

NEW MEXICO JUNIOR COLLEGE

BOARD MEETING

Thursday, August 18, 2011

Zia Room - Library

4:00 p.m.

AGENDA

- | | |
|---|-----------------|
| A. Welcome | Guy Kesner |
| B. Adoption of Agenda | Guy Kesner |
| C. Approval of Minutes of July 12 & July 20, 2011 | Guy Kesner |
| D. President's Report | Steve McCleery |
| E. New Business | |
| 1. Monthly Expenditures Report | Dan Hardin |
| 2. Monthly Revenue Report | Dan Hardin |
| 3. Oil and Gas Revenue Report | Dan Hardin |
| 4. Schedule of Investments | Dan Hardin |
| 5. Consideration of Board Policy Manual | Larry Sanderson |
| 6. Consideration of Alternative Licensure Program | John Gratton |
| 7. Consideration of Bid #1052 – Carpentry Work on Campus | Regina Choate |
| 8. Consideration of Bid #1053 – Painting Projects on Campus | Regina Choate |
| 9. Consideration of Bid #1054 – Concrete Work on Campus | Regina Choate |
| F. Public Comments | Guy Kesner |
| G. Announcement of Next Meeting | Guy Kesner |
| H. Closure of Open Meeting | Guy Kesner |
| I. Adjournment | Guy Kesner |

NEW MEXICO JUNIOR COLLEGE

BOARD MEETING

JULY 12, 2011

MINUTES

The New Mexico Junior College Board met on Tuesday, July 12, 2011, beginning at 4:00 p.m. in the Zia Room of Pannell Library. The following members were present: Mr. Guy Kesner, Chairman; Ms. Patricia Chappelle, Secretary; Mr. Phillip Jones; Mr. Ron Black; Mr. Hector Baeza; and Mrs. Mary Lou Vinson.

Mr. Kesner called the meeting to order and welcomed visitors and guests present: Beth Hahn, News-Sun.

Upon a motion by Mr. Jones, seconded by Mrs. Vinson, the agenda was unanimously adopted.

Upon a motion by Mrs. Vinson, seconded by Mr. Baeza, the Board unanimously approved the minutes of June 27, 2011.

Under President's Report, Don Worth recognized Keith Blackwell for receiving the NJCAA National Championship 'Coach of the Year' and Drew Sanders being inducted into the Oklahoma Athletic Hall of Fame. Larry Sanderson and John Gratton gave the NMJC accreditation update.

Under New Business, Dan Hardin presented the June financial reports and with a motion by Ms. Chappelle, seconded by Mr. Baeza, the Board unanimously approved the expenditures for June, 2011.

Dr. McCleery presented a retirement resolution for Vicky Slack. Ms. Slack has served the college for 16 years.

Don Worth recommended Nadia Cole for the Professor of Physical Education/Athletic Trainer position at a nine month salary of \$37,000. Upon a motion by Mr. Black, seconded by Mr. Baeza, the Board unanimously approved the employment of Ms. Cole, effective August 15, 2011.

Mr. Kesner called for comments from the public. There being none, the next regular board meeting was scheduled for Thursday, August 18, 2011, beginning at 4:00 p.m.

Ms. Chappelle moved the board go into closed session for the discussion of limited personnel matters under the provisions of section 10-15-1-H (2) of the New Mexico Statutes Annotated 1978. Mrs. Vinson seconded the motion. The roll call vote was as follows: Mr. Jones - yes; Mrs. Vinson – yes; Ms. Chappelle - yes; Mr. Black - yes; Mr. Kesner - yes; and Mr. Baeza - yes.

Upon re-convening in open meeting, Mr. Kesner stated that the matters discussed in the closed meeting were limited only to those specified in the motion for closure.

Upon a motion by Mr. Jones, seconded by Ms. Chappelle, the board meeting adjourned at 5:50 p.m.

NEW MEXICO JUNIOR COLLEGE

BOARD MEETING

JULY 20, 2011

MINUTES

The New Mexico Junior College Board met on Wednesday, July 20, 2011, beginning at 8:00 a.m. in the Zia Room of Pannell Library. The following members were present: Mr. Guy Kesner, Chairman; Ms. Patricia Chappelle, Secretary; Mr. Phillip Jones; Mr. Ron Black; and Mr. Hector Baeza. Not present was Mrs. Mary Lou Vinson.

Mr. Kesner called the meeting to order and welcomed visitors and guests present: Beth Hahn, News-Sun.

Upon a motion by Mr. Baeza, seconded by Mr. Black, the agenda was unanimously adopted.

Under New Business, Mr. Black made a motion to appoint Zeak Williams to fill the unexpired Board term for District VI. Mr. Jones seconded the motion, which carried unanimously. Dr. McCleery administered the Oath of Office to Mr. Zeak Williams. Mr. Black nominated Guy Kesner to serve as Chairman of the Board. Ms. Chappelle seconded the nomination. Mr. Kesner was unanimously elected Chairman of the Board. Mr. Baeza nominated Ms. Chappelle to serve as Secretary of the Board. Mr. Jones seconded the nomination. Ms. Chappelle was unanimously elected Secretary of the Board.

John Gratton recommended Talby Justus for the Professor of Physical Education/Assistant Women's Basketball Coach position at a nine month salary of \$43,000. Upon a motion by Mr. Black, seconded by Mr. Baeza, the Board unanimously approved the employment of Mr. Justus, effective August 15, 2011.

Bill Morrill recommended Michael Hargrove for the Groundskeeper position. Mr. Hargrove is related to Randy Hargrove, General Maintenance Worker. Upon a motion by Mr. Jones, seconded by Mr. Baeza, the Board unanimously accepted the recommendation.

Mr. Kesner called for comments from the public. There being none, the board meeting adjourned at 8:15 am.

NEW MEXICO JUNIOR COLLEGE
Expenditure Report
July 2011

8% of Year Completed

Fund	2010-11			2011-12			
	Final Budget	Year-to-Date Expended or Encumbered	Percentage of Budget Expended	Budget	Current Expended or Encumbered	Expended or Encumbered	Percentage of Budget Expended
CURRENT UNRESTRICTED FUND							
Instruction and General:							
Instruction	9,317,684	8,600,725	92%	8,437,426	538,709	538,709	6%
Academic Support	2,317,545	2,286,709	99%	2,206,429	181,033	181,033	8%
Student Services	1,750,937	1,693,837	97%	1,665,722	114,634	114,634	7%
Institutional Support	3,142,261	3,184,434	101%	2,987,693	224,943	224,943	8%
Operation & Maintenance of Plant	2,721,275	2,863,531	105%	2,958,467	358,205	358,205	12%
Subtotal - Instruction & General	19,249,702	18,629,236	97%	18,255,737	1,417,524	1,417,524	8%
Student Activities	0	0	0%	0	0	0	0%
Research	0	0	0%	0	0	0	0%
Public Service	0	0	0%	0	0	0	0%
Internal Service Departments	187,487	148,949	79%	80,394	(13,992)	(13,992)	-17%
Student Aid	524,551	648,103	124%	516,579	16,023	16,023	3%
Auxiliary Enterprises	1,802,735	1,863,983	103%	1,706,196	60,965	60,965	4%
Athletics	1,123,579	1,123,897	100%	972,058	20,752	20,752	2%
Total Current Unrestricted Fund	22,888,054	22,414,168	98%	21,530,964	1,501,272	1,501,272	7%
CURRENT RESTRICTED FUND							
Grants	2,099,957	1,348,548	64%	1,569,789	70,085	70,085	4%
Student Aid	5,589,198	5,747,419	103%	5,033,468	21,294	21,294	0%
Total Current Restricted Fund	7,689,155	7,095,967	92%	6,603,257	91,379	91,379	1%
PLANT FUNDS							
Capital Outlay / Bldg. Renewal & Repl.							
Projects from Institutional Funds	6,430,788	7,659,159	119%	10,910,281	2,551,957	2,551,957	23%
Projects from State GOB Funds	4,007,556	3,784,969	94%	286,126	8,634	8,634	0%
Projects from State STB Funds	2,970,000	1,485,000	50%	1,840,824	1,840,824	1,840,824	100%
Projects from General Fund	682,378	291,970	43%	24,956	0	0	0%
Projects from Private Funds	165,485	107,302	65%	487,945	416,000	416,000	85%
Projects from State ER&R	210,120	250,585	119%	441,780	32,678	32,678	7%
Projects from State BR&R	597,281	35,548	6%	1,584,709	0	0	0%
Projects from Auxiliary BR&R	0	0	0	0	0	0	0%
Subtotal - Capital and BR&R	15,063,608	13,614,533	90%	15,576,621	4,850,093	4,850,093	31%
Debt Service							
Revenue Bonds	0	0	0%	0	0	0	0%
Total Plant Funds	15,063,608	13,614,533	90%	15,576,621	4,850,093	4,850,093	31%
GRAND TOTAL EXPENDITURES	45,640,817	43,124,668	94%	43,710,842	6,442,744	6,442,744	15%

NEW MEXICO JUNIOR COLLEGE

Revenue Report

July 2011

8% of Year Completed

2010-11

2011-12

Fund	Final Budget	Year-to-date Revenue	Percentage of Budget Received	Budget	Current Revenue	Year-to-date Revenue	Percentage of Budget Received
CURRENT UNRESTRICTED FUND							
Instruction and General:							
Tuition and Fees	3,964,858	3,779,860	95%	3,589,200	356,986	356,986	10%
State Appropriations	6,304,400	6,672,585	106%	5,505,200	476,241	476,241	9%
Advalorem Taxes - Oil and Gas	9,200,000	9,494,899	103%	5,900,000	366,666	366,666	6%
Advalorem Taxes - Property	4,900,000	5,361,502	109%	4,905,732	0	0	0%
Interest Income	20,000	29,911	150%	20,000	0	0	0%
Other Revenues	327,308	686,626	210%	329,471	122,285	122,285	37%
Subtotal - Instruction & General	24,716,566	26,025,383	105%	20,249,603	1,322,178	1,322,178	7%
Student Activities	0	0	0%	0	0	0	0%
Public Service	0	0	0%	0	0	0	0%
Internal Service Departments	24,000	29,089	121%	24,000	0	0	0%
Auxiliary Enterprises	2,271,000	2,409,285	106%	2,184,000	236,547	236,547	11%
Athletics	414,200	270,236	65%	326,200	27,183	27,183	8%
Total Current Unrestricted	27,425,766	28,733,993	105%	22,783,803	1,585,908	1,585,908	7%
CURRENT RESTRICTED FUND							
Grants	2,099,957	1,611,834	77%	1,569,789	75,427	75,427	5%
Student Aid	5,589,198	5,634,996	101%	5,033,468	388,634	388,634	8%
Total Current Restricted	7,689,155	7,246,830	94%	6,603,257	464,061	464,061	7%
PLANT FUNDS							
Capital Outlay / Bldg. Renewal & Repl.							
Projects from State GOB Funds	4,007,556	3,827,047	95%	0	0	0	0%
Projects from State STB Funds	3,000,000	830,678	46%	1,840,824	0	0	0%
Projects from General Fund	130,300	132,446	94%	312,972	0	0	0%
Projects from Private Funds	118,987	0	0%	416,000	416,000	416,000	100%
Interest Income (LGIP)	0	0	0%	37,000	0	0	0%
Total Plant Funds	7,256,843	4,790,171	79%	2,606,796	416,000	416,000	16%
GRAND TOTAL REVENUES	35,795,867	37,753,714	105%	31,993,856	2,465,969	2,465,969	8%

NEW MEXICO JUNIOR COLLEGE

Oil and Gas Revenue Report

July 2011 for FY 11

92% of Year Completed

		OIL		GAS		COMBINED		
Sales	Month of	Price per BBL	Lea County BBLs sold	Price per MCF	Lea County MCF sold	Monthly Revenue	2009-10 Original Budget	Variance Over (Under) Budget
	Distribution							
Actual	July	\$78.04	2,838,769	\$5.07	16,763,074	580,468	366,666	213,802
Actual	August	\$70.38	2,777,074	\$6.15	16,195,702	640,098	366,666	273,432
Actual	September	\$70.35	2,782,699	\$5.57	15,856,565	675,875	366,666	309,209
Actual	October	\$71.79	2,853,169	\$4.34	15,026,148	582,732	366,666	216,066
Actual	November	\$73.88	2,845,013	\$5.78	15,732,662	680,420	366,666	313,754
Actual	December	\$75.69	2,743,341	\$5.69	14,691,744	590,254	366,666	223,588
Actual	January	\$80.27	2,688,602	\$5.82	14,664,434	751,615	366,666	384,949
Actual	February	\$83.17	2,788,420	\$7.65	14,546,945	676,881	366,666	310,215
Actual	March	\$84.88	2,808,164	\$7.75	14,519,750	530,029	366,666	163,363
Actual	April	\$83.13	2,019,679	\$6.39	13,013,938	877,520	366,666	510,854
Actual	May	\$92.64	2,796,539	\$6.86	15,464,002	910,758	366,666	544,092
Accrual	June	\$105.91	2,724,119	\$7.77	14,513,384	366,666	366,666	0
Y.T.D. Production Tax Revenue						7,863,316	4,399,992	3,463,324
Y.T.D. Equipment Tax Revenue						1,248,249	1,100,000	148,249
Total Year-to-Date Oil & Gas and Equipment Tax Revenue						9,111,565	5,499,992	3,611,573

Source: New Mexico Taxation and Revenue Department

NEW MEXICO JUNIOR COLLEGE

Schedule of Investments

July 2011

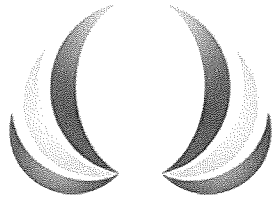
8% of Year Completed

Financial Institution	Amount Invested	Date Invested	Maturity Date	Period of Investment (Days)	Account Number	Interest Rate	Interest Earned
State of New Mexico Local Government Investment Pool	11,625,000	N/A	N/A	N/A	7102-1348	0.231%	2,270
Total investments	<u>11,625,000</u>						<u>2,270</u>

Summary of Current Month's Activity	
Beginning amount	11,625,000
Plus: deposits	0
Less: withdrawals	0
Capital Projects	10,834,804
Reserves Invested	790,196
Total LGIP Investment	11,625,000

Capital Projects	7/31/2011
Technology Upgrade	555,540.00
JASI	69,989.39
WHM South Gallery	281,675.85
Baseball Field	968,765.00
Rodeo Arena	1,050,060.00
Original Entrance Landscaping	1,194,360.50
Student Housing Construction	552,241.51
Frame & Door Replacement	72,422.18
Luminis Software	11,568.00
Electrical Upgrade	124,642.98
Campus Signage	169,107.15
Campus Paving	207,561.17
Roof Replacement	546,070.75
Interior Lighting-Energy Retro	52,346.52
Old Dorms Renovation	34,382.00
Millen Dr. Sewer & Water	150,000.00
Campus Construction	141,965.00
Oil & Gas Training Center	69,223.00
Public Sector	1,826.53
Campus Security	69,552.96
Track/Arena Area Enhancemen	65,044.46
Roadway Entrance-Rodeo/CDI	60,000.00
Lumens Software-Distance Lea	5,000.00
Welding Lab	41,246.53
Copier Replacement	113,967.00
Non-Recurring Compensation	1,000,000.00
Athletics	769,644.00
Student Life Programming	2,440.37
Title V (Institutional)	81,952.77
Warehouse/Cont Ed Remodel	9,799.18
Succession Plan	150,000.00
Energy Technology Equipment	700,000.00
Watson Hall Stage Lighting	100,000.00
WHM Exhibits	78,459.73
Remodel McLean/Mansur/Vocl	560,459.77
Shade Structure/Landscape AI	50,000.00
Natorium	700,000.00
Workforce Training Contingenc	1,294.66
Banner 8	22,195.37
Total	10,834,804.33

NOTE: Capital projects total does not include encumbered funds



NEW MEXICO
Junior College

TO: NMJC Board Members
Cc: Dr. Steve McCleery, President

FROM: Larry Sanderson

DATE: August 18, 2011

RE: Board Policy

NMJC staff has completed a review of the Board Policy Book that was adopted January 16, 2003. Updates to the book fall into two categories:

1. Minor editorial changes such as titles, names of agencies, etc. that have no bearing on the intent of the policy. For instance, the old Commission on Higher Education has been changed to the name: New Mexico Higher Education Department.
2. Substantive changes that affect policy or authority delegated by the Board to specific roles on campus. These substantive changes (affecting pages 34, 35, 49, 55, 71, 97, 99, and 112 of the policy book) are detailed in the attachments to this memo.

We are requesting that the Board approve the new manual which encompasses the editorial changes and the substantive changes.

I will review the substantive changes at meeting on August 18, 2011 and will be available to answer questions.

Thank you.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 403

Page 1 of 2

SECTION: Administrative Organization

POLICY TOPIC: Executive Organization

I. Introduction

The College is organized into ~~four~~three major service areas with the President providing general administrative overall leadership. The service areas of the College consist of Instruction, Finance, ~~and Student Services, and Training and Outreach~~. The President shall hold regularly scheduled meetings with the administrative employees to give and to seek advice provide counsel and give direction toward goals of the College within the framework of board policies.

II. Vice President for Instruction

The Vice President for Instruction, under the direction of the President, shall have primary responsibility and authority for the supervision and development of all instructional programs and activities. The Vice President for Instruction shall be responsible for providing quality and sound judgment in development of courses and programs, use of appropriate instructional methodology, deployment of instructional resources, ~~compliance with state and Higher Learning Commission assessment requirements, and the management of instructional support services~~. The Vice President for Instruction shall serve as the liaison between the President of the College and the faculty and instructional support employees.

III. Vice President for Finance

The Vice President for Finance, under the direction of the President, shall have primary responsibility for budget development and implementation, and accounting of all fund revenues, expenditures and investments. The Vice President for Finance shall establish and maintain quality procedures for the procurement of services, materials and equipment purchased, as well as maintaining an inventory of all college property. The Vice President for Finance shall serve as liaison between the President of the College and employees in the areas of fiscal services, auxiliary services and personnel services.

IV. Vice President for Student Services

The Vice President for Student Services, under the direction of the President, shall have primary responsibility for the development and implementation of policies and programs related to student services and student life. The Vice President for Student Services shall serve as the liaison between the President and ~~college~~ College students and supervise student services employees serving in the areas of enrollment management, ~~Trio grants~~, athletics, public relations / marketing, counseling, financial aid, campus security / safety, and student life.

V. Vice President for Training and Outreach

The Vice President for Training and Outreach, under the direction of the President, shall have primary responsibility for the development and implementation of policies and procedures related to the development of training programs and community outreach opportunities. The Vice President for Training and Outreach shall serve as the liaison between the President and business and industry.

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IV. Workload

The period during which a professional salaried (exempt) employee shall be on duty is the fiscal year or the contract term; and for the support/maintenance hourly (non-exempt) employee, the normal work period is as specified in the *Employee Handbook*. Full-time faculty employees shall be on duty according to the instructional schedule and the number of days specified in the employment contract. Specific workloads shall be established by the President through the appropriate deans.

V. Community Activity Participation

Faculty and staff employees shall be encouraged to assume individual responsibility for participation in some type of community activity or service provided that such participation does not cause the individual's professional responsibilities to be impaired.

VI. Special Assignments

A. Supplemental Employment: Agreements for supplemental employment shall be made with professional salaried (exempt) personnel for the performance of duties in summer school, evening classes or other assignments not included in the regular contract. Such service shall be compensated at rates approved by the Board upon the recommendation of the President. The President and/or Vice Presidents shall be authorized to approve such agreements and establish procedures for the delegation of such authority.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY
Policy No. 504
SECTION: Personnel
POLICY TOPIC: Salary, Benefits and Advancement

Page 1 of 4

I. Salary and Wage System

A. Philosophy

The development of a comprehensive wage and salary planning approach is vital to New Mexico Junior College to recruit and retain well qualified.

B. Objectives

To meet our obligations as an equal opportunity/affirmative action employer, the following objectives have been set:

1. Promote fair employment practices within the institution.
2. Strive to ensure all positions are kept in a fair and equitable compensation status considering the work done, the value to the College and our relationship to the local labor market.
3. Provide a system by which fair compensation is made within resources available based on budget considerations and Board action.
4. Degrees and credits shall be from colleges and universities which were regionally accredited when degrees or credits were earned for the course work to apply to the schedule. (For the purposes of educational achievement, only degrees conferred from institutions accredited by one of the following regional agencies shall be recognized: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges. (Degrees conferred from foreign institutions must go through an equivalency process by an equivalency accrediting agency.))
5. Individuals being considered for faculty employee positions or current faculty working toward a master's degree shall have a minimum of eighteen (18) graduate hours in their teaching field or in a closely-related field. In order to avoid confusion, all graduate hours applied under this provision shall have prior written approval by the appropriate Dean and the Vice President for Instruction. Copies of a written approval shall be placed in the faculty employee's personnel file.

V. Cooperative Education

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

VI. Articulated High School Program

New Mexico Junior College is committed to a close working relationship with the public secondary schools in its area. ~~Among the A cooperative programs has been established is the Area Vocational High School program whereby high school students are trained in various occupational programs in the same facilities and share equipment with their post-secondary counterparts. A student who successfully completes classes in the area vocational school receives credit for one or more courses when he/she enrolls in the College. This cooperative program allows high school students to amass college credits while still completing their high school education. Additionally, New Mexico Junior College has established a 2+2 articulated program in which high school students receive college credit for their secondary classes in selected programs.~~

VII. Dual Credit Classes

~~New Mexico Junior College is committed to working closely with the public secondary schools in its area. To this end, NMJC has established a broad spectrum of dual credit classes that are offered to qualified high school students. These courses are offered via ITV, online, and/or face to face methodologies and the participating high school students must meet the same standards and placement scores as native students.~~

VIII. ~~VII.~~ Basic Skill Development

To support the open door policy and to provide opportunities for those citizens not able to complete high school, the College offers an Adult Basic Education (ABE) program culminating in the award of a General Education Development (GED) diploma. Classes in English as a Second Language are conducted at sites throughout the county.

Comment [MC3]: Hasn't Dual Credit taken the place of the Articulated High School Program. We do not have anything about articulated high school agreements in the Catalog.
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NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 800

Page 1 of 3

SECTION: Fiscal and Support Services

POLICY TOPIC: Fiscal Programs and Operations

I. Fiscal Services

The Business Office for ~~Finance~~ shall administer revenues received, investments, control the expenditure of funds, purchasing procedures, budget preparation, and other fiscal matters affecting the College's operations. Procedures established to implement these functions shall be maintained in accordance with all applicable current statutes and board policies.

II. Budget

The President shall prepare or cause to be prepared a budget of revenues and expenditures for New Mexico Junior College on a fiscal year basis. This budget shall be developed in accordance with the New Mexico ~~Commission~~ on Higher Education Department guidelines and based on input from the appropriate College administrators. The Board shall adopt a budget at a public meeting on or before May 31st, prior to the beginning of the fiscal year ~~at a public meeting~~. The President or the Vice President for Finance shall be authorized through the Board to re-allocate funds between the various items within a departmental budget. The President shall not formulate a deficit budget or knowingly approve deficit spending at the College. The approved budget shall be filed with the New Mexico ~~Commission~~ on Higher Education Department on or before ~~July 1~~ May 1st of the fiscal year for which the budget is adopted.

III. Tax Rate and Levy of Taxes

The Board shall levy five (5) mills on all the net taxable property of the New Mexico Junior College District for operating and levy the appropriate tax rate for any debt service requirements. The tax rates shall not exceed the amount approved pursuant to state statute including yield control.

IV. Fiscal Year

The College financial operations shall be based on the fiscal year (twelve-month period) beginning on July 1 in each year and ending on June 30 in the succeeding calendar year.

VI. Bequests, Donations and Gifts

Solicitation and receipts of gifts, bequests and donations by College employees shall be made in accordance with established procedures and shall not be administered in such a manner as to be unlawful or discriminatory.

VII. Payroll

A. ~~Salary checks for Fulltime Employees are disbursed by the Business Office after 8:00 a.m. on the 15th (faculty and support/maintenance employees) and the last working day of the month (professional and support/maintenance employees) for all employees. Salary checks for Parttime or Student Employees are disbursed by the Business Office after 8:00 a.m. on the 10th and 25th of each month. When the 10th, 15th, or 25th day or the last working day of the month (30th/31st) falls on Saturday or Sunday, salary checks shall be disbursed by the Business Office on the prior Friday prior to for that particular pay period.~~

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Note: ~~Direct deposit privileges are available only to all full-time, parttime, and student employees, unless approved by the Vice President for Finances.~~

B. ~~Fulltime Employees signed up for direct deposit shall have their direct deposit voucher available on the NMJC website on the 15th and last day of the month. When the 15th and the last day of the month falls on Saturday or Sunday, direct deposit vouchers will be available online on Friday prior to that particular pay period. Parttime and Student Employees signed up for direct deposit shall have their direct deposit voucher placed in their on-campus mailboxes available on the NMJC website using self service Banner by 8:00 a.m. on the 15th and 25th (faculty and support/maintenance employees) and the last working day of the month (professional and support/maintenance employees). When the 15th or 25th day or the last working day of the month (30th/31st) falls on Saturday or Sunday, direct deposit vouchers shall be placed in their on-campus mailboxes on will be available on the prior Friday prior to for that particular pay period.~~

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VIII. Disbursement Authorizations

The President and the Vice President for Finance shall be authorized and empowered by the College Board to sign checks on New Mexico Junior College funds for lawful expenses of the College.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 807

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SECTION: Fiscal and Support Services

POLICY TOPIC: Travel Approval and Reimbursement

I. General Policy

The President, or his/her designee, shall establish travel and per diem reimbursement rates for college employees and the New Mexico Junior College Board members ~~within the regulations established by the state of New Mexico for public employees/officials using the regulations established by the State of New Mexico for public employees/officials as guidelines.~~

II. Reimbursement Rates

New Mexico Junior College shall pay properly approved and authorized employee and Board member business and travel expenses incurred for the benefit of and in the course of employment or official service of the College. All approved travel expenditures, regardless of funding source, shall be reimbursed in accordance with the current rates set forth in ~~the New Mexico Per Diem and Mileage Act Section 6 of the New Mexico Junior College Policies and Procedures Manual.~~

- A. ~~Per Diem allowances shall be computed on the basis of a twenty-four (24) hour day or one-third (1/3) day for each eight (8) hours divided into three (3) eight-hour increments. No per diem allowance is available for periods of less than eight (8) hours or where no expense is incurred. Reimbursement for periods greater than eight (8) hours shall be made according to the current per diem rate, regardless of amount of expenditure. Athletic team travel shall be reimbursed based on actual receipts.~~
- B. ~~Employees seeking reimbursement of actual expenses incurred, as opposed to per diem allowance, shall obtain approval by the President prior to the trip. Reimbursement for actual lodging expense is made based on lodging receipts.~~
- C. ~~In-district travel requests shall be submitted at least one (1) day prior to the trip. Travel requests for in-state travel shall be submitted to the employee's supervisor at least five (5) days in advance. Out-of-state travel requests shall be submitted at least fifteen (15) days in advance of the proposed trip and shall require pre-approval by the College President. All travel shall be approved by a supervisor and a Vice President or the President, as appropriate for the traveler. Out of state travel greater than 250 miles requires the President's approval.~~

NEW MEXICO JUNIOR COLLEGE BOARD POLICY MANUAL

Adopted
January 16, 2003
Revised
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New Mexico Junior College Board
5317 Lovington Highway
Hobbs, New Mexico 88240
(575) 392-4510

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- Texas Association of Community Colleges

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This manual was revised, edited, and expanded by Richard Lloyd as an internship project for the CCLDP through New Mexico State University.

The primary purpose of this *Manual* is to organize, codify, and correlate the policies and procedures of the New Mexico Junior College Board into a single document, which will continue to be an ongoing project. This project will require an annual review to maintain an updated version. The *Manual* will also correlate with the *College Catalog*, *Employee Handbook*, *Student Handbook*, and the *Business Office Procedures Manual*.

**NEW MEXICO JUNIOR COLLEGE BOARD POLICY MANUAL
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NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 100

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SECTION: Manual

POLICY TOPIC: General Provisions

- I. Title: This publication shall be known as the *New Mexico Junior College Board Policy Manual*.
- II. Purpose: The *Manual* represents a statement of the policies of the Board related to the philosophy and governance of New Mexico Junior College. The *Manual* together with the 1985 Community College Act (Chapter 21, Article 13, NMSA 1978 Amended) and other applicable state and federal laws constitute the fundamental guideline for the administration of the College.
- III. Definitions: The following terms when used in the *Manual* shall have the meaning herein respectively ascribed to them unless the context in which such terms are used clearly indicates another meaning:

BOARD: The New Mexico Junior College Board.

PRESIDENT: The Chief Administrative Officer of New Mexico Junior College and Chief Executive to the Board.

MANUAL: *New Mexico Junior College Board Policy Manual*.

POLICIES: Statements of the basic philosophy which express organizational intentions for achieving expectations, goals and objectives.

PROCEDURES: Statements identifying the course of action, series of steps, methods, or means by which policies are implemented and administered.

RULES: Administrative orders.

NEW MEXICO
JUNIOR
COLLEGE OR
COLLEGE:

New Mexico Junior College District.

IV. Formulation and Revision of Board Policy

- A. The formulation and adoption of written policies constitute the basic method by which the Board shall exercise its leadership in the operation of the College. The Board delegates to the President the function of implementing the policy.
- B. Recognizing its own function as the lawful and final authority in policy matters, the Board accepts the principle that those who are affected by the policy shall be involved in the formulation of such policy. The Board encourages employees and administration to review and recommend new policies or changes of policy. A person seeking a revision or addition shall submit it in proposed form, unnumbered and undated, together with the justification to the President who shall forward the change to the Board with his/her recommendation for action. No amendments to the policy shall be made without the Board's approval.

V. Formulation of Administrative Procedure

- A. The Board delegates to the President the function of formulating administrative procedures and rules under which the College shall operate. As implemented under the president's jurisdiction, these procedures and rules shall be approved by the Board and shall also be consistent with the policies adopted by the Board.
- B. Administrative procedures and rules shall generally be located in detail in various college documents to include the *College Catalog*, *Employee Handbook*, *Student Handbook*, and the *Business Office Procedures Manual*.

VI. Interpretation

- A. In the event that any provision of the *Manual* shall appear to be vague, indefinite, or in conflict with other provisions hereof or with state and federal laws, the President shall be the authority for the interpretation thereof.
- B. If an organization referenced herein changes its name, the President shall be authorized to have any such reference modified to reflect the organization's current designation without reconsideration of the Board.

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Policy No. 100

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VII. Reference Coding:

A. The *Manual* elements shall be designated by a numbering system as follows:

1. Section Designation: first of three digits--100.
2. Policy Topic Designation: last two digits--100.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 200

SECTION: New Mexico Junior College Organization

POLICY TOPIC: New Mexico Junior College Mission

Page 1 of 2

I. Introduction

The mission of New Mexico Junior College is to provide quality educational programs and support services to enhance the quality of life for the communities and individuals we serve.

II. New Mexico Junior College Overarching Principles

These Overarching Principles articulate key areas in which New Mexico Junior College must excel to ensure continued success of the institution:

- Promoting Excellence
- Building Communities
- Planning Future Initiatives
- Developing Student Access
- Maintaining a Safe Environment
- Improving Financial/Human Resources
- Sharing our Vision

III. New Mexico Junior College Vision Statements

- A. New Mexico Junior College will provide the highest quality education and community services by maintaining an educational environment where continuous assessment ensures student learning.
- B. New Mexico Junior College will strive to be a premier comprehensive community college with a focus on quality, economic development, and collaborative agreements.
- C. New Mexico College will do everything possible to enhance its image within the service area.
- D. New Mexico Junior College will maintain a comprehensive students services package including a recruitment and retention plan that will ensure a yearly 1%-2% FTE growth in enrollment.
- E. New Mexico Junior College shall provide a positive working environment for employees. The environment shall promote teamwork and foster trust and communication among the staff.
- F. New Mexico Junior College will continually scan the environment locally, regionally, and nationally to provide a Strategic Plan that will serve the needs of constituents.
- G. New Mexico Junior College will continue to provide modern and clean facilities, as well as plan for maintaining the campus buildings for future growth.
- H. New Mexico Junior College will provide a safe and secure environment for students, staff and patrons.
- I. New Mexico Junior College will explore avenues to improve the institution's financial position and resource base.
- J. New Mexico Junior College will strive to provide quality equipment.
- K. New Mexico Junior College will develop, implement and maintain an integrated marketing plan that enhances its image and promotes the vision and value of the college.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 201

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SECTION: New Mexico Junior College Organization

POLICY TOPIC: Planning and Objective Development

I. Planning Introduction

New Mexico Junior College shall be committed to a system of planning as an important and necessary tool for accomplishing its stated mission. The development of a planning process to include maximum participation from the college constituency has been given high priority by the Board and administration. The purpose of the planning process is to put the College in a better position with regard to the overall mission, to achieve stated goals and objectives, to attain positive outcomes, and to adjust more quickly to change. Both the establishment of an annual goal direction and forecasting a four-year plan are seen as essential elements in this process.

II. Annual Planning

A. Yearly Plan

The Yearly Plan provides strategies and direction for the campus and the campus managers that will help the institution address the strengths, weaknesses, and opportunities as laid out in the Strategic Plan.

B. Budget Plan

The Budget Plan provides the resource requirements to achieve the Yearly Plan.

C. Building Replacement and Renewal Plan

The institutional BRR Plan provides for building renewal and replacement on an annual basis.

D. Evaluation Plan

The Evaluation Plan assesses the effectiveness, achievements, and institutional performance as it relates to the Strategic Plan, Master Facility Plan, Yearly Plan, and Budget Plan.

III. Long-Range Planning

A. Strategic Plan

The Strategic Plan is the long-range outlook that gives needed information and direction to the college for growth over the next five years. Strategic Plan progress is updated three times a year to ensure progress and accountability.

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- B. Master Facility Plan
The campus Master Facility Plan utilizes the Strategic Plan to give needed information and provide direction for campus growth and expansion.
- C. Information Technology Plan
The 1-year IT Plan is provided to the New Mexico Higher Education Department, New Mexico Department of Information Technology (DoIT), New Mexico Legislative Finance Committee (LFC), and the New Mexico Department of Finance and Administration (DFA) to inform them of institutional progress in the replacement and update of technology equipment.
- D. Roofing Plan
The Roofing Plan provides a detailed analysis of all institutional roofs and the year in which they should be replaced.
- E. Equipment Replacement and Renewal Plan
The institutional ERR Plan provides for a replacement schedule for equipment throughout the campus.
- F. Paving and Sealant Plan
The institutional Paving and Sealant Plan provides for periodic renewal of campus roadways and parking lots.
- G. Landscaping Plan
The institutional Landscaping Plan provides for ongoing and emerging trends in landscaping and revitalization of the grounds.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 300

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SECTION: New Mexico Junior College Board

POLICY TOPIC: Board Authority, Composition, Organization and Duties

I. Introduction

- A. New Mexico Junior College is governed by a seven-member board elected from the Junior College District. The duties and responsibilities of the Board are as outlined and stated in the Community College Act, being Sections 21-13-1 through 21-13-25 inclusive of the New Mexico statutes 1978 compilation as amended.
- B. The Board evaluates proposals for the improvement of the College, its educational programs; studies present practices of operation, and approves policies to meet the needs of the College..
- C. Members of the Board shall have authority *only* when acting together as a board in session. The Board shall *not* be bound by any statement or action on the part of any individual member of the Board, except when such statement or action is in pursuance of specific instructions by the Board. The Board delegates to the President the responsibilities of administering and supervising the policies and procedures of the College.

II. Composition

- A. Size and Term: The New Mexico Junior College Board consists of seven (7) members elected from single-member districts. Members are required to reside in the districts from which elected. Any member removing his / her residence from the district from which he / she was elected shall be deemed to have resigned his / her position, and the vacancy created by such resignation shall be filled in the manner provided by law and in this policy for the filling of vacancies on the Board of a community college district. The board members shall be elected for a term of six (6) years from April 1 succeeding their election. Terms of board members are staggered.
- B. Elections: Elections of board members shall be held on the first Tuesday of March of each odd-numbered year according to state statutes.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY
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- C. Vacancies: All vacancies caused in any other manner than by the expiration of the term of office shall be filled by appointment by the remaining members. An individual appointed by the remaining members of the board to fill a vacancy in office shall serve until the next community college board election, at which time candidates shall file for and be elected to fill the vacant position to serve the remainder of the unexpired term 21-13-8 NMSA 1978 comp.

III. Organization

- A. Board Officers--Designation: At its first regular meeting following the election, the Board shall select from its members a chairperson and secretary who shall serve in these offices until the next regular board election. After each election, Board members shall re-organize in this manner:
1. Chairperson: The duties of the Chairperson of the Board shall be:
 - a. To preside regularly at board meetings;
 - b. To call special or emergency meetings as required or to change the time of a regular meeting; and
 - c. To perform such other duties as may be prescribed by law or by action of the Board.
 2. Secretary: The duties of the Secretary of the Board shall be:
 - a. To preside over board meetings in the absence of the Chairperson; and
 - b. To perform such other duties as the Board may prescribe.
- B. The President shall serve as Chief Executive to the Board. A Board Recorder shall be appointed for clerical assistance.
1. Chief Executive to the Board: The duties of the President shall be:
 - a. To provide adequate notice to board members and the public of all meetings;
 - b. To call all regular meetings;
 - c. To attend all board meetings except during that portion of a meeting when his salary or performance is being discussed among members;
 - d. To arrange for recording of minutes of the board meetings and transmit a copy of the previous meeting minutes to each board member before each ensuing meeting;
 - e. To arrange to have the board agenda prepared; and
 - f. To have charge of all records, proceedings and documents of the Board.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY
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2. Board Recorder: The duties of the Board Recorder shall be:
 - a. To prepare the board agenda as directed by the Chief Executive to the Board;
 - b. To record and prepare minutes of board meetings;
 - c. To arrange for the posting of the notice for all board meetings according to statutory requirements; and
 - d. To assume such other responsibilities as shall be assigned by the President as Chief Executive to the Board.

IV. Duties and Responsibilities

- A. The Board's primary duty is to determine the financial and educational policies of the College. The Board shall provide for the management of the College and the execution of policies by selecting and retaining a President for the College.
- B. The Board shall have the power to fix tuition and fee rates for resident and non-resident students of the district; to accept gifts to the College; to accept federal aid; to purchase, hold, sell, and rent property and equipment. The Board will embrace the general welfare of the institution and the best educational interests of the people in the college's service area.
- C. Other Board responsibilities are summarized by but not limited to the following:
 1. To adopt and periodically review a statement of philosophy and mission which clarifies basic educational beliefs and responsibilities of the College to the community.
 2. To determine and evaluate the quality of professional leadership needed to carry out the philosophy and objectives of the College.
 3. To provide that the College is operating in a fiscally responsible manner, approve the annual budget and monthly expense summary, and approve employee benefit programs and salary schedules.
 4. To award the appropriate degree or certificate upon completion of a curriculum organized for that purpose.
 5. To review and approve expenditures and bid projects in compliance with fiscal policy.

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6. To review and take appropriate action on matters relating to physical plant and master plan development.
7. To formulate or cause to be formulated such additional policies as are necessary to promote the educational program of the College.
8. To adopt such minimum standards as are considered desirable by the Board to supplement those of the New Mexico Higher Education Department and the North Central Association of Colleges and Schools/Commission on Institutions of Higher Education (NCA/CIHE).
9. To consider communications and requests from citizens and organizations on matters of policy, administration, and other items of public concern affecting the College.
10. To refer complaints received about the College and its operation to the President to research and determine the appropriate course of action.
11. To adopt and review the *Employee Handbook*.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 301

SECTION: New Mexico Junior College Board

POLICY TOPIC: Board Travel

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I. Board Travel

New Mexico Junior College Board members shall routinely serve without remuneration other than the reimbursement of actual and necessary expenses incurred in the performance of their official duties. Travel shall be reimbursed at the same rate as established for college employees. Out-of-state travel for members of the Board shall be approved by board action.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 302

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SECTION: New Mexico Junior College Board

POLICY TOPIC: Professional Development for Board Members

I. Orientation and Training of Board Members

The College President shall provide an orientation for new Board members prior to, or soon after the member assuming his / her seat on the board. Training will focus on understanding the Board's functions, policies, and procedures. Assistance given in the orientation of the new Board member may include the following, as appropriate or available:

1. Selected materials of the responsibilities of being a contributing member on the Board.
2. Materials pertinent to meetings and an explanation of its use.
3. Invitations to meet with the College President and other administrative personnel designated by the College President to discuss services the administration performs for the Board.
4. Access to a copy of the Board's policies and administrative regulations, and other documents currently in use by other Board members.
5. Information regarding appropriate meetings and workshops.
6. A formal orientation on legal and budgetary oversight responsibilities of the Board by the College President or designee.
7. Other information and activities as the Board or the College President deems useful in fulfilling the role of a Board member.

II. Board Training

Annually, the college President shall work with the Board to develop and implement appropriate and current training for the Board, or when appropriate.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 303

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SECTION: New Mexico Junior College Board

POLICY TOPIC: Board Meetings

I. Introduction

To comply with the Open Meetings Act, Sections 10-15-1 to 10-15-4, NMSA 1978, the following definitions and procedures are detailed so the conduct of all College Board business is in compliance with the spirit of the law:

II. Meetings

A. Definition: Meetings are defined as any verbal exchange among a quorum of board members attempting to arrive at a decision on any public business or public policy relating to the College over which the Board has supervision or control.

B. Types of meetings:

1. Regular Meetings: According to state statute, meetings of the Board shall be held not less than quarterly each calendar year. Special meetings shall be held upon call of the Chairperson of the Board or a majority of the Board. In a meeting of the New Mexico Junior College Board, a motion was adopted that regular meetings of the Board shall be held on a monthly basis. This exceeds what is required by law but is deemed necessary to accomplish college business in an orderly and timely manner. The regular meetings will be held on the third Thursday of every month at 4:00 p.m. in the New Mexico Junior College Board Room (Zia Room) Hobbs, New Mexico. The date or place of a regular meeting may be changed by action of the Board at any previous meeting. Every board member shall be notified either by letter or personally by distribution of the minutes carrying a record of the change or at any other time by the Chairperson of the Board after timely notice to all members and with the consent of a majority of members. If the date or place of any regular meeting is changed, the public shall be informed of the change by notice as required by law.
2. Special Meetings: Special meetings to conduct college business shall be called by the Chairperson of the Board, by a majority of the members of the Board or by the President with approval of the Board Chairperson.

3. Work Sessions: Work sessions may be called by the President with the approval of the Board Chairperson to review and discuss college-related information. No official board action shall take place in a work session.
4. Emergency Meetings: An unscheduled meeting may be called by the Board Chairperson for the purpose of considering an emergency or any other matter of urgent public necessity.
5. Closed Meetings: Closed meetings or executive sessions of the Board shall be closed to the public pursuant to state law.

III. Meeting Procedures

- A. Prerequisites to Transact Business: In order to transact business which is binding to the College, the Board shall meet in official session, keep minutes, and have a quorum of members present. All motions, duly seconded, require a majority of those voting.
- B. Agenda: The meeting agenda shall be prepared by college employees and coordinated by the President for board presentation. Board members shall also request that the President include an agenda item for board presentation.
- C. Rules of Procedure: Unless otherwise determined by the Board or herein specified, all meetings shall be conducted in accordance with Robert's Rules of Order Revised.
- D. Minutes: The minutes of each regular, special or emergency meeting or any work session shall be recorded and include at minimum the following:
 1. Date, time and place of the meeting.
 2. Names of all members of the Board in attendance and a list of those absent.
 3. Statement of what proposals were considered.
 4. Record of any decisions made by the Board and how each member voted at each vote.

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Policy No. 303Page 3 of 7

A draft of all minutes shall be prepared within ten (10) working days after the meeting. At this time the minutes shall be available for public inspection in accordance with the New Mexico Public Records Act; however, these minutes shall not become official until approved at the next regular meeting. All official records with original signatures of board transactions of the regular meetings shall be set forth in a minute book which shall be kept by the Board Recorder as a permanent official record of the College and shall also be open to public inspection in accordance with the New Mexico Public Records Act. Minutes shall be succinct but shall include both informational and action items. All special meetings and work sessions where college business is discussed shall be appropriately recorded and available for inspection. Board members shall request inclusion of statements or data which they deem vital to an adequate understanding of the minutes.

- E. Voting: Voting on Board action items shall be by voice vote except when a roll call vote is requested by a board member. A member voting against a motion shall state his / her reasons and shall have them recorded in the minutes, if he/she so requests at the time of voting. The minutes shall record the name of the person making the motion, the name of the person seconding it, and the vote with dissenting members being noted.
- F. Order of Business: The normal order of business on the agenda of regular board meetings shall be as follows:
1. Call to Order
 2. Welcome
 3. Adoption of Agenda
 4. Approval of Minutes
 5. Correspondence
 6. President's Report
 7. Old Business
 8. New Business
 9. Public Comments
 10. Announcement of Next Meeting
 11. Adjournment

NEW MEXICO JUNIOR COLLEGE BOARD POLICY
Policy No. 303Page 4 of 7IV. Public Access

- A. Meetings Open to the Public: All meetings at which the Board plans to formulate policy, discuss college business, or take any action within the authority or delegated authority of the Board shall be open to the public at all times except as otherwise provided in the constitution of the state of New Mexico or the provisions of the Open Meetings Act.
- B. Meetings Closed to the Public: To close a meeting or to call an executive session at which the general public shall not be entitled to be present for purposes set out in the Open Meetings Act, the following conditions shall be met and procedures followed:
1. The Board shall first convene in a public open meeting and during that meeting, the Chairperson shall publicly announce that a closed or executive meeting or session shall be held. A motion to close the meeting shall be made and approved by a roll call majority vote of a quorum of the Board. The motion shall include a statement of the subject to be discussed which gives the Board authority to close the meeting. The vote on the motion shall be recorded as required by law.
 2. If a closed meeting is called when the Board is not in open meeting, public notice appropriate under the circumstance shall be given. The notice shall include a statement of the purpose of the anticipated closed meeting along with the identification of the section or sections under the statute authorizing the holding of such closed or executive session.
 3. Closed meetings according to the above requirements shall be called and voting shall take place in accordance with the Open Meetings Act.
 4. Whenever any deliberation or any portion of a meeting is closed to the public, no final action, decision or vote with regard to any matter considered in the closed meeting shall be made except in a meeting which is open to the public or as provided by law. Board action in matters of property acquisition or litigation settlement negotiations may be considered in closed session.

V. Notice Requirements

- A. Regular Meetings, Special Meetings or Work Sessions: In accordance with the Open Meetings Act, reasonable notice shall be given to the public announcing the date, time, place, and subject matter of each meeting. A record of the notice sent to all media sources shall be kept on file. The notice shall also be posted in a place convenient to the public in the administrative office area of the College. The Board shall adopt an annual resolution at a regularly scheduled open meeting stating its procedure for giving notice of meetings.
- B. Emergency Meetings: Emergency meetings shall be called as permitted by law and college policy, and such notice as is reasonable within the time restrictions required by the emergency shall be given to the public. Media shall be informed in writing or orally at the earliest practical time after the decision to meet in an emergency session is made. The information provided to the media shall include the date, time and place of the emergency meeting, and the purpose of calling the meeting. A record of the media outlets contacted and the information included in the message, whether written or orally made, shall be kept on file. Written notice of any emergency meeting shall also be posted in the college's administrative office area.
- C. Informal Meetings: Functions which the board members attend as a group, such as training workshops, social gatherings, conventions, community celebrations, and similar events (but at which no Board session is officially called and no college business is acted upon), shall not be considered a Board meeting within the terms of this section of Board policy and no public notice need be given.

VI. Citizen Participation

- A. Rationale: Interested persons may communicate their concerns to the Board at a meeting if certain procedures are followed. Such procedures are intended to preserve the constitutionally guaranteed rights of free speech and petition and to avoid unfair discrimination among viewers seeking expression. The Board reserves the right to amend and / or waive any or all of these procedures by majority vote of its members.

- B. Procedure: In order that the business of the College may be conducted in an orderly and deliberative fashion, the Board sets forth the following procedures for citizens desiring to appear before it:
1. Citizens desiring to be heard by the Board shall notify the President forty-eight (48) hours prior to the meeting and indicate the agenda item or non-agenda item which they wish to address. At that time, the President shall make the decision as to whether to deal with the issue administratively or as a Board agenda item.
 2. Individuals who have notified the President of their desire to address the Board on an agenda item and have been so approved shall be recognized before the Board Chairman calls for a vote on the item or concludes the item. Speakers shall limit remarks to the agenda item.
 3. Individuals who have notified the President of their desire to address the Board on non-agenda items and have been so approved shall be recognized at the time the agenda is adopted so the item can be included as an addition to the agenda. The same individuals shall then again be recognized at the time the item is scheduled on the revised agenda. No action shall be taken on a non-agenda item.
 4. The Board has the discretion of hearing or not hearing any individual or group and reserves the right to fix such time limits on presentations as deemed appropriate to the occasion, and may limit the number of speakers who appear before the Board on any given issue. The Board by majority vote shall extend such limits as it deems appropriate.
 5. The Board shall refrain from hearing complaints or charges against employees of the College.
 6. Only individuals officially recognized by the Chairperson of the Board shall be allowed to speak.
 7. The use of profanity, obscenity, and/or other offensive language shall be sufficient cause for the Board Chairperson to withdraw a citizen's permission to address the Board.

8. Except in emergencies, the Board shall not attempt to decide upon any question before examining and evaluating information any individual requests the Board to consider, which may be submitted by such individual or which is otherwise reasonably available. The President shall be given an opportunity to examine and evaluate all such information and to recommend action before the Board makes a decision.
9. These procedures are subject to the provisions of the Open Meetings Act.

C. Written Communication: All written communication to the Board, which bears the signature(s) and address (es) of the person(s) originating the communication, shall be transmitted to the Board as a report from the President.

VII. Legal Opinions--Board Requests

All questions or inquiries of a member(s) of the Board involving the law and procedural matters pertaining to the College shall be reduced to writing by such member(s) and transmitted to the President. Upon receipt of such questions or inquiries by the President, he / she shall submit the same to the legal counsel of the College for the appropriate answer which answer shall be made in writing and transmitted through the President to the Board.

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SECTION: New Mexico Junior College Board

POLICY TOPIC: Board Code of Ethics

I. Board Member Code of Ethics

As a member of the New Mexico Junior College Board, it is my duty and responsibility to:

- A. Devote time, thought, and study to the duties and responsibilities of a board member so that I may render effective and creditable service.
- B. Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points of issue.
- C. Base my personal decision upon all available facts in each situation, vote my honest conviction in every case unswayed by partisan bias of any kind, and abide by and uphold the final majority decision of the Board.
- D. Remember as an individual I have no legal authority outside the meetings of the Board and conduct my relationships with the college employees, the local citizenry and all media of communication on the basis of this fact. Recognize any conflict of interest both in appearance and fact regarding decisions made by the College and announce said interest prior to board discussion. Refrain from voting in cases when a conflict of interest may occur.
- E. Resist every temptation and outside pressure to use my position as a board member to benefit either myself or any other individual or agency apart from the total interest of the College.

II. Board Member Code of Conduct

Each member of the Board of New Mexico Junior College shall endeavor to:

- A. Attend all scheduled Board Meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.
- B. Conduct all College business in open public meetings unless, in the judgment of the Board and only for those purposes permitted by statute, if is deemed more appropriate to hold a closed meeting.
- C. Hold confidential all matters discussed in Executive Sessions of the Board.
- D. Recognize and understand that the basic function of the Board is policy making, not administrative.
- E. Approach all Board related discussions, decision making, and voting from an unbiased perspective and a non-discriminatory manner.
- F. Promote a healthy working relationship with the President and the administration by:
 - 1. Appointing the best qualified professional leader available when a President is to be appointed and appointing the best qualified professional and support staff available upon recommendation of the President.
 - 2. Developing and maintaining open and honest communication between the Board and the College President.
 - 3. Expecting the President to present recommendations for Board action with complete information and in a timely manner that would allow members an adequate period of study and deliberation.
 - 4. Recognize the value of the importance of full open discussions on all facets of any recommendation presented by the President before Board action is taken.
 - 5. Referring complaints to the President or advising that complaints be presented in writing to the Board as a whole, through the President.
 - 6. Recognizing that the hiring, assigning, transferring, dismissal or suspension of employees will be handled according to established

employee policies through the President's Office and in accordance with the approved *Employee Handbook*.

- G. Devote appropriate time, thought, and study to the duties and responsibilities of Board member in order to render effective and credible service.
- H. Work with other Board members in a spirit of harmony and cooperation in spite of differences of opinions that arise during vigorous debates on issues.

III. Board Member Conflicts of Interest

The Board of New Mexico Junior College believes that it should exercise a leadership role with respect to governmental ethics which goes beyond statutory requirements and therefore that it is important to avoid even the appearance of a conflict of interest. A potential conflict of interest is a situation that involves a personal, familial, or business relationship between a Board Member and/or organizations that do business with the College or a family member who is an employee of the College. This relationship can cause the College or the Board to be legally or otherwise vulnerable to public criticism, embarrassment, or litigation.

A. Disclosure

All Board members are required to: (1) annually review and sign this policy; (2) disclose those substantive relationships that he or she maintains or members of his or her family maintain with the college or with organizations that do business with the college or otherwise could be construed to potentially affect their independent, unbiased judgment in light of his or her decision-making authority or responsibility. In the event that a Board member is uncertain as to the appropriateness of disclosing a particular relationship, the chairman of the Board, the college President, or college counsel should be consulted.

B. Restraint on Participation

It is the policy of the Board of New Mexico Junior College that members will not participate in Board discussions or votes on items or transactions where they have a conflict of interest.

C. Definitions

The following definitions are provided to help Board members decide whether a relationship should prevent a Board member from participating in consideration of a decision or proposed transaction:

1) Potential conflict of interest or conflict of interest: substantive relationships maintained by Board members, or members of their family, with the college or with organizations that do business with the college or that otherwise could be construed to potentially affect their independent, unbiased judgment in light of his or her decision-making authority or responsibility.

(2) Business relationship: one in which a Board member, or a member of his or her family as defined below, serves as an officer, director, employee, partner, trustee or controlling stockholder of an organization that does substantial business with the college.

(3) Family member: A spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter or daughter-in-law, or any other relative if the latter resides in the same household as the Board member.

(4) Substantive relationships: When a Board member, or member of his or family, (a) are the actual or beneficial owner of more than 5% of the voting stock or controlling interest of an organization that does substantial business with the college; (b) has other direct or indirect dealings with such an organization from which the Board member, or member of his or her family benefits directly, indirectly or potentially from cash or property receipts which total \$5,000 or more annually; or (c) is employed by the college or receives fees, benefits or other compensation from the college.

(5) Substantial business: An organization that does substantial business with the college is one that received more than \$5,000 from the college in the previous fiscal year.

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SECTION: Administrative Organization

POLICY TOPIC: The President

I. Authority

- A. The New Mexico Junior College president is the Chief Executive Officer of the College. The President shall be charged in the Community College Act, in the rules and regulations of the New Mexico Higher Education Department and in the policies of the New Mexico Junior College Board with carrying out the policies of the Board and with administering the College efficiently and effectively. The President shall be directly responsible to the Board for the operation of the College and shall be expected to provide creative educational leadership in the achievement of the mission of the College as adopted by the Board.
- B. The Board, upon the President's recommendation, shall employ other administrative and / or other employees as shall be needed for the operation, maintenance, and administration of the College. The President shall be responsible for the establishment of an administrative organization appropriate to the size, complexity, and objectives of the College.

II. General Duties and Responsibilities

Within the framework of the policies adopted by the Board, the President shall exercise broad and discretionary authority in carrying out the responsibilities of the position. The President is the Chief Executive Officer of the Board and the administrative head of all sectors, divisions and departments of the community college. The Chief Executive Officer shall delegate responsibilities for the operation of the various segments of the community college, but shall be responsible to the Board for the results achieved. The duties and responsibilities of the President include but are not limited to the following:

- A. To perform satisfactorily the job as the President for New Mexico Junior College;
- B. To execute policies adopted by the Board;

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- C. To manage New Mexico Junior College in conformity with the policies of the Board, the New Mexico Higher Education Department, the laws of the state of New Mexico and the laws of the United States of America;
- D. To provide leadership that allows the College's philosophy to be reflected in curriculum development; this includes developing and presenting the Board recommended policies and cooperating with the policy-making duties and responsibilities of the Board;
- E. To assign specific administrative functions to be performed by members of the administrative staff;
- F. To recommend to the Board the employment and / or termination of all employees;
- G. To route all routine communications from the Board to members of the staff through the President and receive communications from the College employees to the Board through the President;
- H. To work with the various administrative heads in the continuous evaluation and improvement of the administrative, supervisory, and instructional techniques and procedures;
- I. To attend all meetings of the Board unless excused by the Board;
- J. To report to the Board from time to time, at his / her discretion or upon the request of the Board, on the educational and financial affairs of the College;
- K. To prepare the agenda for meetings of the Board;
- L. To secure cumulative factual data needed by the Board, the administration and professional and support / maintenance staff employees in planning for the short-term and long-range needs of the College;
- M. To prepare the annual HED and institutional budget with the assistance of the appropriate community college officials and personnel;

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- N. To serve as an ex officio member of all community college committees and organizations;
- O. To be responsible for the governmental affairs and lobbying activities for the College;
- P. To support and promote the general welfare of the College and its various publics and communities;
- Q. To represent New Mexico Junior College to its various constituencies, the general public and educational groups, and perform such other duties and responsibilities as shall be assigned by the Board; and
- R. To communicate with the Board on all matters of major concern to the College and its community.

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SECTION: Administrative Organization

POLICY TOPIC: Evaluation of College President

I. Evaluation of College President

The New Mexico Junior College Board shall have the right and responsibility to evaluate the College President, and / or his office, at any time. The President shall be annually evaluated in the month of April at the regular board meeting.

II. Criteria for Evaluation

The criteria for evaluating the Office of the President shall be, but not limited to, the following:

- A. Leadership of Campus, Community, and State interests.
- B. Application of board policies, and Board communications.
- C. Administrative and management skills.
- D. Resource management.
- E. Achievement of college mission and objectives.
- F. Public and community relations.
- G. Interpersonal relationships.
- H. Communication of Campus, Community, Board, and State issues.
- I. Conflict management.
- J. Enrollment management.
- K. Institutional planning and budgeting.

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SECTION: Administrative Organization

POLICY TOPIC: Presidential Travel

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I. Presidential Travel

The College Board gives approval to the President to travel overnight and / or out of state to attend meetings and conferences deemed needed and necessary in executing the duties of president of the college.

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SECTION: Administrative Organization

POLICY TOPIC: Executive Organization

I. Introduction

The College is organized into four major service areas with the President providing general administrative overall leadership. The service areas of the College consist of Instruction, Finance, Student Services, and Training and Outreach. The President shall hold regularly scheduled meetings with the administrative employees to give and to seek advice provide counsel and give direction toward goals of the College within the framework of board policies.

II. Vice President for Instruction

The Vice President for Instruction, under the direction of the President, shall have primary responsibility and authority for the supervision and development of all instructional programs and activities. The Vice President for Instruction shall be responsible for providing quality and sound judgment in development of courses and programs, use of appropriate instructional methodology, deployment of instructional resources, compliance with state and Higher Learning Commission assessment requirements, and the management of instructional support services. The Vice President for Instruction shall serve as the liaison between the President of the College and the faculty and instructional support employees.

III. Vice President for Finance

The Vice President for Finance, under the direction of the President, shall have primary responsibility for budget development and implementation, and accounting of all fund revenues, expenditures and investments. The Vice President for Finance shall establish and maintain quality procedures for the procurement of services, materials and equipment purchased, as well as maintaining an inventory of all college property. The Vice President for Finance shall serve as liaison between the President of the College and employees in the areas of fiscal services, auxiliary services and personnel services.

IV. Vice President for Student Services

The Vice President for Student Services, under the direction of the President, shall have primary responsibility for the development and implementation of policies and programs related to student services and student life. The Vice President for Student Services shall serve as the liaison between the President and College students and supervise student services employees serving in the areas of enrollment management, Trio grants, athletics, public relations / marketing, counseling, financial aid, campus security / safety, and student life.

V. Vice President for Training and Outreach

The Vice President for Training and Outreach, under the direction of the President, shall have primary responsibility for the development and implementation of policies and procedures related to the development of training programs and community outreach opportunities. The Vice President for Training and Outreach shall serve as the liaison between the President and business and industry.

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SECTION: Administrative Organization

POLICY TOPIC: Internal Communication

I. Introduction

The President, or his / her designee, shall be authorized to establish such associations, councils, and committees deemed necessary for the organization and administration of the College.

II. Internal Communication

A. General: The President, or his/her designee, shall call general faculty and / or employee meetings or special group meetings as needed and specify the time and place of such meetings. Further, the President shall establish standing and ad hoc committees to assist in college governance or projects to include prescribing his/her function, establishing terms of service of employees and determining committee membership.

B. Faculty Senate of New Mexico Junior College: The faculty employees at New Mexico Junior College shall be members of the Faculty Senate. The organization is a vehicle to transmit a faculty consensus to the President concerning those areas of the college operations that affect the faculty. The Faculty Senate shall provide a means to develop a closer relationship among the members, provide a common meeting ground through regular business sessions and social activities, promote professional development, strive for continued improvement of the College, and promote effective communication with other campus groups. However, the primary focus of the Faculty Senate shall be to promote continued improvement of instruction and to assist with the operations of the College through appropriate committees.

C. Support / Maintenance Staff Council: The Support / Maintenance Staff Council of New Mexico Junior College was organized to develop a closer relationship among themselves, to promote professional development, to strive for continued improvement of the College, and to promote effective communication with other campus groups. This organization shall be a vehicle to transmit a consensus of the council to the President concerning those areas of the College operations that affect the support / maintenance employees.

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- D. Student Government Association: The Student Government Association is the representative and governing body of the students of New Mexico Junior College. This organization of student government shall be for the purpose of establishing and promoting a harmonious attitude among students, faculty, and the administration; and to bring forth interest, activity, and pride in New Mexico Junior College.

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SECTION: Administrative Organization

POLICY TOPIC: External Communication

I. Introduction

The President shall establish guidelines for college faculty and employee contacts with external organizations and agencies. The President shall also provide citizens the opportunity for input into the College's operations by serving with staff employees on various committees.

II. Public Relations

A. Institutional Public Relations Policy: New Mexico Junior College recognizes the need to implement an effective public information program. It is intended that the College carry out an effective information program to maintain the necessary goodwill of the public it serves. An effective program requires organization, order, and continuity to achieve its objectives.

B. Responsibility: The President, or his / her designee, shall be responsible for the release of all public information pertaining to the College. Generally, the President shall delegate the necessary authority to the Director of College Communications to carry out that responsibility. This officer, in cooperation with appropriate employees, shall implement a program which shall achieve the College's public information objectives within the framework of this policy.

C. Media Relations: No one shall speak for the College on unresolved issues or actions unless specifically authorized by the President to do so. Internally initiated contacts with representatives of the news media shall be channeled through the Public Relations Office. Inquiries from the media normally shall be referred to and coordinated by this office. Procedures have been established by the Public Relations Office governing the release of public information to include printed matter, news releases, and commercial advertising.

- D. Incident Reports: When an incident report has been created, it shall be treated as a pending case. When appropriate, information shall be released in total or an extract shall be provided to external organizations by the President or designee.

III. Citizen Advisory Committees

- A. Occupational Advisory Committees: These committees shall be established for each of the College's occupational programs and shall be comprised of citizens and faculty employees whose function is to advise the College personnel regarding the adequacy of instructional programs designed for a particular trade, craft, or occupation. Membership requirements and terms are outlined in the *Advisory Committee Member's Handbook*.
- B. Other External Committees: The President shall occasionally call on other citizens of the community to serve on permanent and ad hoc College committees with staff and faculty employees to assist with College functions and to offer advice on selected projects having significant community impact.

IV. College Calendar

The President, or his / her designee, shall develop and maintain a calendar of activities including those of external as well as internal college groups. Information shall include location, time, and sponsor's contact person.

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SECTION: Administrative Organization

POLICY TOPIC: New Mexico Junior College Foundations

I. New Mexico Junior College Foundation

- A. The New Mexico Junior College Foundation, Inc. is a 501(c)(3) non-profit New Mexico corporation whose mission is to foster, encourage, and promote college education (academic and career / technical) at New Mexico Junior College by giving qualified persons the opportunity to obtain advanced education by means of financial assistance and scholarships; by soliciting funds for educational, philanthropic, and benevolent purposes to be used to encourage and promote New Mexico Junior College and college-related activities; and by encouraging the expansion of facilities at the College through grants and endowments. The Director of Development of New Mexico Junior College shall also serve as the Executive Director of the Foundation and hold a non-voting membership on its board.
- B. The bylaws of the New Mexico Junior College Foundation, Inc. shall include a provision that the President of the College and the Chairperson of the New Mexico Junior College Board shall hold voting memberships on the Foundation Board and the Vice President for Finance shall hold an ex officio, non-voting membership during the term of each of their respective offices with the College.
- C. The New Mexico Junior College Foundation, Inc. shall submit an audit report annually to the College Board for review.

II. Thunderbird Booster Club

- A. The Thunderbird Athletic Booster Club is a 501(c)(3) non-profit New Mexico organization whose mission is to promote athletics by assisting with the annual athletic banquet and special awards, publicity, membership drives, public relations, equipment, fund raising, and special needs for student athletes requiring enhancements for their academic or athletic performance. The Thunderbird Athletic Booster Club was organized in January 1968. The Booster Club consists of two permanent officers and various committees as needed for different athletic events. The athletic director shall serve as an advisor for all activities.

- B. The Thunderbird Athletic Booster Club adheres to the policies and procedures of the NJCAA, the WJCAC, and the NIRA.
- C. Upon dissolution, any monies which may be in the account of the Thunderbird Athletic Booster Club shall automatically be transferred to the account of the New Mexico Junior College Foundation.

III. Western Heritage Museum and Lea County Cowboy Hall of Fame

- A. The mission of the Western Heritage Museum and Lea County Cowboy Hall of Fame at New Mexico Junior College is non-political and non-profit. This corporation is devoted to honoring those persons from Lea County who have been outstanding in rodeo or who have made outstanding contributions as a ranch cowboy. Other purposes of the corporation shall be to collect and display memorabilia of the inductees for the purpose of perpetuating our western heritage; to collect and display works of art that depict the spirit and culture of the American West; to engage in the dissemination of information concerning the rodeo cowboy and ranch cowboy; to engage in and encourage education of the public regarding the importance of rodeo, the ranch cowboy and our western heritage; to encourage research in the area of the history of the Lea County cowboy; to receive and accept contributions and funds from the public, from governmental agencies and other sources; and to expend and use those contributions and funds to promote and advance the purposes stated herein; to cooperate with other organizations which are involved in similar programs; and to do all things and take all steps reasonably calculated to further the aims and objectives of the corporation as referred herein.
- B. This corporation is empowered to accept, receive, and acquire funds, stocks, securities, and property by donations, bequests, and devises or otherwise, and to hold, invest, re-invest, convert, exchange, sell, transfer, mortgage, pledge, lease, give, dispose of, and otherwise deal with any and all funds, stocks, securities, and properties so received or acquired, all for the purpose of operating the corporation.

IV. Student Government

- A. The organization of Associated Students of New Mexico Junior College was established for the purpose of promoting and developing a harmonious attitude among students, faculty, and administration, and as representatives to bring forth interest, activity, and pride in the College.
- B. Student clubs and organizations are required to designate a full-time staff employee, generally a faculty member, as a sponsor. Associated members shall serve with the faculty and staff on some College standing committees in an effort to best serve the students they represent.
- C. As a member of the Associated Students of New Mexico Junior College, a student carries responsibilities that shall provide him / her with excellent opportunities to mature and a chance to improve leadership abilities in a professional atmosphere.

Note: All Policies and Procedures can be reviewed in the *Student Handbook*.

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SECTION: Administrative Organization

POLICY TOPIC: Accreditation

Accreditation

- A. New Mexico Junior College shall maintain the accountability standards as recommended by the New Mexico Higher Education Department. The College shall perform in such a manner to maintain institutional accreditation in the North Central Association of Colleges and Schools as well as other appropriate special accrediting agencies.
- B. New Mexico Junior College is accredited by or holds membership in the following national or regional associations:
1. American Association of Collegiate Registrars and Admissions Officers
 2. American Association of Community Colleges
 3. Association of Community College Trustees
Hispanic Association of Colleges and Universities
 4. New Mexico Association of Independent Community Colleges
 5. National Accrediting Agency for Clinical Laboratory Sciences
 6. National Association of College Auxiliary Services
 7. National Association of College and University Business Officers
 8. National Association of Student Financial Aid Administrators
 9. National Association of Student Personnel Administrators
 10. National Automotive Technicians' Education Foundation
 11. National Junior College Athletic Association
 12. National League for Nursing Accreditation Commission
 13. New Mexico Association of Collegiate Registrars and Admission Officers
 14. New Mexico Association of Community, Junior and Technical Colleges
 15. New Mexico State Department of Education/Vocational-Technical and Adult Education Units
 16. North Central Association of Colleges and Schools/Commission on Institutions of Higher Education (NCA/CIHE)
 17. Rocky Mountain Association of Collegiate Registrars and Admission Officers
 18. Western Association of College and University Business Officers
 19. Western Junior College Athletic Conference

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SECTION: Personnel

POLICY TOPIC: Requirements and Employment

I. Quality of Employees

New Mexico Junior College shall be committed to employing and retaining highly qualified individuals who are trained and skilled in the area of their appointed responsibility, who understand and support the basic characteristics of community college concepts, who understand the demographics of its service area, and who show a willingness to work in harmony and cooperation with others toward accomplishing the institutional mission (see *Employee Handbook*).

II. Qualifications for Employment, Promotions or Transfers

- A. Employment, promotions, or transfers shall be based on qualifications, ability and past performances.
- B. New Mexico Junior College prefers to promote employees within the organization to more responsible positions. In employment, promotional or transfer decisions, the College shall consider such factors as organizational needs, aspirations and qualifications of individuals, and availability of other job candidates.

III. Equal Opportunity

- A. New Mexico Junior College shall comply with the existing federal and state laws and regulations in its personnel actions, including but not limited to the Civil Rights Act of 1964 and 1990; Executive Order 11246; Section 504 of the 1973 Rehabilitation Act; the Age Discrimination Act of 1967; the Americans with Disability Act of 1990; and the Vietnam Era Veteran's Readjustment Act of 1974, where applicable, as well as, the constitutions of the United States and the State of New Mexico.
- B. New Mexico Junior College shall not discriminate in its educational and employment policies and procedures with regard to race, color, religion, sex, national origin, age, disability, genetic information, or veteran status.

IV. Employee Categories

Fair Labor Standards Act (FLSA) terminology is applied throughout this section of policy to describe employee categories. The terminology contained herein shall not be construed to have any meaning for the purpose of determining appropriate bargaining units.

- A. Salaried (Exempt): The FLSA term used to designate employees who meet the criteria of executive, administrative or professional positions. Such an employee shall be exempt from overtime.
 - 1. Professional: A full-time or part-time supervisory, administrative or faculty employee who is not eligible for overtime or compensatory time compensation. Professional employees generally receive annual employment contracts. The professional employees are as follows:
 - a. Full-time: A position requiring 40 hours work per workweek or at least 25 hours work per workweek for faculty employees teaching in the credit program.
 - b. Part-time: A position requiring less than 40 hours work per workweek or less than 25 hours work per workweek for faculty employees teaching in the credit program.
 - 2. Supervisor: An employee who is in charge of or exercises direction or control over other employees in the performance of his/her duties.

- B. Hourly (Non-Exempt): The FLSA term used to designate employees who are eligible to receive compensatory time for all work performed in excess of forty (40) hours in any designated workweek. As a general rule, New Mexico Junior College does not budget for overtime pay but agrees to grant compensatory time off in lieu of overtime wages. The non-exempt employees are as follows:
 - 1. Support/maintenance: A full-time or part-time non-supervisory employee eligible for overtime or compensatory time. Support/maintenance employees do not generally receive an annual contract, and are employees At Will.
 - a. Part-time: A position requiring less than 40 hours work per workweek.
 - 2. Hourly: The status of an employee eligible for overtime pay.
 - a. Overtime: Work in excess of an hourly employee's regularly scheduled workweek (minimum of 40 hours).

- C. Full-time Regular: A full-time regular employee shall be employed to fill an established budgeted position requiring at least 40 hours work per workweek. Once employed, the individual shall be eligible to participate in the insurance benefit package, earn annual/sick leave, contribute into the educational retirement fund, contribute to the flexible benefit plan and benefit from all rights described in the *Employee Handbook*.
1. Contingent: A person employed into a temporary position is usually limited to less than a year. Contingent employees are not eligible for benefits.
 2. Seasonal: A person employed into a seasonal position is usually limited to no more than six months. Seasonal employees are not eligible for benefits.

V. Employment of Relatives

Relatives are defined as members of a person's immediate family (spouse, children and any other legal dependent) and parents, brothers, sisters and in-laws. Employment of relatives is subject to Board approval and the following conditions:

- A. No Vice President, Dean or Director may recommend for employment a member of his/her immediate family. Nor may any line supervisor recommend for employment a member of his/her immediate family.
- B. Relatives not holding supervisory rank or having employing authority may be employed in the same department/division.

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SECTION: Personnel

POLICY TOPIC: Employment Terms and Workloads

I. Introduction:

The President, or his/her designee, shall establish procedures for formulating contracts and regulating the work of the faculty and staff employees.

II. Contracts of Employment (Exempt)

- A. Full-Time Professional Employees: Contracts of full-time professional employees shall be made on a one (1) fiscal year basis (12 months). Positions under this category shall include administrative and non-faculty professional employees. Neither the provisions of the *Employee Handbook* nor the terms of the employment contract shall be construed to imply or to guarantee the expectation of continued employment with the College. Professional employee job descriptions shall be maintained in the Human Resources Office files. Job descriptions, which may be changed by the President from time to time, are attached to and become a part of each professional employee's contract.
- B. Full-Time Faculty Employees: Contracts of full-time faculty employees shall be made on a one (1) academic year basis (nine months). Neither the provisions of the *Employee Handbook* nor the terms of the employment contract shall be construed to imply or to guarantee the expectation of continued employment with the College. Faculty employee job descriptions shall be maintained in the Human Resources Office files. Job descriptions, which may be changed from time to time, are attached to and become a part of each faculty employee's contract.
- C. Procedure for Non-Renewal of Annual Contract: Upon determination by the President and Board approval that a faculty employee's contract not be renewed, the President shall give written notification no later than February 15. This notification shall be delivered in person by the President or sent by certified mail to the last known address of the employee. This notification procedure shall be set aside should the Board determine a reduction in force is necessary due to the economic conditions related to the college's ability to meet its fiscal obligations (see Result of Reduction in Force/Salary Reduction).

D. Contingent Part-Time Faculty Employee Contracts

1. Philosophy: In order to fulfill its commitment to quality education, the College shall have the best qualified part-time faculty employees obtainable within available resources. Additionally, if the College is to relate to the needs and draw upon the resources of the community it serves, it shall utilize part-time faculty employees in order to:
 - a. Avail itself of the expertise of qualified persons in business, industry, government and the professions.
 - b. Provide students with unique insights of practitioners.
 - c. Maintain flexibility in educational programs.
 - d. Maximize the utilization of available resources. The President shall provide for the integration of part-time faculty employees into appropriate college programs.

Employment Period: Part-time faculty employees shall be employed on a semester basis depending upon the instructional needs identified for each semester. Such service shall be compensated on a credit hour or contact hour basis at rates recommended by the President and approved by the Board.

III. Employment of Full-Time Support/Maintenance (Non-Exempt) Employees

- A. Support/Maintenance employees are employed At Will, not employed under an employment contract, but who may be dismissed at any time, with or without cause.
- B. Contingent, part-time and seasonal employees shall be employed on a short-term or limited basis. They are employees At Will, not employed under an employment contract, but who may be dismissed at any time, with or without cause.

IV. Workload

The period during which a professional salaried (exempt) employee shall be on duty is the fiscal year or the contract term; and for the support/maintenance hourly (non-exempt) employee, the normal work period is as specified in the *Employee Handbook*. Full-time faculty employees shall be on duty according to the instructional schedule and the number of days specified in the employment contract. Specific workloads shall be established by the President through the appropriate deans.

V. Community Activity Participation

Faculty and staff employees shall be encouraged to assume individual responsibility for participation in some type of community activity or service provided that such participation does not cause the individual's professional responsibilities to be impaired.

VI. Special Assignments

A. Supplemental Employment: Agreements for supplemental employment shall be made with professional salaried (exempt) personnel for the performance of duties in summer school, evening classes or other assignments not included in the regular contract. Such service shall be compensated at rates approved by the Board upon the recommendation of the President. The President and/or Vice Presidents shall be authorized to approve such agreements and establish procedures for the delegation of such authority.

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- B. Release Time: Employees on full-time contracts shall be granted release time from all or a portion of their regular tasks or teaching workload for the purpose of performing special assignments. Any such release-time activity shall be approved by the President and the terms thereof clearly indicated. Faculty employees shall also be given short-term release from other duties to teach classes during the temporary absence of the regular instructor.

- C. Extra Compensation: Compensation for extra service, in addition to the regular duties to both professional salaried (exempt) and support/maintenance hourly (non-exempt) employees, shall be awarded in the form of extra compensation. Compensation for such service shall be approved by the President and the terms thereof clearly indicated.

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SECTION: Personnel

POLICY TOPIC: Employment Separation

I. Termination and Suspension

Explanations of reasons for dismissal or suspension are outlined and available in the current *Employee Handbook*.

II. Summary of Dismissal or Suspension

Dismissal or suspension may result from an act or event, in the opinion of the President, which is detrimental to the general welfare of the College.

III. Reduction in Force/Salary Reduction

A. The New Mexico Junior College Board shall determine the course(s) of action necessary to ensure the college's ability to meet its fiscal obligations. Economic conditions at the College may require a reduction in salary, a reduction in work force or both. Should the Board determine that a reduction in work force is necessary, the notification deadlines for professional employees as set forth in the "Procedure for Non-Renewal of Annual Contracts" section shall be set aside.

1. A demotion may result from a reduction in budget, change in program emphasis or lack of work.
2. Following an administrative review for possible reassignment, it is determined that it is not feasible, the affected employee may be demoted or dismissed.
3. Salary considerations shall follow the same procedure as a "voluntary demotion".

IV. Philosophy

Every effort shall be made to retain qualified and productive employees in situations where a reduction in force becomes necessary. In cases other than financial exigency or non-renewal of soft money contracts where immediate termination shall be necessary, employees affected by impending reduction in force shall be given assistance in the following ways:

- A. Priority in placement in like jobs when a vacancy occurs.
- B. Cross-training in other areas where openings are anticipated.
- C. Where possible, delay the reduction in force until natural attrition occurs, i.e., pending retirements or resignations.

V. Criteria for Reduction in Force of Faculty and Staff Employees

- A. Normally faculty and staff employee reductions shall be satisfied by retirements, resignations or other types of normal attrition. Where this is not possible, the determination concerning terminations shall be made considering the following factors, but not limited to, in descending order:
 - 1. Job performance and competency in service.
 - 2. Qualifications of the employee.
 - 3. Seniority.
- B. The President shall have the option of re-assigning affected faculty and staff employees into other areas of the institution for which the person is qualified.

- C. When the President determines that a reduction in force or involuntary transfer is necessary, such action shall be based upon the needs of the College, performance of the individual, and the qualifications and seniority of the employee. An analysis of the acquired knowledge, demonstrated skills, and versatility of the employees shall be compared to the work to be done and the available funding.

VI. Notice of Reduction in Force

The New Mexico Junior College Board shall determine the course(s) of action necessary to ensure the college's ability to meet its fiscal obligations. Economic conditions at the College may require a reduction in salary, a reduction in workforce or both. Should the Board determine a reduction in workforce is necessary, the notification deadlines for professional employees as set forth in the "Procedure for Non-Renewal of Annual Contracts" section of the *Employee Handbook* shall be set aside.

VII. Grievances/Appeal Procedures

All employees affected by a reduction in force may appeal the decision through the employee appeal procedures for termination as outlined in the *Employee Handbook*.

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SECTION: Personnel

POLICY TOPIC: Appeal Process

I. Employee Disputes

Philosophy: The Board recognizes that by reason of differences of opinion, personality conflicts, and lack of communication, disputes may occur. It is in the best interest of New Mexico Junior College that disputes be resolved immediately.

II. Disciplinary Actions

Philosophy: Deficiencies in employee performance, except in the case of summary dismissal, shall be dealt with at the supervisory level in an attempt to resolve the matter informally. Deficiencies that remain unresolved shall result in termination. In the event that a continuing contract faculty employee or other employee terminated for cause wishes to have an impartial examination of issues surrounding his termination in a formal hearing, an appeal procedure has been developed for this purpose and is outlined in the *Employee Handbook*.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 504

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SECTION: Personnel

POLICY TOPIC: Salary, Benefits and Advancement

I. Salary and Wage System

A. Philosophy

The development of a comprehensive wage and salary planning approach is vital to New Mexico Junior College to recruit and retain well qualified staff.

B. Objectives

To meet our obligations as an equal opportunity/affirmative action employer, the following objectives have been set:

1. Promote fair employment practices within the institution.
2. Strive to ensure all positions are kept in a fair and equitable compensation status considering the work done, the value to the College and our relationship to the local labor market.
3. Provide a system by which fair compensation is made within resources available based on budget considerations and Board action.
4. Degrees and credits shall be from colleges and universities which were regionally accredited when degrees or credits were earned for the course work to apply to the schedule. (For the purposes of educational achievement, only degrees conferred from institutions accredited by one of the following regional agencies shall be recognized: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges. (Degrees conferred from foreign institutions must go through an equivalency process by an equivalency accrediting agency.)
5. Individuals being considered for faculty employee positions or current faculty working toward a master's degree shall have a minimum of eighteen (18) graduate hours in their teaching field or in a closely-related field. In order to avoid confusion, all graduate hours applied under this provision shall have prior written approval by the appropriate Dean and the Vice President for

Instruction. Copies of a written approval shall be placed in the faculty employee's personnel file.

6. Faculty employees employed without the appropriate graduate hours or appropriate master's degree shall have a maximum of three (3) years to remove the deficiency. A faculty employee with an associate degree shall have five (5) years to remove the deficiency. Furthermore, a faculty employee employed with academic deficiencies shall make an annual report on progress toward removing these deficiencies. These reports, to be submitted to the Vice President for Instruction, shall be due each year to receive a new contract. Any deviation from this policy shall be recommended by the President and approved by the Board.

II. Salary Plan Provisions

The objective of the salary plan is for the College to be competitive with other similar institutions in the local and regional markets and to achieve the goals stated in the previous section.

A. Faculty

1. Salary adjustments based on additional semester hours or degrees earned shall be made only at the beginning of the contract year following completion (not at mid-year).
2. The appropriate Dean shall be notified, prior to the annual budget preparation, of any course work that shall qualify a faculty employee for advancement on the salary plan for the coming year. Approval shall be transmitted to the Human Resources Office for the faculty employee's personnel file.
3. These provisions shall not imply nor guarantee the expectation of continued employment with the college.

B. Support/Maintenance

1. Increment adjustments shall be granted to individual employees upon the satisfactory completion of college course work directly related to his/her current work assignment. For a course to be considered for a salary increment:
 - A. The employee shall initiate and obtain pre-approval of the course from his/her appropriate supervisor prior to enrolling in

the course by demonstrating the relationship and/or value of the course to the employee's current work assignment. (Only course work taken on an employee's own time shall be considered for a salary increment. Course work taken on a released time basis shall not be eligible).

- B. The employee's appropriate supervisor shall submit a written confirmation of the course work to the Human Resources Office prior to the first day of class
- C. Salary increments shall go into effect at the beginning of the next fiscal year following successful completion of the course (not at mid-year). A grade of "C" or better shall be earned in the course. In these cases where salary increments are granted for classes satisfactorily completed, one shall not expect additional increments for having completed an associate or bachelor's degree using the same college hours for which he/she is already being compensated.

- 2. These provisions shall not imply not guarantee the expectation of continued employment with New Mexico Junior College.

III. Benefits Program

The President, or his/her designee, shall develop a benefit plan for all faculty and staff employees. The Board shall annually consider a benefit package as part of the budgetary process. In as much as benefits change, please contact the Human Resources Office for current information.

IV. Employee Advancement

Qualifications for Employee Advancement, Promotion or Transfer will be considered based on the following criteria. (See *Employee Handbook*)

- A. Employment, promotions or transfers shall be based on qualifications, ability, and past performance.
- B. The College may promote employees within the organization to more responsible positions. In employment, promotional and transfer decisions, New Mexico Junior College shall consider such factors as organizational needs, aspirations and qualifications of individuals and availability of other job candidates. However, in all cases, NMJC will be seeking the best qualified applicant(s) and/or candidate(s) for the position(s).

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- C. An employee wishing consideration for promotion or transfer to another position or department is encouraged to discuss the matter with his/her immediate supervisor and a representative from the Human Resources Office.
- D. In considering employees for promotion or transfer, seniority or length of service shall be given weight only if all other factors are essentially equal. The primary criteria shall be individual qualifications and organizational needs.
- E. The college may check and verify any facts or statements related to the employment of any applicant for employment at New Mexico Junior College.

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SECTION: Personnel

POLICY TOPIC: Staff Development

I. Philosophy of Staff Development

Professional growth and development and in-service training for faculty and staff employees are seen as tools for increasing knowledge and developing skills which shall enhance the development of each employee in an effort to improve job performance as well as improve the efficiency of the operations of the College. Faculty and staff employees shall be expected to realize professional progress through such activities as completion of additional college work, participation in professional organizations and meetings, seminars, workshops, special study groups, independent study groups, independent study or research, travel, work experience, publishing, private instruction and leadership in college and civic organizations. The Board is committed and supportive of these and other activities, and encourages the administration to provide opportunities for employee development which shall in turn promote the accomplishment of the college's mission.

II. Staff Development Plan

- A. As a vehicle for promoting the professional growth activities of the New Mexico Junior College faculty and staff employees, the College shall have a program of activities and provide development opportunities through a comprehensive staff development plan. The objectives of the plan are as follows:
1. To promote training for all employees to enhance their understanding of the nature of a comprehensive community college.
 2. To provide faculty employees with the instructional technology and methodology appropriate to community colleges.
 3. To provide professional enrichment program opportunities for all employees.
 4. To enhance instructional support programs through support employee training.
 5. Enhance the climate for staff development by obtaining maximum commitment for such activities from the administration and Board.

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6. Recognize staff development program participation by providing appropriate recognition.
7. Tailor the programs of staff development to all staff groups.
8. Continue ongoing planning and evaluation of the staff development plan.
9. Develop the program so it is consistent with institutional goals and objectives.
10. Consider the total development needs of the employee and of the College.
11. Develop the program in view of fostering job satisfaction and attracting and retaining qualified, creative, committed and competent employees.

Note: New Mexico Junior College shall train without regard to race, color, religion, sex, national origin, age, disability, genetic information, or veteran status in compliance with the state and federal statutes and guidelines.

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SECTION: Personnel

POLICY TOPIC: Evaluation

I. Philosophy

The success of New Mexico Junior College is directly related to the job performance of its employees in its service area. Therefore, the College shall be committed to a system of performance appraisal based on job performance.

II. Evaluation System

- A. Full-Time Professional Salaried (Exempt) Employees: The performance of each professional employee shall be annually evaluated according to the procedures approved by the President. The evaluation shall take into consideration the philosophy and objectives of the College and the accreditation standards of the state of New Mexico and the North Central Association of Colleges and Schools. These evaluations shall be used as the basis for recommended appointment continuation and shall serve as a tool to recognize acceptable performance. Professional employee annual evaluations are maintained in files in the Human Resources Office.
- B. Full-Time Faculty (Exempt) Employees: A formal evaluation procedure has been developed for full-time faculty employees, which is designed to necessitate an overall commitment for instructional improvement while at the same time providing a means to support employee decision making and contract renewal. The performance of all faculty employees shall be annually reviewed with an emphasis on new objectives for the next assessment period. Annual faculty evaluations are maintained in files in the office of the appropriate Dean.
- C. Full-Time Support/Maintenance Hourly (Non-Exempt) Employees: Written evaluations shall be annually completed by the supervisors of the support/ maintenance employees in accordance with procedures approved by the President. These evaluations shall be used as the basis for recommended appointment continuation and shall serve as a tool to recognize acceptable performance. Hourly employee annual evaluations are maintained in files in the Human Resources Office.

III. Recognition

- A. New Mexico Junior College has a program that recognizes excellent service and communicates to its employees *pride in a job well done*. Service awards are a part of this recognition and reflect the commitment and effort of employees to earn them. The service awards are recognition of those full-time employees who have attained five (5) years of continuous service.
- B. Eligibility
1. Current full-time employee
 2. Only actual employment (other than contingent status) shall as length of service for this program.
 3. The annual cut-off date for determining service awards shall be December 31.
 4. The service awards shall not apply to part-time, contingent and seasonal employees or to the persons teaching in the continuing education/community development program.

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SECTION: Personnel

POLICY TOPIC: Employee Records

I. Responsibility for Employee Records

The Director of Administrative Services is designated as the custodian for personnel records of the faculty and staff employees and the records of applicants seeking employment at the College.

II. Inspection Policy

Any authorized person who wishes to inspect the contents of a personnel file or applicant file shall be permitted to do so, but is limited to information that does not include legally protected material.

III. Release of Information

Except as required for use by the President in the execution of official duties, the custodian for records shall release personnel file contents only upon written authorization from the employee affected.

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SECTION: Personnel

POLICY TOPIC: Employee Standards of Ethics

I. Declaration of Policy

Engaging in extramural work for money, although not encouraged, shall not be prohibited unless such work interferes with the employee's duties, creates a conflict of interest or adversely reflects on the College or its purpose. Conflict of interest occurs when an employee is in a position to influence a decision or utilize information that he/she shall have access to in his/her position which may result in personal gain for the employee (or for a family member, or any immediate family member). To implement this policy the following standards of conduct and disclosure requirements shall be observed by the employees owing a responsibility to the people of the service area in the performance of their duties (see *Employee Handbook*). This policy shall serve as a guide for official conduct and as a basis for discipline of those who breach the standards of ethics.

II. Standards of Conduct

- A. An NMJC employee shall treat his/her position as a public trust and shall use the powers and resources of his/her position to advance the interests of the College and shall not obtain personal benefits or pursue private interests that are incompatible with the public interest.
- B. All college employees shall conduct themselves in a manner that maintains the appearance and fact of integrity in the ethical discharging of their position responsibilities.
- C. Pursuant to state law, New Mexico Junior College employees shall not request or receive money, items or gifts of value, favors, gratuities or promises from any person, firm or corporation that is engaged in or attempting to do business (either directly or indirectly) with the College.
- D. An employee having (or whose family has) any sort of financial or managerial relationship (whether directly or indirectly) with a business attempting to do business with the College shall disclose such relationship in writing to the Coordinator of Purchasing before the College can purchase goods or services from the business.

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- E. An employee may engage in consulting, in accordance with the NMJC Consulting Policy, so long as the practice is not in conflict (either directly or indirectly) with the employee's position or the services offered by the College.
- F. No employee shall accept other employment or engage in any activity that might reasonably cause him/her to disclose confidential information acquired by reason of his/her employment with the College.
- G. All NMJC employees shall make college purchases in accordance with the State Procurement Code and purchasing procedures published by the Business Office. Any unauthorized purchases made by an employee shall be considered personal in nature and shall not be binding to the College.
- H. Employees shall not use college purchase cards or charge/vendor accounts for personal use. Violation of this policy shall result in disciplinary action up to and including dismissal.

III. Disclosure of Interest

- A. Certification of No Interest: Any employee in the preparation of specifications, evaluation, recommendation, execution or administration of any purchase or contract for the purchase of goods or services by the College (other than employment contracts) shall be deemed to have certified in writing that he/she does not have a substantial interest in any business entity which is a party to or receives direct financial benefit from New Mexico Junior College's purchase or contract.

- B. **Non-Certification:** If in any case an employee is or anticipates that he/she shall be in breach of the above certification, he/she shall immediately notify his/her immediate supervisor of such fact, identify the business entity in which he/she has a substantial interest and the nature and extent thereof. Such an employee shall immediately be removed from any involvement in the transaction and the President shall take such other action as he/she may deem necessary to avoid a conflict of interest with regard to such a transaction.
- C. **Financial Statements:** Any employee routinely involved in activities covered by this policy shall, at his/her option, make a disclosure of his/her personal interest by filing a statement of such interest with the President (or in the case of the President with the Board). Any such statement shall be updated annually. The President shall require the filing of such financial statement by any employee routinely or extensively involved in the type of business transactions contemplated by this policy.

IV. Non-Compliance

The failure of any employee to comply with one or more of the provisions of this policy, which applies to him/her, shall constitute cause for termination of employment subject to right of hearing.

V. Employee Theft Policy

It is a violation of the New Mexico Junior College theft policy for any employee to take or allow another employee to take college property and convert that property to his/her own use. A violation of this policy shall result in dismissal from employment (see *Employee Handbook*).

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SECTION: Personnel

POLICY TOPIC: Drug-Free Workplace

Page 1 of 1I. Drug-Free Workplace Policy and Program

The Drug-Free Workplace Policy and Program has been adopted pursuant to federal law and the commitment of the College to a drug-free environment for the pursuit of its educational mission. Drug abuse in the workplace poses a serious threat to the health and welfare of employees and student employees; impairs work performance; jeopardizes the safety and well-being of other employees, students and members of the general public and conflicts with the responsibility of New Mexico Junior College to foster a healthy atmosphere for the pursuit of education and service for the Junior College District. Details of the entire policy are printed in the current *Employee Handbook* as well as online at the NMJC Web page

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SECTION: Personnel

POLICY TOPIC: Sexual Harassment Policy

I. Sexual Harassment

The New Mexico Junior College Sexual Harassment Policy shall cover all the employees of the college and all the students. This policy also extends to former employees and former students when sexual harassment has resulted in a change of the employee's or student's status to that of a non-employee or non-student prior to resolution of any alleged sexual harassment.

Discrimination on the basis of sex is a violation of the Civil Rights Act of 1964, the Civil Rights Act of 1991 and Title IX of the Educational Amendments of 1972. New Mexico Junior College prohibits sexual harassment activity, which is a form of sexual discrimination, by any of its employees or students. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- A. Submission to such conduct is made either explicitly or implicitly as a term or condition of employment or instructional service.
- B. Submission to such conduct has the purpose or effect of interfering with an individual's work; or classroom performance; or creating an intimidating, hostile or offensive workplace, classroom or campus environment.
- C. Submission to or rejection of such conduct by an individual is used as the basis for delivery to or withholding of the institution's services.

Unwelcome conduct of a sexual nature and a hostile work, classroom or campus environment includes, but is not limited to, the following:

- A. Verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting or brushing against; flirtations or verbal abuse of a sexual nature; graphic comments regarding physical or personality characteristics of a sexual nature; displaying of sexually suggestive objects or pictures in the work place; and sexually oriented kidding, teasing, double-entendre and jokes.
- B. Verbal or physical conduct of a sexual nature shall constitute sexual harassment when the allegedly harassed employee or student has indicated, by his/her direct communication or conduct, that it is unwelcome.

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Policy and Procedures for Employees

- A. Any employee who believes that he/she is the object of sexual harassment or who has knowledge of any sexual harassment of any other employee or student shall immediately report it to a supervisor or to the Director of Administrative Services. A prompt confidential investigation shall be conducted of any reported sexual harassment. Charges of sexual harassment shall be made no later than sixty (60) days after the alleged occurrence. Appropriate disciplinary action, up to and including dismissal or suspension of employment, shall be taken against any employee who is found to have been responsible for sexual harassment or for knowingly permitting a sexually hostile environment to exist.
- B. Confidentiality shall be maintained within the limits of an investigation and no reprisals or retaliation shall be allowed to occur as a result of good faith reporting of charges.
- C. Complaints of sexual harassment or unwelcome conduct of a sexual nature shall be formally pursued under the EEO grievance procedure.

Policy and Procedures for Students

- A. Any student who believes that he/she is the object of sexual harassment or who has knowledge of any sexual harassment of any other student or employee shall immediately report it to the Vice President for Student Services or his/her appointed designee. A prompt confidential investigation shall be conducted of any reported sexual harassment. Charges of sexual harassment shall be made no later than sixty (60) days after the alleged occurrence. Appropriate disciplinary action, up to and including suspension or dismissal of a student, shall be taken against any student who is found to have been responsible for sexual harassment or for knowingly permitting a sexually hostile environment to exist.
- B. Confidentiality shall be maintained within the limits of an investigation and no reprisals or retaliation shall be allowed to occur as a result of good faith reporting of charges.
- C. Complaints of sexual harassment by students or unwelcome conduct of sexual nature by a student shall be formally pursued under the disciplinary procedure and/or the grievance procedure within the *Student Handbook*.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

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SECTION: Curriculum and Instruction

POLICY TOPIC: Educational Programs and Services

I. Philosophy

The mission of New Mexico Junior College is to provide quality educational and support services to enhance the quality of life for the communities and individuals we serve and to ensure success through learning.

II. Transfer Education

The College offers courses which are designed to enable students, including those who enter with scholastic deficiencies, to complete the first two (2) years of four (4) years of college work and to enter a four-year institution. Several programs of study exist to this end leading to Associate in Arts, Associate in Science, and Associate in Applied Science degrees.

III. Career/Technical Education

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

IV. Community and Continuing Education

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

V. Cooperative Education

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

VI. Articulated High School Program

New Mexico Junior College is committed to a close working relationship with the public secondary schools in its area. A cooperative program has been established whereby high school students are trained in various occupational programs in the same facilities and share equipment with their post-secondary counterparts. . This cooperative program allows high school students to amass college credits while still completing their high school education.

VII. Dual Credit Classes

New Mexico Junior College is committed to working closely with the public secondary schools in its area. To this end, NMJC has established a broad spectrum of dual credit classes that are offered to qualified high school students. These courses are offered via ITV, online, and/or face to face methodologies and the participating high school students must meet the same standards and placement scores as native students.

VIII. Basic Skill Development

To support the open door policy and to provide opportunities for those citizens not able to complete high school, the College offers an Adult Basic Education (ABE) program culminating in the award of a General Education Development (GED) diploma. Classes in English as a Second Language are conducted at sites throughout the county.

IX. Continuing Education and Educational Access Programs and Services

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

- A. Instructional Outreach: Instruction in both credit and non-credit programs are offered at various public schools and other facilities throughout the service area. The College also enters into cooperative agreements with community agencies and organizations to offer skill-training opportunities on site.
- B. Flexible Scheduling: New Mexico Junior College offers a variety of courses during the evening hours and on weekends. Self-paced instruction is also available in many programs. The implementation of the open-entry open-exit concept is also being supported.
- C. Telecommunications: Instructional television (ITV) and other means of electronic delivery are effective means of extending educational opportunity to citizens who otherwise might not avail themselves of it or who prefer an individual approach to learning. The College shall continue to develop means to implement these programs.
- D. Brokering of Educational Services: NMJC is committed to distance education through brokering and coordination of educational programs, activities and services in its region.

IX. Instructional Support Services

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

X. Small Business Development Center (SBDC)

The Small Business Development Center provides access to a wide range of business services for the would-be entrepreneur. The primary service is in the area of counseling. One-on-one counseling services are provided to each client. These sessions are held in strict confidence and are used to define problems, set goals and objectives, to identify options and to plan for the future. In addition, the SBDC offers training activities designed to meet the needs of the local community. Such training may include short workshops on timely topics or semester-long, credit courses. Finally, the third basic service is resources and referrals. The Center has staff and equipment accessible to the client and is part of a state-wide network of centers. Any person living in Lea County or considering establishing a business in Lea County can use the services of the NMJC Small Business Development Center.

XI. Grading and Scholastic Standing

- A. Philosophy: The task of evaluating academic performance is extremely important. Although letter grades are not precise yardsticks for indicating levels of academic performance, the assignment of grades shall be taken seriously by all faculty employees, in view of the extremely important consequences that grades have in the lives and goals of students. Despite this emphasis on grades, it is even more important that faculty employees not lose sight of the more important goals of evaluation i.e., emphasizing an attitude toward lifelong learning and determining whether students actually reach predetermined objectives of the curricula. Since the goals of the College are the maximizing of learning and skills among students, rather than a sorting out of individuals by grade discrimination, New Mexico Junior College encourages its faculty employees to discuss and evaluate different philosophies of grading and to recommend policies or procedures which are likely to improve the motivation of students toward the intrinsic rewards of learning and to stimulate a better atmosphere for learning in the College.
- B. System of Grading: The grading system that is currently being used by the College is the "A" through "F" system. Grades assigned shall reflect the quality of work done in courses for credit. Grades indicating the standing of students for each course taken are issued at the end of each semester. Complete descriptions of grades offered as well as an explanation of various withdrawal formats and course options are listed in the *Student Handbook* and the *College Catalog*.
- C. Grade Appeals: An appeals process as outlined in the *Student Handbook* shall be available for students wishing to appeal an assigned grade.
- D. Scholastic Standing: A system of recognizing scholastic standing has been instituted at the College to include recognition of honor for academic achievement as well as an identification of those having academic difficulty through a system of probation and suspension. More specific procedures for the classification of probation and suspension as well as the removal provisions from such probation and suspension are listed in the *Student Handbook* and the *College Catalog*.

XII. Student Academic Load

The normal load for a full-time college student, who plans to graduate in two (2) years, (without attending summer school) is sixteen hours per semester. However, in order for a student to maintain full-time status, he/she shall enroll in, and complete a minimum of twelve (12) semester hours. An overload is more than eighteen (18) credit hours per semester. Students may take up to 7 credit hours each summer session. (See *Course Catalog*)

XIII. Attendance

Attendance shall be required at every session of each course for which the student is enrolled. When unavoidable circumstances make attendance impossible, students shall provide a satisfactory explanation of their absences to their instructors. College sponsored activities are considered excused absences and instructors shall be notified of the students who will be absent from class. Students having absences due to college sponsored activities shall be permitted to make up work. It shall be the responsibility of the student to make arrangements with the affected classes/instructors to take care of the required work; however, arrangements for make-ups shall be made within a reasonable time frame, usually within one week of the absence. Regarding make-up work, absences due to late registration are considered the same as regular absences.

XIV. Graduation Requirements

- A. Graduation requirements represent the firm commitment to general education principles that are designed to develop the potential of each student, broaden the outlook and contribute to the realization of the well-balanced whole person. Upon completion of graduation requirements, New Mexico Junior College awards the following degrees: Associate in Arts, Associate in Science, and Associate in Applied Science to students who complete a prescribed program. One- and two-year certificates are also awarded by the Board.
- B. Transitional studies courses shall not be used to satisfy graduation requirements; however, transitional studies courses required for some students shall become a part of their degree plan.

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SECTION: Curriculum and Instruction

POLICY TOPIC: Academic Freedom

I. Introduction

Academic freedom is a right protected by the First Amendment of the United States Constitution.

II. Academic Freedom

- A. The role of New Mexico Junior College shall not embrace that of research as commonly found in senior colleges and universities. New Mexico Junior College is a teaching institution; therefore, any consideration of academic freedom does of necessity concern freedom in the instructional process.
- B. As a purveyor of ideas, the faculty employees, at times, shall come in conflict with the prevailing belief of large segments of society, and even with that of his/her own colleagues. Academic freedom is not easily defined because it involves a special set of guarantees. That right to support unorthodox positions, arrived at through scholarly investigation, free from reprisals or coercion, is fundamental to the continued progress of society. The right to pursue unpopular lines of inquiry and express new and unaccepted ideas shall fall within the framework of a very special set of guarantees called academic freedom. In granting these guarantees, society expresses a willingness to risk the consequences, because history confirms that the risk is outweighed by the benefits derived from such a society.
- C. The exercise of this freedom carries with it the burden of corollary responsibilities. Professional employees shall not knowingly misrepresent facts. They shall be careful in their teaching not to introduce controversial matter bearing no relationship to their subject. They shall not force their own ideas and ready-made decisions on the student, but shall get the student to make his/her own decisions in the light of all available information. They shall exercise appropriate restraint and guard against distortion and inaccuracies. Outside his/her academic role, as a private citizen, the professional employee shall have no other special privileges. When he/she speaks or writes as a private citizen, he/she shall be free from institutional censorship or discipline; but his/her special position in the community imposes special obligations. As a person of learning and as an instructional employee, he/she shall remember that the public shall judge his/her institution by his/her utterances.

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He/she shall at all times be accurate, shall exercise appropriate restraint, shall show respect for the opinions of others, and shall make every effort to indicate that he/she is not a spokesperson for the College. Should the extramural utterances of an instructor be such as to raise grave doubts concerning his/her fitness for his/her position, institutional discipline shall be imposed which may include board action.

- D. The College Board recognizes that it is not possible to define with precision the limits of academic freedom in the complex world of ideas; however, the Board insists that its policies be followed.
- E. The employee's own colleagues and the College shall bear the brunt of public criticism, shall have the most to lose from withdrawal of public trust, and are, therefore, in the best position to balance the issues of academic freedom and responsibility.

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SECTION: Curriculum and Instruction

POLICY TOPIC: Curriculum Development and Revision

I. Curriculum Development and Revision

All programs at New Mexico Junior College shall be continuously appraised to assure that the offered courses meet the needs of the community and of the students. The College and Board shall encourage faculty involvement in the planning of course offerings and in the development of new techniques for meeting course objectives. The President shall be authorized to establish detailed procedures for curriculum development.

II. Criteria for Course Creation

New Mexico Junior College shall create adult education, evening college, or community service courses, whether credit or non-credit, when there is an apparent need for it in the community, when the course is primarily educational, when qualified instructors and funds are available, and when adequate enrollment is likely. Under unusual circumstances (e.g., acute community needs, initiation of new programs) some latitude in class size shall be allowed.

III. Course and Program Evaluation

The College shall have a system in place to evaluate its courses and programs according to relevant enrollment, student achievement, placement statistics, and the criteria as listed above. A course or program shall be discontinued when it ceases to meet all applicable criteria.

IV. Course and Program Excellence

The College shall strive to achieve and maintain excellence in all of its courses and programs. Further, the College shall encourage faculty employees to keep relevant and current in their disciplines as well as promote the research and development of creative and imaginative educational programs. Real life experiences, field trips and similar activities as part of a course or program are perceived as adding to the relevance and excellence of the program, and shall therefore be encouraged.

V. Instructional Methodology

Creating alternative means of delivering instruction shall also be encouraged, particularly in view of the diversity of New Mexico Junior College students. Electronic techniques, self-paced instruction and other innovative methodologies shall be seen as key opportunities in the expansion of instructional delivery for the college's service area.

VI. Course Syllabi

Course syllabi shall be prepared for all courses listed in the *College Catalog*. The syllabi shall be updated continually and copies shall be kept on file in the offices of the Academic Division Deans.

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SECTION: Student Services

POLICY TOPIC: Student Programs and Services

I. General Policy

Students shall be responsible for acquainting themselves with the services maintained for them and with procedures outlined for their assistance in such sources as the *College Catalog*, *Student Handbook*, student bulletins and other official publications. The student services staff shall make every effort to assist the student in this endeavor.

II. Programs and Services

- A. Counseling and Career Center: The College shall provide counseling services to assist students in their educational planning. A career center shall also exist to offer career counseling to students, faculty, and area residents.
- B. Financial Aid: Financial aid programs including various loan funds, scholarships, grants and employment shall be provided and promoted as they are available.
- C. Students with Disabilities: A support service program for individuals with disabilities shall be available to assist in their special needs while obtaining an education.
- D. Student Records: The Enrollment Management Office shall maintain permanent academic records for each student which shall include all courses taken by a student and the grade received in each course. All changes of enrollment (dropping a course, adding a course or withdrawing from the College) shall be processed through this office .
- E. In addition, the Enrollment Management Office shall make official changes of a name and/or address, shall send out transcripts and process the appeal of academic probation or suspension. Other services the office shall provide include agency certification and graduation checks.
 - 1. Philosophy: The College shall maintain such information in its files for each student as is considered essential and appropriate to the college operation and student welfare. The College shall adhere to all federal and state laws and rules pertaining to the privacy rights of parents and students.

2. Release of Student Information: New Mexico Junior College does not publish a student directory for general distribution. Release of student information, schedules, and related data shall be governed by the Family Educational Rights and Privacy Act of 1974 as amended. Each student shall have the right to review personal records, to seek correction of information contained in those records, and to have access to records limited. Student records shall be kept in the Office of Enrollment Management and shall be confidential to the student, advisor, and those faculty and staff employees to have authorized access to the files to perform their jobs.

F. Assessment: The student services staff shall be qualified and equipped to provide testing services for a variety of the student's needs from assistance with career planning to course placement. These services shall be encouraged for the student and shall assist the faculty employee or counselor in the academic advisement of the student. This shall ultimately result in the student experiencing a more positive and successful educational program.

III. Student Activities:

A. Philosophy: The College shall be committed to the concept of providing vital co-curricular activities for students. Qualified staff employees shall be employed to develop and to coordinate programs and activities which shall enhance individual leadership development, promote desired social interaction and provide social and recreational activities.

B. Student Organizations: Impetus for the formation of new clubs at the College is expected to come from students. As a pre-requisite to operation on campus, all clubs shall be recognized by the College and shall agree to abide by regulations of the Board and club rules issued by the administration. No club shall be established or allowed to operate which discriminates against employees or students in violation of state or federal law. Student organizations shall be approved annually by the Vice President for Student Services.

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SECTION: Student Services

POLICY TOPIC: Admissions

I. Admissions

New Mexico Junior College is an independent two-year comprehensive community college having as a major part of its fundamental mission the provision of serving the needs and making accessible post-secondary education to the members of the community. In order to fulfill this mission, the College has an open-door policy for admission of students in credit courses and programs, who have graduated from an accredited high school, completed a General Education Development (GED) certificate, or who through age and experience qualify for admission. The College also has opportunities for high school juniors and seniors. New Mexico Junior College's non-credit course admission shall be in accordance with program procedures and admission policies as described herein.

II. Admission Requirements

General admission requirements and specific course and program admission requirements shall be outlined in the *College Catalog* and *Student Handbook*. All admission procedures shall be under the direct supervision of the Dean of Enrollment Management and subject to review and action by the Vice President for Student Services.

III. Equal Access

New Mexico Junior College is committed to a policy of non-discrimination on the basis of race, sex, national origin, disability, or other non-merit reasons, in admissions, educational programs or activities and employment, as required by applicable laws and regulations.

IV. Admissions Appeal

If an applicant feels that he/she has been unjustly denied admission to the College, he/she shall follow an appeals process as outlined in the *Student Handbook*.

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SECTION: Student Services

POLICY TOPIC: Registration, Tuition Charges

I. Registration Policy

- A. The President shall ensure that registration activities and procedures are developed in accordance with College policies.
- B. Early registration procedures shall be developed to maximize student planning, advisement, and placement into appropriate classes.
- C. It shall be the policy of the College to offer equal access to courses and programs being offered for all students who have pre-requisites subject to enrollment limits and deadlines.

II. Tuition Charges

A. General Policy

The New Mexico Junior College Board has the statutory authority to set tuition rates in order to ensure adequate financing of the college. Upon recommendation of the President, the Board will annually review and consider changes in tuition rates as part of the budgetary process. Careful attention and planning of tuition increases will include seeking appropriate input from student representatives, the community, staff and the Board. Tuition is the student's share of the cost of instruction and general expenditures that represent the cost of providing an education. In determining tuition rates, New Mexico Junior College will seek to uphold the following principles:

1. Citizens who desire a postsecondary education should have access to these educational opportunities at an affordable price.
2. Students and their families are entitled to maximum predictability related to the cost of attending of attending college. Increases in tuition should be gradual and moderate.
3. A reasonable and consistent share of the cost of public education should be shared by the state, local taxpayers, and the student. The New Mexico Junior College Board will take into consideration the following criteria in determining tuition rates:
 - The mission and strategic plan of the College;
 - The availability of state funding;
 - The formula tuition credit rate and other state initiatives adopted by the legislature;

- The district's contribution through local mill levy revenues;
- The tuition rates at other two-year institutions;
- The financial needs of the college, considering other revenue sources and unrestricted reserve balances;
- The sources of need-based financial aid available to students for offsetting tuition increases.

B. Refunds of Tuition

Students not receiving Title IV assistance, who find it necessary to withdraw or drop classes during the fall or spring semester must follow the correct procedure to have their tuition and course fees refunded. For the current refund schedule and procedure to withdraw from classes see the *Course Catalog*.

Students who receive federal Title IV financial aid and who withdraw, drop or otherwise fail to complete the semester for which they are enrolled are subject to the federal return of funds policy and may owe a refund to the U.S. Department of Education for unearned amounts received. The return of funds calculation is based on the time a student spent in academic attendance, and a pro rata schedule is used to determine the amount of Title IV aid earned, and the amount to be returned by the institution and the student. Students who do not begin attendance in any or all of their classes will be subject to recalculation of their awards, and will be responsible for any charges owed to NMJC. Questions regarding the federal return of funds policy may contact the Financial Aid Office for further information.

C. Tuition Refund Appeals Procedure

A withdrawing student must submit a written appeal delineating individual circumstances that would warrant an exception to the published refund policy to the Dean of Enrollment Management. The Dean of Enrollment Management will study the appeal and either recommend a refund or refer the appeal to the Vice President for Instruction.

D. Military Absence

Any student serving as a reservist in the armed forces who is called up for duty should contact the Dean of Enrollment Management to explore potential options to continue or terminate their current enrollment. The Dean of Enrollment Management along with the Academic Deans will first explore ways to assist the student in completing his/her classes. If this is not feasible or viable, the college will offer the student a tuition waiver for a subsequent semester when they return from active duty. Documentation of the waiver will be maintained with the students' permanent record. to ensure that NMJC is more than fair in our policies regarding military absences, we will process refunds that go beyond our normal school refunds – on a case by case basis. A student called up for active duty should contact the Dean of Enrollment Management in person or by writing before the end of the enrollment period. The student will need to provide a copy of their orders.

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SECTION: Student Services

POLICY TOPIC: College Credits, Articulation with Other Institutions and Graduation Requirements

I. Transfer of Credits

- A. Credit Courses: New Mexico Junior College has a broad policy of acceptance of transfer credits from other post-secondary institutions recognized by regional accrediting agencies. Regardless of the number of credit hours accepted for transfer into New Mexico Junior College, a maximum of fifty two (52) credit hours shall be applied toward a degree or certificate. A transfer student shall complete a minimum of twelve (12) credit hours at New Mexico Junior College prior to the granting of a degree or certificate.
- B. Occupational/Vocational Non-Credit Experience: Only credit earned in non-technical subjects shall be initially accepted from technical institutes which are accredited by a regional collegiate accrediting association. Normally, no credit shall be accepted by the College from technical institutes, business schools, or other post high school institutes which are not members of regional collegiate accrediting associations. However, students applying to the College who have earned technical credit, which they believe would be applicable to the degree they are pursuing, may have an official transcript sent from the school directly to New Mexico Junior College, Office of Enrollment Management. It shall then be the student's responsibility to request referral of this transcript by the Enrollment Management Office to the division of the college having supervision of his/her particular program. The division shall determine whether any of the credit is acceptable in its program and return the transcript with its recommendations to the Office of Enrollment Management. An interview or demonstration of competence, or both, shall be required before the decision regarding credit is made. Acceptance of such credit shall be binding only to the specific program recommending credit. It shall be subject to re-evaluation should the student later enter another program offered by the College.

II. Alternative Methods of Earning Credit

A. Advanced Placement (AP)

Students who have completed college-level courses in secondary schools and have taken the Advanced Placement (AP) examinations of the College Board with resulting composite scores of 3, 4, or 5 may petition for college credit and advanced placement. Such credit will be treated as transfer credit without a grade, will count toward graduation, and may be used in fulfilling specific curriculum requirements. Students who have taken and passed examinations for Advanced Placement courses, other than those listed in the NMJC Catalog, should meet with a counselor about credit for those courses. Students may earn a maximum of 52 credits for successful performance on AP examinations. The NMJC courses and the credit hours which will be given for AP scores obtained in the AP subject area indicated in the NMJC Catalog.

B. College Level Examination Program (CLEP)

NMJC recognizes and honors prior learning by accepting a wide range of subject area College-Level Examination Program (CLEP) tests, which measure a student's mastery of college-level, introductory course content in a wide range of disciplines. Transfer students can earn credit through prior CLEP exams if their scores meet these credit-granting standards. Credit for CLEP examinations will be treated as credit without a grade, will count toward graduation, and may be used in fulfilling specific curriculum requirements. We grant a maximum of 52 credits for successful performance on CLEP examinations. The NMJC Catalog will provide details of scores required on each specific subject area, scores required, and credit hours given for each subject area.

C. Credit for Prior Learning Policy

1. Law Enforcement/Corrections (Criminal Justice)

New Mexico Junior College recognizes that New Mexico police officers and corrections officers come to us with a firm grounding in their individual disciplines. We recognize and honor their prior learning by awarding college credit for a wide variety of learning experiences, both classroom and practical experience. In an effort to assist officers who want to further their educational experiences, NMJC is willing to award college credit for successful completion of both a certified law enforcement academy and/or corrections academy. Such credit will be treated as credit without a grade, will count toward graduation, and may be used in fulfilling specific curriculum requirements. Credit will be awarded as indicated in the NMJC Catalog.

2. Automotive Technology/ASE Certification

This policy is to be utilized in the implementation of a non-traditional approach to a Certificate and/or Associate in Applied Science Degree in Automotive Technology. NMJC's goal is to allow currently working technicians, who have up-to-date knowledge and skills, the opportunity to earn a Certificate or Associate in Applied Science Degree while employed. The following conditions must be met to receive credit in this area:

- a. ASE certification(s) for the applicant must be current.
- b. Official ASE transcript(s) must be received by the Registrar's office at NMJC.
- c. The applicant must present the NMJC AT instructor a letter, on official letter head (if available), from their employer indicating the student's length of employment, the type(s) of work performed, and the applicant's ability to perform the required work.
- d. An interview with the AT instructor will be required of all students who choose to utilize this option. The AT instructor will make the final decision as to the course(s) for which the student will receive substitution/credit.
- e. Upon completion of the interview with the AT faculty and review of the letter from the employer, the student may be given credit for none, one, or more of the following cooperative work experience courses: AT114, AT114B, and AT212.

Upon verification, based on the official ASE transcript received by the Registrar's Office the ASE certifications are current; the student may receive credit for AT courses as outlined in the NMJC Catalog.

D. Institutional Challenge

New Mexico Junior College recognizes that students learn by experience as well as in the formal class setting. Therefore, credit for courses for which there is no CLEP exam is awarded upon satisfactory performance on comprehensive examinations that are administered by the divisions responsible for the courses. The grade on each institutional challenge exam is the grade that will appear on the NMJC transcript. In order to be eligible to attempt credit by institutional challenge, the following provisions must be met:

- The student must contact the appropriate academic dean and instructor for permission and make arrangements to take the institutional exam for credit.
- The student must not have previously audited, enrolled in, or attempted credit by examination in the course(s).
- The student must enroll in the course before the institutional challenge exam can be taken.

Credit by exam will not be awarded for physical education activity classes.

III. Transcripts of Credit Courses

Upon request by a student, the Dean of Enrollment Management shall send a student's transcript to any college, agency, business, or person named by the student. Official transcripts shall be forwarded as mandated by federal requirements. No transcripts shall be released if a student is in debt to the College or is delinquent on student financial aid payments unless required by federal guidelines.

IV. Articulation

A. Articulation

At a regular meeting of the New Mexico Junior College Board on December 18, 1990, that body adopted the following articulation policy addendum on the treatment of native NMJC and transfer students: "To further enhance articulation between all state-supported institutions in New Mexico, New Mexico Junior College adopts the principle of treating transfer students as native NMJC students in the application of credit toward certificate or degree requirements."

B. Transfer Among New Mexico Higher Education Institutions

To facilitate transfer of students and course credits among New Mexico's colleges and universities, the state's public institutions of higher education are required to accept in transfer courses taken within approved modules of lower-division course work and apply them toward degree requirements. Several transfer guides have been developed through collaboration of New Mexico's public post secondary institutions, consistent with requirements of state law (21 1B 1 6 NMSA, 1978). Students enrolling for first-year or second-year study at a New Mexico institution and wishing to prepare for possible transfer into a degree program at another institution are advised to take the lower-division coursework during their freshman and sophomore years.

C. Student Responsibility

New Mexico's colleges and universities have collaborated to produce guides to assist students who plan to transfer before completing a program of study. Course modules are designed to help students select courses carefully so that they may transfer with little or no loss of credit. However, planning for effective transfer with maximum efficiency is ultimately the student's responsibility. Responsible transfer planning includes early and regular consultation with the intended degree-granting institution to assure that all pre-transfer coursework will meet the requirements of the desired degree.

D. Transferable Lower-Division General Education Common Core

Students enrolling for first-year study who have not yet selected either an academic focus or the institution where they wish to graduate are advised to take courses during their freshman year outlined in the Lower Division General Education Common Core. For students enrolled at any public institution in New Mexico, a general education course matrix has been created and courses listed on said matrix are guaranteed to transfer to any other New Mexico public college or university, and apply toward associate and baccalaureate degree program requirements. Students should consult advisors at their current institutions regarding which specific courses fit these categories. Students preparing for careers in engineering, health sciences, or other profession-related fields are advised that some of this course work may not transfer toward general education requirements but in most cases will apply toward elective requirements.

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Area I: Communication select 9 hours

- College-Level English Composition 3-4 hrs.
- College-Level Writing (a second course building on the above) 3 hrs.
- Oral Communication 3 hrs.

Area II: Mathematics select 3-4 hours

- College Algebra 3 hrs.
- Calculus 4 hrs.
- Other College-Level Mathematics 3 hrs.

Area III: Laboratory Science select 8 hours

- General Biology, with laboratory 4-8 hrs.
- General Chemistry, with laboratory 4-8 hrs.
- General Physics, with laboratory 4-8 hrs.
- Geology/Earth Science, with laboratory 4-8 hrs.
- Astronomy, with laboratory 4-8 hrs.

Area IV: Social/Behavioral Sciences select 6-9 hours

- Economics (macro or micro economics) 3 hrs.
- Introductory Political Science 3 hrs.
- Introductory Psychology ... 3 hrs.
- Introductory Sociology 3 hrs.
- Introductory Anthropology 3 hrs.

Area V: Humanities and Fine Arts select 6-9 semester hours

- Introductory History Survey 3 hrs.
- Introductory Philosophy 3 hrs.
- Introductory Course in History, Theory, 3 hrs.
- or Aesthetics of the Arts or Literature

Total to be selected 35 semester hours

E. Lower-Division 64-hour Transfer Modules

Students who have selected a field of study but have not yet selected the college or university where they wish to earn their baccalaureate degree are advised to take courses during their freshman and sophomore years outlined in one of the Lower-Division 64-hour Transfer Modules. For students enrolled at any public institution in New Mexico, these courses are guaranteed to transfer to any New Mexico university and apply toward bachelor's degree program requirements. Students should consult advisors at their current institutions regarding which

specific classes fit these categories. Lower-division transfer modules presently exist for:

- Business
- Biological Sciences
- Engineering
- Teacher Education
- Criminal Justice

Modules for additional areas of study are being developed. Copies of these Transfer Modules may be obtained by contacting the Office of Enrollment Management.

V. Application for Degree or Certificate

Degree or certificate candidates shall be required to file an application and to pay the graduation fee for each degree or certificate sought. Forms shall be completed and fees paid by dates posted by the Dean of Enrollment Management.

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SECTION: Student Services

POLICY TOPIC: Code of Student Conduct

I. General Rule

By registering at New Mexico Junior College, a student assumes responsibility for becoming familiar with and abiding by the general rules of conduct as established in the *Student Handbook*. Students who are also employees of the College shall be covered by employee policies related to conduct and administrative appeal rather than such student policies.

II. General Provisions

Students at New Mexico Junior College neither lose the rights nor escape the responsibilities of citizenship. Students shall be expected to obey the criminal and civil statutes of the State of New Mexico, the federal government, and the college's policies, procedures, rules and regulations. Students may be penalized by the College for violating its standards of conduct even though they are also punished by the state or federal authorities for the same act.

III. Scope

New Mexico Junior College shall have jurisdiction for disciplinary purposes over a person who was a student at the time the alleged violation of a board policy, administrative procedure, rule or college regulation occurred.

IV. Disciplinary Actions and Sanctions

A. When an alleged infraction of college policies, procedures, rules or regulations is brought to the attention of the Vice President for Student Services, an appropriate investigation of the alleged violation shall occur. The student(s) involved shall be given the opportunity to present his/her/their case. Following an investigation of the matter, the Vice President for Student Services shall make an administrative decision on the case and, if warranted, assess the appropriate disciplinary action.

B. New Mexico Junior College is a tax supported educational institution whose mission is to provide an educational opportunity to all who enroll. Attendance is not compulsory, and whether the opportunity to attend is called a "right" or "privilege," it is optional and voluntary. The enrollment of a student at the College is a voluntary entrance into the academic community. By such entrance, the student voluntarily assumes obligations of performance and behavior, which are imposed by the College relevant to its lawful missions, processes, and functions. These obligations may be much higher than those imposed on all citizens by civil and criminal law. New Mexico Junior College is a learning community consisting of students, faculty, and staff. Just as any community has a culture, along with written and unwritten "expectations" for conduct, we too have a culture and associated expectations for behavior. The community's expectation is that conduct is marked by integrity. Any student who chooses to enroll at NMJC also chooses to become part of this community and make constructive contributions to its culture. This choice is attended by an obligation to conduct oneself in such a way as to facilitate the mission of the community which is to "...pursue and share knowledge..." The following principles are part of the collective expectation of the members of this community relative to personal conduct. We hope they serve to explain and illustrate our position.

- Civility- Members of a learning community interact with others in a courteous and polite manner. Members of the community have a right to respect the values, opinions, or feelings of others.
- Ethical Behavior- The pursuit of a higher education is a privilege. Associated with that privilege is an obligation to aspire to a set of principles and values that demonstrate a commitment to fairness, honesty, empathy, and achievement.
- Morality- Members of a learning community commit to ideals of right human conduct. This is lifestyle that seeks to harm no one and attempts to be a positive contributor in every interaction.
- Respect- Every member of this community should seek to both gain and demonstrate respect. Members should hold one another in high regard. Each individual should conduct him or herself in a manner worthy of that regard. That regard is gained by decent and correct behavior.

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The learning community at New Mexico Junior College does not intend to be prescriptive regarding the personal beliefs and value systems of its members. However, this community does believe that it has a right to expect its members to demonstrate personal responsibility and integrity in word and deed. When the conduct of any member falls outside the bounds of civil, moral, and ethical behavior, that member can expect the community of New Mexico Junior College to call such conduct into question. The College reserves the right to discipline students or student organizations for inappropriate actions to secure compliance with these higher obligations. Students failing to maintain these higher obligations may be asked to leave the academic community. Students are expected to comply with all College policies and procedures and the Code of Conduct as outlined in the student handbook. New Mexico Junior College officials have inherent authority to maintain order and discipline students. Students are expected to comply with all College policies and procedures. Students are also advised that violations of policy are cumulative in nature. Although the NMJC Student Disciplinary System may have some terminology and actions that mirror the legal system, it should not be confused with the criminal justice system.

The NMJC Judicial Process follows the basic fundamentals of due process when used to adjudicate student violations of College regulations. Procedural due process does not require legal representation, a public hearing, confrontation and cross-examination of witnesses, warnings about privileges, self-incrimination, applications of double jeopardy, or any of the remaining features of criminal jurisprudence. Circumstances, however, may require provision of one or more of these features in a particular case to guarantee the fundamental concepts of due process. The Vice President for Student Services is charged with the administration of the discipline system at the College. However, the appropriate instructor shall impose penalties for acts of cheating and plagiarism by students on any graded work or exam. Department Heads, in coordination with program sponsors/coaches may impose penalties for violations in cooperation with the Vice President for Student Services.

All persons authorized to administer discipline will use discretion in all disciplinary matters, giving consideration to the particular circumstances. Severity of the misconduct and prior violations will aid in determining to what extent discipline will be meted.

It may discipline students for failing to abide by its standards of conduct as outlined in the current edition of the *Student Handbook*. *Speake v. Grantham*, 317 F.Supp. 1253 (S.D. Miss. 1970)

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Students who cause disorders and disrupt the school's educational environment may be disciplined. *Lansdale v. Tyler Junior College*, 318 F.Supp. 529 (E.D. Tex. 1970) Students attending the District are subject to reasonable rules and regulations of the Board. *Foley v. Benedict*, 55 S.W.2d 805 (Tex. Comm. App. 1932); *Calbillo v. San Jacinto Junior College*, 305 F.Supp. 857 (S.D. Tex. 1969)

New Mexico Junior College officials may define offenses for which suspension (for the rest of the semester or for a longer period of time) may be imposed and determine whether the offense has been committed. Students are entitled to a fair notice or warning of what constitutes prohibited conduct. Students shall be given a fair opportunity to demonstrate innocence in a hearing before school officials. Students are entitled to due process in disciplinary hearings, including being given adequate notice of the hearing and definite charges in advance and the right to a fair hearing before an impartial tribunal. *Foley v. Benedict*, 55 S.W.2d 805 (Tex. Comm. App. 1932); *Cornette v. Aldridge*, 408 S.W.2d 935 (Tex. Civ. App. 1966); *Jenkins v. Louisiana State Board of Education*, 506 F.2d 992 (5th Cir. 1975); *Shamloo v. Mississippi State Board of Trustees, etc.*, 620 F.2d 515 (5th Cir. 1980)

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SECTION: Student Services

POLICY TOPIC: Student Complaint Process

In order to comply with federal regulations, the Commission of Higher Education expects all affiliated institutions to maintain records of formal, written student complaints which are filed with the President of NMJC, the Vice President of Finance, the Vice President of Instruction, or the Vice President of Student Services. In order to comply with above policy, the following procedure has been approved:

- All students who wish to make a formal written complaint are encouraged to complete the NMJC Student Complaint Form.
- Complaint forms will be available through the Deans and Directors of programs and may be requested by students, faculty, and/or staff. Please assist a student wishing to file a formal complaint, by assisting the student in acquiring the proper form. Please advise the student that the completed form may be returned to you for proper investigation and/or transfer to appropriate supervisor.
- Once the form is received, please document receipt and resolution of complaint or notice of forwarding to the supervisor for investigation and resolution.
- Forward original copy to the appropriate supervisor: instructional complaints to the VP of Instruction; fiscal complaints to the VP for Finance; and student services complaints to the VP for Student Services.
- Supervisor will then follow-up with student as to satisfaction with resolution of complaint.
- Complaint form will then be submitted to VP of Student Services for logging purposes.

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SECTION: Fiscal and Support Services

POLICY TOPIC: Fiscal Programs and Operations

I. Fiscal Services

The Business Office shall administer revenues received, investments, control the expenditure of funds, purchasing procedures, budget preparation, and other fiscal matters affecting the College's operations. Procedures established to implement these functions shall be maintained in accordance with all applicable current statutes and board policies.

II. Budget

The President shall prepare or cause to be prepared a budget of revenues and expenditures for New Mexico Junior College on a fiscal year basis. This budget shall be developed in accordance with the New Mexico Higher Education Department guidelines and based on input from the appropriate College administrators. The Board shall adopt a budget at a public meeting on or before May 1st, prior to the beginning of the fiscal year. The President or the Vice President for Finance shall be authorized through the Board to re-allocate funds between the various items within a departmental budget. The President shall not formulate a deficit budget or knowingly approve deficit spending at the College. The approved budget shall be filed with the New Mexico Higher Education Department on or before May 1st of the fiscal year for which the budget is adopted.

III. Tax Rate and Levy of Taxes

The Board shall levy five (5) mills on all the net taxable property of the New Mexico Junior College District for operating and levy the appropriate tax rate for any debt service requirements. The tax rates shall not exceed the amount approved pursuant to state statute including yield control.

IV. Fiscal Year

The College financial operations shall be based on the fiscal year (twelve-month period) beginning on July 1 in each year and ending on June 30 in the succeeding calendar year.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY
Policy No. 800

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V. Audit

The College Board shall solicit and contract with a New Mexico-licensed certified public accountant for an annual financial audit. The results of this audit of revenues, expenditures, transfers, and changes in fund balances shall be in compliance with the rules and regulations of the New Mexico Higher Education Department, the State Auditor, the AICPA and generally accepted accounting practices and shall be submitted to the New Mexico Junior College Board after acceptance and release by the New Mexico State Auditor.

VI. Bequests, Donations and Gifts

Solicitation and receipts of gifts, bequests and donations by College employees shall be made in accordance with established procedures and shall not be administered in such a manner as to be unlawful or discriminatory.

VII. Payroll

A. Salary checks for Fulltime Employees are disbursed by the Business Office after 8:00 a.m. on the 15th and the last working day of the month. Salary checks for Part-time or Student Employees are disbursed by the Business Office after 8:00 a.m. on the 10th and 25th of each month. When the 10th, 15th, or 25th day or the last working day of the month falls on Saturday or Sunday, salary checks shall be disbursed by the Business Office on Friday prior to that particular pay period.

Note: *Direct deposit privileges are available to all full-time, part-time, and student employees.*

B. Fulltime Employees signed up for direct deposit shall have their direct deposit voucher available on the NMJC website on the 15th and last day of the month. When the 15th and the last day of the month falls on Saturday or Sunday, direct deposit vouchers will be available online on Friday prior to that particular pay period. Part-time and Student Employees signed up for direct deposit shall have their direct deposit voucher available on the NMJC website using self service Banner on the 10th and 25th of the month. When the 10th or 25th day falls on Saturday or Sunday, direct deposit vouchers will be available on Friday prior to that particular pay period.

VIII. Disbursement Authorizations

The President and the Vice President for Finance shall be authorized and empowered by the College Board to sign checks on New Mexico Junior College funds for lawful expenses of the College.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 801

Page 1 of 1

SECTION: Fiscal and Support Services

POLICY TOPIC: General Management

I. Signature Authority

Unless the authorizing action of the Board specifically provides otherwise, any grant application or any grant or contract approved shall be executed on behalf of the New Mexico Junior College Board by either the President or the Vice President for Finance.

II. College Business Activities

A. As an extension of its educational and community service missions, New Mexico Junior College shall offer a variety of programs and services for general public access that are derivatives of its instructional activities.

B. It shall be desirable for the College to organize some of these activities as separate and distinct business cost centers and charge fees for providing these goods and services. To ensure that New Mexico Junior College does not become involved in activities outside the College's mission, all business activities shall be related to or support the College's mission. An exception to this policy shall be authorized by the President when it is determined that an exception is clearly in the best interest of the College and the public.

III. Insurance

With some specific exclusions (dishonest acts, mysterious disappearance of property), college property shall be insured against loss due to theft, vandalism and other perils such as accidents, weather occurrences, explosions, and vehicle damage, and failure on the part of a college employee to faithfully perform duties or to properly account for money or property received.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 802

Page 1 of 1

SECTION: Fiscal and Support Services

POLICY TOPIC: Financial Reporting System

I. Central Accounting System

- A. The College shall have a central accounting system which integrates financial accounting, budgeting and management reporting. The central accounting system shall be based on generally accepted fund accounting principles.
- B. Central accounting system records shall be maintained on administrative software that provides financial information to account administrators, fiscal monitors and deans to assist them in performing their fiscal duties. The information Technology Department shall be responsible for overseeing and maintaining the integrity of the central accounting system and the business office staff shall be responsible for the daily operation of the system.

II. Access to Financial Information

Account administrators, fiscal monitors, and deans, including all individuals responsible for the management of an operating budget or cost center, shall have access to needed financial information on the central accounting system database. This access shall consist of on-line computer monitor access.

III. Security of Financial Data

Account administrators, fiscal monitors and deans shall be charged with maintaining the confidentiality and integrity of the data contained in the central accounting system reports and to limit access to those individuals with a need to know.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 803

Page 1 of 3

SECTION: Fiscal and Support Services

POLICY TOPIC: Purchasing and Procurement

I. General Policy

The matter of New Mexico Junior College spending, including procurement of supplies, materials, contracted services, equipment, and reimbursement of employees for business-related expenses, shall be one to which the Board gives critical attention. The Board seeks to purchase at the lowest cost and optimum quality for each function to be served. The New Mexico Procurement Code, 13-1-1 et. seq. NMSA 1978 comp, shall serve as the guide for purchasing supplies, materials, equipment and contracted services.

II. Scope of Procurement Policy

It is the general policy of New Mexico Junior College that all financial resources received by the College, irrespective of their sources, shall be expended through college accounting systems in accordance with the New Mexico Junior College Board policies. This policy shall include funds obtained through the appropriation of tax revenues, gifts from individual donors, income earned for services/activities or events performed or completed, or through transfers from the New Mexico Junior College Foundation. College employees shall not directly control or expend funds on deposit in affiliated organization accounts for college business unless the funds are transferred to an appropriate college account. All funds shall be deposited in a College account. No other bank accounts shall be set up without the approval of the Board.

III. Procurement Flexibility

These purchasing policies shall provide flexibility to managers enabling them to perform their duties and to achieve the maximum benefit from the resources for which each manager is responsible. These policies shall be in place to ensure compliance with all state procurement laws and federal laws where applicable. As the College is a public supported entity, certain procurement guidelines shall be established and followed to ensure adequate accountability. The Vice President for Finance, with the approval of the President, shall supplement this policy with specific purchasing procedures.

IV. Allowable and Unallowable Expenditures

Allowable and unallowable expenditures shall be determined by Board action, the Accountant/Controller or the Vice President for Finance.

- A. Payments for membership in community/business organizations shall be allowed only when the College employee serves as an official representative of the College.
- B. Purchase of personal gifts to individuals or organizations including college employees shall be prohibited unless approved by other college published policy (e.g., employee service awards).
- C. College purchase of office refreshments (including coffee makers/food/beverages) shall be prohibited, except when the refreshments are to be consumed primarily by guests of the College or at business meetings with community participants. College purchase of office decorations (pictures, plants, decorative items) shall be prohibited.
- D. College funds shall not be used to reimburse individuals for personal items stolen from college buildings; however, insurance payments for loaned items officially received and used or displayed by the College shall be permitted.
- E. Entertainment of College employees (e.g., meal expenses) other than pursuant to the College's travel policy shall be prohibited. Exceptions are allowed when the function is a hospitality event that includes both the College and invited guests of the College.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY
Policy No. 803

Page 3 of 3

V. Employee Participation

It shall be unlawful and against Board policy for any College employee to participate directly or indirectly in procurement when he/she knows the employee or any member of the employee's immediate family has a financial interest in the business seeking or obtaining a contract or purchase order award. All employees shall make College purchases in accordance with the State Procurement Code and purchasing procedures published by the Business Office. Any unauthorized purchases made by an employee shall be considered personal in nature and shall not be binding to the College.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 804

Page 1 of 1

SECTION: Fiscal and Support Services

POLICY TOPIC: Commercial Activities at the College (including Sales/Fundraisers)

I. Sales of Commodities on Campus

No commodities shall be normally sold on campus by any individual or organization not officially part of the College except through regularly approved distribution channels such as the bookstore, concessions for contracted events, food service or campus special events on approval. Other sales of commodities shall be approved with the permission of the President or his/her designee.

II. Distribution and/or Sale of Publications on Campus

A publication may be sold or otherwise distributed on campus if all of the following conditions are met:

- A. It is not disruptive of the educational process, does not have a negative impact on the image of the College, or does not cause serious campus conflict.
- B. The distributor warrants holding the College harmless in any dispute, claim or legal action resulting from the distribution or sale of the publication.
- C. It does not include interaction with employees during the period they are on paid status.
- D. It is approved by the President, or his/her designee, as being appropriate for distribution.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 805

Page 1 of 2

SECTION: Fiscal and Support Services

POLICY TOPIC: Copyrights and Patent Ownership

I Rights Statements

College employees shall have the right to copyright any literary material (including printed, electronic, audio, or video), to patent any inventions and copyright any data processing programs, unless their employment contract or program agreement charges them with the duty of producing materials for the College to copyright, of developing an invention for the College, or of patenting or creating data processing programs to complete administrative, instructional or public service tasks.

A. Independent Works

The College employee shall be entitled to all profits earned from copyrighted materials or patented inventions developed exclusively on the employee's time and without the use of the College facilities.

B. Supported Works

Profits earned from copyrighted material, patented inventions developed totally or partially on College time with the use of College facilities, equipment or with College funding shall be shared, no less than equally, with the College as provided by a contract between the employee and the College.

II. Rights Agreement

The President shall establish procedures to ensure that any College employee creating works for copyright or patent with College support shall enter into a contract with the College providing either:

A. Employee assigns ownership rights to the College; or

B. A fair and equitable arrangement for shared ownership, with sharing of royalties or reimbursement to the College of its costs and support. In any case where a copyrightable or patentable work is created with College support, the contract shall provide that the College shall have a perpetual license to use the work without further compensation.

III. Applicable Funding

In the case of works created under developmental grants from governmental or foundation sources prescribing ownership rights, the conditions of such grants, rather than this policy, shall govern. An exception to the policy shall exist where shared College and external grant funding exists, in which case a contract reflecting this shared funding support shall be executed.

IV. License or Sale of College Works

- A. The President shall establish procedures to protect the copyright and patent interests of the College in the sale, lease or licensing to others of College works.
- B. Employees shall comply with the College's current copyright policy. Violation of this policy shall result in disciplinary action up to and including dismissal.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 806

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SECTION: Fiscal and Support Services

POLICY TOPIC: Cash Management

I. Safekeeping

Members of the faculty, staff or student body who receive College monies (i.e., cash, checks, credit card payments, money orders and other negotiable instruments) shall be responsible for its collection, safekeeping, deposit and for the safety of employees who handle the monies.

II. Investment Statement

A. Cash and investment efforts shall be directed in a manner which provides optimal return on deposits given appropriate consideration to safety and liquidity. Primary significance shall be given to the preservation of capital and secondary importance to the generation of income and capital gains.

B. The Vice President for Finance shall have the authority and responsibility to administer the cash and investment management function in accordance with Chapter 6, Article 10, New Mexico Regulation 6.10.10 and this policy. The Vice President for Finance and the President shall be signatories on all accounts.

III. Funds Needed for Operations and Debt Service

A. These funds shall be deposited in a pool of interest bearing accounts, one for deposits and transfer needs, another for disbursements, (i.e., payroll and payables) and another for refunding excess funds on deposit at the College for students. The funds shall be deposited in a federally insured bank designated as checking depositories in Lea County.

IV. Funds Not Required for Immediate Operations

These funds shall be used to purchase:

- A. U.S. government obligations with a maturity of not more than one (1) year.
- B. All investment securities other than local financial institution certificates of deposit and LGIP purchased by the College shall be held in third-party safekeeping by an institution acceptable to the College. The safekeeping institution shall issue a safekeeping receipt to the College listing the specific instrument, rate amount, maturity date, instrument number, term and other pertinent information.
- C. Certificates of deposit of federally insured banks in Lea County. Classification for collateralization of certificate of deposits shall be based on information from the most recent published quarterly call report of the investment institution.
 1. The following ratios shall determine the level of collateralization required for a fifty percent level:
 - a. A primary capital to asset ratio (as defined by the Federal Deposit Insurance Corporation (FDIC) of six percent or greater.
 - b. A net income (current quarter plus previous three quarters after taxes) to average asset ratio of .61 percent or greater.
 - c. A ratio of non-performing loans (defined as loans which are at least ninety (90) days past due) to primary capital ratio of 34.9 percent or less.
 2. For a seventy-five percent level of collateralization:
 - a. A primary capital to asset ratio of at least five percent.
 - b. A net income (current quarter plus previous three quarters after taxes) to average asset ratio of at least .51 percent.
 - c. A ratio of non-performing loans (defined as loans which are at least ninety (90) days past due) to primary capital of greater than 49.9 percent.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY
Policy No. 806Page 3 of 4

3. For a one hundred percent level of collateralization.
 - a. A primary capital to asset ratio (as defined by the FDIC) of less than five percent.
 - b. A net income (current quarter plus previous three quarters after taxes) to average asset ratio less than .51 percent.
 - c. A ratio of non-performing loans (defined as loans which are at least ninety (90) days past due) to the bank's primary capital of no more than 49.9 percent.
- D. Certificates of deposit from an insured savings and loan association shall be supported with one hundred twenty-five percent collateralization.
- E. Other Investment Criteria
 1. All eligible financial institutions shall be given an opportunity to bid for proposed purchase of certificates of deposits.
 2. Those banks and savings and loans being chartered as state institutions with a principal office located in Lea County shall be given an advantage equal to one-half percent of the annual interest rate.
 3. In order to provide an opportunity for all eligible financial institutions in Lea County to participate in the college investment program, a one-half of one percent margin of interest rate shall be allowed when determining which bank shall receive the investment funds.
 4. The margin shall only be applied when the eligible financial institution offering the highest interest rate already has a majority of the college investment pool. This margin shall be offered only for an equitable distribution of funds and is not a mandatory application.
 5. No such deposits shall be made with financial institutions bidding less than one hundred percent of the asked price on U.S. treasury bills of the same maturity date on the day of deposit.
 6. Deposits with any one financial institution shall not exceed twenty-five percent of its equity capital as indicated on the most recently published quarterly call report.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY
Policy No. 806

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V. Accountability

Status of cash deposits shall be reported at each regular meeting of the College Board. The report shall include the name of the financial institution, the type of investment, the interest rate, the maturity date and the amount of the investment.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 807

Page 1 of 1

SECTION: Fiscal and Support Services

POLICY TOPIC: Travel Approval and Reimbursement

I. General Policy

The President, or his/her designee, shall establish travel and per diem reimbursement rates for college employees and the New Mexico Junior College Board members using the regulations established by the State of New Mexico for public employees/officials as guidelines.

II. Reimbursement Rates

New Mexico Junior College shall pay properly approved and authorized employee and Board member business and travel expenses incurred for the benefit of and in the course of employment or official service of the College. All approved travel expenditures, regardless of funding source, shall be reimbursed in accordance with the current rates set forth in Section 6 of the New Mexico Junior College Policies and Procedures Manual.

- A. Per Diem allowances shall be computed on the basis of a twenty-four (24) hour day divided into three (3) eight-hour increments. No per diem allowance is available for periods of less than eight (8) hours. Reimbursement for periods greater than eight (8) hours shall be made according to the current per diem rate, regardless of amount of expenditure. Athletic team travel shall be reimbursed based on actual receipts.
- B. Reimbursement for actual lodging expense is made based on lodging receipts.
- C. All travel shall be approved by a supervisor and a Vice President or the President, as appropriate for the traveler. Out of state travel greater than 250 miles requires the President's approval.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 808

Page 1 of 1

SECTION: Fiscal and Support Services

POLICY TOPIC: Contracts and Externally Funded Grants

I. Approval to Request Grant Funds

- A. Funding: Only the President and Vice President for Finance shall be permitted to approve grant applications if new college resources shall be committed at any time to complete the grant's scope of work/service. If no new college resources are required, the President shall delegate to a designated representative. The President, or his/her designee, shall be authorized to make application on behalf of the College to private or governmental agencies for funding, and shall report to the Board all applications submitted. Prior approval of the Board shall be required for any grant application:
1. In support of new facilities construction.
 2. Where the terms of the application require specific Board approval.

II. Contracts

- A. Authority Delegation: Delegation of contracting authority normally vested in the Board shall be appropriate within specified guidelines for the timely, efficient administration of the College. Certain College officials shall be hereby expressly authorized and empowered to contract in the name of New Mexico College as follows:
1. The President shall contract for any lawful purpose of the College provided the obligation of the College thereby incurred does not exceed \$10,000. Additionally, the President may contract for any lawful purpose where external grant or contract funds are involved without Board approval and without a dollar limit.
 2. The President may approve a capital improvement change order involving an expenditure of \$25,000 or less.
- B. Signatory Authority

Unless the authorizing action of the College Board specifically provides otherwise, any contract approved shall be executed on behalf of the College by either the President or the Vice President for Finance.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 900

Page 1 of 2

SECTION: Campus Activities and Security

POLICY TOPIC: Speakers or Guests, Facility Usage and Public Events

I. Speakers or Guests

New Mexico Junior College shall invite visits from outside speakers to enrich any of the programs and services offered by the College with the approval of the President. Opportunities shall be provided to question or challenge the views of speakers as long as order is maintained. If in the opinion of the President, the speaker may cause serious campus conflict and may have a negative impact on the image of the College, the President shall have the authority and responsibility to prevent the appearance. The use of outside speakers for class presentations shall also be encouraged and permitted under the guidelines of this policy.

II. Public Events

The President shall be authorized to develop or cause to be developed a program of public events to enrich and supplement the college curriculum for the benefit of the students and staff and the community at large. The program shall include lectures and forums, fine arts programs, film series, exhibits, and other cultural activities.

III. Facility Use

- A. Security, safekeeping and proper care of public equipment and facilities shall be a responsibility of all college employees. Supplies, employees, equipment and facilities shall not be used for personal purposes or projects.
- B. New Mexico Junior College employees shall not utilize any college property or facilities for personal or private business, non-college related projects or activities on or off campus including, but not limited to, use of the copy machines and telephone systems, unless approved by the President. Violation of this policy shall result in disciplinary action against the employee up to and including dismissal.
- C. College facilities and projects may be used on the same basis of scheduling and fees required of non-employees when appropriate procedures for such use have been followed.

- D. Institutional and subject matter related projects should be conducted by college employees. All such projects shall be in the public domain (the realm embracing property rights that belong to the community at large are unprotected by copyright or patent and are subject to appropriation by anyone and/or for which no personal funds or monies shall be paid to the New Mexico Junior College District). Projects which do not fall in the above category shall be considered when presented according to the following procedures:
1. Writing a detailed description of the proposed project.
 2. Securing approval of the President:
 - a. If such projects are conducted by college employees other than the faculty employees, approval shall be secured from the President. Prior approval shall be required before starting a project that does not fall in the above two categories and for which special approval is required.
 - b. In the event a project is conducted and the expense thereof is borne by the individual employee, the fruits of the project shall belong to the particular employee, as it is the policy of the Board that projects accomplished by the employee on his/her own time and at his/her own expense shall be his/her own property. In the event the employee desires to share the results of his/her project with the College, a separate contract shall be agreed upon between the Board and the individual as to such project.

IV. Other Conditions

Although the facilities are available for public use, individuals and groups using the facilities shall abide by college policies as well as local, state, and federal laws and regulations. Those not abiding by applicable laws and regulations and those disruptive of the educational process or those whose general conduct is determined by the College to be inappropriate shall be requested to leave, and in the event of refusal, appropriate legal action shall be taken.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 901

Page 1 of 4

SECTION: Campus Activities and Security

POLICY TOPIC: IT Use Policy

I. Information Technology Acceptable Use Policy

- A. New Mexico Junior College provides numerous information technology resources for use by the College's students, faculty, and staff. Information technology includes, but is not limited to, all college computing equipment, software, systems, and networks. These resources are provided to support the College's mission and institutional goals. The use of these systems is a privilege and all users are expected to act responsibly and to follow the College's policies governing the use of these resources. Violations of this policy could result in disciplinary review. In such a review, the full range of disciplinary sanctions is available including the loss of computer use privileges, dismissal from the College, and legal action. Violations of some portions of the policy may constitute a criminal offense.
- B. The College's Information Technology Acceptable Use Policy requires that each campus user abide by and agree to the following guidelines:
- Respect security requirements for computer accounts.
 - A computer or electronic mail (e-mail) account assigned to an individual, including student accounts, must not be used by others.
 - Faculty, students, and staff are individually responsible for the proper use of their accounts, including password protection and appropriate use of Internet resources.
 - Making your password or another person's password or access code available to others or otherwise attempting to evade, disable or "crack" password or other security provisions, or assisting others in doing so, threatens the work, privacy and well-being of many others and is a serious violation of College policies.
 - Faculty, students and staff are responsible for choosing an appropriate password that is difficult for others to guess.
 - If an individual suspects their password has been compromised, they should change the password immediately.

C. Respect Copyright Laws

Computer software use must conform to copyright laws and licensing agreements. Copyright law protects software licensing agreements whether a copyright notice is explicitly stated in the software or its documentation. Software licensed by the College must only be used in accordance with the applicable license. It is illegal to make duplicate copies of software products unless authorized to do so by its author or publisher. Computer users have no right to give or receive duplicates of software without authorization or to install duplicated software onto College computing equipment.

D. Respect the Rights of Others on the System

Computer users shall not use the College's information technology resources to participate in activities that are harassing in nature or prohibited by law. Sending messages, information, or images that are threatening, harassing, or discriminatory in nature is in violation of College policies and may be in violation of the law. Displaying potentially offensive material in a computer laboratory or other campus location is not allowed. Users are absolutely prohibited from utilizing systems to create, access, store or disseminate materials that may be sexually or racially offensive, or otherwise insulting or derogatory to persons of a certain race, color, religion, sex, sexual orientation, national origin, age, disability, genetic information, or veteran status.

E. Respect electronic mail guidelines

In support of the College's mission, the College encourages the use of its electronic mail services to share information, to improve communication, and to exchange ideas. Any electronic mail address or account associated with the College is the property of the College. Those who use the College's electronic mail services are expected to adhere to state and federal laws, the policies and procedures of the College, and should follow normal standards of professional and personal courtesy and conduct. Electronic communication under a false name or designation is prohibited. Sending anonymous communications does not disassociate senders from assuming responsibility for their actions.

Electronic mail services should not be used in ways that strain the College's computing resources or interfere with others' use of the electronic mail system. Prohibitive uses include, but are not limited to, sending or forwarding chain letters, exploiting list-servers by amplifying widespread distribution of electronic mail, and sending the same electronic mail message repeatedly.

Employees are prohibited from using the "All Employee" mass distribution list to distribute non-work related messages. Information in regards to work, employees, and NMJC sponsored events are acceptable.

Confidentiality of electronic mail cannot be assured. The system administrator, technical managers, or other persons may need to view the contents of computer accounts and electronic mail to perform maintenance or to diagnose and correct problems. When performing maintenance, the College will make reasonable attempts to ensure the privacy of computer accounts and electronic mail, but cannot guarantee total privacy of the accounts. The user, however acknowledges and consents that the college may monitor e-mail communications and internet usage in order to insure compliance with this policy. If policy violations are discovered, they will be reported immediately and appropriate action will be taken.

F. Respect the Operational Guidelines Governing the use of the Information Technology Facilities.

Administrators responsible for computer systems may establish more detailed guidelines governing the use of the College's computing equipment and facilities. These guidelines cover such issues as allowable connect time, disk space allocations, handling of un-retrievable mail, responsibility for account approval and other items related to administering the systems. Downloading of software onto any computing equipment owned or operated by New Mexico Junior College (unless downloaded material is considered a faculty resource) without prior written approval is not permitted. During peak system utilization times, computer users engaged in activities which are not directly related to the business of the College may be asked to relinquish their access to the system. Settings on computers are not to be changed. Computer users, whether on campus or accessing NMJC resources remotely, are expected to abide by these rules and use the College's computing resources in a responsible and professional manner.

The College prohibits the use of programs that degrade the available bandwidth, including but not limited to music/radio programs, videos, and game playing from Internet sites, unless these programs are incorporated into instruction.

The College provides information technology resources for users to engage in activities that support the work of the institution. Use of the College's resources for commercial reasons, fund-raising, political campaigns, or illegal purposes is not acceptable. Non-authorized solicitations on behalf of individuals, groups, or organizations are prohibited.

G. Agreement

All users of New Mexico Junior College computing systems must read, understand, and comply with the policies outlined in this document. By using any of the College's information technology resources, users agree to comply with these policies.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 902

Page 1 of 1

SECTION: Campus Activities and Security

POLICY TOPIC: Campus Safety and Security

I. Safety and Security Force

As part of its accountability to constituents, the College Board and administration shall support an appropriate security force adequate for the safety of students, staff and security of college properties.

II. Campus Keys

Office and/or building keys shall be issued to an employee only through the Director of Physical Plant and Inventory Control Specialist, upon receipt of a completed key request forms approved by the appropriate Vice President. Upon issuance of office and/or building keys, the employee shall acknowledge in writing the receipt of this policy and shall agree to the responsibilities associated with the key possession. The Director of Physical Plant and Inventory Control Specialist shall also be responsible for purchasing, maintaining, cataloging and collecting office and/or building keys according to procedures that secure the campus.

NEW MEXICO JUNIOR COLLEGE BOARD POLICY

Policy No. 903

Page 1 of 1

SECTION: Campus Activities and Security

POLICY TOPIC: Inclement Weather

I. Inclement Weather

From time to time inclement weather can pose problems for students and others using the college central campus and outreach centers. Traveling conditions may vary considerably, depending on the individual's home location in relation to the central campus or outreach center. No student or staff member is encouraged to travel when conditions are considered dangerous.

II. In the event of inclement weather, the following procedure will be followed:

- a. If conditions appear to warrant closing, postponing, or restricting College activities, the President or his/her designee will make the decision as to what to do.
- b. When a decision is made to cancel, postpone, or otherwise modify
 - a campus or outreach schedule, the President or his/her designee will notify the Vice President for Student Services and/or the Director of Public Relations/Marketing. This person will then notify the appropriate media outlets.
- c. Normally the decision to postpone, cancel, or otherwise restrict College classes/activities will be made by 6:00 am for the day activities and by 1:00 pm for evening activities. Changes in weather conditions during the day may necessitate campus updates for cancellations.
- d. Each supervisor is responsible for notifying his/her staff of any change in schedule.

APPENDIX A

COMMUNITY COLLEGE ACT

APPENDIX B

NEW MEXICO JUNIOR COLLEGE

ORGANIZATIONAL CHART

APPENDIX C

FORMAT AND GUIDELINES

FOR PROPOSING NEW AND REVISED

BOARD POLICY

NEW MEXICO JUNIOR COLLEGE FORMAT FOR PROPOSED BOARD POLICY

I. Introduction: Formation and Revision of Board Policy

- A. The formulation and adoption of written policies shall constitute the basic method by which the Board exercises its leadership in the operation of the College. The Board delegates to the President the function of implementing policy.
- B. Recognizing its own function as the lawful and final authority in policy matters, the Board accepts the principle that those who are affected by the policy shall be involved in the formulation of such policy. The Board, therefore, encourages staff and administration to review and recommend new policies or changes of policy when appropriate.

II. Proposed Policy Statement

A person seeking a revision and/or addition to board policy shall submit a proposed policy statement unnumbered and undated to the President, or his/her designee, for review. Please submit below a statement of proposed policy.

III. Rationale for the Proposed Policy

Please provide some justification below as to why the policy is needed (refer to attached guideline).

IV. Suggestion for Written Procedures to Accompany Proposed Policy (if applicable and if known).

Please outline supporting procedures below, new and old that would be applicable to proposed policy.

V. Disposition

After consideration and discussion, the person submitting the policy may be asked to present further rationale. When a decision has been finalized concerning the proposed policy, the President shall forward the change to the Board with his recommendation for action. No amendments to a policy shall be made without Board approval. The final action taken shall be communicated to the originator of the proposed policy change.

VI. Utilization


This procedure shall not be utilized by employees in a designated or certified bargaining unit or their representatives.



NEW MEXICO
Junior College

Arts and Humanities

PROPOSAL

DATE: August 18, 2011
FROM: Dr. Mickey D. Best 
Dean of Arts, Humanities, and
Career Technology
TO: New Mexico Junior College Board
RE: Alternative Licensure in Elementary Education

Over the course of the past two years the New Mexico Junior College Education Faculty and my office worked with all public schools throughout Lea County to design a full curriculum for Alternative Licensure in Elementary Education. In May 2011, this curriculum was presented to the New Mexico Public Education Department's Professional Standards and Practices Committee for consideration and approval.

I am writing to request your consideration of the program as a Certificate with its initial offering to begin in Spring 2012.

In making this request, I ask that this Certificate Program be named in honor of the late Mrs. Yvonne Williams, former NMJC Board Member and so named:

**The New Mexico Junior College Yvonne Williams Certificate Program
for Alternative Licensure in Elementary Education**

Thank you for your consideration.



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

June 27, 2011

Dr. Steve McCleery, President
New Mexico Junior College
5317 West Lovington Highway
Hobbs, NM 88240

Dear Dr. McCleery:

I am pleased to accept the recommendation of the Professional Practices and Standards Council (PPSC) to approve the Alternative Licensure Program in Elementary Education Program at New Mexico Junior College (NMJC), which was presented before the PPSC on May 19, 2011. Your program will provide much-needed support to the school districts in our state.

Please extend my appreciation to your administrators, faculty, and your staff for your preparation and the presentation of your program to the members of the PPSC. I wish you and all your staff at NMJC every success.

Warm regards,

A handwritten signature in cursive script that reads "Hanna Skandera".

Hanna Skandera
Secretary of Education

HS/MM/egm

cc: Dr. Mickey Best, NMJC, Dean of Arts and Humanities
Dr. John Gratton, NMJC, V.P. of Instruction
Dr. Ruth A. Wong, NMJC, Professor
Ms. Lynda Newman, NMJC, Professor
Mr. Matthew Montaña, NMPED Division Director
CNM File



NEW MEXICO
Junior College

**Alternative Licensure Program
Elementary Education**

Proposal

New Mexico Junior College Alternative Licensure Program Elementary Education

New Mexico Junior College wishes to submit this application for certification in the area of Elementary Education, using the pathway of alternative licensure (**APPENDIX I – New Mexico Public Education Department (PED) Rules for Alternative Licensure in Elementary Education**). It is the desire of New Mexico Junior College to follow the guidelines pursuant to the following licensure rule(s) as indicated in the New Mexico state licensure code:

- Title 6: PRIMARY AND SECONDARY EDUCATION
- Chapter 60: SCHOOL PERSONNEL – GENERAL PROVISIONS
- Part 3.8: ALTERNATIVE LICENSURE; REQUIREMENTS FOR ALTERNATIVE TEACHING LICENSURE:

New Mexico Public Education Department website for Teacher Licensing:

<http://www.ped.state.nm.us/Licensure/options.html>

<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0003.htm>

Requirements for New Mexico Alternative Licensure (Elementary)

New Mexico Public Education Department (PED) rules for alternative licensure in Elementary Education

(APPENDIX 1 – New Mexico Public Education Department (PED) rules for alternative licensure in Elementary Education)

[. . .]

6.60.3.7.B.(2) DEFINITIONS:

[. . .]

6.60.3.8.A.(1).(2).(3) REQUIREMENTS FOR ALTERNATIVE TEACHING LICENSURE:

[. . .]

- Complete a State Board-approved alternative licensure program which includes coursework in the teaching of reading, coursework which addresses all New Mexico elementary teacher competencies, and inclusion of a supervised student teaching/field based component.

- Pass all applicable sections of the New Mexico Teacher Assessment:
 - NM Assessment of Teacher Basic Skills
 - NM Assessment of Teacher Competency (Elementary)
 - NM Content Knowledge Assessment in Elementary Education
 - www.nmta.nesinc.com
- After receiving an alternative license, new teachers must complete a one to three year school district mentorship program approved by the New Mexico State Board of Education.

Background

In April 2008 the Dean of Arts and Humanities of New Mexico Junior College met with the entire council of the Lea County Distance Education Consortium. This group is comprised of the five Lea County Public School Districts and the membership is headed by each Superintendent from the cities of Tatum, Lovington, Hobbs, Eunice, and Jal, New Mexico. The purpose of meeting with the consortium was to explain that it was the intention of NMJC to explore, with representatives from the five public school districts, the feasibility of seeking to offer a certificate program in alternative licensure. Additionally, the five Superintendents were asked if they would make recommendations for membership on the newly formed New Mexico Junior College Alternative Licensure Task Force. To ensure equality, each was asked to recommend two individuals who possessed a Level II or III teaching license and who are or were faculty or administration within each district. Currently, with the exception of one individual who retired from their home district, the entirety of the original membership remains intact.

In August 2008, the Dean received recommendations of Level II and III faculty and administrators from each of the five Lea County New Mexico public school districts. From August 2008 until May 2009 (excluding December 2009), the task force met monthly, for a block of up to three hours, per session (**APPENDIX II – NMJC Alternative Licensure Task Force Monthly Meeting Summary – April 2008 – October 2009**). Following these meetings, the NMJC full-time education faculty and dean presented the curriculum for consideration to the college’s Curriculum Committee. This meeting occurred in October 2009 and was approved pending acceptance by the New Mexico State Professional Standards and Licensure Committee.

New Mexico Junior College

New Mexico Junior College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools to award associate level degrees and certificates. Additionally, NMJC meets all guidelines and standards as set forth by the New Mexico Higher Education Department. Verification of formal accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools may be found at the following websites:

[Higher Learning Commission web page](#)

http://www.ncahlc.org/index.php?option=com_directory&Itemid=92

Level of Credits Offered and Transferability

New Mexico Junior College seeks to offer certification in Alternative Licensure for Elementary Education. If approval is granted by the Education Preparation Committee of the Professional Practices & Standards Council of the New Mexico Public Education Department, the program of study would end at the completion of all coursework offered at the collegiate Sophomore level. Pre-completion advising for the program of study, conducted during the last semester of enrollment, would emphasize the need for the participating student to make application to the New Mexico Public Education Department for beginning licensure in elementary teaching. This application, as pertaining to rules governing alternative licensure for the state of New Mexico, necessarily must be done following a critical review of the student's official transcripts by the New Mexico Public Education Department teacher licensure unit.

Rationale for Requesting Approval

New Mexico Junior College, as a partner in education with the five Lea County New Mexico Public School districts, seeks to serve their elementary teacher staffing needs. As indicated by a majority vote of the membership of the NMJC Alternative Licensure Task Force, a formal survey was conducted by task force members of their respective districts. The overwhelming response by the districts was that the first level of licensure to pursue was that of elementary school teaching.

Each of the five Lea County New Mexico school districts have currently funded elementary teaching positions for 2010 -- 2011, for Kindergarten – 8th (**APPENDIX III – Lea County New Mexico Public School Faculty Staffing – Positions funded for 2010 – 2011 – Grades K - 8**). As a part of the district survey exercise undertaken by both the task force membership and the Office of Institutional Effectiveness of New Mexico Junior College, further inquiry produced data regarding desired faculty staffing over the course of three years, culminating in 2013 (**APPENDIX IV – Lea County New Mexico Public School 3-year Predicted Faculty Staffing – needs for 2010 – 2013 – Grades K - 8**). The NMJC OIE has surveyed the districts regarding hiring of faculty for the period of 2008 – August 2010 (**APPENDIX V – Faculty Hiring for Lea County New Mexico Public Schools Grade Levels K – 8 for 2008 – August 2010**).

Additionally, it is important to emphasize that New Mexico Junior College resides in a geographic service area rich with a potential student population for the program. The most recent report of educational attainment (**APPENDIX VI – Educational Attainment Report**) indicates that some 6,100 individuals with a Bachelor's or advanced graduate degree reside in the immediate service area of Lea County, New Mexico and border counties in West Texas. Of these some 18% are African-American and just approximately 10% are Hispanic.

Program Entry, Mid-Point, and Exit Requirements

Initial/provisional acceptance into program:

Each student who is initially/provisionally accepted into the program is required, as per PED alternative education licensure guidelines to have completed the following:

- Completed program application
- Official transcripts from Bachelors and any higher degrees earned (unofficial transcripts may be submitted for preliminary review)
- Current resume/vitae
- Letter of interest which should include a description/explanation of/for:
 - reason for interest in program of study
 - area of teaching interest and description/explanation of pursuing a teaching career
 - work experience
 - previous professional development, and
 - prior experience related to the teaching profession
- If employed by a school district, a *statement of employment* from the school principal indicating the position/title of position held, and an acknowledgement of participation in the NMJC Alternative Licensure Certification Program in Elementary Education.
- Completed and signed Candidate Agreement (**APPENDIX VII – Candidate Agreement**)
- Completed, submitted and approved official background check
- Passing score from NMTA Basic Skills Test or proof of official registration.
 - If a student has not taken the NMTA Basic Skills Test at the time of registration, the student will be allowed to enroll in an alternative licensure course by providing proof of registration for the test. However, if the student does not pass the Basic Skills Test during the semester, he/she will not be allowed to continue in the program until a passing score is attained.

Mid-point and program exit requirements:

- (**APPENDIX VIII – Mid-point and Final Program-of-Study Audit**)
- Attainment of an overall 2.8 grade point average and an earned grade of “B” or higher for the Field Experience component
- Advisement session between candidate and alternative licensure program staff regarding necessary steps to apply for Level I license
- Exit interview with candidate

New Mexico Junior College

Alternative Licensure Program for Elementary Education

ED__ Early Literacy and Young Children	(3)
ED__ Teaching Elementary Reading	(3)
ED__ Elementary Curriculum and Teaching Methods	(3)
ED__ Elementary Field Experience	(3)

Total Credits: 12

Courses for the New Mexico Junior College Alternative Licensure Program in Elementary Education will be delivered using a variety of teaching platforms. The field experience practicum requires 14 weeks of experience in the classroom (See statute 22-10a-6, subsection c). Syllabi for each course of the proposed curriculum have been developed. With approval by the Education Preparation Committee of the Professional Practices & Standards Council of the New Mexico Public Education Department, the curriculum will be implemented at New Mexico Junior College (**APPENDIX IX -- Course Syllabi**).

**Elementary Education Alternative Licensure Matrix
New Mexico Junior College**

Course	Early Literacy and Young Children
Competencies	<p>J: Knowledge of Content 2 (a, b, c, d) D: Assessment 7 H: Inclusion 8 K: Communication 3, 4, 5, 6, 7, 8</p>
Objectives and Activities	<p>By the conclusion of this course, the successful student should be able to describe methods to promote a child’s development of effective reading strategies related to phonemic awareness, phonics, fluency, vocabulary, and comprehension. J2(c)</p> <ul style="list-style-type: none"> • Word Recognition and Phonics Activities - Design 2 activities or hands-on experiences for children between Kindergarten – 3rd grade. One activity should use writing to help promote word recognition skills and the other should focus on phonemic awareness or phonics. Use your text or the Internet to help you with ideas. Lesson Plans are required. <p>By the conclusion of this course, the successful student should be able to link assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards. J2b (ii)</p> <ul style="list-style-type: none"> • Students will create a lesson and assessment linked to a standard and benchmark of their choice. <p>By the conclusion of this course, the successful student should be able to differentiate methods of instruction based on needs of students and design instruction based on reading and language arts components. J2(c)</p> <ul style="list-style-type: none"> • Students will work with children during the semester to help increase their students’ reading and/or writing skills. Attention will be paid to applying concepts and strategies discussed in class to their individual situations. <p>By the conclusion of this course, the successful student should be able to use observation skills for informal assessment. D7</p> <ul style="list-style-type: none"> • Students will document and evaluate observations of children with regard to literacy. Attention will be given to proper observation strategies and documentation.

By the conclusion of this course, the successful student should be able to adjust lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs. **H8**

- After creating a lesson plan for the class, the student will also be required to adjust that lesson for a particular exceptionality.

By the conclusion of this course, the successful student should be able to apply a variety of strategies to facilitate language acquisition and development. **K4**

- Students will choose and then read a story or portion of a book to the class. Through the story reading demonstration, they will show how to keep students' interest, ask lower level and higher order questions that aid in comprehension, and allude to extension-type activities.
Assignment – Carry out the same procedure with children of the appropriate age group.

By the conclusion of this course, the successful student should be able to plan experiences that demonstrate recognition that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation. **K5**

- Create a language arts lesson plan based on authentic literacy experiences. Examples: writing letters to community members, reading to nursing home residents, etc.

By the conclusion of this course, the successful student should be able to use a variety of reading materials, including children's literature, non-fiction, technological media, stories, poems, biographies, texts from various subject areas. **J2d (v)**

- Choose a topic of your choice and a grade level of your choice. Then find as many different reading materials as possible to share with the class.

By the conclusion of this course, the successful student should be able to select materials and tools for measuring and evaluating student progress, and uses the information to plan appropriate instruction **D2, 3, 4, 5**.

- Using informal assessments, checklists, and rubrics discussed in the course assess children's levels of print awareness, phonemic awareness, word recognition, stages of writing, and comprehension. Report and class discussion.

Objectives are addressed through class discussion, written tests, direct instruction, textbook readings, and other information collecting activities.

Course	Teaching Elementary Reading
Competencies	<p>J: Knowledge of Content 2 (a, b, c, d) A: Professionalism 4 B: Instructional Planning 7, 8, 10 D: Assessment 5, 10, 11, 12, 13 E: Technology 3 F: Diversity 3, 4, 5, 6, 7 G: Family and community 2, 6, 7 H: Inclusion 3, 4, 5, 9 K: Communication 2, 3, 5, 6, 14</p>
Objectives and Activities	<p>By the conclusion of this course, the successful student should be able to design instruction based on the following reading components: phonemic awareness, phonics, fluency, vocabulary development, and comprehension. J2©</p> <ul style="list-style-type: none"> • The student will lead a reading group with an effective method of teaching reading. The instruction will include phonemic awareness, phonics, fluency, vocabulary development, and comprehension. The student will apply various strategies and means of helping children learn to be better readers and writers. <p>By the conclusion of this course, the successful student should be able to differentiate methods of instruction based on needs of students, providing success for students with exceptionalities. J2(c)</p> <ul style="list-style-type: none"> • An in-class activity is for each student to identify a different strategy for helping students who are reading below grade level found in a journal article on the library database. The class will then discuss the different strategies found and evaluate their usefulness from the knowledge they have learned about teaching reading to elementary students. <p>By the conclusion of this course, the successful student should be able to design comprehensive reading and writing instruction that result in students becoming proficient in the language arts content standards, benchmarks, and performance standards. J2(d)</p> <ul style="list-style-type: none"> • After observing and analyzing three literacy activities in the classroom, design a literacy activity for the grade level of your choice that is based on authentic and meaningful learning experiences. These activities will be shared in the class and analyzed for their effectiveness by the rest of the class.

By the conclusion of this course, the successful student should be able to analyze student responses, explanations, and demonstrations as well as a variety of methods, strategies, and procedures students use in producing the correct answer. **D12, D13**

- An in-class activity is for groups of students to be given samples of elementary student work. Within their group, they will analyze the student responses and discuss what methods, strategies, and procedures the students used in producing their answers.

By the conclusion of this course, the successful student should be able to recognize the importance of technology as a tool for learning and communication as well as demonstrate the use of a variety of technologies into planned activities **B7, E3, K14**

- Develop a multimedia presentation on a literacy topic of your choice for a grade level of your choice and share it with the class.

By the conclusion of this course, the successful student should be able to discuss how to promote higher order thinking skills, creativity, and independent thinking. **B8**

- An in-class activity is for students to divide into groups and identify critical thinking verbs from a list of Bloom's Taxonomy. The students will then discuss how writing objectives with the critical thinking verbs will promote higher order thinking skills, creativity, and independent thinking.

By the conclusion of this course, the successful student should be able to evaluate lesson plans by observing classroom interactions, questioning, and analyzing student work. **B10**

- Before the observation, ask the teacher for a copy of her lesson plans. During the observation, evaluate the lesson plan. After observing the teachers strategies for teaching reading, analyze what you would do differently in the classroom. Base your changes on current trends in education. See rubric.

By the conclusion of this course, the successful student should be able to evaluate curriculum materials according to stereotypes and biases as well as adapt instruction appropriately. **F4, F5**

- An in-class discussion is for students to look through a variety of children's books and evaluate them according to stereotypes and biases. They then will choose three books that would promote diversity and discuss how they would use them in the classroom.

	<p>By the conclusion of this course, the successful student should be able to develop IEPs and design language arts lessons according to IEPs as well as discuss the responsibilities in implementing objectives set in an IEP. H3, H4, H5</p> <p>and</p> <p>By the conclusion of this course, the successful student should be able to discuss the social, emotional, physical, and academic needs of students with exceptionalities. H9</p> <ul style="list-style-type: none"> • After looking at a variety of IEPs in the class, develop an IEP for a student with an exceptionality. The student may be one that you know or it may be a fictional student. After creating the IEP, design a language arts lesson according to the IEP. Share the IEP and lesson with the class. • Following the presentations of the class, the students will discuss the responsibilities in implementing objectives set in an IEP and the social, emotional, physical, and academic needs of students with exceptionalities <p>By the conclusion of this course, the successful student should be able to demonstrate communication skills both orally and in writing. K2</p> <ul style="list-style-type: none"> • All written assignments will include a section on the rubric that evaluates the students' ability to communicate in writing. All presentations and lessons presented to the class will include a section on the rubric that evaluates the students' ability to communicate orally. <p>Objectives are addressed through class discussion, written tests, direct instruction, textbook readings, and other information collecting activities.</p>
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Course	Elementary Curriculum and Teaching Methods
Competencies	A:Professionalism 8 B:Instructional planning and implementation 1-6, 9 11 C:Classroom Management 11 D:Assessment 2-6, 9, 14 F: Diversity 1 G: Family and community 1 H: Inclusion 1-4,8 I:Development of student 1 J: Knowledge of content 1 (a-i); 2(c-d); 3(c-e); 4(a, f, g, h, i); 5(e-g)
Objectives and Activities	<p>1. Project - Students will work on a project over several weeks, which will encompass several competencies and objectives of this course. (Please note, however, the competencies will be addressed through <i>additional</i> assignments and experiences, as well. The project is only one example of an assignment which will address those competencies.)</p> <p>a) Project/Step #1: Using various resources, including the NM Standards and Benchmarks, students will design short and long-term lesson plans for two age groups (K-8th) that incorporate the major subject areas and needs of students at the respective age levels.</p> <p>Objectives and Competencies:</p> <ul style="list-style-type: none"> • Create short- and long-term plans that are linked to student needs, performance, learning styles, family, culture, and community (B.4, 5) <p>b) Project/Step #2: After the short/long-term planning stage, students will create a series of lessons and experiences designed around a theme or project and include both small and large group experiences. Lesson plans and actual activities/materials will be required. Plans should reflect attention to the development of young students, in major areas, as well as various needs and learning styles.</p> <p>Objectives and Competencies:</p> <ul style="list-style-type: none"> • Select materials and tools for measuring and evaluating student progress, and uses the information to plan appropriate instruction. (D.2, 3, 4, 5)

	<ul style="list-style-type: none"> • Critically review, select, and adapt materials, resources, and technologies and analyze them for (A.8) <ul style="list-style-type: none"> • age appropriateness; • developmental level; • cultural and linguistic background; • exceptionalities; • biases and stereotypes; • content appropriateness in regard to curriculum; • reading level; • relevance to students. • Use learning theory, knowledge of the subject matter, and curriculum development in planning instruction to meet curriculum goals. (B.1) • Support the physical, social, emotional, cognitive, and linguistic development of students when planning instruction. (B.2) • Plan learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught. (B.3) • Develop sequential lessons that include knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals. (B.11) <p>c) Project/Step #3: Lesson plans will include activities and instruction in the major subject areas (mathematics, language arts, science, and social studies) and art. Plans for instruction will be tied to the NM standards and benchmarks.</p> <p>Objectives and Competencies</p> <ul style="list-style-type: none"> • Demonstrate knowledge of mathematical concepts through a variety of teaching techniques, and can link assessment and instruction to the New Mexico standards and benchmarks for mathematics (J.1:a, b, c, d, g, h) • Construct opportunities for elementary aged students to develop a variety of mathematical skills and concepts, including reasoning, logic, and tools such as technology and manipulatives in problem solving (J.1:e, f)
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	<ul style="list-style-type: none"> • Demonstrate strategies to increase elementary students’ language arts abilities in phonemic awareness, phonics, word recognition, vocabulary development, fluency, comprehension, and writing (J.2:c, d) • Use the scientific method to help develop young students’ abilities to identify and communicate a problem, and to design, implement, and evaluate a solution (J.3:b) • Create activities and describe instructional methods that would promote full participation in an elementary science program, in a way that responds to student diversity (J.3:c, d, e) • Demonstrate understanding of the principles of teaching and learning process that underlie social studies concepts and can translate into meaningful learning activities focusing on inquiry, authenticity, and collaboration (J.4:a) • Communicate the concept that social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, and sociology and the interconnected relationship with other disciplines (J.4:b, d) • Demonstrate strategies for helping students use multiple resources including documents, artifacts/regalia, direct observation, human resources, and personal background as part of the inquiry/research process. (J.4:f) • Construct experiences that provide opportunities for students to appreciate the historical development of democratic values, institutions, nations, and cultures. (J.4:g) • Describe ways to engage elementary students in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions. (J.4:h) • Explain how to enable elementary students to develop and present basic analyses of works of art from structural, historical, and cultural perspectives. (J.5:e)
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	<ul style="list-style-type: none"> • Expose children to exemplary works of art from a variety of cultures and historical periods and provides opportunities for students to discuss and respond to them. (J.5:f) • Relate basic types of arts knowledge and skills within and across the arts disciplines and makes connections with other disciplines. (J.5:g) <p>d) Project/Step #4: Art, music, drama, or dance will be included at least once within the plans, for each age group, as one means of advancing development in the major subject area(s).</p> <p>Objectives and Competencies</p> <ul style="list-style-type: none"> • Construct activities that encourage elementary students to present social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology. (J.4:i) • Implement components of art such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to students’ developmental levels. (J.5:a) • Uses the arts as interdisciplinary units and themes. (J.5:b) • Explains distinctions and connections between arts disciplines and arts experiences, and encourages study and active participation that leads to skill development and appreciation. (J.5:c) • Provides opportunities for elementary students to communicate at a basic level in the four art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline. (J.5:d) <p>e) Project/Step #5: Students will be required to include a section in their lesson plans that show how the activity or lesson could be adjusted to be more challenging, or simplified. Also, students will explain how they will accommodate the diverse needs of a variety of learners.</p> <ul style="list-style-type: none"> • Develop lessons that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties, and physical or mental challenges. (B.6)
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	<ul style="list-style-type: none"> • Create instructional opportunities that show sensitivity to differing approaches to learning and may be adapted to diverse learners (F.1) • Compare the various cultures, history, and values of the community in which he or she plans to teach (G.1) • Explain how special education regulations affect education and students with differing levels of abilities (H.1, 2, 3, 4) • Demonstrate how lessons and strategies may be adjusted to meet the needs of students with exceptionalities, with regard to academic levels, the physical environment, and emotional needs (H.8) • Recognize developmental levels of student knowledge and skills including typical and atypical patterns (D.9) <p>f) Project/Step #6: A variety of teaching techniques and strategies will be discussed and researched. Then students will choose the best methods for their lessons. The use of open-ended questions will be included. Students will also point out particular classroom management issues and how that emphasis will positively affect their instruction.</p> <ul style="list-style-type: none"> • Use open-ended problems and activities to allow elementary students to expand creatively on the material learned in classrooms (J.1:i) • Construct activities and transitions that guide students to be focused and reflect positive classroom management. (C.11) <p>g) Project/Step #7: Students will include appropriate assessment strategies and instruments to determine whether learning outcomes are being met.</p> <ul style="list-style-type: none"> • Use assessment strategies and instruments appropriate to the learning outcomes being evaluated. (B.9) <hr/> <p>2. Small Groups/Roleplay – Students will discuss, complete research, and design a skit to demonstrate best ways to communicate assessment results to people in various roles.</p> <ul style="list-style-type: none"> • Articulate effective communication methods when discussing assessment results with students, parents, lay audiences, and other educators (D.14)
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	<p>3. <u>Small Groups/Power Point</u> - Small groups will analyze and interpret standardized assessment instruments. Upon completion, the various groups will compare their results with other groups' results and make a Power Point presentation to the rest of the class.</p> <ul style="list-style-type: none">• Interpret and use results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis (D.6) <hr/> <p>4. <u>Observe/ Report:</u> Students will observe children in informal settings. They will document and then evaluate behaviors at various stages of development.</p> <ul style="list-style-type: none">• Compare the various theories of cognitive, social, aesthetic, emotional, and physical development (I.1) <p>Objectives are addressed through class discussion, written tests, direct instruction, textbook readings, and other information collecting activities.</p>
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Course	Elementary Field Experience
Competencies	<p>A: Professionalism 1, 2, 3, 5, 6, 7 C: Classroom Management 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 D: Assessment 1,7,8 E: Technology 1 F: Diversity 2 G: Family and community 3, 4, 5, 8 H: Inclusion 6, 7, 10, 11 I: Development of student 2, 3 K: Communication 1, 9, 10, 11, 12, 13</p>
Objectives and Activities	<p>By the conclusion of this course, the successful student should be able to analyze and evaluate the effect of his or her choices and actions on others and should be able to use this knowledge to improve learning processes. A1</p> <ul style="list-style-type: none"> • Keep a self-reflection journal during the field experience. <p>By the conclusion of this course, the successful student should be able to apply strategies identified in current educational journals in the classroom as well as monitor their effects. A3</p> <ul style="list-style-type: none"> • During the field experience, students will apply strategies that they have learned in the alternative licensure classes to their teaching experience. Following their teaching, the class will discuss how effective the strategies were in the classroom and how they could be improved. <p>By the conclusion of this course, the successful student should be able to identify effective models of classroom management. C1 and By the conclusion of this course, the successful student should be able to develop and implement a classroom management plan. C2</p> <ul style="list-style-type: none"> • Following an observation, analyze important aspects of classroom management and prevention techniques as well as ways the teacher builds rapport with students. Information about effective models of classroom management will be presented as well as a discussion about the models. The students will then develop their own classroom management plan and will implement it in their classroom. <p>By the conclusion of this course, the successful student should be able to arrange the classroom environment for individual optimal learning and student success as well as provide a safe classroom environment for children. C3, C4, C5</p> <ul style="list-style-type: none"> • Design a floor plan of your classroom environment in the way you would maximize optimal learning and student success. An important aspect of the classroom environment is the safety of the children. The class will discuss whether the children will feel safe in the classroom.

	<p>By the conclusion of this course, the successful student should be able to demonstrate seeking student input for classroom procedures, rules, and consequences as well as demonstrate collaborating with specialists, support personnel, parents, and administrators for the success of the individual style C6, C8 and</p> <p>By the conclusion of this course, the successful student should be able to model positive social interaction. C7</p> <ul style="list-style-type: none"> • During the field experience, students will demonstrate the above objectives and then write their reaction to the experience in their self-reflection journal. <p>By the conclusion of this course, the successful student should be able to use data collection techniques to document classroom management. C9</p> <ul style="list-style-type: none"> • Following observations of the supervising teacher, the student should create a classroom management checklist. When the student is teaching the class, he/she should use the checklist as well as anecdotal notes to collect data documenting his/her own classroom management. <p>By the conclusion of this course, the successful student should be able to manage time and materials effectively to minimize distractions and disruptions. C10</p> <ul style="list-style-type: none"> • Include this information in the self-reflection journal. <p>By the conclusion of this course, the successful student should be able to use observations skills and effective questioning techniques for informal assessment. D7, D8, K13</p> <ul style="list-style-type: none"> • Write a thorough report on your experience of assessing students informally through observations and questioning techniques. Evaluate the success or failure of the experience. <p>By the conclusion of this course, the successful student should be able to design learning activities that foster equitable, ethical, and legal use of technology by students. E1, E2 and</p> <p>By the conclusion of this course, the successful student should be able to use basic computer and technology operations to enhance learning in the classroom. E1, E2</p> <ul style="list-style-type: none"> • Design a multimedia learning activity on a topic of your choice for the grade level that you are teaching and use it as a teaching tool in their classroom.
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By the conclusion of this course, the successful student should be able to organize and manage varied learning groups as appropriate in each of the disciplines according to the needs and/or interests of students and the goals of the lesson. **F2**

- Write a lesson that organizes and manages varied learning groups in a subject of your choice. Teach the lesson. Following the lesson, write a one-page report evaluating the instructional strategy used.

By the conclusion of this course, the successful student should be able to apply their knowledge of inclusion in order to assist students in understanding social responsibilities and assist students with exceptionalities in having positive experiences in the regular classroom. **H10, H11**

- Observe the teacher's interaction with students with special needs and analyze those interactions by comparing it to your knowledge of inclusion, individualized education plans, and the laws governing special education. Apply what you have learned in the classroom. Make a journal entry about your observations and application.

By the conclusion of this course, the successful student should be able to develop curriculum and implement instructional strategies appropriate to the developmental level of each child. **I3**
and

By the conclusion of this course, the successful student should be able to apply fundamental concepts of science and social studies when teaching the subject matter. **J3a, J4c**

- With their supervising teacher, decide what subject they will be teaching first (preferably science or social studies). For that subject, develop the curriculum needed to teach the subject and decide on the instructional strategies that will be used. Write up the lesson plan.

By the conclusion of this course, the successful student should be able to evaluate intellectual, social, physical, and aesthetic development of the learner by using formal and informal assessment strategies. **D1**

- Informal assessment strategies are covered in an earlier activity. The student will observe the evaluation of a learner through a formal assessment tool. Following the observation, the student will write a one-page paper on how he/she would have used the tool if it was available to them.

	<p>By the conclusion of this course, the successful student should be able to use thoughtful and responsive listening strategies and encourage their students to use them as well. K12</p> <ul style="list-style-type: none">• During the field experience, students will demonstrate the above objective and then write their reaction to the experience in their self-reflection journal. <p>Objectives are addressed through class discussion, written tests, direct instruction, textbook readings, and other information collecting activities.</p>
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Student Learning Outcome Assessment

New Mexico Junior College

Statement on Assessment at New Mexico Junior College

Although many definitions exist for outcomes assessment, the NMJC Student Learning Outcomes Assessment Committee (SLOAC) developed the following statement on assessment at New Mexico Junior College in 2004:

The assessment process begins by establishing expected learner outcomes. These outcomes lead to defining criteria that appraise student knowledge, skills, and attitudes. Appraisal results enhance student learning by providing faculty with information useful for improving pedagogies, curricula, and/or assessment strategies.

The New Mexico Public Education Department (PED) has established teacher competencies. It is the intention of the NMJC Alternative Licensure Program in Elementary Education to utilize these objectives as the template for learning outcomes within the program-of-study (**APPENDIX X – Program Assessment Outcomes Description**).

Institutional Outcomes New Mexico Junior College

New Mexico Junior College has the following overall institutional outcomes of learning for its students:

Communication

The student should be able to:

- Comprehend information to summarize, analyze, evaluate, and apply to a specific situation.
- Communicate in an accurate, correct, and understandable manner.

Critical Thinking and Problem Solving

The student should be able to:

- Define a problem and arrive at a logical solution.
- Use appropriate technology and information systems to collect, analyze, and organize information.
- Apply critical thinking, analysis, and problem solving to data.

Self and Community

The student should be able to:

- Analyze and reflect on the ethical dimensions of legal, social, and / or scientific issues.
- Communicate an awareness of a variety of perspectives of ethical issues.
- Interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.

APPENDIX I

New Mexico Junior College

New Mexico Public Education Department (PED) rules for alternative licensure in Elementary Education

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 60 SCHOOL PERSONNEL - GENERAL PROVISIONS
PART 3 ALTERNATIVE LICENSURE

6.60.3.1 ISSUING AGENCY: Public Education Department (PED)
[6.60.3.1 NMAC - Rp, 6.60.3.1 NMAC, 10-31-07]

6.60.3.2 SCOPE: This rule establishes alternative pathways to teacher licensure in early childhood education, elementary education, middle level education, pre K-12 specialty area education, secondary education, or special education for persons who have earned at least a baccalaureate degree from a regionally accredited college or university but have never completed an educator preparation program and for persons who hold a post-baccalaureate degree and have teaching experience at the post-secondary level. This rule also establishes an alternative licensure pathway in administration for persons who hold a post-baccalaureate degree and have administration experience at the post-secondary level. The alternative pathways to teaching licensure in this rule may also be used by teachers employed in New Mexico public schools, charter schools, accredited or private schools who hold standard teaching licensure, to obtain additional licensure at the same level as their existing license or licenses.
[6.60.3.2 NMAC - Rp, 6.60.3.2 NMAC, 10-31-07; A, 06-15-09]

6.60.3.3 STATUTORY AUTHORITY: 22-2-1, 22-2-2, 22-10A-6, and 22-10A-8, NMSA 1978.
[6.60.3.3 NMAC - Rp, 6.60.3.3 NMAC, 10-31-07]

6.60.3.4 DURATION: Permanent
[6.60.3.4 NMAC - Rp, 6.60.3.4 NMAC, 10-31-07]

6.60.3.5 EFFECTIVE DATE: October 31, 2007, unless a later date is cited in the history note at the end of a section.
[6.60.3.5 NMAC - Rp, 6.60.3.5 NMAC, 10-31-07]

6.60.3.6 OBJECTIVE: Through this rule the PED implements a state law that provides alternative routes to New Mexico teacher licensure for persons who hold at least a baccalaureate degree from a regionally accredited college or university but have not completed a traditional educator preparation program.
[6.60.3.6 NMAC - Rp, 6.60.3.6 NMAC, 10-31-07]

6.60.3.7 DEFINITIONS:

- A. "Particular field" means the license or endorsement area being sought.
- B. "Appertains and corresponds to the subject area of instruction and level of instruction" means:
 - (1) that for early childhood licensure, the degree, including the credit hours, shall be related to early childhood education, birth through grade 3;
 - (2) that for elementary licensure, the degree, including the credit hours, shall include completed course work in any combination of the subject areas of language arts, mathematics, science, social studies, history, fine or performing arts and foreign language;
 - (3) that for middle level, secondary, and pre K-12 specialty area licensure the degree, including the credit hours, shall be in the license or endorsement area being sought; and,
 - (4) that for special education licensure, the degree, including the credit hours, shall include completed course work in any combination of the subject areas of language arts, mathematics, science, social studies, history, fine or performing arts and foreign language, or shall be related to special education (such as general elementary or secondary education, special education, psychology, child development, reading education).

C. “A program approved by the PED” means that the same program approval standards and procedures used by the PED for approving university preparatory programs shall be applied to alternative programs in New Mexico.

D. “Core academic subjects” means English, language arts, reading, mathematics, science, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history, and geography, and modern and classical languages, except for the modern and classical Native American languages and cultures of New Mexico tribes or pueblos.

E. “A highly qualified, beginning early childhood, elementary, middle level, secondary, pre K-12 specialty area” teacher, under this rule, means a teacher who is fully qualified to teach the core academic subjects, who is new to the profession, who has pursued an alternative route to licensure and who:

- (1) meets the requirements for alternative licensure in 6.60.3.8 NMAC; and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has passed all applicable teacher testing requirements for the level of licensure under 6.60.5.8 NMAC.

F. “A highly qualified beginning middle or junior high school teacher holding alternative elementary K-8 licensure”, under this rule, means a teacher who is fully qualified to teach the core academic subjects in a public middle or junior high school, and who is new to the profession and has pursued an alternative route to licensure, and who:

- (1) meets the requirements for alternative elementary K-8 licensure in 6.60.3.8 NMAC; and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has passed all applicable teacher testing requirements for elementary K-8 licensure in 6.60.5.8 NMAC; and
- (4) if the teacher is new to the profession after June 30, 2006, or if the teacher was hired after the first day of school of the 2002-2003 school year and assigned to work in a title I targeted assistance program or a title I school-wide program:
 - (a) has passed the content knowledge test(s) of the New Mexico teacher assessments or comparable licensure tests from another state in each subject area the teacher teaches; or
 - (b) has successfully completed an undergraduate academic major or coursework equivalent to an undergraduate major, or a graduate degree, in each core academic subject the teacher teaches.

G. “A highly qualified beginning pre K-12 special education teacher,” under this rule, means a teacher who is new to the profession and who has pursued an alternative route to licensure and who is fully qualified to teach special education students by either providing access for those students to a regular education classroom where instruction in the core academic subjects is delivered by a highly qualified regular education teacher, by being fully qualified to teach each core academic subject the special education teacher teaches, or by being fully qualified to teach either language arts or mathematics or science and becoming fully qualified to teach any other core academic subjects which the teacher teaches within two years after the date of initial employment and who:

- (1) meets the requirements for pre K-12 special education licensure in Subsections A or B in 6.61.6.8 NMAC; and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

H. “A highly qualified teacher candidate for level 1 alternative licensure” means a person participating in an alternative route to licensure, who meets all of the following requirements:

- (1) has fulfilled the degree requirements set forth in Subsection A of 6.60.3.8 NMAC; and
- (2) receives high-quality professional development that is sustained, intensive, and classroom-focused, and includes classroom management and lesson planning for teaching New Mexico’s diverse student population, both before and while teaching; and
- (3) participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; and
- (4) assumes duties as a teacher of record for a period of at least one full school year under the internship license not to exceed three years, and
- (5) demonstrates satisfactory progress toward full alternative licensure by completing at least nine semester hours per year in an alternative licensure program or successfully demonstrating competency by way of

portfolio assessment or by way of local evaluations for two full school years in an approved school district alternative program.

I. "Internship license" means a three-year certificate or license issued by the PED authorizing a candidate to teach where the candidate does not yet meet the requirements for a level 1 alternative license but is satisfactorily participating in an alternative route to licensure under 6.60.3 NMAC, or a three-year administrator certificate or license authorizing the candidate to work as an administrator where the person does not yet meet the requirements for a level 3B alternative administrator license but is participating in an alternative route to licensure under Subsection D of 6.60.3.8 NMAC.

J. "Undergraduate academic major", under this rule, means thirty (30) semester hours in a subject area.

K. "Full school year" means a minimum of 160 instructional days or equivalent number of days in schools or school districts on alternative schedules over multiple school years of full-time or part-time teaching during which the teacher is the teacher of record or serves as an instructional coach or resource teacher in at least one class each school year while holding a standard teaching license. An equivalent number of instructional hours may be accepted for those teachers who do not teach every day. Instructional days may include teaching in summer school or similar educational setting.

L. "Teacher of record" is the person named in the standard teaching contract who will be covering the class and teaching the students in that classroom the majority of the time. This is the contracted individual who will plan the lessons, assign grades, meet with parents and other duties of the regular class room teacher according to the standard teaching contract.

[6.60.3.7 NMAC - Rp, 6.60.3.7 NMAC, 10-31-07; A, 06-15-09]

6.60.3.8 REQUIREMENTS FOR ALTERNATIVE TEACHING LICENSURE: To receive a level 1, five-year alternative teaching license, an applicant must meet the following requirements:

A. Degree requirements - An applicant for alternative licensure must meet the provisions of Subsection A, Paragraphs (1), (2) or (3).

(1) must possess a bachelor of arts or science degree from a regionally accredited college or university including completion of a minimum of thirty semester hours of graduate or undergraduate credit in a particular field that appertains and corresponds to the subject area of instruction and level of instruction that will enable the applicant to teach in a competent manner as determined by the PED; or

(2) must possess a master of arts or science degree from a regionally accredited college or university including completion of a minimum of twelve graduate credit hours in a particular field that appertains and corresponds to the subject area of instruction and level of instruction that will enable the applicant to teach in a competent manner as determined by the PED; or

(3) must possess a doctor's degree from a regionally accredited college or university; the degree shall correspond to the subject area of instruction and particular grade level that will enable the applicant to teach in a competent manner as determined by the PED.

B. Professional teacher education requirements - An applicant for alternative licensure who has earned at least a baccalaureate degree from a regionally accredited college or university but has never completed an educator preparation program must meet the provisions of Paragraphs (1), (2), or (3) or (4) of this subsection.

(1) Persons seeking either early childhood birth-grade 3, elementary K-8, or special education pre K-12 licensure, must complete various semester hours of credit earned through a regionally accredited college or university that has a PED-approved alternative licensure program containing no less than twelve (12) nor more than twenty-one (21) semester hours of credit and meeting the following criteria:

(a) the credits must include six (6) semester hours of coursework in the teaching of reading; and

(b) the credits must include the PED competencies for entry level teachers that correspond to the license being sought; and

(c) the credits must be in a program approved by the PED; and

(d) the program must include a student teaching or field-based component.

(2) Persons seeking either middle level 5-9, secondary 7-12 or specialty area pre K-12 licensure, must complete various semester hours of credit earned through a regionally accredited college or university that has a PED-approved alternative licensure program containing no less than twelve (12) nor more than eighteen (18) semester hours of credit and meeting the following criteria:

(a) the credits must include three (3) semester hours of coursework in the teaching of reading; and

(b) the credits must include the PED's competencies for entry level teachers that correspond to the license being sought; and

(c) the credits must be in a program approved by the PED; and

(d) the program must include a student teaching or field-based component.

(3) Beginning February 1, 2007, successfully demonstrate the PED's approved competencies for entry level teachers that correspond to the license being sought by presenting for assessment by trained reviewers an internet web-based online portfolio which contains all of the components and fulfills all of the requirements described in Paragraph (3) of Subsection B of 6.60.3.8 NMAC. Such applicants shall also complete the reading coursework as set forth at Paragraphs (1) or (2) of this subsection and serve as the teacher of record for a full school year prior to being granted a portfolio review. Under no circumstance shall an individual be granted a portfolio review unless that person has passed all sections of the current PED required New Mexico teacher licensure tests in 6.60.5 NMAC, completed all required reading coursework and submitted verification from administration of the public school, charter school, accredited private school that the individual has been the teacher of record for at least one full school year. Teachers employed in New Mexico public schools, charter schools, accredited private schools who already hold standard teaching licensure at levels 1, 2, or 3-A, may obtain additional licensure in early childhood education, elementary education, middle level education, pre K-12 specialty area education, secondary education, or special education by submitting an alternative licensure portfolio as long as they demonstrate the teaching competencies in 6.69.14 NMAC for the new license at the same level as their existing license or licenses.

(a) The portfolio shall include evidence of teaching competence that is collected from actual teaching experience as the teacher of record with pre K-12 students while the candidate is employed or works as the teacher of record in a New Mexico public, charter, private school or other early childhood, elementary, middle level or secondary educational setting. The portfolio shall be organized in the following five strands, with strands a, b and c presented together for review:

(i) an instruction strand that demonstrates knowledge of academic content, curriculum development, instructional planning, student assessment and appropriate use of technology and which includes specific evidence of: student achievement; and assessment techniques and procedures; and instructional plans and materials; and examples of student work and performance; and evidence of effective classroom management strategies and procedures; and evidence of implementation of state curriculum standards; and

(ii) a student learning strand that demonstrates knowledge of child or adolescent growth and development, classroom management techniques, communication skills and addressing the needs of diverse student needs and inclusion and which includes specific evidence of: adaptations/modifications for diverse learners; and classroom observation reports; and evidence of communication with students and parents;

(iii) a professional learning strand that demonstrates knowledge of professional growth and development and how the candidate works productively with parents, community and colleagues and which includes specific evidence of: collaboration with professional community; or research undertaken to improve classroom practice; and

(iv) verification by the superintendent of a public school district or other education employer or supervisor, that the work product in the portfolio is that of the candidate and that the data submitted is reasonable and accurate, that the candidate has served as the teacher of record for one full school year by the time of submission of the portfolio; and

(v) the recommendation of a public school superintendent or other education employer or supervisor, that based on local evaluations that the candidate be granted a level 1 alternative license.

(b) Unless special accommodations are requested in writing to PED 30 days in advance of portfolio submission, the portfolio and associated fees in Subsection E of 6.60.7.8 NMAC shall be submitted electronically through the online portfolio submission system following procedures established by the PED.

(c) The portfolio shall be assessed for authenticity by the superintendent of the candidate's school district, (superintendent designee) or equivalent administrative officer of a school and shall be reviewed for demonstration of entry level teacher competencies by three independent reviewers, as follows:

(i) The superintendent or equivalent school administrator shall complete the verification and recommendation strands in items (iv) and (v) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC and the independent reviewers will rate the three competency strands in items (i) - (iii) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC as "meets" or "does not meet" the competencies.

(ii) The three competency strands of a candidate's portfolio must be rated as "meets" by at least two reviewers and the verification and recommendation strands completed by the superintendent (superintendent designee) or equivalent administrative officer or a school must indicate verification authenticity,

recommendation for licensure and verification of full school year experience in order for a candidate to be granted a level 1 alternative license.

(iii) If one of the independent reviewers rates any of the three competency strands as "meets" and the other reviewer rates the same strand as "does not meet," the rating will remain as "does not meet"; if two of the reviewers rate any of the three competency strands as "meets" and the third reviewer rates a strand as "does not meet", the strand will remain as "meets" for that strand.

(iv) The director of professional licensure at the PED will evaluate the ratings of the superintendent or equivalent school administrator of a school along with the ratings of the independent reviewers and shall approve or deny the candidate's application for level 1 alternative licensure.

(v) A candidate who does not successfully demonstrate the competencies in all three strands in items (i) - (iii) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC may submit any failed strand one time as long as the resubmission is completed within one calendar year of the date of the original submission.

(vi) A candidate's employing school or school district must act on strands in item (iv) - (v) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC within 45 calendar days of the date of the portfolio submission or resubmission of any failed strands. Failure of an administrator to complete the process could cause the portfolio to become null and void.

(4) Demonstrate the PED's approved competencies for entry level teachers that correspond to the license being sought by way of evaluations conducted by a local school district over a period of at least two full school years as the teacher of record as part of a PED-approved school-based or statewide teacher preparation program that provides the professional development that is required to support a highly qualified teacher candidate for level 1 alternative licensure as defined in this rule. The professional development program shall be developed in collaboration with a college, university, or other professional development provider. Such applicants shall also complete the reading courses set forth at Paragraphs (1) or (2) of this subsection prior to being recommended for licensure by a local school district. Under no circumstance shall an individual be recommended for licensure by a local school district unless that person has passed all sections of the current PED-required New Mexico teacher test and serve as the teacher of record for at least one full school year.

C. Professional teacher education requirements - An applicant for alternative teaching licensure who has earned a post-baccalaureate degree and has at least five years of teaching experience at the post-secondary level but has never completed a teacher preparation program must meet the provisions of Paragraphs (1) or (2) and (3) of this subsection.

(1) Persons seeking either early childhood B-3, elementary K-8, or special education pre K-12 licensure, must complete six (6) semester hours of coursework in the teaching of reading earned through a regionally accredited college or university.

(2) Persons seeking either middle level 5-9, or secondary 7-12 licensure, must complete three (3) semester hours of coursework in the teaching of reading earned through a regionally accredited college or university.

(3) Complete an internship of at least one full school year while holding an internship license and working as a teacher in a school district, charter school, private school or state agency education program.

(4) Upon completion of the requirements in Subsections A, D, and E; and Paragraphs (1) - (3) of Subsection C of 6.60.3.8 the candidate for alternative teaching licensure who has met PED-approved competencies as verified to the PED by the candidate's employer will be issued an alternative license as follows:

(a) level 2 for the teacher who has at least five years post-secondary teaching experience;

(b) level 3-A for the teacher who has at least six years post-secondary teaching experience.

D. Testing requirements: An applicant for alternative licensure must pass all of the New Mexico teacher assessments, including any applicable content knowledge assessment required by 6.60.5 NMAC, prior to receiving alternative licensure at any level.

E. An applicant for alternative teaching licensure must be a highly qualified, beginning early childhood, elementary, middle level, secondary, pre K-12, or special education teacher, or be a highly qualified beginning middle or junior high school teacher holding alternative elementary K-8 licensure.
[6.60.3.8 NMAC - Rp, 6.60.3.8 NMAC, 10-31-07]

6.60.3.9 REQUIREMENTS FOR ALTERNATIVE ADMINISTRATOR LICENSURE: Professional administrator education requirements - An applicant for alternative administrator licensure who has earned a post-baccalaureate degree and has at least six years administrator experience at the post-secondary level must complete an internship of at least one full school year while holding an administrator internship license and working as an administrator in a school district, charter school, private school or state agency education program. Upon

completion of the internship the candidate for alternative administrator licensure who has met PED-approved administrator competencies as verified to the PED by the candidate's employer will be issued an alternative level 3-B administrator license
[6.60.3.9 NMAC - N, 10-31-07; A, 06-15-09]

6.60.3.10 REQUIREMENTS FOR INTERNSHIP TEACHER LICENSURE:

A. A candidate for alternative licensure may be permitted to assume the functions of a teacher prior to completion of licensure requirements and be issued a three-year internship license, if the candidate is a highly qualified teacher candidate for level 1 alternative licensure, as defined in this rule.

(1) Such a candidate may be issued a three-year internship license to allow time to complete the teacher testing requirements of 6.60.5.8 NMAC, the reading coursework requirement set forth in Paragraphs (1) or (2) of Subsection B of 6.60.3.8, NMAC, the requirement to be the teacher of record for at least one full school year and to pass portfolio submission process or be evaluated for competency by a local school district.

(2) At the time of internship licensure application, the candidate must:

(a) present proof of registration for a New Mexico teacher assessment at the next available testing date, and

(b) present proof of enrollment in the required coursework for the teaching of reading or proof of having completed the required coursework.

(3) If a candidate for this licensure is not successful in demonstrating competency by way of portfolio assessment or by way of local public school district evaluations, the candidate may still proceed by way of the alternative route set forth in this subsection although the three-year license issued under Paragraph (1) of Subsection B of 6.60.3.10 NMAC shall not be extended or renewed in order to provide additional time to complete an alternative licensure program.

B. A candidate enrolled in a PED approved post-baccalaureate teacher preparation program or advanced degree program with a teacher preparation component may be considered to be participating in an alternative route to licensure and be issued an internship license under Subsection A of 6.60.3.10 NMAC. Upon the completion of the approved teacher traditional preparation program requirements, and the testing requirements the candidate may be issued a standard level 1 alternative license if, in addition, the candidate meets the requirements for standard licensure within the three-year period allowed to complete an alternative route to licensure.

C. After June 30, 2003, the time that a person provides services under an internship license shall not be counted toward or considered for advancement to level 2, or level 3 licensure.
[6.60.3.10 NMAC - Rp, 6.60.3.9 NMAC, 10-31-07; A, 06-15-09]

6.60.3.11 REQUIREMENTS FOR ADMINISTRATOR INTERNSHIP LICENSURE: A three-year, internship license in educational administration may be issued to any candidate who holds at least a master's degree and has at least six full school years of experience in administration at the post-secondary level.
[6.60.3.11 NMAC - N, 10-31-07; A, 06-15-09]

6.60.3.12 ALTERNATIVE LEVEL 2 OR LEVEL 3 LICENSE:

A. A one-year internship license shall be issued to an applicant who meets the following requirements:

(1) is at least eighteen years of age; and
(2) provides an official transcript for a bachelor's degree from a regionally accredited college; and
(3) provides an official transcript for a post-baccalaureate degree from a regionally accredited college; and

(4) provides verification of experience on official letterhead and signed by a post secondary institution official for a minimum of five years experience teaching at the post-secondary level.

B. A level 2 standard teaching license shall be issued based on the following requirements:

(1) completion of Paragraphs (1), (2), (3) and (4) of Subsection A of 6.60.3.12, NMAC;
(2) verification from the superintendent of a public school district or administrator at a state agency, charter school or private school that the candidate has met the level 2 competencies for the grade level and subject area the person is teaching; and

(3) verification that the candidate has completed one full school year as the teacher of record under the internship license.

C. A level 3 standard teaching license shall be issued based on the following requirements:

(1) completion of Paragraphs (1), (2) and (3) of Subsection A of this section;

- (2) verification as in Paragraph (2) of Subsection B of this of this section;
 - (3) same as in Paragraph (3) of Subsection B of this section;
 - (4) provides verification of experience on official letterhead and signed by a post secondary institution official for a minimum of six years experience teaching at the post-secondary level.
- [6.60.3.12 NMAC - N, 10-31-07]

HISTORY OF 6.60.3 NMAC:

PRE-NMAC HISTORY: The material in this part was derived from that previously filed with State Records Center and Archives under:

SBE Regulation No. 86-6, Alternative Licensure, filed July 14, 1986; and

SBE Regulation No. 86-6, Amendment No, 1, Alternative Licensure filed December 4, 1990.

HISTORY OF REPEALED MATERIAL:

6 NMAC 4.2.2.1, Alternative Licensure, was repealed by the State Board of Education effective July 1, 2000 and repromulgated effective July 1, 2000.

6.60.3 NMAC, Alternative Licensure, filed June 1, 2001 - repealed effective 10-31-2007.

APPENDIX II

New Mexico Junior College

Alternative Licensure Task Force Monthly Meeting Summary – April 2008 – October 2009

Month	Purpose and outcome
April 2008	*NMJC Dean of Arts and Humanities meets with Superintendents of the five Lea County New Mexico public school districts to inform them of the NMJC Alternative Licensure Task Force and to ask for representation of membership on the task force
July 2008	*Dean receives recommendations of Lea County public school district faculty and administration representatives for task force
August 2008	*Introductions of task force membership *Outline of task force duties, with discussion *Survey of membership to ensure equal representation *Assign duties: representatives were asked to survey their districts, via an interview with the Superintendent/Curriculum Director, regarding licensure needs
September 2008	*Reporting from school districts regarding licensure needs, with discussion. *Whole majority vote of the task force membership to pursue Elementary Education focus *Assign duties: representatives were asked to review their own backgrounds/education and report to the task force about what curriculum best prepared them for their own licensure and its relation to the experiences they have/had in the classroom

October 2008	<p>*Reporting from school district representatives about their education and training, in relation to experiences in the classroom, with discussion.</p> <p>*Discussion of what skill sets elementary teachers should have to be successful</p> <p>*Assign duties: continuation of discussion of “best practices” for effective elementary teaching</p> <p>*Assign duties: representatives were asked to report to the committee regarding their recommendations for specific competencies that should be included in curriculum that prepares the elementary teacher</p>
November 2008	<p>*Reporting from school district representatives with regard to recommendations of competencies the elementary teacher should possess for effective teaching, with discussion</p>
January 2009	<p>*Review of all activity of the task force to date, with discussion</p> <p>*Re-address and summation of recommendations for elementary teaching competencies, with discussion</p> <p>*Assign duties: representatives were asked, in relation to their recommendations of teaching competencies, to report on what curricular designs should be structured to match the competencies.</p>
February 2009	<p>*Reporting from school district representatives with regard to their recommendations for curriculum designs (i.e., draft coursework recommendations), with discussion</p> <p>*Assign duties: related to reporting, each district was assigned the task of reporting competencies for coursework addressing introduction to education, classroom management, curriculum and instruction methodology, early literacy, teaching of reading, child development, and field experience</p>

March 2009	<p>*Reporting from school district representatives with regard to their recommendations of coursework, with discussion</p> <p>*Assign duties: NMJC full-time education faculty assigned to draft course descriptions and competencies/course objectives of recommended coursework</p>
April 2009	<p>*Reporting from NMJC full-time education faculty regarding their recommendations of coursework and associated objectives/competencies</p>
May 2009	<p>*Review of recommended curriculum, with discussion and final editing of coursework and degree plan</p>
October 2009	<p>*Presentation to NMJC Curriculum Committee of proposed alternative licensure certification for Elementary Education</p> <p>*Approval of curriculum by the NMJC Curriculum Committee</p>
November 2009 – October 2010	<p>*Verification of Lea County school district elementary faculty positions for FY 2010 – FY 2011, Predicted faculty position needs for FY 2010 – FY 2013, and Attrition Rates for FY 2008 – FY2010</p>

APPENDIX III

New Mexico Junior College

Lea County New Mexico Public School Faculty Staffing – Current Positions funded for 2010 – 2011 Grades K - 8

Tatum Schools – Tatum, NM

<u>Grade level</u>	<u>Total number of 2009 – 2010 funded positions</u>
Kindergarten	1
Grade 1	1
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	1
Grade 6	1
Grade 7	5
Grade 8	-Five faculty total in grades 7 and 8

Lovington Public School District – Lovington, NM

<u>Grade level</u>	<u>Total number of 2009 – 2010 funded positions</u>
Kindergarten	11
Grade 1	11
Grade 2	12
Grade 3	12
Grade 4	19
Grade 5	-Nineteen faculty total in grades 4 and 5
Grade 6	11
Grade 7	20
Grade 8	-Twenty faculty total in grades 7 and 8

Hobbs Municipal School District – Hobbs, NM

<u>Grade level</u>	<u>Total number of 2009 – 2010 funded positions</u>
Kindergarten	38*
Grade 1	37*
Grade 2	33*
Grade 3	30*
Grade 4	30*
Grade 5	28*
Grade 6	24*
Grade 7	20**
Grade 8	31**

***There are an additional 65 faculty who teach from K-6th grades in the areas of Physical Education , Special Education, and Bilingual Education**

****There are an additional 26 faculty who teach in grades 7 and 8 in the areas of Physical Education, Special Education, and Bilingual Education**

Eunice Municipal School District – Eunice, NM

<u>Grade level</u>	<u>Total number of 2009 – 2010 funded positions</u>
Kindergarten	3
Grade 1	3
Grade 2	2
Grade 3	3
Grade 4	2
Grade 5	2
Grade 6	2
Grade 7	6
Grade 8	6

Jal Municipal School District – Jal, NM

<u>Grade level</u>	<u>Total number of 2009 – 2010 funded positions</u>
Kindergarten	2
Grade 1	2
Grade 2	2
Grade 3	1
Grade 4	2
Grade 5	1
Grade 6	2
Grade 7	5
Grade 8	-Five faculty total in grades 7 and 8

APPENDIX IV

New Mexico Junior College

**Lea County New Mexico Public School – 3-year Predicted Faculty Staffing – needs for 2010
-- 2013 -- Grades K - 8**

As a part of the survey process undertaken by the Task Force and aided by the Office of Institutional Effectiveness of New Mexico Junior College, members were asked to seek additional information regarding the faculty staffing needs of each district. Based upon this inquiry, the following data is submitted:

Tatum Schools – Tatum, NM

<u>Grade level</u>	<u>Number of positions predicted above current funded level through 2013 (3-year prediction)</u>
Kindergarten	1 (2 faculty total)
Grade 1	1 (2 faculty total)
Grade 2	1 (2 faculty total)
Grade 3	1 (2 faculty total)
Grade 4	1 (2 faculty total)
Grade 5	1 (2 faculty total)
Grade 6	1 (2 faculty total)
Grade 7	5
Grade 8	-Five new faculty for grades 7 and 8 (10 faculty total)

Lovington Public School District – Lovington, NM

<u>Grade level</u>	<u>Number of positions predicted above current funded level through 2013 (3-year prediction)</u>
Kindergarten	0 (maintain current level of 11 faculty total)
Grade 1	0 (maintain current level of 11 faculty total)
Grade 2	0 (maintain current level of 12 faculty total)
Grade 3	0 (maintain current level of 12 faculty total)
Grade 4	0
Grade 5	0 (maintain current level of 19 faculty total for grades 4 and 5)
Grade 6	0 (maintain current level of 11 faculty total)
Grade 7	0
Grade 8	0 (maintain current level of 20 faculty total for grades 7 and 8)

Hobbs Municipal School District – Hobbs, NM

<u>Grade level</u>	<u>Number of positions predicted above current funded level through 2013 (3-year prediction)</u>
Kindergarten	0 (maintain current level of 38 faculty total)
Grade 1	0 (maintain current level of 37 faculty total)
Grade 2	0 (maintain current level of 33 faculty total)
Grade 3	0 (maintain current level of 30 faculty total)
Grade 4	0 (maintain current level of 30 faculty total)
Grade 5	0 (maintain current level of 28 faculty total)
Grade 6	0 (maintain current level of 28 faculty total)
Grade 7	0 (maintain current level of 20 faculty total)
Grade 8	0 (maintain current level of 31 faculty total)

The district plans to continue to employ the same number of additional faculty who teach K-6th Physical Education, Special Education, and Bilingual Education (65 faculty total)

The district plans to continue to employ the 26 faculty positions for grades 7 and 8 in the areas of Physical Education, Special Education, and Bilingual Education.

Eunice Municipal School District – Eunice, NM

<u>Grade level</u>	<u>Number of positions predicted above current funded level through 2013 (3-year prediction)</u>
Kindergarten	0 (maintain current level of 3 faculty total)
Grade 1	0 (maintain current level of 3 faculty total)
Grade 2	0 (maintain current level of 2 faculty total)
Grade 3	0 (maintain current level of 3 faculty total)
Grade 4	0 (maintain current level of 2 faculty total)
Grade 5	0 (maintain current level of 2 faculty total)
Grade 6	0 (maintain current level of 2 faculty total)
Grade 7	0 (maintain current level of 6 faculty total)
Grade 8	0 (maintain current level of 6 faculty total)

Jal Municipal School District – Jal, NM

<u>Grade level</u>	<u>Number of positions predicted above current funded level through 2013 (3-year prediction)</u>
Kindergarten	0 (maintain current level of 2 faculty total)
Grade 1	0 (maintain current level of 2 faculty total)
Grade 2	0 (maintain current level of 2 faculty total)
Grade 3	0 (maintain current level of 1 faculty total)
Grade 4	0 (maintain current level of 2 faculty total)
Grade 5	0 (maintain current level of 1 faculty total)
Grade 6	0 (maintain current level of 2 faculty total)
Grade 7	0
Grade 8	0 (maintain current level of 5 faculty total for grades 7 and 8)

APPENDIX V

New Mexico Junior College

**Faculty Hiring for Lea County New Mexico Public Schools
Grade Levels K—8 for 2008 – August 2010**

	Hobbs	Lovington	Eunice	Tatum	Jal
Kindergarten	7	1	1		
First Grade	13	8	2		1 retired/not replacing*
Second Grade	10	5	1	1	1 retired/not replacing*
Third Grade	6	2	2	3 (3 rd , 4 th , 5 th , 6 th combined)	
Fourth Grade	7	8	1		1 (Band Only— Actually 1 st - 4 th grades)
Fifth Grade	9	4			1
Sixth Grade	11	1			
Seventh Grade		10 (7 th & 8 th combined)	3 (7 th & 8 th Science)		
Eighth Grade				1	
Other: SPED in K-6 Music P.E. Bilingual Junior High: Science Math Business SPED Band Bilingual P.E. English Social Studies	4 1 4 1 2 6 1 5 1 1 1 1 2		2		*Former Elementary P.E./Reading Aid has been retained to absorb retirements in 1 st & 2 nd grades.

APPENDIX VI

New Mexico Junior College

Educational Attainment Report

New Mexico Junior College



NEW MEXICO
Junior College

5317 Lovington Hwy

Hobbs, New Mexico 88240

505.392.4510

Educational Attainment Overview Report



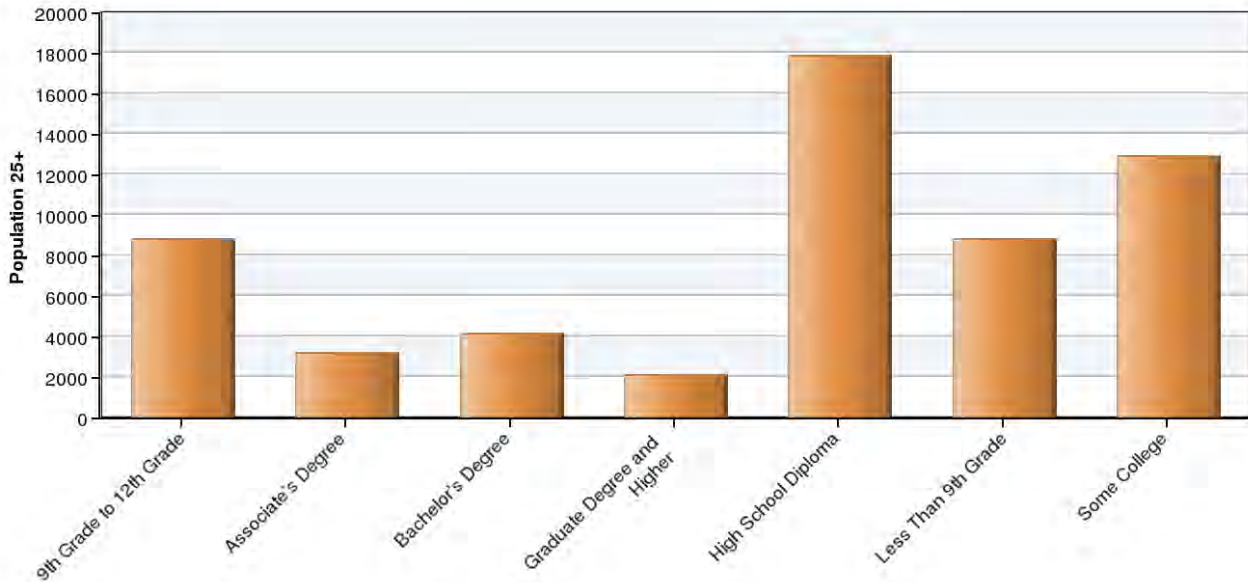
Economic Modeling Specialists, Inc. www.economicmodeling.com

EMSI

Region Info

Region: Expanded Service Area

County Areas: Lea, New Mexico (35025), Andrews, Texas (48003), Gaines, Texas (48165), Yoakum,



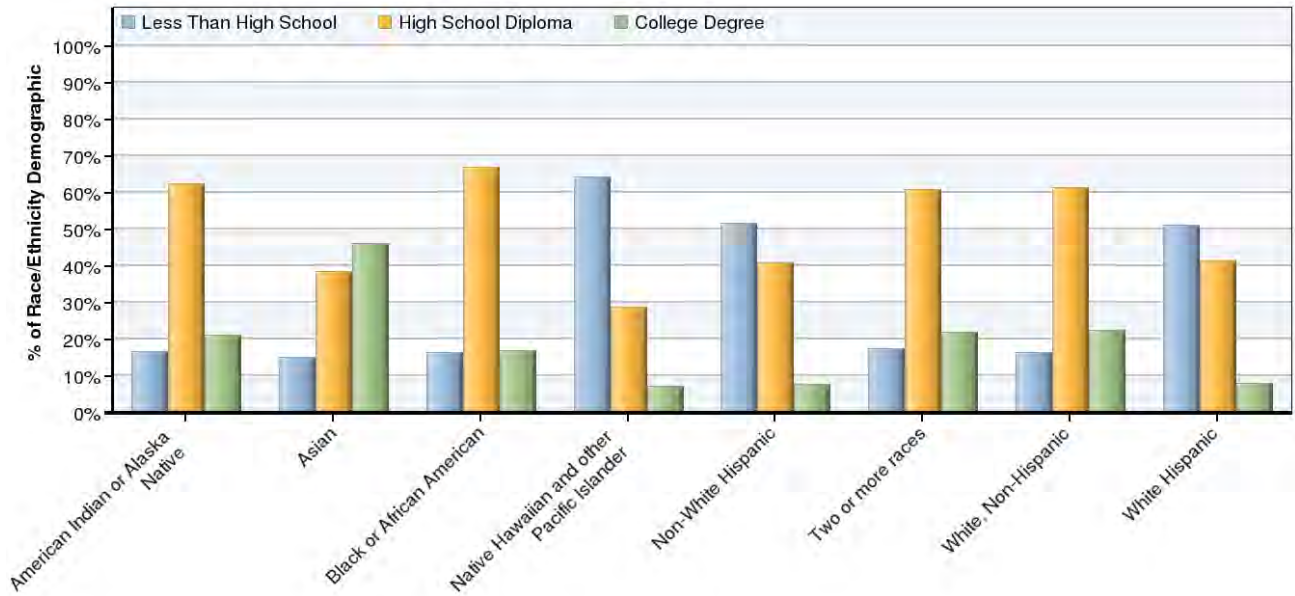
Texas (48501)

Educational Attainment Demographics

Education Level	2009 Population	% of Population	State % Population	Nat. % Population
9th Grade to 12th Grade	8,813	15%	11%	11%
Associate's Degree	3,183	6%	6%	6%
Bachelor's Degree	4,160	7%	16%	17%
Graduate Degree and Higher	2,107	4%	8%	10%
High School Diploma	17,835	31%	26%	28%
Less Than 9th Grade	8,789	15%	9%	6%
Some College	12,890	22%	24%	22%
Total	57,778	100%	100%	100%

Source: EMSI Complete Employment - 4th Quarter 2009

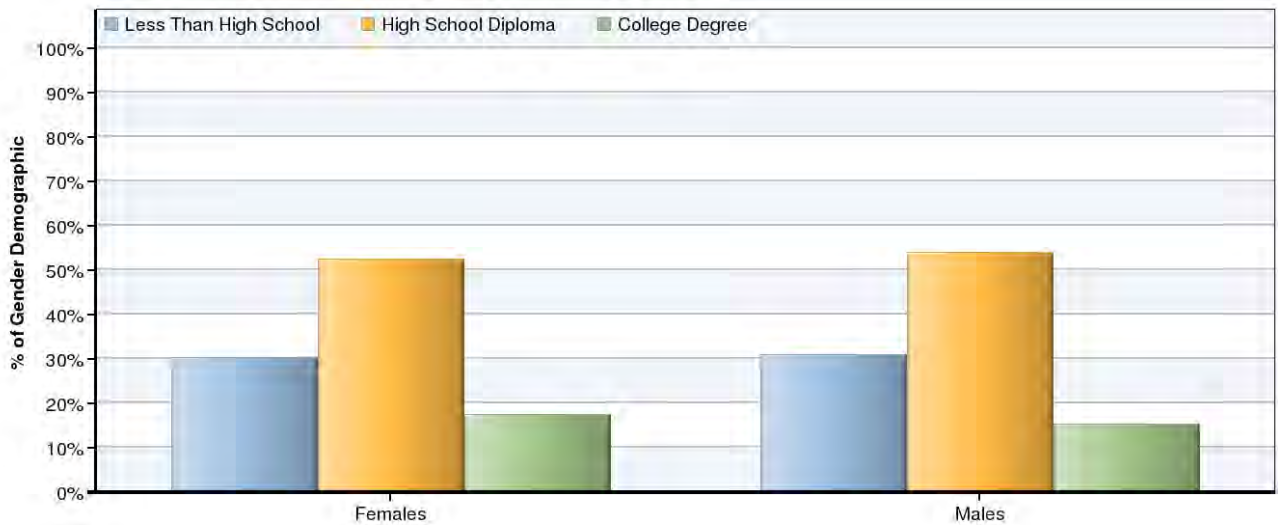
Race/Ethnicity Demographics



Race/Ethnicity	2009 Population	Less Than High School	High School Diploma	College Degree
American Indian or Alaska Native	414	69	258	87
Asian	258	39	99	119
Black or African American	1,927	315	1,287	325
Native Hawaiian and other Pacific Islander	14	9	4	1
Non-White Hispanic	662	341	270	51
Two or more races	416	72	253	91
White, Non-Hispanic	31,182	5,082	19,106	6,994
White Hispanic	22,906	11,675	9,449	1,782
Total	57,778	17,602	30,726	9,450

Source: EMSI Complete Employment - 4th Quarter 2009

Gender Demographics



Gender	2009 Population	Less Than High School	High School Diploma	College Degree
Females	29,353	8,847	15,372	5,134
Males	28,425	8,756	15,353	4,315
Total	57,778	17,602	30,726	9,450

Source: EMSI Complete Employment - 4th Quarter 2009

Data Sources and Calculations

Educational Attainment Data

EMSI's educational attainment numbers are based on Census 1990, Census 2000, the Current Population Survey, and EMSI's demographic data. By combining these sources, EMSI interpolates for missing years and projects data at the county level. Educational attainment data cover only the population aged 25 years or more and indicate the highest level achieved.

Demographic Data

The demographic data in this report is compiled from several sources using a specialized process. Sources include US Census Bureau annual estimates, birth and mortality rates from the US Health Department, and projected regional job growth.

State Data Sources

This report uses state data from the following agencies: New Mexico Department of Labor, Bureau of Economic Research and Analysis; Texas Workforce Commission.

APPENDIX VII

New Mexico Junior College

Candidate Agreement – NMJC Alternative Licensure in Elementary Education

The New Mexico Junior College Alternative Licensure Program in Elementary Education represents a concentrated curriculum in the emphasis area, designed to meet the New Mexico State Board of Education criteria. It is important that participants understand and subscribe to program conditions and parameters.

Please carefully read all of the following, initial beside each item, and sign at the bottom of the agreement in the space provided:

_____	I certify statements made by me in my application materials and departmental interview are true, complete and correct to the best of my knowledge and belief. I understand that any false statements, misrepresentations or omissions made by me on the application or during the application process shall be grounds for refusal for admittance.
_____	I understand that to be fully admitted to the New Mexico Junior College Alternative Licensure Program in Elementary Education, I must submit official test results showing passing scores for NMTA Basic Skills Test. A student may be temporarily admitted on the basis proof of NMTA Basic Skills Test registration. (See previous section “Program Entry, Mid-point, and Exit Requirements”)
_____	I affirm that a background check would show no reason for license denial when I submit an application for licensure to the New Mexico State Public Education Department.
_____	I understand the New Mexico Junior College Alternative Licensure Program in Elementary Education is a rigorous program and that I must complete all courses with a “C” or better, in order to receive a certificate of completion.
_____	I understand that I must maintain an overall minimum Grade Point Average of 2.8 for successful completion of the program of study.
_____	I understand that a supervised field experience of no less than 14 weeks of classroom experience is a required component of the Program.
_____	I understand that I must attain a minimum of a grade of “B” in the field experience practicum course, in order to successfully complete the program of study.
_____	I understand that class attendance is essential since much learning takes place in group discussions, seminars, etc.; missed attendance for any single course may jeopardize my position in the Program.
_____	I understand that the courses in the New Mexico Junior College Alternative Licensure Program in Elementary Education do not apply toward a Master’s degree, and that the program must be completed in its entirety in order to receive a letter of program completion to accompany my application to the State Education Department Licensure Unit.
_____	I understand that it is my responsibility to acquire a letter of acceptance from New Mexico Junior College in order to apply for an internship teacher license.

_____	I acknowledge that the New Mexico Junior College program of courses is inclusive of the provisions for the Professional Teacher Education Requirements component for an Alternative License, and that it is my responsibility to complete all other requirements in order to obtain a teaching license from the New Mexico Public Education Department.
_____	I understand that by successfully completing this program, and upon successful completion of the New Mexico Teacher Assessment, I am eligible to apply for a three-year alternative teaching license. During the three-year period, I must fulfill the NM Public Education Department (PED) requirement of a 1-3 year mentorship provided by my employing school district, at which point I am eligible to apply for a Level II teaching license.
_____	I understand that by completing the New Mexico Junior College Alternative Licensure Program in Elementary Education and upon successfully passing the New Mexico Teacher Assessment, I am eligible to move from licensure Level 1 through Level III—as any other standard-licensed teachers who meet the criteria for movement through these levels.
_____	I understand that completion of the New Mexico Junior College Alternative Licensure Program in Elementary Education does not guarantee employment.

Signature of Applicant:	Date:

APPENDIX VIII

New Mexico Junior College

Mid-point and Final Program-of-Study Audit

Name: _____ ID# _____

PRELIMINARY ACCEPTANCE INTO THE PROGRAM

- Complete application packet accepted ___ ✓
- Transcript review met requirements for
prior academic degree ___ ✓
- Successful passage of interview
with NMJC staff ___ ✓
- Completed, submitted and accepted
background check ___ ✓
- On file signed Candidate Agreement ___ ✓
- Proof of registration for NMTA Basic Skills Test ___ ✓

FULL ACCEPTANCE INTO THE PROGRAM

- Passing score on the NMTA Basic Skills Test ___ ✓

COURSES

*A student may enter the program at any point in the sequence of coursework. However, Elementary Field Experience must be taken the final semester.

*The student should seek a formal audit by a member of the faculty (advisor) after the completion of *two* courses.

- ED___ Early Literacy & Young Children (3) ___ ✓
- ED___ Elementary Curriculum & Teaching Methods (3) ___ ✓
- ED___ Teaching Elementary Reading (3) ___ ✓
- ED___ Elementary Field Experience (3) ___ ✓

FINAL REQUIREMENTS FOR ALTERNATIVE LICENSURE PROGRAM

- Attainment of a cumulative grade point average of at least 2.8 for the NMJC Alternative Licensure Program coursework, and an earned grade of 3.0 or better in the ED ___ Elementary Field Experience course. ___ ✓
- Students will not be eligible to receive a certificate of completion if they have unresolved incomplete (I) grades on their academic record. ___ ✓

TESTING REQUIREMENTS FOR INITIAL LICENSE

- New Mexico Assessment of Teacher Competency ___ ✓
- New Mexico Content Knowledge Assessment in Elementary Education ___ ✓

Although college officials will provide assistance when possible, it is the final responsibility of the student to check all phases of his or her program of study.

Advisor’s Signature: _____ Date: _____

Registrar’s Office: _____ Date: _____

APPENDIX IX

NEW MEXICO JUNIOR COLLEGE

MISSION STATEMENT

EARLY LITERACY AND YOUNG CHILDREN

I. GENERAL COURSE INFORMATION

- A. Course Title: Early Literacy And Young Children
- B. Course Number: ED _____
- C. Semester: Summer 2012
- D. Days/Time:
- E. Credit Hours: 3
- F. Instructor:
- G. Office:
- H. Email Address:
- I. Office Phone:
- J. Office Hours:
- K. Prerequisite(s): none
- L. Corequisite(s): none
- M. Class Location:

II. COURSE DESCRIPTION

This course is designed to help students learn how to develop an effective language arts program in the early elementary grades. Emphasis will be placed on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Theory, research, and classroom practice will be linked as students develop an understanding of how to help children become successful readers and writers. A portion of assignments will allow students to explore strategies and apply these skills in authentic situations with children. This is a three credit hour course.

III. COURSE RATIONALE / TRANSFERABILITY

This course does not meet any requirements for any other teacher education program. If the student is planning to transfer to a four-year college/university, the student should inquire at the receiving institution to see if the course will count toward degree requirements.

IV. REQUIRED / SUGGESTED COURSE MATERIALS

Required:

Literacy in the Early Grades, 3rd edition, Gail E. Tompkins; Pearson; ISBN # 978-0-13-138149-0 (with My Education Lab)

Suggested: None.

You can buy your books online at the [NMJC Bookstore](#).

V. GRADING POLICY

Students attending New Mexico Junior College will be evaluated according to the following grading scale:

90 - 100%	=	A
80 - 89%	=	B
70 - 79%	=	C
60 - 69%	=	D
0 - 59%	=	F

VI. GENERAL COURSE OBJECTIVES / COMPETENCIES

The NMJC Alternative Licensure Program in Elementary Education is designed for individuals who possess a desire to teach in elementary schools, but have a degree in a field other than education. The courses include elementary curriculum and teaching methods, early literacy and young children, teaching elementary reading, and an elementary field experience. Classroom management and working with children with special needs will be emphasized throughout the program.

VII. SPECIFIC COURSE OBJECTIVES / COMPETENCIES

By the conclusion of this course, the successful student should be able to

- Describe methods to promote a child’s development of effective reading strategies related to phonemic awareness, phonics, fluency, vocabulary, and comprehension **J2(c)**;
- Discuss the foundations of reading and language arts development, including but not limited to:
 - research on reading;
 - how children learn to speak, read, write, and listen;
 - cultural, linguistic, environmental, and physiological factors in reading and language arts development;
 - children’s developmental processes;
 - characteristics of proficient and non-proficient readers;
 - relationship between oral and written language;
 - language structure including graphophonics, semantics, syntax, and pragmatics systems **J2a**;

- Describe the use of classroom reading assessment to diagnose students' instructional needs and modify instruction appropriately **J2b(i)**;
- Link assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards **J2b (ii)**;
- Differentiate methods of instruction based on needs of students and design instruction based on reading and language arts components **J2(c)**;
- Use observation skills for informal assessment **D7**;
- Adjust lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs **H8**;
- Explain communications theories, language development, and the role of language in student learning **K3**;
- Apply a variety of strategies to facilitate language acquisition and development **K4**;
- Plan experiences that demonstrate recognition that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation **K5**;
- Explain how writing is critical to other areas of language acquisition, cognitive growth, and expression **K6**;
- Recognize that the focus of reading is communication of meaning through interaction between the reader and the text **K7**;
- Use a variety of reading materials, including children's literature, non-fiction, technological media, stories, poems, biographies, texts from various subject areas **J2d (v)**; and,
- Apply a variety of verbal and non-verbal sign systems in order to expose students to multiple expressive modes across the curriculum **K8**;
- Select materials and tools for measuring and evaluating student progress, and uses the information to plan appropriate instruction **D2, 3, 4, 5**;
- Critically review, select, and adapt materials, resources, and technologies and analyze them for **(A.8)**
 - age appropriateness;
 - developmental level;
 - cultural and linguistic background;
 - exceptionalities;
 - biases and stereotypes;
 - content appropriateness in regard to curriculum;
 - reading level;
 - relevance to students.
- Use learning theory, knowledge of the subject matter, and curriculum development in planning instruction to meet curriculum goals. **(B.1)**
- Support the physical, social, emotional, cognitive, and linguistic development of students when planning instruction. **(B.2)**
- Plan learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught. **(B.3)**
- Create short- and long-term plans that are linked to student needs, performance, learning styles, family, culture, and community **(B.4, 5)**

- Develop lessons that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties, and physical or mental challenges. **(B.6)**
- Use assessment strategies and instruments appropriate to the learning outcomes being evaluated. **(B.9)**
- Develop sequential lessons that include knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals. **(B.11)**
- Construct activities and transitions that guide students to be focused and reflect positive classroom management. **(C.11)**
- Recognize developmental levels of student knowledge and skills including typical and atypical patterns **(D.9)**
- Articulate effective communication methods when discussing assessment results with students, parents, lay audiences, and other educators **(D.14)**
- Create instructional opportunities that show sensitivity to differing approaches to learning and may be adapted to diverse learners **(F.1)**

VIII. GENERAL/MISCELLANEOUS

Students will be held responsible for the information on these pages.

Attendance Policy

Attendance is required at every session of each course for which the student is enrolled. When unavoidable circumstances make attendance impossible, students must provide a satisfactory explanation of their absences to their professors. College-sponsored activities are considered excused absences and the appropriate sponsor of those students who will be absent from class will notify professors. Students having absences due to college-sponsored activities will need to make arrangements with the affected classes / professor to take care of required work; however, arrangements for make-ups should be made within a reasonable time frame, usually within one week of the absence. Regarding make-up work, absences due to late registration are considered the same as regular absences.

ADA Compliance

Reasonable accommodations will be only made for students who have a verifiable need. Any student requiring accommodations must have his / her need verified by the Special Needs Services Coordinator. A physician or appropriate agency working with the student must substantiate the need. The coordinator will then notify the professor(s) of the type(s) of accommodation(s) needed by the student.

Classroom Conduct

The professor is responsible for maintaining a class environment best suited for effective learning. By registering for this class, the student is assumed to have entered into an agreement with New Mexico Junior College and the professor to attend the class regularly

and to behave in an **appropriate** manner at all times. Disruptive behavior **may** result in the student being removed from the class.

Academic Honesty

Each student is expected to maintain the highest standards of honesty and integrity in academic matters. The College reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet these standards. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; and nondisclosure or misrepresentation in filling out applications or other college records. Cheating or gaining illegal information for any type of graded work is considered dishonest and will be dealt with accordingly.

Plagiarism

Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports, or other writings of a fellow student, is guilty of plagiarism. Plagiarism violates the academic honest policy and is considered cheating.

Withdrawal Policy

Regular, punctual attendance is required for all classes at NMJC. Although the professor has the right to drop any student who has missed a total of two weeks or more of a class (six class sessions for a MWF section, four class sessions for a MW or TuTh sections, two class sessions for a night section, etc.), it is not guaranteed that the professor will drop the student. If the student chooses to stop attending a class, **he / she** should withdraw from the class by going to the Admissions and Records Office and completing the proper paperwork **before 5:00 p.m. on Friday, November 20, 2009**. Failure to withdraw from a course by this date may result in the student receiving an "F" in the course.

Food and Drink Policy

Food items and soft drinks may **not** be consumed in NMJC classrooms. Students are also discouraged from bringing food and drink items into the classroom even though these items remain in sealed packaging. Bottled water is permissible.

Smoking/Use of Tobacco

New Mexico Junior College is cognizant of the health hazards associated with smoking / use of tobacco for the smoker, as well as the non-smoker. In an effort to provide a healthy environment for students, employees, and other who may frequent the campus, NMJC prohibits smoking / use of tobacco inside any campus building or facility.

No Children in the Classroom

In order to adhere to instructional procedures as well as maintain the safety of children, NMJC's policy of no children in the classrooms (lecture, lab, etc.) will be followed.

Cell Phones/Pagers

All cell phones and pagers must be turned off when the student is participating in any lecture, laboratory, or other learning activity.

IX. [CRITICAL INCIDENT AND EVACUATION PLAN](#)**X. ACADEMIC CALENDAR****XI. FINALS SCHEDULE****XII. COURSE OUTLINE**

View detailed course outline within Blackboard

Objectives and Activities

Early Literacy and Young Children

By the conclusion of this course, the successful student should be able to describe methods to promote a child's development of effective reading strategies related to phonemic awareness, phonics, fluency, vocabulary, and comprehension. **J2(c)**

- Word Recognition and Phonics Activities - Design 2 activities or hands-on experiences for children between Kindergarten – 3rd grade. One activity should use writing to help promote word recognition skills and the other should focus on phonemic awareness or phonics. Use your text or the Internet to help you with ideas. Lesson Plans are required.

By the conclusion of this course, the successful student should be able to link assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards. **J2b (ii)**

- Students will create a lesson and assessment linked to a standard and benchmark of their choice.

By the conclusion of this course, the successful student should be able to differentiate methods of instruction based on needs of students and design instruction based on reading and language arts components. **J2(c)**

- Students will work with children during the semester to help increase their students' reading and/or writing skills. Attention will be paid to applying concepts and strategies discussed in class to their individual situations.

By the conclusion of this course, the successful student should be able to use observation skills for informal assessment. **D7**

- Students will document and evaluate observations of children with regard to literacy. Attention will be given to proper observation strategies and documentation.

By the conclusion of this course, the successful student should be able to adjust lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs. **H8**

- After creating a lesson plan for the class, the student will also be required to adjust that lesson for a particular exceptionality.

By the conclusion of this course, the successful student should be able to apply a variety of strategies to facilitate language acquisition and development. **K4**

- Students will choose and then read a story or portion of a book to the class. Through the story reading demonstration, they will show how to keep students' interest, ask lower level and higher order questions that aid in comprehension, and allude to extension-type activities. Assignment – Carry out the same procedure with children of the appropriate age group.

By the conclusion of this course, the successful student should be able to plan experiences that demonstrate recognition that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation. **K5**

- Create a language arts lesson plan based on authentic literacy experiences. Examples: writing letters to community members, reading to nursing home residents, etc.

By the conclusion of this course, the successful student should be able to use a variety of reading materials, including children's literature, non-fiction, technological media, stories, poems, biographies, texts from various subject areas. **J2d (v)**

- Choose a topic of your choice and a grade level of your choice. Then find as many different reading materials as possible to share with the class.

By the conclusion of this course, the successful student should be able to select materials and tools for measuring and evaluating student progress, and uses the information to plan appropriate instruction **D2, 3, 4, 5.**

- Using informal assessments, checklists, and rubrics discussed in the course assess children's levels of print awareness, phonemic awareness, word recognition, stages of writing, and comprehension. Report and class discussion.

Objectives are addressed through class discussion, written tests, direct instruction, textbook readings, and other information collecting activities.

Sample Rubric for San Diego Quick Assessment

	Criteria	Thoroughly reported throughout or most of the time (20-25)	Reported some of information, but needed more (15-19)	Area needs improvement (0-14)
1.	<ul style="list-style-type: none"> • Included SDQA sheets for <u>3 or more children</u> • Figured scores accurately (10 points per word) • <u>Labeled columns</u>: Independent (90% or better), Instructional (80% or better), Frustration (70% or better) • Marked each with the <u>proper percentage (%)</u> 			
2.	<p>Report includes <i>heading</i>.</p> <ul style="list-style-type: none"> • <i>Date</i> administered, do not use child's—create one or use numbers/letters to identify, child's <i>age/grade</i> in school • Notes which <i>grade level</i> for each of the following: Independent level, Instructional level, and Frustration level • Uses proper college-level writing skills throughout 			
3.	<p>In report, noted:</p> <ul style="list-style-type: none"> • <i>Anxiety behaviors</i> – Did you notice fidgeting, finger or hair twisting, coughing, etc? • <i>Speed of reading</i> on each level – Slow, hesitant, appropriate speed/fluent, overly fast resulting in errors? 			
4.	<p><i>Analysis</i> of errors/miscues and <i>recommendations</i>:</p> <ul style="list-style-type: none"> • If possible, list <i>patterns</i> in types of errors (initial/first part, final, middle part of words; vowels; endings, certain letters, misses words that have ___ number of syllables)? • What <u>recommendations</u> do you have? <ul style="list-style-type: none"> ○ Increase amount of reading on ___ level (most – instructional; some - independent level) ○ Focus on which area of phonics instruction? (Look at the miscue patterns you noted. See Phonics information in text.) 			
	Total score:			

NEW MEXICO JUNIOR COLLEGE

MISSION STATEMENT

TEACHING ELEMENTARY READING

I. GENERAL COURSE INFORMATION

A. Course Title: Teaching Elementary Reading

B. Course Number: ED ____

C. Semester: Fall 2010

D. Days/Time:

E. Credit Hours: 3

F. Instructor:

G. Office:

H. Email Address:

I. Office Phone:

J. Office Hours:

K. Prerequisite(s): none

L. Corequisite(s): none

M. Class Location:

II. COURSE DESCRIPTION

This course will emphasize developing methods and activities that promote success in literacy development of children from the intermediate elementary grades to middle school. The course will cover phonemic awareness, phonics instruction, fluency, vocabulary development and comprehension skills. Additionally, the important correlation between writing experiences and learning to read as well as the effective use of art, music, and drama for literacy instruction will be explored. Practicum assignments provide students experiences outside of class and the opportunity to work with children at various levels. This is a three credit hour course.

III. COURSE RATIONALE / TRANSFERABILITY

This course does not meet any requirements for any other teacher education program. If the student is planning to transfer to a four-year college/university, the student should inquire at the receiving institution to see if the course will count toward degree requirements.

IV. REQUIRED / SUGGESTED COURSE MATERIALS

Required:

Roe, Betty D. (2012). *Teaching Reading in Today's Elementary Schools, 11th edition*. Cengage Learning.

Suggested:

None.

You can buy your books online at the [NMJC Bookstore](#).

V. GRADING POLICY

Students attending New Mexico Junior College will be evaluated according to the following grading scale:

90 - 100%	=	A
80 - 89%	=	B
70 - 79%	=	C
60 - 69%	=	D
0 - 59%	=	F

VI. GENERAL COURSE OBJECTIVES / COMPETENCIES

The general objective of the NMJC Alternative Licensure Program is to prepare individuals who possess a degree in a field other than education to teach at the elementary level. The courses include Elementary Curriculum and Teaching Methods, Early Literacy and Young Children, Teaching Elementary Reading, Methods of Classroom Management, and Elementary Field Experience.

VII. SPECIFIC COURSE OBJECTIVES / COMPETENCIES

By the conclusion of this course, the successful student should be able to

- design instruction based on the following reading components: phonemic awareness, phonics, fluency, vocabulary development, and comprehension **J2(c)**;
- differentiate methods of instruction based on needs of students, providing success for students with exceptionalities **J2(c)**;
- design comprehensive reading and writing instruction that result in students becoming proficient in the language arts content standards, benchmarks, and performance standards **J2(d)**;
- explain the foundations of reading and language arts development **J2(a)**;
- discuss the use of classroom reading assessment to diagnose students' instructional needs and modify instruction appropriately **J2(b), D5**;
- describe the connection between assessment and instruction of reading to New Mexico language arts content standards, benchmarks, and performance standards **J2(b),;**

- identify a variety of assessment tools, including but not limited to portfolios, performance-based assessment, and student writing **D11**;
- recognize unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information **D10**;
- analyze student responses, explanations, and demonstrations as well as a variety of methods, strategies, and procedures students use in producing the correct answer **D12, D13**;
- recognize the importance of technology as a tool for learning and communication as well as demonstrate the use of a variety of technologies into planned activities **B7, E3, K14**;
- discuss how to promote higher order thinking skills, creativity, and independent thinking **B8**;
- evaluate lesson plans by observing classroom interactions, questioning, and analyzing student work **B10**;
- identify current research findings regarding individual differences such as linguistic backgrounds, developmental levels, exceptionalities, and gender **F3**;
- evaluate curriculum materials according to stereotypes and biases as well as adapt instruction appropriately **F4, F5**;
- identify and develop appropriate responses to differences among language learners being specifically sensitive to New Mexico's unique linguistic and cultural diversity **F6, F7**;
- discuss the central role that community and family play in the learning process of a child and should be able to utilize these experiences to enhance learning **G2**;
- explain the importance of communicating with parents and community members as well as the importance of parents' and community members' participation in classroom and school curriculum development and the decision making process **G6, G7**;
- develop IEPs and design language arts lessons according to IEPs as well as discuss the responsibilities in implementing objectives set in an IEP **H3, H4, H5**;
- discuss the social, emotional, physical, and academic needs of students with exceptionalities **H9**;
- identify his/her role in the educational decision-making process as an advocate for children, school, district, community, and self **A4**;
- demonstrate communication skills both orally and in writing **K2**;
- explain communication theories, language development, and the role of language in student learning **K3**, and;
- recognize that the conventions and skills of language are connected and need to be taught in meaningful and authentic contexts **K5, K6**.

VIII. GENERAL/MISCELLANEOUS

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Academic Honesty

Each student is expected to maintain the highest standards of honesty and integrity in academic matters. The College reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet these standards. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; and nondisclosure or misrepresentation in filling out applications or other college records. Cheating or gaining illegal information for any type of graded work is considered dishonest and will be dealt with accordingly.

Plagiarism

Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports, or other writings of a fellow student, is guilty of plagiarism. Plagiarism violates the academic honest policy and is considered cheating.

Withdrawal Policy

Regular, punctual attendance is required for all classes at NMJC. Although the professor has the right to drop any student who has missed a total of two weeks or more of a class (six class sessions for a MWF section, four class sessions for a MW or TuTh sections, two class sessions for a night section, etc.), it is not guaranteed that the professor will drop the student. If the student chooses to stop attending a class, **he / she** should withdraw from the class by going to the Admissions and Records Office and completing the proper

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No Children in the Classroom

In order to adhere to instructional procedures as well as maintain the safety of children, NMJC’s policy of no children in the classrooms (lecture, lab, etc.) will be followed.

Cell Phones/Pagers

All cell phones and pagers must be turned off when the student is participating in any lecture, laboratory, or other learning activity.

IX. [CRITICAL INCIDENT AND EVACUATION PLAN](#)

X. [ACADEMIC CALENDAR](#)

XI. [FINALS SCHEDULE](#)

XII. COURSE OUTLINE

View detailed course outline within Blackboard

Objectives and Activities Teaching Elementary Reading

By the conclusion of this course, the successful student should be able to design instruction based on the following reading components: phonemic awareness, phonics, fluency, vocabulary development, and comprehension. **J2(c)**

- The student will lead a reading group with an effective method of teaching reading. The instruction will include phonemic awareness, phonics, fluency, vocabulary development, and comprehension. The student will apply various strategies and means of helping children learn to be better readers and writers.

By the conclusion of this course, the successful student should be able to differentiate methods of instruction based on needs of students, providing success for students with exceptionalities. **J2(c)**

- An in-class activity is for each student to identify a different strategy for helping students who are reading below grade level found in a journal article on the library database. The class will then discuss the different strategies found and evaluate their usefulness from the knowledge they have learned about teaching reading to elementary students.

By the conclusion of this course, the successful student should be able to design comprehensive reading and writing instruction that result in students becoming proficient in the language arts content standards, benchmarks, and performance standards. **J2(d)**

- After observing and analyzing three literacy activities in the classroom, design a literacy activity for the grade level of your choice that is based on authentic and meaningful learning experiences. These activities will be shared in the class and analyzed for their effectiveness by the rest of the class.

By the conclusion of this course, the successful student should be able to analyze student responses, explanations, and demonstrations as well as a variety of methods, strategies, and procedures students use in producing the correct answer. **D12, D13**

- An in-class activity is for groups of students to be given samples of elementary student work. Within their group, they will analyze the student responses and discuss what methods, strategies, and procedures the students used in producing their answers.

By the conclusion of this course, the successful student should be able to recognize the importance of technology as a tool for learning and communication as well as demonstrate the use of a variety of technologies into planned activities **B7, E3, K14**

- Develop a multimedia presentation on a literacy topic of your choice for a grade level of your choice and share it with the class.

By the conclusion of this course, the successful student should be able to discuss how to promote higher order thinking skills, creativity, and independent thinking. **B8**

- An in-class activity is for students to divide into groups and identify critical thinking verbs from a list of Bloom's Taxonomy. The students will then discuss how writing objectives with the critical thinking verbs will promote higher order thinking skills, creativity, and independent thinking.

By the conclusion of this course, the successful student should be able to evaluate lesson plans by observing classroom interactions, questioning, and analyzing student work. **B10**

- Before the observation, ask the teacher for a copy of her lesson plans. During the observation, evaluate the lesson plan. After observing the teachers strategies for teaching reading, analyze what you would do differently in the classroom. Base your changes on current trends in education. See rubric.

By the conclusion of this course, the successful student should be able to evaluate curriculum materials according to stereotypes and biases as well as adapt instruction appropriately. **F4, F5**

- An in-class discussion is for students to look through a variety of children's books and evaluate them according to stereotypes and biases. They then will choose three books that would promote diversity and discuss how they would use them in the classroom.

By the conclusion of this course, the successful student should be able to develop IEPs and design language arts lessons according to IEPs as well as discuss the responsibilities in implementing objectives set in an IEP. **H3, H4, H5**
and

By the conclusion of this course, the successful student should be able to discuss the social, emotional, physical, and academic needs of students with exceptionalities. **H9**

- After looking at a variety of IEPs in the class, develop an IEP for a student with an exceptionality. The student may be one that you know or it may be a fictional student. After creating the IEP, design a language arts lesson according to the IEP. Share the IEP and lesson with the class.
- Following the presentations of the class, the students will discuss the responsibilities in implementing objectives set in an IEP and the social, emotional, physical, and academic needs of students with exceptionalities

By the conclusion of this course, the successful student should be able to demonstrate communication skills both orally and in writing. **K2**

- All written assignments will include a section on the rubric that evaluates the students' ability to communicate in writing. All presentations and lessons presented to the class will include a section on the rubric that evaluates the students' ability to communicate orally.

Objectives are addressed through class discussion, written tests, direct instruction, textbook readings, and other information collecting activities.

Sample Rubric for Language Activity Plan

Grading Criteria

	Exceptional Full Credit	Average – Half Credit	Needs Improvement – 0 Credit
Followed directions – All 12 sections are covered in the language activity plan (language activity title, materials needed, location of activity, number of children, language goal or objective, preparation, getting started (anticipatory set), show and explore, discussion of key points, application, transition statement, and evaluation) – 20 points			
Developmentally appropriate and child-centered - requires child’s active involvement (goes beyond worksheet or paper/pencil), appropriate expectations for attention span and abilities of identified age group – 20 points			
Preparation – well organized and planned, visually motivating, professional type appearance/finished-look, no errors, thoroughly prepared, attention to details; appears that sufficient amount of time was spent in planning and creating activity (not “thrown together the last minute,”) – 20 points			
Differentiation - You have included how you would differentiate instruction for at least two other groups in your class (students with special needs, English language learners, or gifted students) – 20 points			
Timeliness	On time Full credit	1 day to 7 days late Half credit	More than a week late 0 credit
worth 20 points			

NEW MEXICO JUNIOR COLLEGE

MISSION STATEMENT

ELEMENTARY CURRICULUM AND TEACHING METHODS

I. GENERAL COURSE INFORMATION

- A. Course Title: Elementary Curriculum and Teaching Methods
- B. Course Number: ED _____
- C. Semester: Spring 2011
- D. Days/Time:
- E. Credit Hours: 3
- F. Instructor:
- G. Office:
- H. Email Address:
- I. Office Phone:
- J. Office Hours:
- K. Prerequisite(s): none
- L. Corequisite(s): none
- M. Class Location:

II. COURSE DESCRIPTION

This course will emphasize effective teaching methods and how to design lessons for the elementary level (Kindergarten – 8th grade). Strategies for leading the class in small and large group settings, as well as maintaining a classroom environment that is conducive to learning, will be emphasized. This is a three credit hour course.

III. COURSE RATIONALE / TRANSFERABILITY

This course does not meet any requirements for any other teacher education program. If the student is planning to transfer to a four-year college/university, the student should inquire at the receiving institution to see if the course will count toward degree requirements.

IV. REQUIRED / SUGGESTED COURSE MATERIALS

Required:

Lemlech, Johanna K. (2010). *Curriculum and Instructional Methods for Elementary and Middle School*. 7th edition; Pearson

Suggested:

None

You can buy your books online at the [NMJC Bookstore](#).

V. GRADING POLICY

Students attending New Mexico Junior College will be evaluated according to the following grading scale:

90 - 100%	=	A
80 - 89%	=	B
70 - 79%	=	C
60 - 69%	=	D
0 - 59%	=	F

- Discussions – 25 points
- Assignments – 50 – 100 points
- Project – 150 points
- Tests – 100 points

VI. GENERAL COURSE OBJECTIVES / COMPETENCIES

The general objective of the NMJC Alternative Licensure Program is to prepare individuals who possess a degree in a field other than education to teach at the elementary level. The courses include Elementary Curriculum and Teaching Methods, Early Literacy and Young Children, Teaching Elementary Reading, Methods of Classroom Management, and Elementary Field Experience.

VII. SPECIFIC COURSE OBJECTIVES / COMPETENCIES

By the conclusion of this course, the successful student should be able to

- Critically review, select, and adapt materials, resources, and technologies and analyze them for **(A.8)**
 - age appropriateness;
 - developmental level;
 - cultural and linguistic background;
 - exceptionalities;
 - biases and stereotypes;
 - content appropriateness in regard to curriculum;
 - reading level;
 - relevance to students.
- Use learning theory, knowledge of the subject matter, and curriculum development in planning instruction to meet curriculum goals. **(B.1)**

- Support the physical, social, emotional, cognitive, and linguistic development of students when planning instruction. **(B.2)**
- Plan learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught. **(B.3)**
- Create short- and long-term plans that are linked to student needs, performance, learning styles, family, culture, and community **(B.4, 5)**
- Develop lessons that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties, and physical or mental challenges. **(B.6)**
- Use assessment strategies and instruments appropriate to the learning outcomes being evaluated. **(B.9)**
- Develop sequential lessons that include knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals. **(B.11)**
- Construct activities and transitions that guide students to be focused and reflect positive classroom management. **(C.11)**
- Select materials and tools for measuring and evaluating student progress, and uses the information to plan appropriate instruction. **(D.2, 3, 4, 5)**
- Interpret and use results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis **(D.6)**
- Recognize developmental levels of student knowledge and skills including typical and atypical patterns **(D.9)**
- Articulate effective communication methods when discussing assessment results with students, parents, lay audiences, and other educators **(D.14)**
- Create instructional opportunities that show sensitivity to differing approaches to learning and may be adapted to diverse learners **(F.1)**
- Compare the various cultures, history, and values of the community in which he or she plans to teach **(G.1)**
- Explain how special education regulations affect education and students with differing levels of abilities **(H.1, 2, 3, 4)**

- Demonstrate how lessons and strategies may be adjusted to meet the needs of students with exceptionalities, with regard to academic levels, the physical environment, and emotional needs **(H.8)**
- Compare the various theories of cognitive, social, aesthetic, emotional, and physical development **(I.1)**
- Demonstrate knowledge of mathematical concepts through a variety of teaching techniques, and can link assessment and instruction to the New Mexico standards and benchmarks for mathematics **(J.1:a, b, c, d, g, h)**
- Construct opportunities for elementary aged students to develop a variety of mathematical skills and concepts, including reasoning, logic, and tools such as technology and manipulatives in problem solving **(J.1:e, f)**
- Use open-ended problems and activities to allow elementary students to expand creatively on the material learned in classrooms **(J.1:i)**
- Demonstrate strategies to increase elementary students' language arts abilities in phonemic awareness, phonics, word recognition, vocabulary development, fluency, comprehension, and writing **(J.2:c, d)**
- Use the scientific method to help develop young students' abilities to identify and communicate a problem, and to design, implement, and evaluate a solution **(J.3:b)**
- Create activities and describe instructional methods that would promote full participation in an elementary science program, in a way that responds to student diversity **(J.3:c, d, e)**
- Demonstrate understanding of the principles of teaching and learning process that underlie social studies concepts and can translate into meaningful learning activities focusing on inquiry, authenticity, and collaboration **(J.4:a)**
- Communicate the concept that social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, and sociology and the interconnected relationship with other disciplines **(J.4:b, d)**
- Demonstrate strategies for helping students use multiple resources including documents, artifacts/regalia, direct observation, human resources, and personal background as part of the inquiry/research process. **(J.4:f)**
- Construct experiences that provide opportunities for students to appreciate the historical development of democratic values, institutions, nations, and cultures. **(J.4:g)**

- Describe ways to engage elementary students in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions. **(J.4:h)**
- Construct activities that encourage elementary students to present social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology. **(J.4:i)**
- Implement components of art such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to students' developmental levels. **(J.5:a)**
- Uses the arts as interdisciplinary units and themes. **(J.5:b)**
- Explains distinctions and connections between arts disciplines and arts experiences, and encourages study and active participation that leads to skill development and appreciation. **(J.5:c)**
- Provides opportunities for elementary students to communicate at a basic level in the four art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline. **(J.5:d)**
- Explain how to enable elementary students to develop and present basic analyses of works of art from structural, historical, and cultural perspectives. **(J.5:e)**
- Expose children to exemplary works of art from a variety of cultures and historical periods and provides opportunities for students to discuss and respond to them. **(J.5:f)**
- Relate basic types of arts knowledge and skills within and across the arts disciplines and makes connections with other disciplines. **(J.5:g)**

VIII. GENERAL/MISCELLANEOUS

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within a reasonable time frame, usually within one week of the absence. Regarding make-up work, absences due to late registration are considered the same as regular absences.

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IX. [CRITICAL INCIDENT AND EVACUATION PLAN](#)**X. ACADEMIC CALENDAR****XI. FINALS SCHEDULE****XII. COURSE OUTLINE**

View detailed course outline within Blackboard

Activities and Objectives Elementary Curriculum and Teaching Methods

1. **Project** - Students will work on a project over several weeks, which will encompass several competencies and objectives of this course. (Please note, however, the competencies will be addressed through *additional* assignments and experiences, as well. The project is only one example of an assignment which will address those competencies.)
- a) **Project/Step #1:** Using various resources, including the NM Standards and Benchmarks, students will design short and long-term lesson plans for two age groups (K-8th) that incorporate the major subject areas and needs of students at the respective age levels.

Competencies:

- Create short- and long-term plans that are linked to student needs, performance, learning styles, family, culture, and community **(B.4, 5)**

- b) **Project/Step #2:** After the short/long-term planning stage, students will create a series of lessons and experiences designed around a theme or project and include both small and large group experiences. Lesson plans and actual activities/materials will be required. Plans should reflect attention to the development of young students, in major areas, as well as various needs and learning styles.

Competencies:

- Select materials and tools for measuring and evaluating student progress, and uses the information to plan appropriate instruction. **(D.2, 3, 4, 5)**
- Critically review, select, and adapt materials, resources, and technologies and analyze them for **(A.8)**
 - age appropriateness;
 - developmental level;
 - cultural and linguistic background;
 - exceptionalities;
 - biases and stereotypes;
 - content appropriateness in regard to curriculum;
 - reading level;
 - relevance to students.
- Use learning theory, knowledge of the subject matter, and curriculum development in planning instruction to meet curriculum goals. **(B.1)**
- Support the physical, social, emotional, cognitive, and linguistic development of students when planning instruction. **(B.2)**

- Plan learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught. **(B.3)**
 - Develop sequential lessons that include knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals. **(B.11)**
- c) **Project/Step #3:** Lesson plans will include activities and instruction in the major subject areas (mathematics, language arts, science, and social studies) and art. Plans for instruction will be tied to the NM standards and benchmarks.
- Demonstrate knowledge of mathematical concepts through a variety of teaching techniques, and can link assessment and instruction to the New Mexico standards and benchmarks for mathematics **(J.1:a, b, c, d, g, h)**
 - Construct opportunities for elementary aged students to develop a variety of mathematical skills and concepts, including reasoning, logic, and tools such as technology and manipulatives in problem solving **(J.1:e, f)**
 - Demonstrate strategies to increase elementary students' language arts abilities in phonemic awareness, phonics, word recognition, vocabulary development, fluency, comprehension, and writing **(J.2:c, d)**
 - Use the scientific method to help develop young students' abilities to identify and communicate a problem, and to design, implement, and evaluate a solution **(J.3:b)**
 - Create activities and describe instructional methods that would promote full participation in an elementary science program, in a way that responds to student diversity **(J.3:c, d, e)**
 - Demonstrate understanding of the principles of teaching and learning process that underlie social studies concepts and can translate into meaningful learning activities focusing on inquiry, authenticity, and collaboration **(J.4:a)**
 - Communicate the concept that social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, and sociology and the interconnected relationship with other disciplines **(J.4:b, d)**
 - Demonstrate strategies for helping students use multiple resources including documents, artifacts/regalia, direct observation, human resources, and personal background as part of the inquiry/research process. **(J.4:f)**
 - Construct experiences that provide opportunities for students to appreciate the historical development of democratic values, institutions, nations, and cultures. **(J.4:g)**

- Describe ways to engage elementary students in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions. **(J.4:h)**
 - Explain how to enable elementary students to develop and present basic analyses of works of art from structural, historical, and cultural perspectives. **(J.5:e)**
 - Expose children to exemplary works of art from a variety of cultures and historical periods and provides opportunities for students to discuss and respond to them. **(J.5:f)**
 - Relate basic types of arts knowledge and skills within and across the arts disciplines and makes connections with other disciplines. **(J.5:g)**
- d) **Project/Step #4:** Art, music, drama, or dance will be included at least once within the plans, for each age group, as one means of advancing development in the major subject area(s).
- Construct activities that encourage elementary students to present social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology. **(J.4:i)**
 - Implement components of art such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to students' developmental levels. **(J.5:a)**
 - Uses the arts as interdisciplinary units and themes. **(J.5:b)**
 - Explains distinctions and connections between arts disciplines and arts experiences, and encourages study and active participation that leads to skill development and appreciation. **(J.5:c)**
 - Provides opportunities for elementary students to communicate at a basic level in the four art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline. **(J.5:d)**
- e) **Project/Step #5:** Students will be required to include a section in their lesson plans that show how the activity or lesson could be adjusted to be more challenging, or simplified. Also, students will explain how they will accommodate the diverse needs of a variety of learners.
- Develop lessons that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties, and physical or mental challenges. **(B.6)**

- Create instructional opportunities that show sensitivity to differing approaches to learning and may be adapted to diverse learners **(F.1)**
 - Compare the various cultures, history, and values of the community in which he or she plans to teach **(G.1)**
 - Explain how special education regulations affect education and students with differing levels of abilities **(H.1, 2, 3, 4)**
 - Demonstrate how lessons and strategies may be adjusted to meet the needs of students with exceptionalities, with regard to academic levels, the physical environment, and emotional needs **(H.8)**
 - Recognize developmental levels of student knowledge and skills including typical and atypical patterns **(D.9)**
- f) **Project/Step #6:** A variety of teaching techniques and strategies will be discussed and researched. Then students will choose the best methods for their lessons. The use of open-ended questions will be included. Students will also point out particular classroom management issues and how that emphasis will positively affect their instruction.
- Use open-ended problems and activities to allow elementary students to expand creatively on the material learned in classrooms **(J.1:i)**
 - Construct activities and transitions that guide students to be focused and reflect positive classroom management. **(C.11)**
- g) **Project/Step #7 (Final Step):** Students will include appropriate assessment strategies and instruments to determine whether learning outcomes are being met.
- Use assessment strategies and instruments appropriate to the learning outcomes being evaluated. **(B.9)**

5. **Small Groups/Roleplay** – Students will discuss, complete research, and design a skit to demonstrate best ways to communicate assessment results to people in various roles.

- Articulate effective communication methods when discussing assessment results with students, parents, lay audiences, and other educators **(D.14)**
-

6. **Small Groups/Power Point** - Small groups will analyze and interpret standardized assessment instruments. Upon completion, the various groups will compare their results with other groups' results and make a Power Point presentation to the rest of the class.

- Interpret and use results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis (**D.6**)
-

7. **Observe/ Report:** Students will observe children in informal settings. They will document and then evaluate behaviors at various stages of development.

- Compare the various theories of cognitive, social, aesthetic, emotional, and physical development (**I.1**)

Objectives are addressed through class discussion, written tests, direct instruction, textbook readings, and other information collecting activities.

Sample Rubrics

Project Grading Criteria

Activity Criteria **<i>(See project instructions for full detail and criteria)</i>** Points:	Always or almost always (25)	Acceptable but missing components (20)	Needs improve- ment (15)	Not evident (0)
1. Short and long-term plans <ul style="list-style-type: none"> • NM Standards and Benchmarks • Subject and developmental areas 				
2. Project/Thematic Unit Lesson Plans <ul style="list-style-type: none"> • Subject matter – skills (details) • Developmental areas (details) • Teaching methods • Diverse needs and exceptionalities • Art, music, dance, drama 				
3. Diverse Needs <ul style="list-style-type: none"> • Adjust for challenge • Adjust for simplification • Various learning styles 				
4. Preparation of materials and experiences <ul style="list-style-type: none"> • Well organized; thoroughly prepared • Visually motivating/professional • Meaningful to students at age level 				
5. Teaching Strategies/Methods <ul style="list-style-type: none"> • Thoroughly discussed; details included • Research-based • Classroom management 				
6. Assessment and Evaluation <ul style="list-style-type: none"> • Tied to NM Standards and Benchmarks/objectives of lesson • Appropriate for age-level 				

RUBRIC FOR OBSERVATION REPORTS

Criteria <i>(See assignment instructions for detailed criteria)</i>	Always – Most of the time	Some improvement needed	Improvement needed	Unacceptable
<ul style="list-style-type: none"> • Content - Thorough documentation; discussed issues of importance; thought-provoking analysis (70%) 				
<ul style="list-style-type: none"> • Writing – Professional level writing; critical thinking (30%) 				
Comments:				
Grade:				

RUBRIC FOR ELEMENTARY CLASSROOM OBSERVATIONS

Assignment	A 90-100%	B 80-89%	C 70-79%	D 60-69%	F 0-59%
1. Time Log (20%) 10 hrs. – 100/A 9 hrs. – 90/A 8 hrs. – 80/B 7 hrs. – 70/C 6 hrs. – 60/D 5 hrs. – 50/F 4 hrs. or less – 0/F	_____	_____	_____	_____	_____
2. Summary (30%) <ul style="list-style-type: none"> • Thorough • Organized • Professional writing skills • Sufficient depth 	_____	_____	_____	_____	_____
3. Observation Report (50%) <ul style="list-style-type: none"> • Thorough • Organized • College-level writing skills (<i>spelling, punctuation, etc.</i>) • Sufficient depth in observations (<i>Teacher: strategies, routines, classroom management, etc.</i> <i>Students: behaviors, interactions, learning difficulties, etc.</i> <i>Environment: effect on learning</i>) • Thoughtful analysis, comments, and/or questions 	_____	_____	_____	_____	_____
Grade:					

Points deducted on late assignments.

NEW MEXICO JUNIOR COLLEGE

MISSION STATEMENT

ELEMENTARY FIELD EXPERIENCE

I. GENERAL COURSE INFORMATION

- A. Course Title: Elementary Field Experience
- B. Course Number: ED ____
- C. Semester: Spring 2011
- D. Days/Time:
- E. Credit Hours: 3
- F. Instructor:
- G. Office:
- H. Email Address:
- I. Office Phone:
- J. Office Hours:
- K. Prerequisite(s): none
- L. Corequisite(s): none
- M. Class Location:

II. COURSE DESCRIPTION

The student enrolled in this course will be assigned to an elementary classroom, and will be responsible for teaching those children under the supervision of a cooperating teacher. Students will have the opportunity to reflect and to discuss their experiences with other college students at class meetings held with the instructor of record. The student must attain a “B” or better in order to pass this course. This is a three credit hour course.

III. COURSE RATIONALE / TRANSFERABILITY

This course does not meet any requirements for any other teacher education program. If the student is planning to transfer to a four-year college/university, the student should inquire at the receiving institution to see if the course will count toward degree requirements.

IV. REQUIRED / SUGGESTED COURSE MATERIALS

Required:

Roe, Betty D. et al. (2010). *Student Teaching and Field Experience Handbook*.
7th edition. Pearson

Suggested:

None.

You can buy your books online at the [NMJC Bookstore](#).

V. GRADING POLICY

Students attending New Mexico Junior College will be evaluated according to the following grading scale:

90 - 100%	=	A
80 - 89%	=	B
70 - 79%	=	C
60 - 69%	=	D
0 - 59%	=	F

VI. GENERAL COURSE OBJECTIVES / COMPETENCIES

The general objective of the NMJC Alternative Licensure Program is to prepare individuals who possess a degree in a field other than education to teach at the elementary level. The courses include Elementary Curriculum and Teaching Methods, Early Literacy and Young Children, Teaching Elementary Reading, Methods of Classroom Management, and Elementary Field Experience.

VII. SPECIFIC COURSE OBJECTIVES / COMPETENCIES

By the conclusion of this course, the successful student should be able to

- analyze and evaluate the effect of his or her choices and actions on others and should be able to use this knowledge to improve learning processes **A1**;
- identify opportunities to grow professionally, to research educational issues, and to use this information to become a life-long learner **A2**;
- apply strategies identified in current educational journals in the classroom as well as monitor their effects **A3**;
- discuss the educator code of ethics, professional standards, legal requirements of teachers and schools, and the structure of all educational systems **A5**;
- identify relevant legal requirements of teachers and schools as well as identify the structure of local, state, and federal agencies and educational systems **A6, A7**;
- identify effective models of classroom management **C1**;
- develop and implement a classroom management plan **C2**;
- arrange the classroom environment for individual optimal learning and student success as well as provide a safe classroom environment for children **C3, C4, C5**;
- demonstrate seeking student input for classroom procedures, rules, and consequences as well as demonstrate collaborating with specialists, support personnel, parents, and administrators for the success of the individual style **C6, C8**;
- model positive social interaction **C7**;
- use data collection techniques to document classroom management **C9**;
- manage time and materials effectively to minimize distractions and disruptions **C10**;
- use observations skills and effective questioning techniques for informal assessment **D7, D8, K13**;

- design learning activities that foster equitable, ethical, and legal use of technology by students **E1, E2**;
- use basic computer and technology operations to enhance learning in the classroom **E1, E2**;
- organize and manage varied learning groups as appropriate in each of the disciplines according to the needs and/or interests of students and the goals of the lesson **F2**;
- value the reciprocal relationship between the school and the community and demonstrate to students the importance of being an active part of the community **G3, G8**;
- recognize that families and community can contribute to the educational process as teaching resources **G4, G5**;
- apply their knowledge of inclusion in order to assist students in understanding social responsibilities and assist students with exceptionalities in having positive experiences in the regular classroom **H10, H11**;
- discuss how to collaborate with special education teachers to monitor achievement and growth as set by an IEP **H6, H7**;
- identify how children learn and develop and prepare learning opportunities that support their cognitive, social, aesthetic, emotional, and physical development **I2**;
- develop curriculum and implement instructional strategies appropriate to the developmental level of each child **I3**;
- evaluate intellectual, social, physical, and aesthetic development of the learner by using formal and informal assessment strategies **D1**;
- apply fundamental concepts of science and social studies when teaching the subject matter **J3a, J4c**;
- use knowledge of effective verbal, nonverbal, technological, and media communication techniques to foster active inquiry, collaboration, problem solving, and supportive interaction in the learning community **K1**;
- identify ways that social interaction enhances thinking and learning **K9**;
- distinguish cultural, dialectic, and gender differences and encourage expression that is context appropriate and culturally sensitive **K10, K11**; and,
- use thoughtful and responsive listening strategies and encourage their students to use them as well **K12**.

VIII. GENERAL/MISCELLANEOUS

Students will be held responsible for the information on these pages.

Attendance Policy

Attendance is required at every session of each course for which the student is enrolled. When unavoidable circumstances make attendance impossible, students must provide a satisfactory explanation of their absences to their professors. College-sponsored activities are considered excused absences and the appropriate sponsor of those students who will

be absent from class will notify professors. Students having absences due to college-sponsored activities will need to make arrangements with the affected classes / professor to take care of required work; however, arrangements for make-ups should be made within a reasonable time frame, usually within one week of the absence. Regarding make-up work, absences due to late registration are considered the same as regular absences.

ADA Compliance

Reasonable accommodations will be only made for students who have a verifiable need. Any student requiring accommodations must have his / her need verified by the Special Needs Services Coordinator. A physician or appropriate agency working with the student must substantiate the need. The coordinator will then notify the professor(s) of the type(s) of accommodation(s) needed by the student.

Classroom Conduct

The professor is responsible for maintaining a class environment best suited for effective learning. By registering for this class, the student is assumed to have entered into an agreement with New Mexico Junior College and the professor to attend the class regularly and to behave in an **appropriate** manner at all times. Disruptive behavior **may** result in the student being removed from the class.

Academic Honesty

Each student is expected to maintain the highest standards of honesty and integrity in academic matters. The College reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet these standards. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; and nondisclosure or misrepresentation in filling out applications or other college records. Cheating or gaining illegal information for any type of graded work is considered dishonest and will be dealt with accordingly.

Plagiarism

Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports, or other writings of a fellow student, is guilty of plagiarism. Plagiarism violates the academic honest policy and is considered cheating.

Withdrawal Policy

Regular, punctual attendance is required for all classes at NMJC. Although the professor has the right to drop any student who has missed a total of two weeks or more of a class (six class sessions for a MWF section, four class sessions for a MW or TuTh sections, two class sessions for a night section, etc.), it is not guaranteed that the professor will drop the student. If the student chooses to stop attending a class, **he / she** should withdraw from the class by going to the Admissions and Records Office and completing the proper

paperwork **before 5:00 p.m. on Friday, November 20, 2009**. Failure to withdraw from a course by this date may result in the student receiving an “F” in the course.

Food and Drink Policy

Food items and soft drinks may **not** be consumed in NMJC classrooms. Students are also discouraged from bringing food and drink items into the classroom even though these items remain in sealed packaging. Bottled water is permissible.

Smoking/Use of Tobacco

New Mexico Junior College is cognizant of the health hazards associated with smoking / use of tobacco for the smoker, as well as the non-smoker. In an effort to provide a healthy environment for students, employees, and other who may frequent the campus, NMJC prohibits smoking / use of tobacco inside any campus building or facility.

No Children in the Classroom

In order to adhere to instructional procedures as well as maintain the safety of children, NMJC’s policy of no children in the classrooms (lecture, lab, etc.) will be followed.

Cell Phones/Pagers

All cell phones and pagers must be turned off when the student is participating in any lecture, laboratory, or other learning activity.

IX. [CRITICAL INCIDENT AND EVACUATION PLAN](#)

X. [ACADEMIC CALENDAR](#)

XI. [FINALS SCHEDULE](#)

XII. COURSE OUTLINE

View detailed course outline in Blackboard

Objectives and Activities Elementary Field Experience

By the conclusion of this course, the successful student should be able to analyze and evaluate the effect of his or her choices and actions on others and should be able to use this knowledge to improve learning processes. **A1**

- Keep a self-reflection journal during the field experience.

By the conclusion of this course, the successful student should be able to apply strategies identified in current educational journals in the classroom as well as monitor their effects. **A3**

- During the field experience, students will apply strategies that they have learned in the alternative licensure classes to their teaching experience. Following their teaching, the class will discuss how effective the strategies were in the classroom and how they could be improved.

By the conclusion of this course, the successful student should be able to identify effective models of classroom management. **C1**

and

By the conclusion of this course, the successful student should be able to develop and implement a classroom management plan. **C2**

- Following an observation, analyze important aspects of classroom management and prevention techniques as well as ways the teacher builds rapport with students. Information about effective models of classroom management will be presented as well as a discussion about the models. The students will then develop their own classroom management plan and will implement it in their classroom.

By the conclusion of this course, the successful student should be able to arrange the classroom environment for individual optimal learning and student success as well as provide a safe classroom environment for children. **C3, C4, C5**

- Design a floor plan of your classroom environment in the way you would maximize optimal learning and student success. An important aspect of the classroom environment is the safety of the children. The class will discuss whether the children will feel safe in the classroom.

By the conclusion of this course, the successful student should be able to demonstrate seeking student input for classroom procedures, rules, and consequences as well as demonstrate collaborating with specialists, support personnel, parents, and administrators for the success of the individual style **C6, C8**

and

By the conclusion of this course, the successful student should be able to model positive social interaction. **C7**

- During the field experience, students will demonstrate the above objectives and then write their reaction to the experience in their self-reflection journal.

By the conclusion of this course, the successful student should be able to use data collection techniques to document classroom management. **C9**

- Following observations of the supervising teacher, the student should create a classroom management checklist. When the student is teaching the class, he/she should use the checklist as well as anecdotal notes to collect data documenting his/her own classroom management.

By the conclusion of this course, the successful student should be able to manage time and materials effectively to minimize distractions and disruptions. **C10**

- Include this information in the self-reflection journal.

By the conclusion of this course, the successful student should be able to use observations skills and effective questioning techniques for informal assessment. **D7, D8, K13**

- Write a thorough report on your experience of assessing students informally through observations and questioning techniques. Evaluate the success or failure of the experience.

By the conclusion of this course, the successful student should be able to design learning activities that foster equitable, ethical, and legal use of technology by students. **E1, E2**
and

By the conclusion of this course, the successful student should be able to use basic computer and technology operations to enhance learning in the classroom. **E1, E2**

- Design a multimedia learning activity on a topic of your choice for the grade level that you are teaching and use it as a teaching tool in their classroom.

By the conclusion of this course, the successful student should be able to organize and manage varied learning groups as appropriate in each of the disciplines according to the needs and/or interests of students and the goals of the lesson. **F2**

- Write a lesson that organizes and manages varied learning groups in a subject of your choice. Teach the lesson. Following the lesson, write a one-page report evaluating the instructional strategy used.

By the conclusion of this course, the successful student should be able to apply their knowledge of inclusion in order to assist students in understanding social responsibilities and assist students with exceptionalities in having positive experiences in the regular classroom. **H10, H11**

- Observe the teacher's interaction with students with special needs and analyze those interactions by comparing it to your knowledge of inclusion, individualized education plans, and the laws governing special education. Apply what you have learned in the classroom. Make a journal entry about your observations and application.

By the conclusion of this course, the successful student should be able to develop curriculum and implement instructional strategies appropriate to the developmental level of each child. **I3** and

By the conclusion of this course, the successful student should be able to apply fundamental concepts of science and social studies when teaching the subject matter. **J3a, J4c**

- With their supervising teacher, decide what subject they will be teaching first (preferably science or social studies). For that subject, develop the curriculum needed to teach the subject and decide on the instructional strategies that will be used. Write up the lesson plan.

By the conclusion of this course, the successful student should be able to evaluate intellectual, social, physical, and aesthetic development of the learner by using formal and informal assessment strategies. **D1**

- Informal assessment strategies are covered in an earlier activity. The student will observe the evaluation of a learner through a formal assessment tool. Following the observation, the student will write a one-page paper on how he/she would have used the tool if it was available to them.

By the conclusion of this course, the successful student should be able to use thoughtful and responsive listening strategies and encourage their students to use them as well. **K12**

- During the field experience, students will demonstrate the above objective and then write their reaction to the experience in their self-reflection journal.

Objectives are addressed through class discussion, written tests, direct instruction, textbook readings, and other information collecting activities.

Sample Rubric for Observation Assignments

Grading Criteria

Criteria	Exceptional Full Credit	Average Half Credit	Improvement needed 0 Credit
Objective Observation – All statements are facts and describe the specific situation the students were asked to observe - 30 points			
Analysis - analyze important aspects of classroom management and prevention techniques as well as ways the teacher builds rapport with students. – 30 points			
Writing Skills – College-level writing; proper punctuation, spelling, sentence structure, introduction, conclusion, paragraphs – 20 points			
<ul style="list-style-type: none"> • Timeliness 	On time Full Credit	1 day to 7 days late Half Credit	More than a week late 0 Credit
<ul style="list-style-type: none"> • worth 20 points 			

APPENDIX X

New Mexico Junior College

Program Assessment Outcomes Description

Name of Course	Elementary Curriculum and Teaching Methods
Outcome Name:	Observe
Outcome Description:	The student will observe one or more students who are considered successful and other students who are considered unsuccessful. Write a report on the ways that their responses and attitudes are different. Answer the following questions: Do they work independently and appear involved in their tasks? Do they ask the teacher questions? Do they appear concerned about others?
Assessment Method Category:	A written report
Assessment Method:	The written report will be on the ways that their responses and attitudes are different. The following questions will be answered: Do they work independently and appear involved in their tasks? Do they ask the teacher questions? Do they appear concerned about others?
Benchmark:	90% of the students will complete the written assignment to an 80% completion rate.
Schedule:	The assessment will be a requirement for the practicum which is embedded into the course.
How will you use this data?	The instructor will use this data to see if the students can identify effective methods of classroom management and teaching from the students' learning perspective.
Observations:	When the assessment is completed, the instructor will put the information in this section of the TracDat System
Action Plan:	If students are unable to see how classroom management and effective teaching strategies affect student learning, then the instructor will need to change his/her teaching strategy in order to allow the students to look at the classroom from all perspectives.
Name of Course	Early Literacy and Young Children
Outcome Name:	Create
Outcome Description:	The student will read a story to a small group of children. The student will use the characters of the book or the theme of the book to create an activity that promotes the development of phonemic awareness using art, music, or drama.
Assessment Method Category:	The story-reading and the activity
Assessment Method:	The story will be evaluated by the picture-book reading rate sheet on pages 324-325. The activity will be evaluated according to a rubric prepared by the instructor.
Benchmark:	90% of the students will complete the assignment to an 80% completion rate.

Schedule:	The assessment will follow the reading of chapter 10 in the textbook.
How will you use this data?	The instructor will use this data to see if the students can effectively read and teach phonemic awareness to students before they practice it in the classroom.
Observations:	When the assessment is completed, the instructor will put the information in this section of the TracDat System
Action Plan:	If students are unable to complete the assignment to the standard described above, the instructor will give the students more time to practice this skill in the classroom.
Name of Course	Teaching Elementary Reading
Outcome Name:	Explain and analyze
Outcome Description:	The student will explain the use of informal assessment tools to effectively determine a child's general reading levels, as well as analyze and pinpoint problem areas.
Assessment Method Category:	Exam
Assessment Method:	The exam will consist of several multiple choice questions and an essay question which requires the student to explain informal assessment tools and how they are used to analyze and pinpoint problems.
Benchmark:	80% of the students will complete the question correctly.
Schedule:	The assessment will follow the teaching of informal assessments
How will you use this data?	The instructor will use this data to see if the students can explain how to use informal assessments before they are actually asked to use them in the classroom.
Observations:	When the assessment is completed, the instructor will put the information in this section of the TracDat System
Action Plan:	If students are unable to complete the assignment to the standard described above, the instructor will give the students more time to practice this skill in the classroom.
Name of Course	Elementary Field Experience
Outcome Name:	Demonstrate
Outcome Description:	The student will demonstrate the use of various teaching strategies with individual students and in large and small group settings
Assessment Method Category:	Evaluation
Assessment Method:	The evaluation of the student demonstrating teaching strategies will be completed by the cooperating teacher and the advising instructor from the university.
Benchmark:	100% of the students will be able to demonstrate teaching strategies
Schedule:	The assessment will be on-going during the field experience with a culminating evaluation at the end of the course.

How will you use this data?	This evaluation will be important to the success of the alternative licensure program. If students are unable to demonstrate effective teaching strategies at the end of the course, major changes will need to be made.
Observations:	When the assessment is completed, the instructor will put the information in this section of the TracDat System
Action Plan:	The success of this assessment piece is essential to the evaluation of the entire alternative licensure program. If students are unable to demonstrate effective teaching strategies at the end of the course, major changes will need to be made. The instructors will need to sit together and evaluate each course individually to make sure the students are gaining enough information to be successful in the classroom.

NEW MEXICO JUNIOR COLLEGE

Invitation to Bid # 1052

Carpentry Work on Campus

BOARD DOCUMENTS

Date: August 18, 2011
Prepared by: Regina Choate
Purchasing Coordinator

NEW MEXICO JUNIOR COLLEGE

BOARD DOCUMENTS

General Information

1. On July 17, 2011, a legal notice was sent to the following newspaper requesting sealed bids for the Carpentry Work on NMJC Campus:

Hobbs News Sun
2. Bid packets were sent to six potential bidders.
3. One bidder submitted their bid within the time frame specified by the bid package. One bidder was present at the opening.
4. The Business Office and Maintenance Department have evaluated the bids received. Their recommendation is shown on Page 3.

NEW MEXICO JUNIOR COLLEGE

BOARD DOCUMENTS

Evaluation and Recommendation

The bidder responding to the Invitation was: Doporto Construction, Hobbs, NM

The Administration recommends acceptance of the bid as follows:

Total Award: **Carpenter - \$21.00 per hour; Laborer - \$12.00 per hour**
(see page 4 – Bid Tabulation)

Source of Funding: - Fiscal Year 2011/2012

NEW MEXICO JUNIOR COLLEGE

Invitation to Bid # 1053

Painting Projects

BOARD DOCUMENTS

Date: August 18, 2011
Prepared by: Regina Choate
Purchasing Coordinator

NEW MEXICO JUNIOR COLLEGE

BOARD DOCUMENTS

General Information

1. On July 17, 2011, a legal notice was sent to the following newspaper requesting sealed bids for Painting Projects on NMJC Campus:

Hobbs News Sun
2. Bid packets were sent to eight potential bidders.
3. One bidder submitted their bid within the time frame specified by the bid package. One bidder was present at the opening.
4. The Business Office and Maintenance Department have evaluated the bids received. Their recommendation is shown on Page 3.

NEW MEXICO JUNIOR COLLEGE

BOARD DOCUMENTS

Evaluation and Recommendation

The bidder responding to the Invitation is: Doporto Construction, Hobbs, NM.

The Administration recommends acceptance of the bid as follows:

Total Award: **Hourly Rate for Foreman - \$20.00; Hourly Rate for Helper - \$14.00**
(see page 4 – Bid Tabulation)

Source of Funding: - FY 2011/2012

NEW MEXICO JUNIOR COLLEGE

Invitation to Bid # 1054

Concrete Work on Campus

BOARD DOCUMENTS

Date: August 18, 2011
Prepared by: Regina Choate
Purchasing Coordinator

NEW MEXICO JUNIOR COLLEGE

BOARD DOCUMENTS

General Information

1. On July 17, 2011, a legal notice was sent to the following newspaper requesting sealed bids for the Concrete Work on NMJC Campus:

Hobbs News Sun
2. Bid packets were sent to six potential bidders.
3. One bidder submitted their bid within the time frame specified by the bid package. One bidder was present at the opening.
4. The Business Office and Maintenance Department have evaluated the bids received. Their recommendation is shown on Page 3.

NEW MEXICO JUNIOR COLLEGE

BOARD DOCUMENTS

Evaluation and Recommendation

The bidder responding to the Invitation is: Doporto Construction, Hobbs, NM.

The Administration recommends acceptance of the bid as follows:

DOPORTO CONSTRUCTION

Total Award: **Hourly Rate for Foreman - \$21.00; Hourly Rate for Helper - \$12.00**
(see page 4 – Bid Tabulation)

Source of Funding: - FY 2011/2012

