18
	12	The Enterobacteriaceae	25
March 18	7	Antibiotic Sensitivity Testing	16,17
March 22	14	Pseudomonadales - Nonfermentors	27,26
March 23	15	Pleomorphic Bacilli - Haemophilus	37
March 24	21	Mycobacteriaceae	48
March 29	13	Vibrionaceae, Campylobacter	
March 30	20	Spirochetes and Corynebacteriaceae	31,39,51,22
March 31		<b>Examination II</b>	
<b>April 5-9</b>		<b>Spring Break – No Class</b>	
April 12		Anaerobic Culture Techniques and Anaerobic Bacteria	46,47
April 13		Chlamydia, Mycoplasma and Rickettsias	49,50
April 14		Introduction to Virology	54
April 15		Specimen Collection and Processing	1
April 19		Health Occupations Laboratory	
April 20		Health Occupations Laboratory	
April 26		Laboratory-Isolation and Identification of Unknowns	
April 27		Laboratory	
April 28		Laboratory	
May 3		Laboratory	
May 4		Laboratory	
May 5		Laboratory	
May 10		<b>Bacteriology Final Examination</b>	

## **Statement of Syllabus Modification**

### **(Required statement)**

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 Dr. William Serban 8/8/2016**

**(Please remove from your syllabus)**



## APPENDIX D

# Early Performance And 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 “Early Performance” or "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.