A Welcome from the Dean of Instruction

I am happy to present the latest update to the Instructional Council Policies & Procedures Manual. This guide is designed to provide information related to academic affairs’ activities at the Valencia Campus of the University of New Mexico.

The material here will be especially useful for instructional leaders at the college, such as division chairs, department heads, and program coordinators. Please consult this document to answer questions related to organization and structure, enrollment management, curriculum development, and faculty matters such as hiring, compensation and evaluation.

This manual is a living, dynamic document, which is updated on an annual basis. Thank you for your service to the Valencia Campus!

Laura Musselwhite, Ph.D.
Dean of Instruction & Chief Academic Officer
Professor of History
UNM-Valencia
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Instructional Council’s Mission, Purpose & Composition

Mission

The mission of the Instructional Council is to actively participate in fulfilling UNM-Valencia’s Mission to...

“...provide community residents with lifelong educational opportunities in order to better prepare them to actively participate in the world as productive, responsible and creative individuals.”

As faculty and staff administrators it is our aim to provide our students with the best possible opportunities to achieve their educational goals.

Purpose

The Instructional Council is an Advisory Board to the Dean of Instruction in all matters that pertain to instruction. It is also a forum for the exchange of information. All major decisions in the instructional area are made by the Instructional Council in conjunction with the Faculty Assembly through the shared governance process.

Composition

The Instructional Council is composed of seventeen faculty administrators and staff managers most of whom are supervisors within the instructional area. The following are the positions and current members of the Instructional Council:

- **John Abrams**, jeabrams@unm.edu, V107, 925.8911, Senior LAN Administrator, Computer Support Services
- **Margaret Anaya**, murtiaga@unm.edu, A112, 925.8602, Unit Administrator I, Academic Affairs Office
- **Rosa Auletta**, rauletta@unm.edu, L133A, 925.8546, Division Manager, Transitional Studies and Education
- **Claudia Barreto**, barr@unm.edu, H100A, 925.8726, Program Coordinator, Biology
- **Michael Brown**, mbrowngame@unm.edu, L138, 925.8554, Coordinator, Teaching and Learning Center
- **Michael Ceschiat**, ceschiat@unm.edu, B104C, 925.8712, Division Chair, Business, Technology and Fine Arts
- **Cindy Chávez**, c2chavez@unm.edu, V126, 925.8706, Program Coordinator, Business
- **Miriam Chávez**, mjchavez@unm.edu, H100B, 925.8613, Division Chair for Mathematics, Engineering and Science, Engineering and Science Division
Julie DePree, jdepree@unm.edu, A142C, 925.8607, Division Chair for Mathematics, Engineering and Science Division, Mathematics Division

Lucille Farrington, lfarr ing@unm.edu, L116, 925.8931, Program Coordinator, The Learning Center

Patricia Gillikin, gillikin@unm.edu, A142F, 925.8609, Program Coordinator, Developmental English

Jami Huntsinger, jamilynn@unm.edu, A115, 925.8614, Division Chair, Communication, Humanities, English & Social Sciences (CHESS)

Dianna Johnston, dmjohnston@unm.edu, S110, 925.8873, Program Manager, Nursing Program

Khaled Kassem, khaled@unm.edu, A142E, 925.8609, Program Coordinator, Developmental Math

Rita Logan, rlogan@unm.edu, S228, 925.8971, Manager, Community Education

Barbara Lovato, bllovato@unm.edu, L150, 925.8991, Manager, Library

Kristina Martinez, krismart@unm.edu, Ad122, 925.8512, Director, Title V STEM

Laura Musselwhite, lmusselwhite@unm.edu, A114, 925.8601, Dean of Instruction

Tina Newby, tinan@unm.edu, L118, 925.8920, Program Manager, Adult Education Center

Dustin Shafer, dshafer@unm.edu, The Wellness Center, 925.8833, Program Manager, Fitness & Wellness Education Center

Julia So, juliaso@unm.edu, 925.8567, Program Coordinator, Social Sciences

Heather Wood, hdwood@unm.edu, 925.8514, Faculty President

Academic Support Structure:
Chairs’ Council Structure:

Meeting Times, Format, & Access to Information

The Instructional Council (IC) formally meets on the first Wednesday of each month from 1.30p to 3.00p during the fall and spring semesters. Meetings usually are held in the Dean’s Office.

Meetings are open to “visitors,” i.e., non-IC members, to include UNM-Valencia faculty, staff and students, as well as the public at-large. Visitors need not notify the Dean of Instruction or Academic Affairs Office Administrator prior to attending an IC meeting, but they should contact the dean ahead of a meeting if they wish to address the IC. The Dean of Instruction can be contacted as follows: 925.8601 (office) or lmusselwhite@unm.edu.

More Information

For more information on the IC, including meetings times, agendas, and minutes of previous meetings please visit the IC’s web page at http://vic.unm.edu.
Academic Support Departments

Academic Affairs Office

Mission Statement

Our mission is to provide professional and courteous administrative assistance to all our faculty and students, so that their experience here at UNM-Valencia Campus is a positive and productive one.

General Information

The Academic Affairs Office is located in the Arts and Sciences building. You may reach the Academic Affairs Office by calling 925.8600; the fax number is 925.8697.

- The Academic Affairs Office performs the following functions:
  - Process adjunct faculty hires;
  - Process teaching agreements and faculty contracts;
  - Process faculty approvals to teach courses;
  - Assign classrooms;
  - Create the schedule of classes (hardcopy, online and on UNM’s student information system);
  - Maintain budgets for most academic departments;
  - Process curriculum changes;
  - Provide assistance to students (e.g., messages for faculty, will receive portfolio and homework for instructors, class cancellation posting and other general student assistance as needed);
  - Provide other services to faculty (please refer to “Services Provided” below).

Academic Affairs Office Staff

The Academic Affairs Office staff consists of the following positions and general responsibilities and description of duties:

Unit Administrator I, Margaret Anaya, murtiaga@unm.edu, A112, 925.8602: The Office Administrator reports directly to the Dean of Instruction and has the following responsibilities:
  - Manages all operations of the Academic Affairs Office and supervises Administrative Assistant II, and Administrative Assistant III staff as well as work studies;
  - Processes adjunct faculty hires;
  - Processes instructor overloads, adjunct pay, through faculty contracts;
  - Maintains official faculty files;
• Maintains tenure & promotion documents;
• Creates the schedule of classes in banner and maintains caps;
• Primary contact for collection of syllabi and post to website;
• Oversees student evaluation process;
• Assists Dean of Instruction;
• Contact for Banner instructor of record;
• Serves as point of contact for faculty who require assistance with Banner access for instructor of record or computer access;
• Maintains Academic Affairs’ website;
• Coordinates budget process;
• Prepares specialized reports as needed.

Administrative Assistant III, Debra Venable, dvenable@unm.edu, A109, 925.8606: The Administrative Assistant III reports directly to the Academic Affairs Office Administrator and has the following responsibilities:
• Manages the dean’s and the Academic Affairs Office’s budget and assists most chairs by managing their academic department budgets;
• Prepares purchase requests for faculty;
• Prepares & processes travel vouchers;
• Processes professional development forms;
• Arranges meetings;
• As needed, serves as backup receptionist and provides assistance to faculty and students;
• Orders desk copies for instructors.

Administrative Assistant II, Laura Encinias, kookyme@unm.edu, 925.8600: The Administrative Assistant II reports directly to the Academic Affairs Office Administrator and has the following responsibilities:
• Assists Office Administrator with preparation of teaching agreements, and other administrative matters as requested;
• Assists Dean of Instruction as needed;
• Assigns classrooms for all credit courses and labs;
• Assigns cubicles for adjunct faculty;
• Creates final exam schedule;
• Processes faculty approvals to teach courses;
• Serves as main receptionist and provides assistance to faculty and students
• Schedules meetings.
• Maintains inventory and records of surplus equipment.
• Manages the distribution, collection and processing of student evaluations.
In addition, the Academic Affairs Office has three work studies that serve as front desk receptionist and provide support to faculty, staff and students. Work studies report directly to the Academic Affairs Office Administrator.

Office Hours

Office hours for fall and spring semesters are:

- Mondays – Thursdays: 7:00am to 7:00pm;
- Fridays: 8:00am to 5:00pm;

Summer semester hours are:

- Mondays – Thursdays: 7:00a to 6:00pm;
- Fridays: 8:00am to 5:00p.

When classes are not in session, office hours are:

- Mondays – Fridays: 7:00a to 5:00p.

Services Provided

A few of the services we offer include:

- Provide adjunct faculty a work area with desktop computer, phone and mail box;
- Duplicating documents and fixing paper jams, scanning documents, assignment of copy codes;
- Arranging for instructor evaluations (IDEA – Individual Development and Educational Assessment);
- Assistance (very basic) with electronic mail, internet access and electronic attendance module (for further assistance please access the Teaching & Learning Center @ [http://www.unm.edu/~tlc/](http://www.unm.edu/~tlc/) or call 925.8554 or 925.8555);
- Ordering desk copies (i.e., instructor manuals);
- Accessing basic classroom supplies (markers, folders, etc.);
- Provide a place for students to drop off/pickup homework and portfolios and leave messages for instructors;
- Arrange for class cancellations (the office staff will post cancellation notices on the classroom door and will make every effort to call students in the event an instructor cancels a class if possible);
- Assist students with questions, help them find their classrooms, post changes to classes;
Some of the services we cannot provide (but will direct you to the appropriate department) include:

- Proctoring tests (please access the following web site for information on make-up exams: [http://www.unm.edu/~vic/make-ups.htm](http://www.unm.edu/~vic/make-ups.htm) or call the Testing Center @ 925.8577)
- Assistance with instructional equipment (please access the Teaching & Learning Center @ [http://www.unm.edu/~tlc/](http://www.unm.edu/~tlc/) or call 925.8554 or 925.8555);
- Document processing (you will need to create your own syllabi, study guides, tests, etc.);
- Entering attendance.

**Other Services/More Information**

Additional services and information, including the names of current office staff and work studies, may be found by visiting the Academic Affairs Office web site @ [www.unm.edu/~acadoff/](http://www.unm.edu/~acadoff/).
Community Education

Mission

Community Education offers residents of the college service area a wide variety of high-quality programs through collaborative efforts with local entities.

General Information

Community Education Services is comprised of the following unique programs providing learning opportunities for citizens of all ages:

- Dual Credit Program: Programs that allow high school students to enroll in college-level courses offered by the UNM—Valencia Campus and simultaneously earn credit toward high school graduation and a postsecondary degree or certificate. Courses available to students may be at the high school site, at the college campus, or online.

- Bachelor and Graduate Programs through UNM’s Extended Learning facilitates academic credit courses and programs in alternative delivery formats which may include face-to-face/on-site at the Valencia Campus, online, or through video conferencing from UNM-Main Campus.

- Workforce Training: Customized training for business, industry and government entities, offered on campus or at an employer site to prepare both incumbent and dislocated workers to enter the workforce or to enhance skills in order to advance in their careers. New courses are continually developed to meet changing workforce needs. Call 925.8970 for information.

Allied Health Programs

Nursing Assistant (CNA): 8-credit-hour course to prepare students for the CNA accreditation examination and to provide patient care in a home, health care center or hospital under supervision of a professional health care provider.

Phlebotomy Technician (PBT): 8-credit-hour course and 4-credit-hour clinical to prepare students to become Certified Phlebotomy Technicians.

Personal Care Attendant (PCA): 5-credit hour course to prepare for work in home healthcare, assisted living facilities, as independent contractors or providing care for a relative.

Emergency Medicine Programs

Associate of Science in Emergency Medicine: 73-credit hours provides the first two years of study for a student who plans to pursue a bachelor’s degree in emergency medical services at UNM-Main. EMS courses offered at UNM-Valencia include Medical Responder, Basic and Intermediate, including skills lab
and clinical field experience. All are UNM EMS Academy approved courses and can be applied to an Associate of Science in EMS, or a Bachelor of Science in EMS (paramedic licensure) which is offered through UNM Extended Learning.

- American Heart Association Training Center offering AHA CPR and First Aid curriculum. Employers may be established as training sites. Call 925.8970 for information.

Community Enrichment

- Cultural Series: Bringing a wide variety of informational lectures and entertainment from cultures around the world and in subjects of all disciplines.
- Off-Campus instruction: College credit courses may be offered at various off-campus sites as needed.
- Facility Master Scheduling for the Valencia Campus: Non-profit organizations are welcome to use the facilities if available. Call 925.8565 for information.

Community Education Staff

- **Senior Program Manager**, Rita Gallegos Logan, rlogan@unm.edu, S220, 925.8971: The Community Education Senior Program Manager reports directly to the Director of Student Affairs, sits on Instructional Council, and has the following responsibilities:
  - Provides general supervision of the Community Education programs;
  - Designs, develops, implements and manages eight community outreach programs and functions.
  - Performs research to identify and establish new programs, both credit and non-credit;
  - Plans and develops strategies for generating resources and revenues and identifies funding sources;
  - Engages in contract negotiations;
  - Develops and manages budgets;
  - Serves as community liaison for the campus;
  - Participates in the development and establishment of policies and operating procedures, strategic planning and facility master planning.
  - Supervises Community Education staff.
  - Manages campus donor relations.

- **Community Education Coordinator**, Eileen Davis, eileend@unm.edu, S228, 925.8974: The Community Education Coordinator reports directly to the Community Education Manager and has the following responsibilities:
  - Coordinates daily activities of Community Education programs;
  - Serves as site facilitator for UNM Extended Learning.
• Works with local high schools to facilitate dual credit programs;
• Serves as Blackboard Learn (UNM’s online course platform) liaison between local high schools, the Valencia Campus and UNM Extended Learning for online dual credit programs;
• Schedules classes and classrooms;
• Identifies instructors;
• Assists with course setup, registration and marketing;
• Orders and distributes instructional supplies and ensures proper care in the use and maintenance of equipment;
• Administers and maintains program files, records, enrollment data and statistical reports; generates course completion documents; supervises student employees;
• Works with various entities both on- and off-campus.

 applauding Administrative Assistant II, Leslie Russel, lrusssel@unm.edu, S226, 925.8565: Reports directly to the Community Education Coordinator and has the following responsibilities:

• Maintains and reconciles accounts and ledgers for Community Education operations;
• Reviews and processes accounting data for analysis;
• Monitors fund levels for daily operations; prepares billings, deposits and money lists;
• Reviews purchasing and travel documents;
• Maintains facility master schedule, including event set-up and security reports;
• Facilitates cultural events;
• Maintains Eligible Training Provider List (ETPL) of workforce programs eligible for Workforce Investment Act (WIA) funding.
• Provides backup telephone, customer service and clerical assistance.

 applauding Education Support Coordinator, Karla Barela, karlabarela@unm.edu, S224, 925.8973: The Education Support Coordinator reports directly to the Community Education Manager and has the following responsibilities:

• Coordinates all program operations of the American Heart Association Training Center;
• Coordinates all program operations for Allied Health;
• Schedules, supports and facilitates all aspects of CPR and First Aid training services;
• Ensures proper care in the use and maintenance of equipment and supplies and trains staff to assist;
• Administers and maintains program files and records; maintains enrollment data and compiles statistical reports;
• May teach CPR, First Aid, EMS, or other courses per qualifications;
• Under direction of Community Education Manager, serves as campus liaison with American Heart Association, as well as employer training sites in performance of these duties.

Community Education Programs

.BOLD For Credit: Students can register through LoboWeb or on-site at the UNM—Valencia Campus Student Services.

.BOLD Non-Credit: Students can register by mail or walk-in to Community Education Services located on the 2nd Floor of the Student-Community Center. Call 925.8970 for information.

.BOLD Cultural Series: Free program, unless otherwise specified. Open to the public. For information, call 925.8970.

.BOLD Bachelor & Graduate Programs offered through UNM’s Extended Learning: Students can register at UNM-Main Campus or through LoboWeb. UNM Main Campus tuition and fees apply.

.BOLD CPR and First Aid: Training through the American Heart Association Training Center: Students can register by mail or walk-in to Community Education Services located on the 2nd Floor of the Student-Community Center. Call 925.8970 for information.

.BOLD Customized workforce training: Community Education staff meets with local business, industry and government entities to design programs in response to their workforce needs. Call 925.8970 for information.

.BOLD Dual Credit Program: UNM—Valencia Campus staff will meet with high school personnel to identify and develop Dual Credit course offerings. They will arrange to meet with students at the high school sites to conduct admissions and registration procedures. Students may also register for online or on-campus courses through LoboWeb or on-site at the UNM-Valencia Campus Student Services.

.BOLD Off-Campus Instruction: Students may register through LoboWeb, on-site at UNM for upper division courses or at the UNM—Valencia Campus Student Services for lower division courses.

.BOLD Facility Master Scheduling for the Valencia Campus: Available to off-campus, non-profit entities, if available. Users must complete the Facility Usage Form, or call 925.8565 for information.
More Information

Information is routinely listed in the UNM-Valencia Campus Schedule of Classes for the following programs: Allied Health, Dual Credit, Bachelor and Graduate Programs, American Heart Association CPR/First Aid training, the Cultural Series, Off-Campus Instruction. Ads are also placed in local newspapers throughout the service area, and flyers are distributed.

Extended Learning programs are also listed in the Main-Campus Extended Learning Schedule of Classes and at [http://online.unm.edu](http://online.unm.edu).

Customized Workforce Training programs are listed in the WCCNM (Workforce Connection of Central NM) Eligible Training Providers List, and at the One Stop Centers in a four-county area of Valencia, Bernalillo, Torrance and Sandoval. Ads are sometimes placed in local newspapers. Community Education staff also responds to inquiries from local business, industry and government entities. For information, call 925.8970.
Computer Support Services

Mission Statement

Provide top quality, timely technical support and training to all end users at UNM Valencia Campus. Provide service, support, install and maintenance of all information management systems for departmental users.

General Information

Computer Support Services (CSS) provides Computer and Information Management services to all Valencia campus users. CSS is responsible for the upkeep, repair and maintenance of all personal computers and servers on campus. CSS maintains all networking resources to include wiring closet support. We serve as a single point of contact for service requests pertaining to software problems and hardware issues. We maintain UNM-Valencia’s main web page as well as several departmental web pages.

Computer Support Services Staff

- Manager of Information Services, John Abrams, jeabrams@unm.edu, Student Center: The Manager of Information Services reports directly to the Director of Campus Resources and has the following responsibilities:
  - Oversees all computer systems and network architecture at UNM-Valencia;
  - Manages Network accounts;
  - Supervises CSS staff.

- Systems Analyst II, Marco Ren, rmarco@unm.edu, Student Center: The Systems Analyst reports directly to the Manager of Information Services and has the following responsibilities:
  - Provides student data to faculty and administrators;
  - Provides computer systems support (when needed).

- Web Designer, Mary Ann Castillo, mgcastil@unm.edu, Student Center: The Web Designer reports directly to the Manager of Information Services and has the following responsibilities:
  - Maintains UNM-Valencia’s web page;
  - Develops other campus departmental web pages;
  - Provides computer systems support (when needed).

- User Support Analyst I, James LaCour, jaalacou@unm.edu, Student Center: The User Support Analyst I reports directly to the Manager of Information Services and has the following responsibilities:
• Provides support for service calls;
• Provides other computer systems support.

User Support Analyst I Pauline Canizales-Hernandez, pcanizal@unm.edu, Student Center: The User Support Analyst I reports directly to the Manager of Information Services and has the following responsibilities:
• Provides support for service calls;
• Provides other computer systems support.

User Support Analyst I, Bryan O’Neill, lobsterb@unm.edu, Student Center, 925.8911. The User Support Analyst I reports directly to the Manager of Information Services and has the following responsibilities:
• Provides administrative assistance to Computer Support Services;
• Manages the Department budget;
• Prepares purchase requests for the department;
• Maintains software licensure and media inventory;
• Assists in maintaining system maintenance records;
• As needed, serves as backup receptionist.

Services Provided

Computer Support Services provides the following services to faculty, staff and students:

User Support
• Perform general problem solving and assistance on diverse software applications and hardware systems for department users.
• Provide individual and/or group instruction and training to staff, students, and/or faculty on computer hardware and software.
• Write and maintains user instructions.
• Perform routine hardware and software maintenance and assists in proper upkeep and utilization of systems.
• Review, evaluate, and make recommendations on proposals for hardware or software acquisitions.
• Provide technical assistance and maintenance support to departmental end users.
• Maintain applicable records including user lists, user accounts and security, and equipment inventory.
• Supervise or provide functional direction to lower graded staff and/or student employees performing the same or similar type of work.
- Maintain knowledge of current technological developments/trends in area of expertise.
- Serve as team leader on technology projects with moderate scope and impact, providing some direction and integration of staff work.

-campus web development
- Develop and maintains plan for organization’s Internet presence, based on management priorities, policy directions, and goals.
- Create enhancements and modifications to web sites; organizes and maintains the sites.
- Assess new standards, technologies and trends, and formulates strategies and plans for future enhancement of web sites.
- Ensure that web sites are accessible from a variety of different environments.
- Troubleshoot and repairs bugs and problems.
- Respond to web designer mail; provides and analyzes traffic statistics and reports.
- Develop, researches, writes/edits and creates layout for new sections/features.

-campus LAN administration
- Administer a complex network or group of networks typically consisting of around 700 or more workstations, utilizing one or more TCP/IP or non-TCP/IP networking protocols and/or one or more UNIX-based or non-UNIX based operating systems.
- Evaluate and/or recommends purchases of computers, network hardware, peripheral equipment, and software; provides technical consulting services to department/organization regarding use of computers and networks to satisfy business needs.
- Install, configures, and maintains personal computers, Novell networks, UNIX workstations, file servers, Ethernet networks, network cabling, and other related equipment, devices, and systems; adds or upgrades and configures modems, disk drives, data acquisition boards, CD ROM units, printers, and related equipment.
- Perform and/or oversees software and application development, installation, and upgrades; maintains site licenses for department/organization.
- Plan and implements network security, including building firewalls, applying cryptography to network applications, managing host security, file permissions, and file system integrity, and adding and deleting users.
• Troubleshoot networks, systems, and applications to identify and correct malfunctions and other operational difficulties.
• Develop and conducts various training and instruction for system users on specific operating systems, applications, and programming languages in use in the department/organization; assists users in maximizing use of networks and computing systems.
• Perform a variety of administrative support functions, including laboratory, facilities, or shop supervision.
• Maintain currency of knowledge with respect to relevant state-of-the-art technology, equipment, and/or systems.

System Analysis
• Collect information to analyze and evaluate existing or proposed systems.
• Investigate, plans, implements, tests, and debugs operating system software.
• Analyze and evaluates present or proposed business procedures or problems to define data processing needs.
• Prepare detailed flow charts and diagrams outlining systems capabilities and processes.
• Research and recommend hardware and software development, purchase, and use.
• Troubleshoot and resolve hardware, software, and connectivity problems, including user access and component configuration.
• Provide advanced technical assistance and maintenance support to departmental end users.
• Document projects and writes user instructions.
• Selecting among authorized procedures and seeks assistance when guidelines are inadequate, significant deviations are proposed, or when unanticipated problems arise.
• Supervise and/or lead lower graded staff and/or student employees.
• Record and maintains hardware and software inventories, site and/or server licensing, and user access and security.
• Maintain currency of knowledge with respect to relevant state-of-the-art technology, equipment, and/or systems.
• Perform problem resolution and provides on-call support for computer/network systems.
More Information

The main support page for CSS is http://vchelp.unm.edu/. This page holds most of the information on steps to contact CSS as well as request for information. Additionally, with one phone number it is easy to contact us through phone 925.8911.

Other web pages include:

- Useful links page: http://www.unm.edu/~vchelp/vclinks.htm.
- On line service request form: http://www.unm.edu/~vchelp/Wo.htm.
Vision Statement:

UNM Valencia Campus Library will be the destination of choice for all the information needs of its students, faculty, staff, and community users.

Mission Statement:

The mission of the UNM-Valencia Campus Library is to utilize its human resources, technology and physical facilities to engage, educate and empower its students, faculty, staff, and community users by providing responsive library services and collections aligned with the organizational values and culture of the UNM-Valencia Campus along with physical and virtual learning environments that invite study, discovery, and creation and facilitate both independent and collaborative work.

General Information

The campus Library’s web presence can be found at: http://www.unm.edu/~unmvclib. The Library provides access to hundreds of databases with thousands of full-text articles, as well as ebooks and streaming videos. In its physical collection, the Library has over 40,000 books, magazines, newspapers and maps and over 3,500 films. Through the online catalog (LIBROS), students can get information about not only what is housed at the VC library but also about the holdings of over thirty other collections throughout the state. Twenty-three computers are available for use, as well as printers and photocopiers. Other services provided by the Library include Interlibrary Loan, Course Reserves, group and individual Library Instruction sessions and tours.

Library Staff and Faculty

Library Director, Barbara Lovato, bllovato@unm.edu, L150, 925.8991:

The Library Director reports directly to the Dean of Instruction and has the following responsibilities:

- Supervises all Library processes to include:
  - Managing Library accounts;
  - Collection development;
  - Cataloging;
  - Interlibrary Loan;
  - Course reserves;
  - Circulation;
  - Reference services;
  - Social media activities;
- Department statistics and reports;
- Supervising Library faculty, staff and work study student employees.
- Represents the Valencia Campus Library at meetings and events

Public Services Librarian, LeAnn Weller, lweller1@unm.edu, L148, 925.8993: The Public Services Librarian reports directly to the Library Director and has the following responsibilities:
- Provides Library and information literacy instruction;
- Provides general reference services;
- Creates and maintains the Library’s web pages;
- Develops and coordinates Library’s promotional activities (for example: brochures, handouts, bulletin boards, social media activities tours);
- Assists in collection development;
- Represents the Valencia Campus Library at meetings and events if the Library Director is unable to attend;
- Assists with Interlibrary Loan and Cataloging

Library Information Specialist, Katherine Kelley, katherinekelley@unm.edu, L144, 925.8992: The Library Information Specialist reports directly to the Library Manager and has the following responsibilities:
- Maintains overdue/delinquent files;
- Maintains serials collection including check-in files and claims;
- Prepares periodicals to be sent to binder;
- Maintains New Mexico State documents.
- Maintains physical patron files;
- Maintains course reserves;
- Assists with Interlibrary Loans; Cataloging and Reference Services;
- Supervises work study student employees;
- Repairs books

In addition, the Library relies on four work study student employees to assist with various Library processes
Services Provided

- Library Instruction classes
- Library tours
- Course reserves
- Circulation of library materials
- Interlibrary Loan
- Coin-operated photocopy machines
- Microform reader/printers
- Public computers with internet connectivity
- Access to thousands of online full text periodical articles
- Access to UNM’s shared online catalog (LIBROS)
- Access to hundreds of educational streaming videos
- Community borrowing privileges
- Access to the Tome’ area archive collection
- Access to archives of campus documents such as; campus budgets, schedules, catalogs, committee minutes, and accreditation reports
- Access to New Mexico government documents
- Maps and aerial photographs of the Valencia County area
- Access to a physical collection of over 3,500 films and over 40,000 books, magazines and newspapers.

Hours of Operation

Regular Library hours are:

- Monday through Thursday, 8:00am – 8:30pm.
- On the 2nd and 4th Fridays of the month, 8:00am – 5:00pm.
- On the 1st and 3rd Fridays of the month, 10:30am – 5:00pm.
- The Library is closed on Saturdays and Sundays.

Library Computer Lab (LRC 143)

The Library has a twenty-three work station computer lab used to teach Library instruction. This lab may also be reserved for use by other classes as needed and based on availability.
Teaching & Learning Center

Mission

The Teaching & Learning Center (TLC) seeks to enhance teaching and learning, improve student and faculty success and stimulate instructional effectiveness. The Center hosts a variety of faculty workshops and seminars and offers a wide range of instructional resources.

The TLC will provide opportunities for faculty to support, publicize, and demonstrate the use of best practices and innovative approaches to teaching and learning by establishing formal and informal communications forums. The TLC will publicize all training opportunities, workshops, and sessions in its calendar of events and activities.

General Information

The TLC, which is located in Rooms LRC 134, 138, 139 and 141 of the Learning Resource Center, provides information and training in instructional technology and other programs with an end to improving teaching and learning at UNM-Valencia. The Teaching & Learning Center has a library of books on instructional technology, education, and personal growth. The Center also has a large collection of web-based resources on many pedagogical areas, classroom management, and learning and teaching activities.

Teaching & Learning Center Faculty & Staff

- **Instructional Technologist, Michael Brown, mbrowngame@unm.edu**, LRC138, 925.8554: The TLC Manager reports directly to Rosa Auletta, Transitional Studies and Education Division Chair and Title V Co-op Primary Investigator (PI), primarily in matters related to the Title V Grant; and to the Dean of Instruction in matters related to the TLC. Responsibilities include:
  - Supervises all operations and programs in the TLC;
  - Supervises all TLC;
  - Provides and/or supervises workshops and training for faculty;

- **Title V Co-op PI, Rosa Auletta, raulletta@unm.edu**, LRC 133A, 925.8546: The PI oversees all Grant Management for the Title V Co-op Grant.

- **User Analyst III, Chris Meyn, cmeyn01@unm.edu**, LRC140, 925.8551: The User Analyst III reports directly to TLC Manager and has the following responsibilities:
  - Plans technology updates and upgrades, manages new Audio/Video projects on campus;
  - Provides assistance to faculty with instructional technology equipment on an on-call basis.
• Teaches faculty and staff the use of new and emerging technologies.

✱ **User Analyst II, Vacant**: The User Analyst II reports directly to the TLC Manager and has the following responsibilities:
  • Installs, troubleshoots and maintains instructional technology equipment;
  • Provides assistance to faculty with instructional technology equipment on an on-call basis;
  • Manages and assists with Media Site (Classroom Capture) services.

✱ **Program Coordinator, Tamara Archuleta, tarchul2@unm.edu**, LRC140, 925.8559: The Program Coordinator reports directly to the TLC Manager and has the following responsibilities:
  • Provides administrative and clerical assistance to the TLC Manager and PI
  • Assists the TLC manager with the administration of the Title V grant, including grant and institutional budgets;
  • Provides assistance to the faculty with instructional technology equipment (when needed);
  • Takes all incoming phone calls for technical support request.

✱ **Online Senior Tutor, Ryan Baltunis, rmbtunis@unm.edu**, LRC134, 925.8553: The Online Senior Tutor reports to the TLC Manager with the following responsibilities:
  • Tutor students through electronic media;
  • Coordinate with other tutoring departments to offer online students a wide array of tutoring services.

✱ **Online Student Advisor, Rochelle Yazzie, rkyazzie@unm.edu**, Admin. 117, 925.8555. The Online Student Advisor reports to both the TLC Manager and the Advisement Specialist with the following duties.
  • Provide online and walk-in academic advisement to students;
  • Coordinates advising services for Dual and Concurrent enrolled students;
  • Assist the Teaching and Learning Center in maintaining a social media presence on the internet.

✱ In addition, student employees assist the User Support Analyst III and the User Analyst II with equipment maintenance and faculty assistance.

**Programs and Services**

✱ **Management and Maintenance of Instructional Technology Equipment**: The Instructional Technologist supervises and approves the purchases, installation and maintenance of all instructional technology equipment at UNM-Valencia.
Workshops: Workshops are offered in a wide range of areas including computers, audio visual equipment, online and hybrid instruction, pedagogy, and classroom management. Brown bag lunch seminars will be held covering a variety of topics.

Other Workshops, Classes & Seminars: Each term the TLC will provide workshops, classes and seminars to help the faculty and staff learn new skills and concepts so that they may better support student learning. Classes will include computer software applications, instructional media development, electronic communication skills and teaching methods.

Individual Consultations to Faculty and Staff: Faculty can receive assistance developing strategies to improve student learning. Resources, mentors, and information will be provided. All consultations will be confidential.

Instructional Technology Tutorials: The Center will provide tutorials for faculty and staff that need help with computer applications and technology.

Assistance with Instructional Equipment, Office and Classroom PCs: TLC staff will provide on-call faculty assistance with instructional equipment and PCs in the office and the classroom.

Point-of-Contact for Classroom Capture: Chris Meyn 925.8551 is your point of contact for all classroom lecture capture inquiries. You can request your classes to be scheduled for Classroom Capture by emailing Chris at cmeyn01@unm.edu.

Point-of-Contact for Instructional Software: The TLC will serve as the “router” for all instructional software requests (please see instructions below).

Teaching & Learning Center General Procedures

To request technical support for a Presentation System: Call 925.8555 and ask for assistance

To check out a book: Select book from TLC collection in LRC 138. Ask one of the TLC staff to check out the book and provide your name. The staff will enter the checkout information in the TLC database. Books are checked out for three weeks.

To view scheduled workshops: Go to www.unm.edu/~tlc and click on the Workshops link. You can also request a calendar by email tlc@unm.edu or by phone 925.8556

To register for a workshop: Go to www.unm.edu/~tlc and click on the Workshops link. You can register by calling 925.8554 or by email at tlc@unm.edu.
To request installation of software on A/V PC's or in labs or to request any other assistance from the Teaching & Learning Center: Call 925.8554 or email tlc@unm.edu.

The following guidelines and instructions apply to instructional software installations:

- The software purchase must be funded in advance of purchase.
- The proposed software installation must first be approved by the Instructional Technologist (who will consult with the LAN Administrator as to the capability of our systems to handle the software). Once the software has been approved for installation, the Instructional Technologist will contact the LAN Administrator for scheduling installation.
- CSS must be informed of instructional software installations by the following dates:
  - June 15th (or last working day prior to) for the fall semester;
  - November 15th (or last working day prior to) for the spring semester;
  - or
  - May 1st (or last working day prior to) for the summer semester.

Please note that if CSS is not notified of software requests by the given date, the software will not be installed in time for the start of classes and may not be installed until the next period. Consequently, software installation requests should be submitted to the Instructional Technologist at least one month in advance of the dates listed above.

More Information

A comprehensive website for the Teaching & Learning Center can be found at www.unm.edu/~tlc. Information on the Title V Cooperative Grant can be found at www.unm.edu/~titlevco. The grant application is available for viewing in LRC 138.
Academic Divisions & Programs

Business, Technology & Fine Arts

Mission Statement

The mission of the Business, Technology & Fine Arts Division is to provide students with the highest level of professional instruction. By offering career technical and academic programs students can gain successful employment in business and industry or transfer for further study to a four-year university.

As a division we strive for continual growth by consistently upgrading our facilities and developing new and progressive programs. Through the curriculum of our foundation courses students will gain confidence, develop creative problem solving and team building skills.

Critical thinking and cultural awareness are vital aspects of the educational experience at UNM Valencia. We do our best to be a premier cultural arts center for Valencia County by offering gallery exhibitions of local artists, performances, and extensive community outreach with area schools.

General Information

The Business, Technology & Fine Arts Division is committed to helping students succeed and provide superior career programs that will prepare them to succeed in the 21st century workforce. We are committed to partnering with the community and working with K-12 educators to establish career pathways in conjunction with dual credit. The staff and faculty recognize and respond positively to the necessity of change and will continue to explore unique ways to deliver instruction whether that is through traditional, online, hybrid, televised, weekend, evening, or short courses.

Our programs offer practical experiences that provide students with knowledge, skills and abilities that today’s employer’s want and need.

The Division of Business, Technology & Fine Arts offers five associate degree and six certificate programs to choose from: Business Administration, Computer Aided Drafting, Digital Media Arts, Game Design and Simulation, Information Technology, Office and Business Technology, and Studio Art. The Business Administration degree is 100% transferable to the Anderson School of Management at the main campus.

Faculty & Administrative Structure

The Business, Technology & Fine Arts Division has eight continuing faculty and one staff person as follows:
Faculty Administrators

- **Business, Technology & Fine Arts Division Chair and Lecturer III in Fine Arts**, Michael Ceschiat, MFA, ceschiat@unm.edu, B104B, 925.8712. Mr. Ceschiat also teaches Studio Art and Art History and reports directly to the Dean of Instruction.

- **Business Program Coordinator and Lecturer III in Office and Business Technology**, Cindy Chávez, MPA, c2chavez@unm.edu, B126, 925.8706. Ms. Chávez also teaches Business, Computing and Office and Business Technology courses and reports directly to the Business, Technology & Fine Arts Division Chair.

- **Technology Program Coordinator and Lecturer III in Game Design**, Michael Brown, MA, mbrowngame@unm.edu, L138, 925.8554. Mr. Brown also teaches Game Design courses and reports directly to the Business, Technology & Fine Arts Division Chair.

Continuing Faculty: (unless otherwise stated, continuing faculty report directly to the Business, Technology & Fine Arts Division Chair)

- **Lecturer III in Computer Aided Drafting**, Alex Sánchez, MA, alexs@unm.edu, B105A, 925.8716. Mr. Sánchez teaches Computer-Aided Drafting courses.

- **Lecturer III in Fine Arts**, Alexa Wheeler, MFA, alexa08@unm.edu, B111A, 925.8702. Ms. Wheeler teaches Fine Arts and Digital Media Arts courses and reports directly to the Fine Arts Program Coordinator.

- **Lecturer II in Automotive Technology**, Anthony Chavez, ASE Certificate, janthonychavez@unm.edu. Mr. Chavez teaches Automotive Technology courses.

- **Lecturer II in Business Administration**, Richard Palmer, CPA, rpalmer@unm.edu, B152, 925.8730. Mr. Palmer teaches Accounting courses.

- **Lecturer II in Film Technology**, Justin Romine, BA, jromine@unm.edu, B114, 925.8714. Mr. Romine teaches Film Technology courses.

Adjunct Faculty (several adjunct faculty teach courses in the Business, Technology & Fine Arts Division on a semester-by-semester basis and report directly to the Division Chair; Fine Arts adjunct faculty report indirectly to the Fine Arts program Coordinator)
Staff (report directly to the Business, Technology & Fine Arts Division Chair):

- Administrative Assistant III, Susan Jackson, ssjacks@unm.edu, B151A, 925.8711.

The Administrative Assistant reports directly to the Business, Technology & Fine Arts Division Chair and has the following duties:

- Provides administrative assistance to the Chair of Business, Technology & Fine Arts and Program Coordinator for Fine Arts;
- Manages the Carl Perkins and the Business, Technology & Fine Arts budgets;
- Provides administrative assistance in monitoring the Carl Perkins Grant;
- Prepares purchase requests for Business, Technology & Fine Arts faculty;
- Arranges travel and prepares and processes travel vouchers;
- Processes professional development forms;
- Arranges meetings, records division, Business, Technology & Fine Arts Advisory Committee meeting minutes;
- Assigns cubicles for adjunct faculty;
- Maintains equipment and provides database of equipment inventory;
- As needed, serves as backup receptionist in the lab to provide assistance to faculty and students.
- Assists faculty, students and community members as necessary.

Student Employees (assist with the maintenance of labs and provide assistance to other students):

- Duplicating documents;
- Assists students with questions, help them find their classrooms;
- Assist students with computer software problems;
- Provide a place for students to drop off/pickup homework and portfolios and leave messages for instructors;
- Check out presentation room keys;
- Unlock classrooms for faculty members;
- Document and Report computer hardware and software failure to the Computer Help Desk
- Distribute basic classroom supplies (markers, erasers, etc.)
Curriculum

Automotive Technology

The Automotive Technology program offers a certificate as follows:

偏差 Certificates:
- Automotive Technology: Catalog, pp. 32.

Core courses offered in the Automotive Technology program are as follows:

偏差 Automotive Technology (AUTT): Catalog, pp. 97.

Business Administration

The Business Administration program offers a degree and certificate as follows:

偏差 Associate of Arts Degrees:
- Business Administration: Catalog, pp. 33-34.

偏差 Certificates:
- Business Administration: Catalog, pp. 35-36.

Core courses offered in the Business Administration program are as follows:

偏差 Economics (ECON): Catalog, pp. 103-104.

Construction Technology

The Construction Technology program offers a degree as follows:

偏差 Associate of Applied Science Degree:
- Construction Technology: Catalog, pp. 77-78.

Core courses offered in the Construction Technology program are as follows:


Computer Aided Drafting

The Computer Aided Drafting program offers a degree and certificate as follows:

偏差 Associate of Applied Science Degrees:
- Computer Aided Drafting: Catalog, pp. 73-74.

偏差 Certificates:
- Computer Aided Drafting: Catalog, pp. 75-76.
Core courses offered in the Computer Aided Drafting program are as follows:


**Digital Media Arts**

The Digital Media Arts program offers a degree and certificate as follows:

- Associate of Applied Science Degree:
  - Digital Media Arts: Catalog, pp. 79-81.
- Certificate:
  - Digital Media Arts: Catalog, pp. 81-82.

Core courses offered in the Digital Media Arts (DMA) program are as follows:

- Digital Media Arts (DMA): Catalog, pp. 102.

**Game Design and Simulation**

The Game Design and Simulation program offers a degree and certificate as follows:

- Associate of Applied Science Degrees:
  - Game Design and Simulation: Catalog, pp. 52.
- Certificates:
  - Game Design and Simulation: Catalog, pp. 53.

Core courses offered in the Computer Aided Drafting program are as follows:

- Game Design and Simulation (GAME): Catalog, pp. 107.

**Fine Arts**

The Fine Arts program offers a degree and certificate as follows:

- Associate of Arts:
  - Studio Art: Catalog, pp. 56-57.
- Certificate:
  - Studio Art: Catalog, pp. 58-59.

Core courses offered in the Fine Arts program are as follows:

- Art History (ARTH): Catalog, pp. 96
- Art Studio (ARTS): Catalog, pp. 96-97.
- Media Arts (MA): Catalog, pp. 112.
Information Technology
The Information Technology program offers a degree and certificate as follows:

- **Associate of Applied Science Degrees:**
  - Information Technology: Catalog, pp. 85-86.
- **Certificates:**
  - Information Technology: Catalog, pp. 87.

Core courses offered in the Information Technology program are as follows:


Office and Business Technology
The Office and Business Technology program offers a degree and certificate as follows:

- **Associate of Applied Science Degrees:**
  - Office and Business Technology: Catalog, pp. 88-89.
- **Certificates:**
  - Office and Business Technology: Catalog, p. 90.

Core courses offered in the Office & Business Technology program are as follows:


Sustainable Building
The Sustainable Building program offers a degree and certificate as follows:

- **Certificates:**
  - Sustainable Building: Catalog, pp. 92-93.

Core courses offered in the Sustainable Building program are as follows:

- Sustainable Building (SUST): Catalog, pp. 119-120.
Computer Laboratories

Computer labs in the Business & Technology Building are as follows:

- **B105**: 12 workstations (all Macs) plus instructor work station (DMA lab);
- **B107**: 12 workstations plus instructor work station; (IT/CS lab);
- **B110**: 19 workstations plus instructor work station (CAD lab);
- **B111**: 20 workstations plus instructor work station (DMA lab);
- **B123**: 22 workstations plus work-study station (Open Lab);
- **B123A**: 19 workstations (9 PC-10 Macs) plus instructor work station; (DMA/CAD “Open Lab” – no instruction);
- **B124**: 30 workstations plus instructor work station;
- **B127**: 27 workstations plus instructor work station (OBT lab).

Business, Technology & Fine Arts Division courses have priority with scheduling for these labs. Faculty teaching non-technology courses may reserve a lab on a regularly scheduled or temporary basis by contacting the Academic Affairs Office Administrator (925.8602).

More Information

For more information about the programs in the Business, Technology & Fine Arts Division please visit the division’s web site at [http://vc.unm.edu/BusTechFineArts/index.html](http://vc.unm.edu/BusTechFineArts/index.html)

For additional information about the Fine Arts program, please call 925.8712 or visit the Fine Arts web site, [http://www.unm.edu/~vcfa/](http://www.unm.edu/~vcfa/).
Communication, Humanities, English & Social Sciences (CHESS)

Mission Statement

The UNM-Valencia Communications, Humanities, English & Social Sciences Division offers the first two years of academic preparation in the foundational studies of the humanistic disciplines, the social sciences, the development and self-expression of English composition, literature, creative and technical writing skills.

Our broad objectives include an appreciation for a life-long love of learning, acquiring critical thinking skills and earning core requirements for transfer to a four-year institution.

General Information

The Communications, Humanities, English & Social Sciences (CHESS) Division offers certificate and associate degrees in traditional liberal arts curriculum. Students graduating with liberal arts or general studies degrees will be academically prepared to continue their upper division studies at a research institution. Academic preparation of the highest quality for continued study at the bachelor’s level, and eventual placement in the career of the student’s choice are the primary objectives of the CHESS Division.

Faculty & Administrative Structure

The CHESS Division has seven continuing faculty as follows:

- **CHESS Division Chair and Professor of English**, Jami Huntsinger, PhD, [jamilynn@unm.edu](mailto:jamilynn@unm.edu), A115, 925.8614. Dr. Huntsinger also teaches English writing, grammar and literature, and reports directly to the Dean of Instruction.

- **English Program Coordinator and Assistant Professor of English**, Danizete Martinez, [danizete@unm.edu](mailto:danizete@unm.edu), A142B, 925.8728. Dr. Martinez also teaches English writing, grammar and literature, and reports directly to the CHESS Division Chair.

- **Developmental English and Academic Skills Program Coordinator and Professor of Developmental English**, Patricia Gillikin, PhD, [gillikin@unm.edu](mailto:gillikin@unm.edu), A142F, 925.8616. Dr. Gillikin also teaches developmental writing and academic skills courses, reports to the CHESS Division Chair, and collaborates closely with the Transitional Studies and Education Division Chair.

- **Social Sciences Program Coordinator and Assistant Professor of Sociology**, Julia So, PhD, [juliaso@unm.edu](mailto:juliaso@unm.edu), A111, 925.8567. Dr. So also teaches Sociology classes.
Continuing Faculty: (unless otherwise stated, continuing faculty report directly to the CHESS Division Chair)

› Professor of History, Richard Melzer, PhD, rmelzer@unm.edu, A142D, 925.8620. Dr. Melzer teaches English, American and New Mexico history courses.

› Associate Professor of English, Miriam Gustafson, MA, gustaf@unm.edu, A108, 925.8615. Ms. Gustafson teaches English writing and literature courses as well as dual credit courses with area high schools.

› Assistant Professor of English, Heather Wood, PhD, hdwood@unm.edu, A107, 925.8514. Dr. Wood teaches English writing and literature courses.

Adjunct Faculty (adjunct faculty teach courses in the CHESS Division on a semester-by-semester basis and report directly to the Division Chair)

Curriculum

Criminology

The Criminology program offers a degree as follows:

› Associate of Arts Degrees:
  • Criminology: Catalog, pp. 37-38.

Core courses offered in the Criminology program focus on Sociology.

General Studies

The General Studies program offers a degree as follows:

› Associate of Science Degree:
  • General Studies: Catalog, pp. 83-84.

Core courses offered in the General Studies program are selected by the student based on his/her educational goals.

Liberal Arts

The Liberal Arts program offers a degree as follows:

› Associate of Arts Degrees:
  • Liberal Arts: Catalog, pp. 54-55.

Core courses offered in the Liberal Arts program are selected by the student based on his/her expected bachelor’s degree requirements.
Language and Literature

The Language and Literature program does not offer a degree or certificate, but offers several core courses and focuses on helping students learn communication skills “…through reading, writing, using language skills, and experiencing literature which leads them to greater learning, self-expression, critical thinking, shared human awareness, and creativity.”

Core courses offered in the Language and Literature program, many of which meet the UNM Core Curriculum Requirement for Writing & Speaking and Humanities, are as follows:

- **College – Level Writing** (English 110, 111-112, 113, 120, 119/219/220: Catalog, pp. 105-106.

  Placement into college-level writing courses is based on ACT or COMPASS scores as follows:

<table>
<thead>
<tr>
<th>ACT</th>
<th>COMPASS</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>19–25</td>
<td>75–100</td>
<td>ENGL 110</td>
</tr>
<tr>
<td>0-14</td>
<td>0-59</td>
<td>ENGL 111/112</td>
</tr>
<tr>
<td>15-18</td>
<td>60-74</td>
<td>ENGL 113</td>
</tr>
<tr>
<td>26-28</td>
<td>N/A</td>
<td>ENGL 120</td>
</tr>
<tr>
<td>29+</td>
<td>N/A</td>
<td>To place out of all FYC</td>
</tr>
</tbody>
</table>

- **Literature** (ENGL [150/211/250, 292/293]): Catalog, pp. 106-107.

Communication, Foreign Languages, Humanities and Social Sciences

Other courses offered in the CHESS Division are made available both to enrich the student’s overall experience and appreciation for the arts and humanities and to meet UNM Core Curriculum requirement in Communications, Foreign Language, Humanities and Social Sciences (please check the Catalog for verification). These are as follows:

- **Anthropology** (ANTH): Catalog, pp. 95-96.
- **Linguistics** (LING): Catalog, pp. 110.
- **Philosophy** (PHIL): Catalog, pp. 115-116.
- **Political Science** (POLS): Catalog, pp. 117-118.
- **Psychology** (PSY): Catalog, pp. 118.
- **Sign Language** (SIGN): Catalog, pp. 118.
More Information

For additional information about any programs in the Communication, Humanities, English & Social Sciences Division please contact Dr. Jami Huntsinger, Division Chair, at 925.8622 or jamilynn@unm.edu.
Education

Faculty and Administrative Structure

Education has two continuing faculty and one staff person as follows:

Education Program Manager, Rosa Auletta, MS, rauletta@unm.edu, LRC 133A, 925.8546. Ms. Auletta is chair of the Transitional Studies and Education Division and reports directly to the Dean of Instruction.

The Wellness Center Program Manager and Visiting Lecturer in Health Education, Dustin Shafer, MS, dshafer@unm.edu, The Wellness Center, 925.8832. Mr. Shafer also teaches physical education courses and reports directly to the Transitional Studies and Education Division Chair and Mr. Hank Vigil, Director of Student Affairs.

Staff

Fitness & Wellness Education Assistant, Bob Culver, MS, bculver@unm.edu, Wellness Center, 925.8833. The Fitness and Wellness Education Assistant has the following duties:

- Coordinates fitness assessment and personal training.
- Promotes general wellness and coordinates campus-community outreach.
- Assists with event planning and Wellness Club sponsorship.
- Assist with supervising student employees.

Student Employees (assist with the day-to-day operations of the Wellness Center and provide assistance to other students):

Curriculum

Early Childhood Multicultural Education

The Early Childhood Multicultural Education program offers a degree and certificate as follows:

Associate of Arts Degree:


Certificates:

- Early Childhood Multicultural Education: Catalog, pp. 41-42.

Core courses offered in the Early Childhood Multicultural Education program are as follows:

**Education**

The Education program offers a degree and certificate as follows:

- **Associate of Arts Degrees:**
  - Education, Elementary Education Option: Catalog, pp. 43-44.

- **Certificates:**
  - Education, Elementary Education Option: Catalog, pp. 45.

Core courses offered in the Education program are as follows:

- Education (ARTE, EDUC, ETSS, & SPCD): Catalog, pp. 104.

**Health Education**

The Health Education program offers a degree and certificate as follows:

- **Associate of Science Degree:**
  - Health Education: Catalog, pp. 67-68.

Core courses offered in the Health Education program are as follows:

- Health Education (HED): Catalog, pp. 108.
- Physical Education (PENP & PEP): Catalog, pp. 116-117.

**The Wellness Center**

The Wellness Center is located on the southeast side of the campus next to the Bookstore and provides a welcoming place for students enrolled in a physical education course to exercise, obtain information on living a healthy lifestyle, and participate in health and wellness activities. The Wellness Center organizes a variety of wellness events open to the public. Many of the physical education and community education activity courses offered on campus are held in The Wellness Center. The center includes a cardio and resistance room, group fitness room, classroom, fitness assessment room, showers and locker rooms.

The Wellness Center has its own mission statement:

*Our mission is to improve the health of the campus community by providing wellness education, effective exercise activities, and assistance in developing a healthy lifestyle. By meeting the diverse physical activity and wellness needs of the campus community, The Wellness Center strives to ensure that the center is a place where “Every Body Counts.”*
The Wellness Center is supervised by a program manager and support staff as described on pages 40.

**Hours of Operation**

Hours of operation are as follows:

- **Mondays – Thursdays**: 7.00a to 7.00p;
- **Fridays**: 7.00a to 3.00p;

The Wellness Center is closed during all UNM-Valencia Campus official holidays.

**Guidelines**

The following guidelines apply to anyone using the center:

- Anyone eighteen years and older or who has graduated from high school may enroll in a Physical Education class.
- Students log in and out of the center to record visits.
- Students are required to complete an “Informed Risks and Waiver” form.
- If the instructor deems it necessary, the student may be asked to follow up with a signed consent form from their doctor.
- The cardio/weight room is accessible only to students enrolled in a Weight Training or Introduction to Fitness class. (An orientation is mandatory for students enrolled in the Introduction to Fitness class.) There are three different grading options (Grade, C/NC, Audit).
- Daily-use lockers are available in the locker rooms for your valuables and personal items. Please return the key for the locker before leaving the center. Items left overnight are taken to the Security Office.
- The center does not provide a towel service at this time.
- Food is not permitted in the center at any time. Water is the only beverage permitted and must be kept in a spill proof, plastic container.
- Instructors can help with any questions you may have regarding your exercise program.
- Student employees are available to take questions, suggestions and comments relating to equipment, policies and rules.
- After using the exercise equipment, spray with the cleaning solution and wipe down.
- Return all attachments and weights to the proper designated location.
- Do not place bars on weights on the benches.
If you need to place your feet on the bench, please have a towel underneath them.

Limit yourself to twenty minutes on the cardio machines if the Wellness Center is busy.

In addition, dress requirements are:

- Athletic footwear is required to exercise in the group fitness room and cardio/weight room. No open-toe shoes, sandals, or boots, or shoes of any kind with metal hooks will be allowed in the cardio/weight room.
- Wear comfortable, clean, athletic clothing -- no jeans, belts or exposed metal.
- No weightlifting belts with metal buckles.

For faculty and staff:

The cardio and weight room equipment is available for your use by using your tuition remission to enroll in the one credit hour course, Introduction to Fitness. The Wellness Center guidelines apply to all users.

Other Services

Services available at the Wellness Center to all Introduction to Fitness and Move More Be Fit Students:

- Personal training sessions can be scheduled by any Introduction to Fitness or Move student; the user receives an initial meeting to establish fitness goals and discuss any physical activity limitations; an individualized exercise program is then developed and demonstrated for the student;
- Body fat testing;
- Fitness assessment tests.

Services available at the Wellness Center to the campus community and community members:

- Massages are offered throughout the year at the center ( $5.00 signup fee applies);
- Special Friday Workouts;
- Wellness Events;
- Health education events organized in honor of national health observances.
Wellness Club

The Wellness Club is a chartered, campus club with its membership open to any student, with a 2.5 GPA, and faculty or staff, interested in promoting health and fitness on the campus and in the community. The Wellness Center program manager and staff assistant serve as the advisors to the club.

A Wellness Center brochure is also available. For additional information please call 925.8830 or visit the Wellness Center, web site, http://www.unm.edu/~fwec.
Mathematics, Engineering and Science (MES)

Mission Statement

The Mathematics, Engineering and Science Division at the University of New Mexico Valencia Campus is committed to providing quality education to students in Astronomy, Biology, Chemistry, Engineering, Earth & Planetary Science, Mathematics, Natural Science, Nutrition, Physics and Statistics. The faculty strives to maintain high standards in science, engineering and mathematics courses and provides additional instruction to help all students succeed.

General Information

The Mathematics, Engineering, and Science Division provides courses leading to an Associate of Science degree in General Science and an Associate of Science degree in Pre-Engineering. Students majoring in General Science can tailor their courses to fit a science or health science program. The majority of our students taking classes in the Science Department are interesting in the health field (nursing, dental hygiene, pharmacy, radiation, physical therapy).

The Mathematics, Engineering and Science Division at Valencia Campus offers lower-division mathematics courses as included in both our Course Catalog and the Course Catalog of the University of New Mexico. Students can complete their University of New Mexico course requirements at our campus from developmental mathematics through statistics and on to business/biological and engineering calculus.

The nature of our classes is conducive to development of deep levels of understanding in our students due to small class size, reformed mathematics education pedagogy, and the dedication of instructors. Through professional development activities, including department, local, state and national meetings, we provide our faculty with the opportunity to stay abreast of the most recent advances in mathematics pedagogy. In addition, we also provide our instructors and our students with the most recent technological equipment in order to make implementation of new pedagogies possible.

Faculty and Administrative Structure

The Mathematics, Engineering and Science Division (MES) has thirteen continuing faculty and one staff person as follows:

- **MES Division Chair for Engineering and Science Programs and Regents’ Professor of Biology, Miriam Chávez, PhD**, mjchavez@unm.edu, H100B, 925.8613. Dr. Chávez also teaches Biology courses and reports directly to the Dean of Instruction.
MES Division Chair for Mathematics Programs, and Regents’ Professor of Mathematics, Julie DePree, PhD, jdepree@unm.edu, A142C, 925.8607. Dr. DePree also teaches Mathematics courses, reports directly to the Dean of Instruction.

Biology Program Coordinator and Professor of Biology, Claudia Barreto, PhD, barr@unm.edu, H100A, 925.8726. Dr. Barreto also teaches Biology courses, reports directly to the MES Division Chair for Engineering and Science.

Developmental Mathematics Program Coordinator and Associate Professor of Mathematics, Khaled Kassem, MA, khaled@unm.edu, A142E, 925.8609. Mr. Kassem also teaches Mathematics courses, reports directly to MES Division Chair for Mathematics Programs and collaborates closely with the Transitional Studies Division Manager.

Continuing Faculty: (continuing faculty in the MES Division report directly to one of the two Division Chairs as specified)

Associate Professor of Mathematics, Elaine Clark, MA, ewclark@unm.edu, A142A, 925.8618. Ms. Clark teaches Mathematics courses and reports directly to the MES Division Chair for Mathematics Programs.

Associate Professor of Mathematics, Clifton Murray, PhD, wcmurray@unm.edu, A126, 925.8727. Dr. Murray teaches Mathematics and Physics courses and reports directly to the MES Division Chair for Mathematics Programs and Division Chair for Engineering and Science Programs.

Assistant Professor of Chemistry, Brenda Broers, MS, bbroers@unm.edu, A134, 925.8611. Dr. Broers teaches Chemistry courses and reports directly to the MES Division Chair for Engineering and Science Programs.

Assistant Professor of Engineering and Mathematics, Annette Hatch, MS, ahatch2@unm.edu, A123A, 925.8629, Ms. Hatch teaches Mathematics and Engineering courses and reports directly to the MES Division Chair for Mathematics Programs and Division Chair for Engineering and Science Programs.

Assistant Professor of Mathematics, Eva Rivera-Lebron, MA, eriveral@unm.edu, A123A, 925.8644. Ms. Rivera-Lebron teaches Mathematics courses and reports directly to the MES Division Chair for Mathematics Programs.

Assistant Professor of Biology, Melanie Sanchez-Dinwiddie, PhD, melasanc@unm.edu, A132A, 925.8875. Dr. Sanchez-Dinwiddie teaches prerequisite biology courses and reports directly to the MES Division Chair for Engineering and Science Programs.

Assistant Professor of Chemistry, Tracy Terry, PhD, tjterry@unm.edu, H102A, 925.8646. Dr. Terry teaches Chemistry courses and reports directly to the MES Division Chair for Engineering and Science Programs.
Assistant Professor of Earth & Planetary Sciences, Thomas Whittaker, PhD, twhittak@unm.edu, A132A, 925.8873. Dr. Whittaker teaches Earth and Planetary Science and Environmental science courses and reports directly to the MES Division Chair for Engineering and Science Programs.

Lecturer III of Mathematics, Alfonso Heras-Llanos, Ph.D. aheras@unm.edu, A123A, 925.8643, Dr. Heras-Llanos teaches Mathematics courses and reports directly to the MES Division Chair for Mathematics Programs.

Staff (reports directly to the Division Chair for Engineering and Science Programs):

Science Laboratory Teaching Assistant, Victor French, MS, vfrench@unm.edu, A128B, 925.8617.
- To assist faculty in the engineering and science department with the preparation (before and after) labs.
- Orders and maintains supplies and inventory of chemicals and equipment.

Mathematic & Statistics

The Mathematics program does not offer degrees or certificates. College-level courses offered by the Mathematics & Statistics Department are as follows:

- Mathematics (MATH): Catalog, pp. 110-112;
- Statistics (STAT): Catalog, pp. 111.

Placement into college-level mathematics courses is based on the following ACT or COMPASS scores:

For Pre-Algebra Module:

<table>
<thead>
<tr>
<th>ACT</th>
<th>COMPASS</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 13</td>
<td>0 – 23</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>14 – 15</td>
<td>24 – 35</td>
<td>MATH 099</td>
</tr>
<tr>
<td>16 – 18</td>
<td>36 – 56</td>
<td>MATH 100 &amp; MATH 193</td>
</tr>
<tr>
<td>19 – 21</td>
<td>57 – 100</td>
<td>MATH 101, 111, or 120</td>
</tr>
</tbody>
</table>

For Algebra Module:

<table>
<thead>
<tr>
<th>ACT</th>
<th>COMPASS</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0 – 54</td>
<td>MATH 101, 111, or 120</td>
</tr>
<tr>
<td>22 – 24</td>
<td>55 – 100</td>
<td>MATH 121 or 129 or STAT 145</td>
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</table>
\section*{For College Algebra Module:}

<table>
<thead>
<tr>
<th>ACT</th>
<th>COMPASS</th>
<th>Course Placement</th>
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</thead>
<tbody>
<tr>
<td>22 – 24</td>
<td>0 – 54</td>
<td>MATH 121 or 129 or STAT 145</td>
</tr>
<tr>
<td>25 – 27</td>
<td>55 – 58</td>
<td>MATH 123 or 150</td>
</tr>
<tr>
<td>26+</td>
<td>59 – 66</td>
<td>MATH 180, 123 or 150</td>
</tr>
<tr>
<td>28 – 31</td>
<td>67 – 100</td>
<td>MATH 162 or 180</td>
</tr>
<tr>
<td>32</td>
<td>N/A</td>
<td>MATH 162 (waive 123)</td>
</tr>
</tbody>
</table>

\section*{For Trigonometry Module:}

<table>
<thead>
<tr>
<th>ACT</th>
<th>COMPASS</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>0 – 59</td>
<td>Must take MATH 123</td>
</tr>
<tr>
<td>N/A</td>
<td>60 – 100</td>
<td>Waive MATH 123</td>
</tr>
</tbody>
</table>

Three new mathematics courses have been added to the curriculum: MATH 101, MATH 102, and MATH 103. These three courses are the equivalent of MATH 120. MATH 101,102 and 103 are the pre-requisites for MATH 121. MATH 101 and 102 are the pre-requisites for Stat 145 and MATH 129.

Courses offered by the Mathematics, Engineering and Science Division are as follows:

- **Astronomy** (ASTR): Catalog, pp. 97.
- **Biology** (BIOL): Catalog, pp. 97-98.
- **Chemistry** (CHEM): Catalog, pp. 100.
- **Earth & Planetary Science** (EPS): Catalog, pp. 103.
- **Engineering** (ENG): Catalog, pp. 104-105.
- **Mathematics & Statistics** (MATH & STAT): Catalog, pp. 110-112.
- **Natural Science** (NAT SC): Catalog, pp.113.
- **Nutrition** (NUTR): Catalog, pp. 114.
- **Physics** (PHYC): Catalog, pp. 117.
- **Science** (SCI): Catalog, pp. 118.
Science Laboratories

Lab portion of science courses are offered in any one of several lab courses at UNM-Valencia as follows:

- Physics and Astronomy Labs: A-126;
- Chemistry: A128;
- Biology: A135;
- Allied Health Lab (Biology and Chemistry Classes): H110;
- Anatomy & Physiology Lab with cadaver room: H113;

Curriculum

General Science

The Science and Mathematics Departments provide courses leading to an Associate of Science degree in General Science and an Associate of Science degree in Pre-Engineering as follows:

- Associate of Science Degree:
  - General Science: Catalog, pp. 64-66.

Pre-Engineering

The Pre-Engineering program offers a degree as follows:

- Associate of Science Degree:
  - Pre-Engineering: Catalog, pp. 71-72.

Core courses offered in the General Science program focus on mathematics, biology, chemistry and physics and are selected by the student based on his/her expected bachelors of science degree requirements.

STEM Resource Center

The STEM Resource Center exists specifically to provide support to students in the following courses; Math 101, Math 102, Math 103, Math 120, Math 121 and Chemistry 121. Our goal at the STEM Center is to support all students interested in pursuing STEM degrees. Staff and faculty at the STEM Center strive to help students improve study skills and learn how to integrate course material while working together to become independent learners in a friendly and relaxed environment.
The STEM Center provides the following services for students:

- Laptop and calculator checkout for use in the STEM Center;
- Individual and small group tutoring sessions (drop in or by appointment) with tutors and STEM faculty for assistance with science, technology, engineering, and math courses.
- Supplemental instruction (SI) for STEM courses.
- Access to a quiet room, laptops, calculators and a smart board;
- Workshops and seminars on STEM related topics.

The STEM Center is open Monday through Friday year round with different hours during spring and fall/summer semesters. Please call 925.8515 for center hours or to schedule an individual tutoring appointment or study group session. You can also visit the STEM Center website at http://www.vcstem.unm.edu.

More Information

For more information about the Engineering and Science program and its laboratories, please contact the Division Chair for Engineering and Science Programs at 925.8613 or visit the web page at http://vcscience.unm.edu. For more information on the Mathematics program, including course objectives and guidelines, please visit the Mathematics program web page at http://www.unm.edu/~vcmath/.
Nursing

Mission Statement

The mission of UNM-Valencia Associate Degree in Nursing program is to produce responsible, culturally competent and professional registered nurses.

Vision and Intent

- **Vision**: The UNM-Valencia Associate Degree in Nursing program will develop professional nurses with abilities to promote, restore, and maintain health for individuals, families and groups within our rural community.
- **Intent**: The intent of the UNM-Valencia Associate Degree in Nursing program is to provide theoretical based nursing education in preparation of nursing success.

Faculty & Administrative Structure

The Nursing Program has four continuing faculty and two staff as follows:

- **Nursing Program Director and Lecturer II in Nursing**, Dianna Johnston, MSN, RN, [dmjohnston@unm.edu](mailto:dmjohnston@unm.edu), NEC110, 925.8872. Ms. Johnston teaches nursing courses and reports directly to the Dean of Instruction.
- **Assistant Professor of Nursing**, Helen Walton, MSN, RN, [hwalton@unm.edu](mailto:hwalton@unm.edu), NEC 112B, 925.8634. Ms. Walton teaches Nursing courses.
- **Lecturer II in Nursing**, Donna Ketcheson, MSN, RN, CNP, CNM, [donnak@unm.edu](mailto:donnak@unm.edu), NEC111A, 925.8645. Ms. Ketcheson teaches Nursing courses.
- **Lecturer II in Nursing**, Mary Moser-Gautreaux, Ed.D., MSN, RN, CNS, [mmosergautreaux@unm.edu](mailto:mmosergautreaux@unm.edu), S232, 925.8873. Dr. Moser-Gautreaux teaches nursing courses.

Continuing Faculty (report directly to Nursing Program Director)

- **Administrative Assistant II**, Tara Best, [tbest10@unm.edu](mailto:tbest10@unm.edu), NEC office, 925.8870. The Nursing Administrative Assistant II coordinates daily activities, administers and maintains program files and records, and supervises student employees for the Nursing program.
Medical Laboratory Teaching Assistant, Nikki Salazar, salazar16@unm.edu, NEC118, 925.8874. The medical laboratory teaching assistant assists faculty in the nursing labs with the preparation (before and after) of labs.

Adjunct Faculty - several adjunct faculty help with clinicals in the Nursing Program on a semester-by-semester basis and report directly to the Nursing Program Director;

Curriculum

Associate Degree in Nursing:

- Nursing: Catalog, pp. 60-61.

Core courses offered in the Nursing program are as follows:

- Nursing (NURS): Catalog, pp. 113-114.

For more information on this program please visit http://www.unm.edu/~unmvc/Nursing/nursingprogram.html.
Transitional Studies

The Transitional Studies Division incorporates three very important areas of instruction under one “big umbrella.” These include:

- **Developmental Studies** and the *Highway to Success* program serves students who test below college level English and Math class with special emphasis on Learning Communities;

- **Adult Education** focuses on providing pre-college instruction with emphasis on GED preparation and English as a Second language (ESL); and

- **The Learning Center** provides tutorial services to college-level students.

All three of these programs are essential components of UNM-Valencia’s mission to provide open-access education to all students regardless of their college-readiness.

**Developmental Studies: Highway to Success**

**Mission Statement**

*The mission of the Learning Communities is to provide an environment where students build a foundation for life-long learning and success.*

**Vision**

*All students in the Learning Communities will have the academic skills and qualifications necessary to achieve their goal within three years — whether their goal is to complete a certificate, associate degree or transfer to a four-year college.*

*All students will successfully complete their developmental classes the first time.*

**General Information**

*Highway to Success* offers learning communities that are created by combining the various levels of developmental studies classes in writing, math and co-requisite classes in reading and, college study skills (UNIV 101) and math study skills (MATH 193). Tutors participate in class, lead supplemental instruction and provide one-on-one tutoring. The Student Success Manager provides both academic and life skills advising. The *Highway to Success* manager, who is also the Transitional Studies Division Manager, supervises the Learning Center (Tutorial) and collaborates with TRiO and the campus advisors.
Faculty & Administrative Structure

The Developmental Studies Learning Communities program has the following instructors and staff:

Faculty Administrators (for more information, please refer to “Duties and Responsibilities of Faculty Administrators” on page 159):

 Transitional Studies Division Manager, Rosa M. Auletta, MS, raulletta@unm.edu, LRC 133A, 925.8546. Ms. Auletta provides general program oversight, manages the Highway to Success program and provides oversight to the Learning Center and program coordinator. The Division Chair reports directly to the Executive Director.

 Developmental Mathematics Program Coordinator and Associate Professor of Mathematics, Khaled Kassem, MA, khaled@unm.edu, A142E, 925.8609. Mr. Kassem also teaches Mathematics courses, reports directly to the Mathematics, Engineering and Science Division Chair, and collaborates closely with the Transitional Studies Division Chair.

 Developmental English and Academic Skills Program Coordinator and Professor of Developmental English, Patricia Gillikin, PhD, gillikin@unm.edu, A142F, 925.8616. Dr. Gillikin also teaches developmental writing and academic skills courses, reports directly to the CHESS Division Chair, and collaborates closely with the Transitional Studies Division Manager.

Continuing Faculty: (unless otherwise stated, continuing faculty report directly to the Transitional Studies Division Manager)

 Lecturer II in Academic Studies, Teresa Goodhue, MA, tgoodhue@unm.edu, LRC 107, 925.8904. Ms. Goodhue has a twelve-month faculty appointment, teaches Academic Skills and Reading courses, provides advisement to Developmental Studies Learning Communities students, and works in consultation with the Developmental English and Academic Skills Program Coordinator.

 Lecturer I in Developmental Studies English, Amiee Shaffner, BA, stahlman@unm.edu, LRC 109, 925.8906. Ms. Shaffner has a twelve-month faculty appointment, teaches Developmental English courses, provides advisement to Developmental Studies Learning Communities students, and works in consultation with the Developmental English and Academic Skills Program Coordinator.

 Lecturer II in Developmental Mathematics, Sarah Garde, MS, sgarde@unm.edu, LRC 112, 925.8912. Ms. Garde teaches Developmental Mathematics courses, and works in consultation with the Developmental Mathematics Program Coordinator.
Adjunct Faculty (several adjunct faculty teach courses in the Developmental Studies Learning Communities program on a semester-by-semester basis and report directly to the Division Chair)

Staff (report directly to Transitional Studies Division Chair):

- **Student Success Manager, Kim Crowder, BA, kcrowde1@unm.edu, LRC 124, 925.8904.** The Student Success manager has the following duties:
  - Provides academic advising services to current and prospective students.
  - Advises students on life skills issues which impact academic success.
  - Conducts New Student Orientations.
  - Advises I-BEST students.

- **Administrative Assistant II, Donna Fox, dfox@unm.edu, LRC 133, 925.8588.** The Administrative Assistant II reports directly to the Division Chair and has the following duties:
  - Maintains the program accounts.
  - Assists in the budgeting process.
  - Performs a variety of detailed administrative duties.

**Curriculum**

**Academic Studies in English**

Academic Studies in English courses are found in the catalog as follows: UNIV 101, p. 120.

**UNIV 101:** Freshman Interest Group Seminar: (one to three; maximum of three)
Designed to accelerate successful transition to university life.

**Course Placement:** The Compass reading scores are a guide to placement. The Academics Studies class is co-requisite to English 100. Students are placed according to their COMPASS writing scores. We provide students with the opportunity to challenge COMPASS placement with a sample essay written in our center and evaluated by our full-time English faculty.

**Developmental Writing**

Developmental writing instruction at Valencia Campus builds upon the strengths of students’ writing and seeks to instruct by means of strategic encouragement employing proven techniques from the field of rhetoric and composition in order to prepare students for ENGL 110 and beyond. The English 100 course strives to increase the fluency, sophistication, and effectiveness of each student’s written communication.
Developmental Writing courses are as follows:

- Developmental Writing (ENGL 100): Catalog, pp. 105; co-requisite: UNIV 101: Catalog, p. 120.

**Academic Studies in Mathematics**

The MATH 193 curriculum serves as a co-requisite for MATH 100 with emphasis on improving study skills in mathematics.

Academic Studies in Mathematics courses are as follows:

- Academic Studies in Mathematics (MATH 193): Catalog, pp. 112.

**Developmental Mathematics**

The MATH 099 curriculum consists of basic operations of fractions, decimals, percents, ratios and introductory algebra. The MATH 100 curriculum emphasizes beginning algebra skills. The intent of these courses is to prepare students for college level mathematics courses. After students complete MATH 100, most students take Math 101 and 102 or Math 120 or Math 111 depending on their major.

The following are the placement scores (ACT and COMPASS) for developmental mathematics courses:

**For Pre-Algebra Module:**

<table>
<thead>
<tr>
<th>ACT</th>
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<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>14 – 15</td>
<td>24 – 35</td>
<td>MATH 099</td>
</tr>
<tr>
<td>16 – 18</td>
<td>36 – 56</td>
<td>MATH 100 &amp; MATH 193</td>
</tr>
<tr>
<td>19 – 21</td>
<td>57 – 100</td>
<td>MATH 111, 101 or 120</td>
</tr>
</tbody>
</table>

**For Algebra Module:**

<table>
<thead>
<tr>
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<th>Course Placement</th>
</tr>
</thead>
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<td>MATH 111, 101 or 120</td>
</tr>
<tr>
<td>22 – 24</td>
<td>55 – 100</td>
<td>MATH 121 or 129 or STAT 145</td>
</tr>
</tbody>
</table>

**For College Algebra Module:**

<table>
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<tr>
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<th>Course Placement</th>
</tr>
</thead>
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<td>0 – 54</td>
<td>MATH 121 or 129 or STAT 145</td>
</tr>
<tr>
<td>25 +</td>
<td>55 – 66</td>
<td>MATH 123 or 150</td>
</tr>
<tr>
<td>26+</td>
<td>55 – 66</td>
<td>MATH 180</td>
</tr>
<tr>
<td>28 – 31</td>
<td>67 – 100</td>
<td>MATH 162 + Trig.</td>
</tr>
<tr>
<td>32</td>
<td>N/A</td>
<td>MATH 162 (waive 123)</td>
</tr>
</tbody>
</table>
For Trigonometry Module:

<table>
<thead>
<tr>
<th>ACT</th>
<th>COMPASS</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>0 –59</td>
<td>Must take MATH 123</td>
</tr>
<tr>
<td>N/A</td>
<td>60 – 100</td>
<td>Waive MATH 123</td>
</tr>
</tbody>
</table>

Developmental Mathematics courses are as follows:
- Developmental Mathematics (MATH 099/100): Catalog, pp. 110.

Services Provided

The Developmental Studies Learning Communities program provides the following services for students:
- Instruction in developmental mathematics, English and academic skills in a learning communities environment.
- Peer tutoring in the classrooms, in groups, and on an individual basis.
- Supplemental instruction for mathematics classes.
- Academic and life skill advisement.

More Information

We can be reached through our department email, highway@unm.edu, and invite you to visit our website at http://highwaytosuccess.unm.edu.

Adult Education Center

Mission: Illuminating Paths – Elevating Expectations

Vision: Empowering adult learners to achieve their dreams and aspirations.

Purpose

The Adult Education Center helps adults improve skills to transition effectively into post-secondary education and the workforce as well as skills to be more effective in their communities. Services include:

- Developing a career plan;
- Improving reading, writing and math skills;
- Learning English as a second language;
- Enhancing knowledge of civic activities and community participation;
- Completing secondary education which may include preparing for the GED exams in either Spanish or English;
- Enhancing employability skills;
- Preparing for post-secondary education;
Accelerating entrance into career pathways through Integrated Basic Education and Skills Training (I-BEST).

General Information
The Adult Education Center provides instruction in basic skills to support transition to college and careers throughout Valencia, Socorro and Torrance Counties. All courses include basic computer training as it applies to education and career preparation. Individualized tutoring is also available.

Adult Education Center Faculty & Staff

Adult Education Center Program Manager, Tina Newby, tinan@unm.edu, L137A, 925.8920: The Adult Education Center Manager reports directly to the Dean of Instruction, and has the following responsibilities:

- Research and design of effective strategies for program improvement;
- Manage multiple grants related to college and career readiness;
- Supervision and training of staff and faculty.

Program Coordinator, Carol Claus, cclaus@unm.edu, L122, 925.8921: The Program Coordinator reports directly to the Adult Education Center Manager and has the following responsibilities:

- Fiscal oversight of multiple grants, including processing purchases and hiring/payroll;
- Coordination of class sites/locations;
- Supervision of Administrative Assistant II and oversight of clerical duties.

Administrative Assistant III, Elizabeth Wilkinson, awilkins@unm.edu, L137B, 925.8900 (message only): The Administrative Assistant III reports directly to the Adult Education Center Manager and has the following responsibilities:

- Maintain state-mandated database for student records;
- Monitor compliance with program, state and federal policies;
- Data collection from various sources and assists with reporting, including visual representation of data.

Administrative Assistant II, Dolores Flores, mdflores@unm.edu, L137, 925.8900: The Administrative Assistant II reports directly to the Program Coordinator and has the following responsibilities:
- Oversight of front desk operations including providing program information and scheduling appointments;
- Maintain equipment inventory and check-out system;
- Assist with data entry.

**Senior Tutor, Allison Lucero, alliluc@unm.edu, L137, 925.8923:** The Senior Tutor reports directly to the Adult Education Manager and has the following responsibilities:

- Hire, train and supervise workstudy/student employee tutors;
- Coordinate new student orientations and assessment;
- Facilitate Learning and Career Skills introductory course.

**Lecturer/Lead College and Career Readiness Instructor, Michael Carriere, fallout@unm.edu, L128, 925.8922:** The Lead College and Career Readiness Instructor reports directly to the Adult Education Manager and has the following responsibilities in addition to classroom instruction:

- Lead curriculum development based on current research and best practices;
- Assist with professional development and coordination of program faculty;
- Communicate program and instructional needs to the manager and faculty.

**Lecturer/Lead English Language-Civics Instructor, Hannah Abraham-Shea, habrahamshea@unm.edu, L126, 925.8928:** The Lead EL/Civics Instructor reports directly to the Adult Education Manager and has the following responsibilities in addition to classroom instruction:

- Lead curriculum development based on current research and best practices;
- Assist with professional development and coordination of program faculty;
- Communicate program and institutional needs to the manager and faculty.

**Lecturer/College and Career Readiness Instructor, Richard Sylvestre, risylves@unm.edu, L128, 925.8922:** The College and Career Readiness Instructor reports directly to the Adult Education Manager and provides classroom instruction as well as reporting requirements, guiding students and contributions to program improvement.
Part-Time Faculty, Facilitators and Coaches – L137, 925.8900: Adult Education Center

Part-Time Faculty, Facilitators and Coaches are hired each semester and report directly to the Adult Education Manager. They have the following responsibilities:

**Faculty**
- Teach and assess intensive classes following program reporting policies and procedures.

**Facilitators**
- Facilitate computer-based instruction and present workshops in effective strategies for higher education and employment.

**Coaches**
- Provide additional support for students experiencing difficulties.

**Other Services/Enrolling in Adult Education Center**

General steps for enrolling in the program:
1. Complete an application at the Adult Education Center or at sites in Socorro and Torrance.

2. Attend Introduction to the Adult Education Center, a new student orientation session.

3. Assess skills in math, reading and language, as appropriate.

4. New students are placed into Learning and Career Skills (LCS) where they are assigned computer-based instruction and attend workshops in college and career skills. Each student completes a career plan by the end of the course.

5. Upon satisfactory completion of LCS, students may enroll in leveled intensive five-week courses.

6. Student progress is reviewed at the end of every five-week session and next steps are determined.

7. College Transition workshops are offered for students preparing to enter post-secondary education. Information about college, budget and financial aid is presented. The Educational Opportunity Center assists with completing FAFSA applications and the Office of Workforce Solutions assists eligible students with resources to complete short-term training.

**More Information**

More information is available on the web at [http://vcabe.unm.edu](http://vcabe.unm.edu) or by calling 505.925.8900.
The Learning Center (Tutorial)

Mission

The Learning Center is committed to the development of independent learners who assume responsibility for their education.

The mission of the Learning Center is to contribute to the retention of students by facilitating student learning and to assist students in their academic achievement by the development of self-efficacy through forming attributes that sustain learning.

General Information

The Learning Center (Tutorial) provides tutoring, supplemental instruction (SI), study areas, on-line tutoring and computer labs for individuals and/or groups. Students registered for UNM-Valencia courses are automatically registered for services so need only login to use the Center services. Students may drop-in or make appointments for services. Instructors and/or students may request lab or test reviews (math, sciences, grammar) and workshops in a variety of topics (calculator, study strategies, math topics/concepts and grammar). Tutoring is provided for college courses.

SI workshops are offered for a variety of math and science courses with well-developed materials that will promote and develop learning strategies, a deeper understanding of concepts, and promote critical thinking skills.

Online tutoring provides individual or group access to students. No special equipment is required, but a headset with a microphone is useful. This service can be especially beneficial for working students or students taking online classes.

Since many UNM-Valencia students transfer to Main Campus and/or Central New Mexico Community College, services are also extended to these students with Valencia Campus students receiving priority. Students enrolled at a different campus must fill out a short form, which is then entered into the data system to be eligible for services. All students must login to use the Learning Center labs and services.

At the beginning of each semester tutors provide a short presentation to let students know that tutoring is available and free, and to explain the procedure for making appointments and scheduling study groups or review sessions.
Learning Center Staff

Program Coordinator, Lucille Farrington, lfarrington@unm.edu, L116, 925.8931: Learning Center Coordinator, reports directly to the Transitional Studies Division Chair and has the following responsibilities:
- Provides general oversight of the tutorial program and activities;
  - Manages and facilitates program activities;
  - Supervises and trains student tutors;
  - Provides oversight for department account and data records.

Student Tutors: The Student Tutors report directly to the Learning Center Coordinator and have the following responsibilities:
- Provide one-to-one and group tutoring, supplemental instruction, develop and conduct workshops and reviews.
- Provide one-to-one and group tutoring supplemental instruction, develop and conduct workshops and reviews;
- Assist students in the computer labs.

Services Provided

The Learning Center provides the following services for students:
- Peer and professional tutors trained to recognize and accommodate diverse learning styles;
- Supplemental Instruction (SI) workshops for traditionally difficult academic subjects;
- Tutors who provide support to students in computer applications;
- Access to state-of-the-art technology and software;
- Workshops and seminars on study skills, goal setting, learning strategies, and time management;
- On-line tutoring;
- Course specific study groups and reviews;
- Tutor CRLA (College Reading and Learning Assoc.) training and certification for tutors in the Learning Center, the STEM Project, Highway to Success, the TRIO On-Trac Program, and Adult Education Center.
Computer Laboratories

Computer labs in the Learning Center are as follows:

- **L129 (“Stargate”):** 19 workstations (open lab/Writing Lab – no instruction):
- **L105:** 30 workstations (open lab).

More Information

Detailed information including resources, tutor requirements and certification and schedules, CRLA link, orientation to and procedures for utilizing Learning Center services can be found on the website, [www.unm.edu/~tutor](http://www.unm.edu/~tutor). Links to additional resources are also available.
Other Instructional Policies and Procedures

Enrollment Management

Guiding Principles

Enrollment management at UNM-Valencia will closely align with the campus’ mission to…

“…provide community residents with lifelong educational opportunities in order to better prepare them to actively participate in the world as productive, responsible and creative individuals. … Our courses provide basic skills, transfer credits, technical career training and noncredit adult and community education.”

The following “guiding principles” provide a framework aimed at fulfilling the campus’ mission with an end to effectively managing enrollments at UNM-Valencia:

❖ The prime objective of our schedules of classes is to afford students the opportunity to enroll in courses necessary for college readiness, program completion, employment preparation & advancement, and which will broaden their understanding of the world and appreciation for the arts and literature.

❖ The schedule of classes must meet the terms of the campus’ budget for teaching salaries.

❖ Priority for course offerings begins with those specifically required for program completion (including developmental studies), then UNM Core Curriculum requirements (particularly those of special interest to students), and finally enrichment courses and electives.

❖ Courses will be offered at times which better reflect students’ availability and in sufficient sections to accommodate students’ curricular requirements.

❖ Courses required for program completion but with historically low enrollment will be offered on a cyclical basis so as to maximize enrollments.

❖ Course caps will be determined using a variety of criteria to include pedagogical needs, enrollment management, budget considerations, room size, attendance records (i.e., as recorded via the LoboAchieve attendance module), and other criteria as deemed necessary.

❖ In the formulation of schedules of classes particular attention will be paid to relevant data (e.g., enrollment trends, closed class enrollment attempts—“hits,” degree and certificate program participation, student and community surveys).

❖ In preparation for a new academic year, course caps, scheduling and enrollment policies and procedures are to be reviewed each spring semester by the
department chairs and the dean of instruction with input from Student Services. The dean will then approve changes and present them to the executive director for final approval.

Course Caps Policy

- Developmental English and mathematics classes (i.e., 099 & 100) and academics studies classes (i.e., AENG & ACAM 100) are capped at 25 students.
- College-level English writing classes are capped at 25 students.
- Composition tutorial labs (currently “experimental” under the GENS 193 designation) are capped at 25.
- College-level mathematics classes are capped at 30.
- High “teacher-student interaction” and seminar classes (e.g., CJ 130, SPAN, SIGN and others so determined) are capped at 30.
- Science courses with accompanying labs will be capped as follows:
  - Lab size (generally 24) if the lab is required and there is only one lab section available.
  - Double the lab capacity (generally 48) if the lab is required and there are at two lab sections available.
  - Room size (up to 48) if the lab is not required (everything possible will be done to accommodate as many students as possible who wish to take a lab section by scheduling multiple labs).
- Lab classes (studio, computer, science and other courses) are capped at available workstation or equipment space.
- All other classes not part of any group above are capped at room size, maximum of 50.
- High-demand 100-level humanities and social & behavioral science courses may enroll up to 100 students and count as 0.4 FTE (i.e., six credit hours of teaching)—with consent of the instructor.
- Hybrid courses will be capped at the normal course maximums. Online courses will be capped at 30 students.

Scheduling Procedures

- The schedule of classes is developed in its entirety by division chairs and approved for publication by the Dean of Instruction.
- The process for formulating schedules of classes must be determined with sufficient time so as to provide the written publication to students at least one week in advance of the first day of registration. A web version of the schedule of
classes will be made available at least three weeks in advance of the first day of registration.

A general timeline for developing the schedule of classes is as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>Dean provide chairs with data for planning schedules</td>
</tr>
<tr>
<td>2</td>
<td>T</td>
<td>Notice to adjunct faculty to contact Division Chairs for possible teaching assignment. Academic administrator provides chairs with data from previous year.</td>
</tr>
<tr>
<td>4</td>
<td>T</td>
<td>Chairs &amp; Coordinators to meet with draft schedules to look for conflicts and computer lab needs.</td>
</tr>
<tr>
<td>5</td>
<td>W</td>
<td>Schedule information from Student Services (including Library) due to Public Information Officer; Requested space in schedule from ABE, CIS, Community Ed, Distance Ed, etc. due to Public Information Officer</td>
</tr>
<tr>
<td>6</td>
<td>Th</td>
<td>Schedule bids sent by Public Information Officer to publishers</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>Chairs, Out-of-District Ed return completed schedules to Unit Administrator and PT faculty rating matrices to HR Faculty begin submitting book orders to Bookstore Manager and desk copy orders to Academic Affairs Office Administrator</td>
</tr>
<tr>
<td>7</td>
<td>M</td>
<td>Blurbs due by noon; Administrative Assistant provides “finals schedule” to Unit Administrator; Publisher selected; Public Information Officer provides schedule estimated cost to Student Services; ABE &amp; Distance Ed provides completed schedule to Public Information Officer</td>
</tr>
<tr>
<td>7</td>
<td>– 8</td>
<td>Unit Administrator edits SIS, completes database entry, assigns room numbers, obtains call numbers, enters budget data, and completes schedule. Schedule distributed to Student Services; chairs for review finalization completed.</td>
</tr>
<tr>
<td>9</td>
<td>M</td>
<td>Academic Affairs Office Administrator provides completed schedule with sorts and blurbs to Public Information Officer</td>
</tr>
<tr>
<td>9</td>
<td>– 10</td>
<td>Public Information Officer edits, formats, adds graphics, and makes schedule camera ready; Teaching agreements issued to faculty. Last review by Dean, Chairs &amp; Unit Administrator</td>
</tr>
<tr>
<td>11</td>
<td>M</td>
<td>Public Information Officer takes schedule to publisher; Official schedule posted to web</td>
</tr>
<tr>
<td>11</td>
<td>M</td>
<td>Final day for book orders to Bookstore Manager; Public Information Officer returns schedule draft to publisher</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>Schedule available to students</td>
</tr>
<tr>
<td>14</td>
<td>M or 15</td>
<td>LoboWeb registration system becomes available</td>
</tr>
</tbody>
</table>

The dean will provide division chairs with data in preparation for developing the schedule of classes. This data will include:

- Adjunct and continuing faculty overloads budget for each department;
• Enrollment data from previous semesters, grouped and sorted by course, days/times, and instructor;
• Close-out reports, showing number of students attempting to enroll in closed classes;
• Attendance reports (generated by the LoboAchieve attendance module) from previous semesters; and
• If available, student polling data showing course and time preferences.

The dean will consult with Student Services during the development of the schedule of classes in regards all aspects of course offerings (e.g., courses to be offered, times, days, starting dates, duration of course offerings, etc.).

The dean will consult with the Business & Finance Office during the budget process, after a final draft of the schedule is complete, in order to determine the cost of the proposed offerings. If the cost of offering the proposed schedule exceeds current budget amounts, then either the instructional budget is increased to meet the new demands and/or courses are cut from the schedule to bring it within reasonable expenditures to accommodate unexpected or planned growth.

Faculty are assigned to teach courses as follows:

- **Continuing faculty:** Continuing (i.e., tenured, tenure-track or non-tenured “contract” faculty) faculty are given first choice of courses. The chair may choose to have continuing faculty submit bids or may simply consult with faculty individually as part of the assignment process.

- **Adjunct faculty:** Adjunct faculty are assigned to courses on a competitive process each semester. Please refer to “Hiring Adjunct Faculty” section in page 131 for detailed information on this process.

**Textbooks Ordering Policy & Procedures**

Faculty are responsible for ordering textbooks for their classes directly through the Bookstore and desk copies through the academic office. The procedure is as follows:

1. Each semester the Bookstore will place Textbook Requisition forms in each instructor mailbox with submission deadlines as follows:
   a. For the **fall & summer semesters**, the forms will be made available during the last week of February and due the last week in March.
   b. For the **spring semester**, the forms will be made available during the first week of October and due the first week in November.
2. Information requested in the textbook order form is as follows:
   a. course and section number;
   b. ISBN;
   c. exact title;
   d. author (spelled correctly);
   e. edition;
   f. publisher;
   g. estimated enrollments;
   h. supply materials list; and
   i. whether the title is required or optional.

3. If the course was offered during the previous fall or spring semester, the order form will be hardcoded for any textbooks which were previously used.

   Note: It is very important that this information be returned by the deadline (see #2 above). Timeliness of this information directly affects the ability of the Bookstore to buy-back texts from student at the end of the semester and to successfully order and receive books from the publishers. Late orders to publishers can often lead to books not arriving in time for the start of class.

4. If a textbook order form is not returned by the due date, the Bookstore will:
   a. order the default textbook, if the course was offered during the previous fall or spring semester; or
   b. request a textbook order from the Division Chair, if the course was not offered during the previous fall or spring semester or is newly offered.

5. Faculty who are appointed to teach a course after the textbook order deadline will use either the default textbook or the one ordered by the Division Chair.

6. Instructors should list any supplies or other materials needed for the course that would normally be provided by the Bookstore, including any recommended titles on their course syllabi.

7. The Bookstore processes book orders as follows:
   a. returned information is entered into course adoption file of computer system;
   b. information is reviewed for accuracy;
   c. sales history is reviewed;
   d. quantity decision reviewed (this includes taking an inventory of current stock and estimating buy-back quantities);
   e. buy-back list is reviewed;
   f. want-lists are sent to used book companies on titles and quantities not available from students;
g. preliminary purchase orders are sent to publishers for titles not available from students or used book company;

h. perform buy-back at end of semester;

i. want-list titles are sent to used book company for titles not fulfilled at student buy-back; and

j. final publisher purchase order released.

8. There is significant cost associated with overstock returns, including freight charges and restocking fees. Some titles are non-returnable or only a small percentage can be returned. In addition, the cost of personnel time and materials is significant. Consequently, costs associated with any of the following situations will be passed along to the division:

a. any titles requested in the category of non-returnable, custom, or restocking fee;

b. rush orders caused by late arrival of information to the Bookstore;

c. cancellation of a textbook after the order has been shipped; or

d. left-over inventory from old editions of textbooks which are non-returnable are difficult to locate in quantities necessary for class enrollment. They are also non-returnable and any cost will be billed to the department.

Exceptions to this policy must be approved by the Dean of Instruction.

Faculty are expected to do everything possible to alleviate financial burdens on students either by continuing to use the same textbook for as long as possible or ordering less expensive textbooks wherever possible. Previously used textbooks save students money by making it possible for them to buy used books, and as everyone well knows a large proportion of our students are considered to be “economically disadvantaged.”

A study by the former New Mexico Commission on Higher Education (now the Higher Education Department) concluded that faculty play a key role in helping keep textbook costs down. The Commission’s recommendations included:

1. Encouraging faculty to submit book orders in time for bookstore to avoid rush-shipping charges and be able to acquire good selection of used books.

2. Encouraging faculty to look carefully at price when choosing books for their courses.

3. Encouraging faculty to continue to use the same text for as many semesters as possible. Doing so expands the availability of used books on campus and provides more money to students when they sell their books back to the bookstore.
4. Encouraging faculty to educate students as to how the book will be used in a particular course, why the textbook was chosen, and what role it will play in testing and grading for the course. By making the textbook a key element of the course, students are more likely to perceive that their textbook purchase was a valuable investment in their education.

Division Chairs & Managers and Program Coordinators & Managers are expected to advise and inform faculty in this respect and to serve as role models.

**Enrollment Procedures**

- The dean will schedule meetings in advance with chairs, coordinators, and Student Services during the registration period to solicit input in regards course cancellations and creation of new sections. With regards to class cancellations, as a general “rule of thumb,” a class should have a minimum of 12 students. Exceptions would include:
  - Courses required for program completion which have a single section may be allowed to “make” with as few as 8 students, if offered only once per academic year, or 10 students, if offered more than once per academic year.
  - Elective courses (including UNM Core Curriculum courses) with caps of 25 or more would require a minimum of 15 students.

- Independent study courses may be offered to students who meet the following criteria:
  - The required, regularly scheduled course was cancelled.
  - The student will be graduating prior to the next semester for which the course is scheduled to be offered.

- Developmental studies courses are offered under the direction of the *Highway to Success* program, funded through a Title V program in effect through September 30, 2011. The program creates learning communities for students needing more than one developmental course. Learning communities can consist of paired classes such as MATH 100 & ACAM 100 or can be larger communities with math and English as well as corresponding co-requisite study classes. Learning communities have resulted in increased retention, improved collaboration between instructors resulting in curriculum redesigns, and improvement in pass rates.

New students must participate in a New Student Orientation during which they are registered according to COMPASS or ACT placement scores. Communities are available in all combinations of developmental English and math courses. In
addition, we offer independent classes for students needing only math or English. Since block scheduling is not available, developmental classes have registration holds to ensure the integrity and accuracy of placement into learning communities. To improve student success, no new students are registered into developmental classes after the end of the first week of class unless prior arrangements have been made.

Faculty, chairs, dean, and Student Services will not accept petitions for admission to a closed class. Students who need to take a class which is closed may seek alternative scheduling with assistance from faculty advisors or Student Services. Please refer to page 74 for information the Disenrollment Policy & Procedures.

Instructors will record attendance on the Starfish (LoboAchieve) attendance module on each day that the class meets for the duration of the first two weeks of classes. Beginning with the third week of classes, attendance will be recorded weekly (although instructors are encouraged to continue to record attendance on the day a class meets).

Instructors are encouraged to drop students who miss the first week of sessions of a closed class and who do not notify the instructor beforehand. The goal of this course of action is to make it possible for other students to enroll in a closed class as early as possible. The schedule of classes will advertise this possible corrective action in a prominent location and will include the academic office phone number for students to leave their instructors a message should they anticipate having to miss their first class session.

Class Lists, Grade Reporting & Instructor-Initiated Student Drops

All UNM faculty are responsible for accessing an online system for:

1. Generating their own class lists;
2. Reporting grades; and
3. If the instructor chooses, dropping students from their classes—for valid reasons, of course (e.g., poor attendance, discipline issues).

All three of these processes are available at http://my.unm.edu. For more detailed information on how to access class lists, record grades, and drop students please refer to the New Faculty Orientation Manual.
Attendance Taking

At the February 26th, 2003 meeting of the Faculty Assembly, the faculty approved a resolution mandating attendance taking. The exact language in the minutes of that meeting reads as follows:

“Attendance taking is an institutional policy that is required of faculty and expected by students.”

In Fall 2013 UNM implemented a system called LoboAchieve. It is designed to increase college retention through better communication among students, faculty and staff. This system allows for student tracking and provides an early alert system that can assist in better supporting students, advisors, instructors, and student service resources.

- **Getting started is easy:** LoboAchieve is accessible through Learn or directly at [https://loboachieve.unm.edu](https://loboachieve.unm.edu). Log into learn.unm.edu. You will find the LoboAchieve link on your home screen. This link will take you directly into the LoboAchieve module. Additional resources and handouts can be found at loboachieveinfo.unm.edu or you may contact the Teaching & Learning Center at 925.8554.

- **Navigating to LoboAchieve:** Log into learn.unm.edu. or log into my.unm.edu and click on Faculty Life. You will find the LoboAchieve link on your home screen. This link will take you directly into the LoboAchieve module.

LoboAchieve ([https://loboachieve.unm.edu/](https://loboachieve.unm.edu/))

To take attendance, please follow the directions below:

- Login using your UNMID (User name) and password
- Click on the Record Attendance tab
- Select the Course Section using the drop-down arrow
- The default is the current day, but can be changed by clicking in the calendar box
- Use the right sidebar to view specific Attendance Statuses (Present, Absent, Excused, Tardy)
- Click Submit
- Logout

Flags and kudos can be raised through periodic Academic Status Reports or manually. Instructors will receive Academic Status Reports at five, eight and twelve weeks via email and will be asked to make note of academic concerns such as excessive absences, low test/quiz scores, unsatisfactory coursework, and general concerns.
The advisors recommend raising a flag when you have a concern about a student. To raise a flag:

- From the Home Page, click on Students
- Click on the MY STUDENTS tab
- Click on the box next to the student’s name
- Then select the flag tab
- From there it will prompt you for a reason for the flag.

Faculty are asked to record attendance on LoboAchieve each day the class meets during the first two weeks of classes and at least once a week thereafter.

**Canceling a Class**

The UNM-Valencia Faculty Handbook addresses the issue of class cancellations in III.6. “Faculty Attendance and Emergency Dismissal of Classes.” This policy reads as follows:

> It is expected that instructors will meet their students at every assigned class time for the entire class period. However, should emergencies, such as an illness, an accident, or a family crisis, prevent attendance, instructors should contact their chair or the Dean of Instruction directly as soon as possible so that the students can be notified of the canceled class.

Non-emergency absences are permissible only with the Dean of Instruction’s approval at least one week prior to the non-emergency absence. Faculty Absence Report forms are available in the Dean of Instruction’s office.

Occasional emergencies, ranging from inclement weather (listen to radio stations) to bomb scares, may force the college administration to dismiss classes for some or all of a teaching day. Individual instructors must not dismiss classes in such emergencies without prior approval from the administration. These canceled classes will not usually have to be made up unless their total numbers become excessive.

**For emergency cancellations:** Please contact your chair or the Academic Affairs Office (925.8600) as soon as possible. Every effort will be made to notify your students and a cancellation sign will be posted on the classroom door. Once you return to campus you will need to fill out the “Instructor Absence Form - Emergency” form. Please ask the front desk for forms.

**For planned cancellations:** Please be sure to get approval ahead of time from your chair or the dean and fill out the “Instructor Absence Form – Non-emergency” as part of the approval process. You should make every effort to find a colleague who can fill in for you (your chair will assist you with this).
Disenrollment Policy & Procedures

Goals

The three goals of this policy and procedures are as follows:

1. Improve the efficiency of reporting absences for all students (regardless of payment status), primarily during the first two weeks of classes.
2. Inform students of their responsibilities with regards to payment of tuition & fees and attendance, and the consequences of their failures in this respect.
3. Provide guidelines for both faculty and Student Services to follow with regards to taking attendance and disenrolling students.

Statement of Policy

Students who have outstanding balances in excess of $50 by the end of the day on Friday of the week before the week classes start will be disenrolled from all courses in which they are enrolled. Students who fail to attend all sessions of a closed class by the end of the first week of classes (regardless of payment status) without notifying and receiving approval from the instructor, will be dropped from the course on the following business day.

Procedures

The following procedures, focused on recording & reporting attendance and disenrolling students, are as follows:

1. Faculty will provide details of UNM-Valencia’s Attendance and Disenrollment Policy as well as their own attendance policy in their syllabi (please refer to #10 below).
2. UNM-Valencia’s Attendance and Disenrollment Policy will be included in the Catalog and prominently displayed in the schedule of classes.
3. Faculty will record attendance on the LoboAchieve Attendance Module beginning on the first day of classes and throughout the semester.
4. During the first two weeks of classes, faculty will report absences as soon after the end of each class as possible.
5. At the end of the first week of the semester faculty are encouraged to disenroll students who have not attended classes with the exception of those who previously contacted the instructor and received permission (as noted by the instructor). Short-term courses, especially those of an intensive nature (e.g., CNA, PCA) may require that the student be dropped after the first class session.
6. Students who have outstanding balances in excess of $50 by the end of the day on Friday of the second week of the semester will be disenrolled from all courses in which they are enrolled. Student Services will make every effort to contact students prior to disenrollment. Please note that this policy may change.

7. Throughout the semester faculty may disenroll students from their courses, within reason, and as per their attendance policy as addressed in their syllabi. Valid reasons for disenrolling students include:
   
   a. Four or more absences.
   b. Failing grade beyond chance of recovery.
   c. Disruptive behavior or other conduct in violation of UNM’s Student Code of Conduct.

   However, faculty should do everything possible to ensure student success before resorting to disenrolling a student. These “student success” measures include:
   
   a. Submitting flags in LoboAchieve for students who appear to be at risk (e.g., missing two classes, late with assignments, low grades on tests).
   b. Personally notifying students by way of email, memos, or, preferably, by requesting their presence at a “one-on-one” conference.
   c. Recommending tutoring for students with poor study habits.
Dual Credit Policies and Procedures

Introduction and Definitions
SB 943 (Laws 2007, Chapter 227) created a dual credit program in state statute. Postsecondary institutions and Local Education Agencies (LEAs) must refer to 6.30.7 New Mexico Administrative Code (NMAC) for rules regarding dual credit program implementation.

According to the Statewide Dual Credit Master Agreement, Dual credit is a program “...that allows high school students to enroll in college-level courses offered by a post-secondary institution that may be academic or career-technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a post-secondary degree or certificate.” The entire Master Agreement can be found on the NM Public Education Department website under "dual credit program".

The legislation, which became effective in 2008, requires that dual credit courses be articulated between the school district and the college and approved by the Higher Education Department (HED) and Public Education Department (PED).

Concurrent enrollment also offers college credit to high school students but does not require that the college course be aligned with a corresponding high school course. Consequently, the student is not guaranteed that the high school will accept the college credit towards high school graduation requirements. Unlike dual credit, concurrent enrollment is an option available to private and home schooled students.

Dual credit courses are offered through UNM-Valencia in three different ways as follows:

1. The student enrolls in regularly scheduled UNM-Valencia courses, either at the UNM-Valencia campus, the high school campus, or at other off-campus site.

2. The student enrolls in a web-based UNM-Valencia course with the high school teacher providing supplemental instruction. Students will correspond with their professors through UNMLearn (a web-based classroom management system) and email using a PC at home or in a high school lab. In addition, the professor will visit with students and lecture at the high school class periodically throughout the semester.
3. For career-technical courses only, the student enrolls in a high school course approved and designated as a college-level course.

Qualifying Students
To qualify for dual credit courses, a high school student must:

1. Be enrolled in a public school, locally or state chartered school, state-supported school, or bureau of Indian education-funded high school for one half or more of the minimum course requirements approved by PED for high school students.

2. Be at least fourteen years old and in 9th grade or higher.

3. Complete the UNM-Valencia Campus Dual Credit admission Application and the Statewide Dual Credit Request forms provided by UNM-Valencia.

4. Provide an official high school transcript.

FOR ACADEMIC COURSES:
   a. Students must have a minimum 2.5 GPA.

      b. Achieve minimum qualifying score on the ACT, SAT, or COMPASS tests (this applies to English and mathematics courses and courses which require college-level English or mathematics prerequisites).

FOR CAREER-TECHNICAL COURSES:
   a. Have a minimum 2.0 GPA.

Qualifying Courses
According to the Statewide Dual Credit Master Agreement, college courses that are academic or career technical and that simultaneously earn credit toward high school graduation and a postsecondary degree or certificate shall be eligible for dual credit. Remedial, developmental and physical education activity courses are not eligible for dual credit. Dual credit courses may be taken as elective or core course high school credits. Core course means a course required for high school graduation as defined in 22-13-1.1 NMSA.

In addition, only courses which have been articulated for dual credit between UNM-Valencia and the public school district may be applied to this program. Guidelines are as follows:
1. It is the high school's responsibility to ensure that a dual credit student receives high school credit for a dual credit course.

2. The following are the procedures for the articulation and approval process:
   a. For each course to be articulated, the high school will prepare and submit a package of information to the college which will include the high school teacher's credential (curriculum vitae), textbook, and syllabus.
   b. The dual credit coordinator at the college will submit the package of information to the division chair who will examine the materials and, in consultation with a faculty member in the field, make a determination as to the viability of the high school course for purposes of dual credit.
   c. The professor offering a dual credit course will meet with the high school teacher to coordinate details of the course delivery.
   d. The dean will make a final decision.

3. The "Listing of Authorized Dual Credit Courses and Location of Delivery" form [Appendix in Statewide Dual Credit Master Agreement] will be completed, signed by the appropriate school and college officials, and submitted to the HED and PED for final processing and approval.

Qualifying Faculty
All college faculty must meet minimum requirements as detailed in UNM-Valencia's Instructional Council Policies & Procedures Manual.

Administration of Dual Credit Program
The dual credit program is administered through Community Education Services at UNM-Valencia. The Community Education Manager also serves in the role of coordinating the dual credit program and will be referred to as the dual credit coordinator or simply coordinator in this document. The coordinator reports to the Director of Student Affairs and works in cooperation with the Dean of Instruction, faculty, Student Services personnel involved with testing, advisement, recruitment and registration activities, and with Academic Affairs support staff in the Dean’s Office.

The coordinator is responsible for all activities of the program to include:
   1. Initiating contact with area high schools for establishing dual credit courses.
   2. Supervising the course articulation process.
   3. Supervising the collection of completed application forms and enrollment into the college course.
4. In collaboration with Student Services, promoting the dual credit program and recruiting students.

**College Responsibilities**
UNM-Valencia will be responsible for the following:

1. Identifying the point person for the dual credit program (i.e., the dual credit coordinator).
2. Providing applications to eligible students and collecting & processing enrollment forms for matriculating new UNM students and enrolling them in the college course.
3. Testing students with the COMPASS placement test.
4. Promoting the program to high school students & recruiting students into dual credit courses.
5. Waiving tuition and general fees (but not course fees for courses offered at the UNM-Valencia Campus) for dual credit courses.
6. Provide notification in advance of the last day to drop without a grade (the Friday of the third week in the semester).
7. Completing and submitting "Listing of Authorized Dual Credit Courses and Location of Delivery" form [Appendix in Statewide Dual Credit Master Agreement] to the HED and PED.
8. Provide access to advisement by way of frequent visits by UNM-Valencia advisors to the high schools or through online advisement.
9. Provide information and orientation in collaboration with the high schools to the student and parent/guardian regarding the responsibilities of dual credit enrollment.
10. Advise students, teachers and parents of FERPA rules (as described on the Statewide Dual Credit Request Form).
11. Arrange for college textbooks for high school students, and encourage college faculty to make every effort to adopt textbooks for at least three years.

**High School Responsibilities**
The high school will be responsible for the following:

1. Providing opportunities for college staff and faculty to address students for recruitment and promotion purposes, and facilitating meeting times between college faculty and high school faculty and students.
2. Providing students with access to the required college course textbook and, as needed, supplemental course materials.
3. Providing students access to computers with high-speed internet access.
4. Participating in the resolution of potential conflicts between college faculty, high school teachers and/or students and their parents.
5. Completing their respective portions of the "Listing of Authorized Dual Credit Courses and Location of Delivery" form [Appendix in Statewide Dual Credit Master Agreement] and submitting it to the PED and the HED.
6. Identifying the point person for the dual credit program (i.e., the high school dual credit coordinator).
7. Determine the required academic standing for students eligible to participate in the dual credit program.
8. Notify the college if a student’s official schedule of classes is in conflict with the school endorsed registration.
9. Furnish an official high school transcript to the college, along with the completed UNM dual credit admissions form and the Statewide Dual Credit Request form, with all required signatures (student, parent and authorized high school representative).

**Student & Parent Responsibilities**

Students and/or parents will be responsible for the following:

1. Completing and submitting all necessary matriculation and enrollment forms by due dates.
2. Having access to a computer, high-speed internet (for Blackboard Learn), electronic mail, and any programs necessary for completing the course (either at home, at the high school, or at another location).
3. Communicating with the college instructor at least once each week.
4. Completing all necessary course requirements in a timely manner.
5. Meet with the college advisor at least once per semester.
6. Comply with college and high school student code of conduct and other institutional policies.
7. Pay course fees for courses offered at the UNM-Valencia Campus unless other arrangements have been made by or through the high school.
8. Independently satisfy both high school and college calendar requirements.
Faculty Responsibilities

- **High school teachers cooperating with a college instructor in dual credit courses are expected to:**

  1. Respond promptly to email, phone calls or other medium of communication from college faculty and UNM-Valencia Community Education staff.
  2. Distribute and/or proctor supplemental materials and return them promptly to the college instructor.
  3. Allow dual credit students to meet with the college instructor and advisor as necessary.
  4. Report student progress to college faculty as requested.
  5. Assist dual credit students with college coursework to include revision of work to be submitted for grading, reminders to submit materials by due dates, providing class time for students to access computer labs in order to complete coursework, etc.

- **College instructors are responsible for the following duties:**

  1. Consult with the high school teacher and determine the supplementary instructional materials and level of assessment needed to ensure that the course meets UNM curriculum standards.
  2. Preparation of course materials (instruction and assessment) via Blackboard Learn, preferably, or other instructional management delivery system, if applicable.
  3. Collaborate with the high school teacher to ensure that participating students stay on task.
  4. Communicate with students by way of Blackboard Learn, email, and visit with students at the high school site regularly throughout the semester.
  5. Grade student work and issue students a grade at the end of the college semester.
  6. Respond promptly to email, phone calls or other medium of communication.
  7. Track progress of dual credit students and provide reports as needed to the high school teacher (if applicable).
  8. Inform students of course requirements in the syllabus.
Faculty Compensation
High school teachers working with a college instructor in dual credit courses will be given $100 for each high school section that has been designated as dual credit and for which they have students enrolled. They will be paid "extra compensation" each semester by their school district. UNM-Valencia Campus will reimburse the school district to cover this cost.

College instructors will be paid contingent on the amount of work necessary to deliver the instruction. The following guidelines will apply:

1. If the instructor is serving as "instructor of record" with no other obligations required other than participating in the articulation process and entering grades issued by the high school instructor (this is the case with most career-technical dual credit courses), the college instructor will receive the greater of a $100 stipend per college section, per semester.
2. For instruction consistent with a regular class (traditional or online), the instructor will be compensated according to the following rules:
   a. If the instructor is adjunct faculty, the pay scale is $720, $770, or $820, per credit hour, for a bachelor's, master's, or terminal degree, respectively.
   b. If the instructor is continuing faculty, the course may be part of the instructor's regular load or may be an overload, in which case it would be paid according to the scale listed under 2a above.
   c. If the number of students enrolled in a class exceeds the normal class cap, the instructor will be paid for an additional section if the number of students that exceeds the cap is at least fifteen.

General Operational Guidelines
The effective operation of the dual credit program is of vital importance to the students' current and future education, first and foremost, the overall social and economic welfare of the community, and the reputation of the college and the public schools. Consequently, care must be taken to ensure that this program is carried out according to state regulations, UNM and local school board policies and with an attitude of excellence in every respect. To this end, the following operational guidelines apply:

1. During the preparation of the summer and fall schedules of classes (February and March) and again during the preparation of the spring semester schedule of classes (September and October) the dual credit "team" (dual credit coordinator and Student Services personnel in recruitment and
enrollment management), should meet with high school "team" (principals, counselors and other school personnel involved in the program), to review list of approved dual credit classes and determine if new courses should be considered for dual credit.

2. If the high school teacher, textbook, or syllabus changed since the last time a course was offered, the course/s will need to be re-articulated.

3. Along with the articulation process, college faculty should be identified as soon as possible and the expected degree of work required of the faculty member (and salary schedule-see "Faculty Compensation") should be determined.

4. According to the Statewide Dual Credit Master Agreement, "unless otherwise approved by the cabinet secretaries of higher education and the public education departments, successful completion of three (3) credit hours of postsecondary instruction shall result in the awarding of one high school unit … "

5. High school courses which are offered throughout the academic year are preferable for purposes of dual credit, but single-semester courses are also acceptable, albeit with a greater degree of urgency with regards to preparation if they are offered in the fall. The following guidelines will apply:

A. For high school courses offered throughout the academic year, the fall semester is a time of preparation for:
   a. Presenting the program to students in qualified and selected courses.
   b. Testing students if required.
   c. Matriculating qualifying students at UNM and issuing them their UNM Banner ID and email address (same as Blackboard Learn login ID).
   d. Enrolling students in the college course at the very start of the enrollment period.
   e. Meetings between college faculty and high school teachers and students.

B. For high school courses offered on a semester basis, or throughout the academic year but which articulate with two sequenced college-level courses, the same guidelines listed above also apply, but with a much shortened preparation period. To maximize the use of time the following guidelines should be applied:

   i. Preparations (as previously described) should be made during the previous semester.
ii. If at all possible, meetings between college and high school faculty should take place either in the summer months; when high school faculty report for duty; or during the first week of classes.

iii. Students should be presented with the program during the first week of classes.

iv. If testing is required, it is preferable that students be tested at the end of the spring semester for the following school year; or at the latest, during the first two weeks of the new school year.

v. Qualifying students should be matriculated and enrolled no later than the third week of the high school semester which generally coincides with the first or second week of college classes).

6. College faculty should visit their students regularly throughout the semester. These visits should be planned in advance and included in the syllabus.

7. Students may drop the course at any point in the semester or may be dropped by the college instructor for reasons of non-participation, non-communication, or other reasons as stated in the college instructor's syllabus. Students who transfer out of the high school class will be dropped from the college class.

8. Students can only be enrolled for the duration of one semester. In effect, students must complete whatever UNM course they’re enrolled in before the end of the same semester.

9. At the end of the semester students will be issued a grade by the college instructor. If students miss the "deadline to drop without a grade-Friday of the third week of class for 16-week courses, or the Friday of the second week of class for 8-week courses, they may request to be dropped, or they may be dropped by the instructor, and they will receive a grade of "W".

10. Any disputes between a student, high school teacher, and/or the college instructor will be handled first by the college instructor; then by the dual credit coordinator; and, if the matter is not resolved at that level, by the dean or the high school principal. Under normal conditions, parents would not be involved in such disputes. However since high school students are minors, parents wishing to intervene should directly speak with the dual credit coordinator or the dean, but not the college instructor.

11. Issues outside the scope of this policy may be addressed by the HED/PED Dual Credit Council.
**Effective Date for Policy & Procedures:** This policy and its related procedures will be put into effect for the start of the 2012 fall semester.
Policies and Guidelines for Offering Web-Based Courses

Introduction and Definitions

UNM-Valencia’s mission is: A quality education – a lifetime of success. To fulfill our mission in part, one of our major strategic areas is to expand access to students, by extending our reach and reducing barriers to enrollment. To reach this goal we will continue to expand our online offerings.

The purpose of this document is to create a set of policies that will govern web-based course offerings at UNM-Valencia while at the same time ensuring the highest instructional quality. It provides guidelines for faculty with respect to training that is required and support that is available.

There are three types of courses that fall under the definition of “web-based” at UNM:

1. **Online**: An online course is one in which learners access primary content and instruction using a variety of tools, including UNM’s official learning management system, email, chat, discussion boards, web pages, and multimedia technologies. Students may or may not be required to purchase hardcopy textbooks. Specific technologies employed will vary by course and instructor. Depending on the teaching style of the instructor and the course content, instruction can take place synchronously (all participants in the course log in at the same time) or asynchronously (participants log in and participate as their schedule permits with respect to imposed deadlines), or some combination of the above. UNM’s accrediting agency, the Higher Learning Commission of the North Central Association, stresses the importance of a dynamic and interactive learning environment—student-student interactions and student-faculty interactions—regardless of the setting in which it occurs. Email, online and telephone office hours, chat rooms, and web-based threaded discussions are some of the technologies that help facilitate interaction. Other details or issues related to online courses include the following:

a) In many cases, the course content, communication tools, and learning activities reside within a learning management system, such as Blackboard Learn, which allows for user authentication and tracking in a secure environment. According to New Mexico Higher Education Department (HED) requirements, at least 75% of the course occurs
online, while 25% or less employs other delivery methods, including face-to-face contact.

b) UNM online courses are not open-ended and have set start and end dates. Most follow 8- and 16-week formats with learning activities scheduled on a weekly basis. UNM Extended University supported online courses are modeled to follow the Best Practices for Electronically Offered Degree and Certificate Programs developed by the Council of Regional Accrediting Commissions http://www.wcet.info/resources/accreditation/.

2. **Hybrid**: A hybrid course is a blend of face-to-face and online instruction which uses UNM’s official learning management system and possibly other online sources. Hybrid courses move approximately half of course time online and, as a result, reduce the amount of classroom seat time. The online portion of the instruction is delivered to the learner using a variety of tools including email, chat, discussion boards, web pages, and multimedia technologies. Specific technologies employed vary by course and instructor. Class meeting time is reduced by the material covered and is equivalent to a regular class delivery for the same number of credits.

3. **Web-Enhanced**: A web-enhanced course is a traditional face-to-face course that uses UNM’s official learning management system to expand student learning beyond the boundaries of the classroom. Examples of this include: posting of syllabi and course materials, creation of asynchronous discussions, usage of online quizzes, grade books, communication, and assignment submission tools. These tools supplement instruction, but do not reduce seat time.

**Administrative Structure**

The administration of online instruction will be tiered according to the following hierarchy diagram with varying responsibilities in different areas. The following diagram helps explain this concept:
What this administrative structure means is that the scheduling of online courses follows the same procedures as other courses: the division chair/manager with assistance, if applicable, of the program coordinator/manager prepares the schedule and determines if academic content is appropriate for the course and for the level of instruction. The Manager of Community Education oversees the scheduling of online dual credit instruction and possibility of listing some of our online community education. The Teaching & Learning Center (TLC) oversees faculty training, ensuring that the instructor is properly prepared to present quality content using the accepted technological tools available. Both the TLC and the Division Chair will ensure that quality standards exist within the online course (as defined below). The Online Task Force Committee will also recommend updates and enhancements to the online shell.

**Academic Standards**

UNM-Valencia will strive to offer our students the same quality of instruction in online and hybrid courses that we offer in our face-to-face courses. Therefore, we will adhere to the standards set forth by the Higher Learning Commission:

1. Best Practices for Electronically Offered Degree and Certificate Programs, and
To this end, we provide the following policies and guidelines related to maintaining the highest of academic standards:

- **Faculty Training, Support and Certification**: the Division Chair, with assistance, if applicable, of the program coordinator/manager, must first approve faculty who wish to teach an online or hybrid course. The next step in this process involves being certified as an online instructor by the manager of the TLC. Details for this process are as follows:
  
  - Faculty members who have had significant and successful experience offering online courses may request to be certified as an online instructor by the manager of the TLC. This process may, at the discretion of the TLC manager, require documented evidence of quality practice and training.
  
  - Faculty members who have not previously offered an online course will be required to undergo training and certification approved by the TLC. The TLC manager determines and requires the level of training required (See TLC Online Teaching Certificate Program below).

**TLC Online Teaching Certification Program**

The TLC’s Online Certificate program is designed to provide the essential tools and strategies for the effective design, development, and delivery of online instruction. This comprehensive online program includes a learner-centered curriculum that provides practical applications for online teaching, learning, and assessment. The program is open for faculty, trainers, and others interested in teaching in the online environment. This program will use the e-portfolio technique to assess and certify the enrolling faculty members.

The TLC Certificate program is divided into three parts with each consisting of many one-week topics and a practicum component. The program will address the following:

**Introduction to Online Instruction**

1. Understanding Online Learning (Week 1)
2. Determining the Best Online Environment (Week 2)
3. Preparing for Online Teaching and Learning (Week 5)
4. Creating an Online Community (Week 8)
5. Assessment of Online Work (Week 11)
6. Assessing Quality of Online Class (Week 14)
7. Miscellaneous (Week 12)

Technology Tools for Online Instruction
1. Blackboard Learn (Week 4)
2. Microsoft Office (Week 3)
3. Video/Audio Conferencing (Adobe Connect) (Week 9)
4. Classroom Capture Technology (Week 10)

Designing Curriculum for Online Instruction
1. Creating Web Pages (Dreamweaver) (Week 7)
2. Web 2.0 (Week 6)
3. Creating Hybrid and Online Classes (Week 13)

A faculty member must complete all parts of the program to be certified to teach an online course. The practicum consists of developing a course or course materials for online delivery by either creating an entirely new course or converting course content from a traditional course. As participants progress through each program course, there is time built into the program for them to work on the practicum component by applying the tools, techniques, and strategies addressed in each part.

New program begins each semester and enrollment is limited to ten participants per semester, faculty members have to sign for EDUC 293 to participate in this program.

TLC Program Outline

<table>
<thead>
<tr>
<th>Program Part</th>
<th>Topic</th>
<th>Details</th>
<th>Practicum</th>
<th>E-Portfolio</th>
<th>Week</th>
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</thead>
</table>
| Introduction to Online Instruction | Understanding Online Learning | ▪ Components of online learning  
▪ Differences between online and traditional learning  
▪ Advantages and limitations of online learning | Exploring online learning and developing a critique of one class | | 1 |
| Determining the Best Online Environment | Planning course content and organization  
▪ Developing goals and objectives  
▪ Reviewing types of online courses  
▪ Locating and evaluating online courses in your academic discipline | Exploring the different types of online courses:  
1. Web Presence  
2. Web-enhanced  
3. Hybrid  
4. Web-based | | 2 |
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<tr>
<th>Preparing for online teaching and learning</th>
<th>The role of the instructor in the online learning environment</th>
<th>Preparing for the WebCT course</th>
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<td>The role of the learner in the online learning environment</td>
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<td>Assessing online teaching and learning readiness</td>
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<td>Impact of learning theories/learning styles/types of learners.</td>
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<td>Creating an Online Community</td>
<td>Blogs</td>
<td>Create some social-networking accounts</td>
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<td>Discussions Boards</td>
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<td>Assessment of Online Work</td>
<td>Rubrics</td>
<td>Develop and create course-appropriate and learner-centered methods of online assessment and add to your course.</td>
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<td>Assessing Quality of Online Class</td>
<td>Applying assessment theory to online education:</td>
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<td>Quantitative and qualitative methods of assessment</td>
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<td>Course evaluation techniques</td>
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<td>Developing and Selecting Appropriate Assessment Measures:</td>
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<td>Providing learning feedback</td>
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<td>Utilizing peer reviews</td>
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<td>Evaluating learner progress</td>
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<td>Miscellaneous</td>
<td>Addressing intellectual privacy issues and copyright issues</td>
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<td>Privacy issues</td>
<td>Example of fair use and references.</td>
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<td>Providing technical support</td>
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<td>Technology Tools for Online Instruction</td>
<td>Developing new course content</td>
<td>Blackboard Learn Course</td>
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<td>Preparing existing materials for online instruction</td>
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<td>Write and post your syllabus (or training topic outline) and course calendar.</td>
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<td>Begin creating your online course/workshop.</td>
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<td>This can include resources you discovered that are already online or new material. (At least one area of content needs to be posted - this can be the equivalent of one topic or one week of material)</td>
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<td>Design appropriate assignments. (At least one assignment needs to be created to fulfill the practicum)</td>
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<td>Designing and implementing assessments.</td>
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Faculty who need additional training in the creation of instructional web sites, classroom capture technology, and other instructional technology matters will receive the needed training through the TLC or other approved sources, including but not limited to the NMSU RETA program or training programs through UNM Main Campus.

Course Development, Compensation and Approval: Faculty who are interested in teaching an online or hybrid course will, with the express written approval of the
Division Chair and the Dean of Instruction, be allowed to develop the course. The creation of new online and hybrid courses will then be designed to reflect existing course descriptions and meet accepted learning outcomes.

The following policy applies to courses offered fully online or Hybrid Courses:

For courses which have not previously been offered online, the procedure is as follows:

The faculty member will be paid $500 flat rate per course for the development of the course a $167 per credit.

For online courses which have previously been developed and taught at our campus, the procedure is as follows:

In most cases, the instructor will use the online materials already developed for no additional compensation, unless shell is created for program use.

When existing online materials are deemed substandard of significantly out of date, the instructor may be compensated (to be determined by the manager of the TLC, the division chair, and the dean of instruction) for modification or complete redevelopment of the course.

Once an online course has been developed, the online materials will be submitted to the Dean of Instruction, the Division Chair, and TLC for review, approval and, if applicable, modification prior to implementation.

The Online Course Evaluation Metrics

We are adapting the Quality Matters™ online course design rubric developed by Maryland Online with partial support from the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. This rubric has been adapted and modified by Lake Superior College for the use in the review of online courses.

We can use this rubric.

- As a guide to design the course.
- As a source of suggestions or ideas for such things as syllabus design or learning activities.
As peer input or evaluation, or

As a supervisory evaluation or critique of the online course work.

Two faculty members will conduct the Online Course Evaluation Metrics:

1. Design Analysis: TLC manager
2. Content Analysis: Department Chair, Program Coordinator, or someone with expertise in online instruction chosen by the Division Chair.

Guidelines for Hybrid and Online Courses

- **Course Maximum and Minimums**: Online course caps are recommended to be thirty students only. *Hybrid courses will be capped at the normal* course maximums and will be subject to the same minimum enrollments as face-to-face courses.

- **Faculty Rights and Responsibilities**: Faculty teaching online and hybrid courses are subject to the same rights and responsibilities as stated in the faculty handbooks of the University of New Mexico and the UNM-Valencia Branch Campus and as summarized in the Instructional Council Policies & Procedures Manual.

- **Evaluation and Assessment**: Hybrid and online courses are subject to the same evaluation procedures and criteria as face-to-face courses. Hybrid and online courses will be evaluated and assessed as follows:
  - Using IDEA online for hybrid and online courses, faculty will be expected to fill out the FIF forms online, and students will be expected to evaluate the course using the online version.
  - Course assessment will be required of online courses just as they are of face-to-face courses.
  - Periodic peer and supervisor reviews should also be performed, using the Quality Matters rubric.

- **Proctoring Exams**: Faculty are expected to issue examinations in hybrid courses in the same manner as in face-to-face courses. For online courses faculty may choose any one of the following processes:
  - Administer online exams using the Learning Management System or another approved online source (e.g., MyMathLab for mathematics courses).
• Require only submitted materials for completion of the courses’ requirements. Please note that this method is highly discouraged as it opens up numerous avenues for academic dishonesty.

• Require that students meet at a prescribed time and place to take examinations, and that the instructor be available to administer the exam.

• Require that students take examinations at the campus’ Testing Center during a prescribed period. If this option is chosen, the faculty member is asked to observe the following procedures:
  
  † Notify the Testing Center at least one week in advance with specific information about the student, the allowed maximum duration of the exam, equipment the student may need to use (e.g., computer, calculator), allowable materials that the students may use during the examination (e.g., textbook, websites, documents), and detailed instructions for the administration of the exam.

  † Submit all testing materials and instructions to the appropriate staff at the Testing Center in a sealed envelope. Please be aware that under no circumstance should students be allowed to show up with their own testing materials.

  † Make test available to students through another venue, if students live outside the state.

• Arrange for students to take examinations at a bona fide authorized testing center at another campus or at a designated public library. If the faculty member chooses this option, care must be taken to follow the prescribed procedures at the host site. It is the student’s responsibility to arrange for the place and the proctor and to submit this information for instructor approval at least two weeks prior to the due date of the examination.

Student Advisement and Support: Given that online courses generally have a lower success rate/high attrition rate than hybrid or face-to-face courses, it is imperative that students be “certified/oriented” before being allowed to enroll in an online course. A statement in the schedule of classes will notify students of the need for “online certification/orientation” before being granted permission to enroll in an online class. The statement will include that students enrolled in online courses need to be self-motivated and self-directed. Computer system requirements will also be clearly indicated in the schedule of classes.
The student online certification process is as follows:

a. Prospective online students will be required to complete a questionnaire which will be made available through a web link in their Learning Management System (Blackboard Learn) course page or another questionnaire designed by the instructor and approved by the Dean and/or the Director of the Teaching & Learning Center. Based on the results, will be advised by the instructor whether it is in the student’s best interest to enroll in an online course.

b. Students who are deemed to have the right preparation, as evidenced by a good score on the online questionnaire listed above, and who have not previously enrolled in an online course; or who have a GPA lower than 2.5; or who previously enrolled in an online course but earned a grade lower than a “C” on the most recent online course taken; will be advised to attend a two-hour (on average) orientation workshop offered through the Learning Center (Tutorial) on the following broad topics:

   I. Primer on systems requirements.
   II. Basics of navigating through Blackboard Learn.
   III. Effective strategies for independent study learning.
Catalog Preparation

Currently UNM-Valencia prepares biannual catalogs during the last academic year of a catalog’s life (i.e., the next catalog will be prepared during the 2007 – 2008 academic year with a goal to distribute it by the end of classes in May, 2008).

The Dean of Instruction is responsible for the contents and the preparation of the UNM-Valencia Catalog and the Public Information Officer is responsible for its publication. A more detailed list of responsible parties for the preparation of the catalog is as follows:

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In order to make the Catalog available to students by the end of the academic year, it is imperative that division chairs and coordinators complete all curriculum development (i.e., all changes approved – please refer to next section “Curriculum Development” for details) by the end of October of the academic year of preparation.
Curriculum Development

For purposes of this manual, “Curriculum Development” refers to the formal creation, deletion, or change to a course or a degree or certificate program. This section begins with a definition of terms and then provides specific instructions including access to relevant for making curriculum changes.

UNM Curriculum Terminology Glossary

The Curriculum Terminology Glossary lists terms used by UNM to describe how degree programs are organized:

- **Certificate**: A prescribed course of studies approved through the University’s curriculum approval process. A completed certificate appears on a student’s transcript, however a diploma is not issued. Some departments may offer certificates that are not reviewed through the University’s curriculum approval process and thus are not transcript. Certificates at UNM branches are formal awards approved by the Office of the Associate Provost for Academic Affairs.

- **CIP Code**: The Classification of Instructional Programs (CIP) is used nationally to assure comparability of information among institutions of higher education. It allows the classification of instructional programs into broad academic categories.

- **Concentration**: An approved set of courses WITHIN A MAJOR that define a specialty area or specific field of study. Unless specified by the unit offering the major, a concentration is not required.

- **Degree**: A title that the University confers on a student who has satisfactorily completed a required program of study. Degree requirements are established by the University, colleges, and departments, and are approved by University faculty, administration, and the Board of Regents. UNM is authorized to award associates, baccalaureate, masters, 1st professional, and doctoral degrees.

- **Degree Title**: The complete approved label of a degree program consisting of the degree designation and the degree major (e.g., Associate of Arts in Business Administration, Associate of Science in General Science, Associate of Applied Science in Information Technology, Bachelor of Arts in History; Bachelor of Science in Chemistry). Some programs require the name of the major as part of the degree designation (e.g., Master of Architecture—
MARCH, Master of Business Administration–MBA, Master of Science in Nursing–MSN).

- **Diploma:** An official document naming a degree that has been conferred by the University.

- **Emphasis:** An approved subset of courses within a concentration. Emphases do not appear on a diploma or transcript. Unless specified by the unit offering the major and concentration, an emphasis is not required. Emphases go through the curriculum approval process (only emphases that have gone through the curriculum approval process will appear in the UNM Catalog.)

- **Major:** That part of a degree program consisting of a specified number of hours from a defined group of courses in a primary discipline or field. A completed major is shown on both a student’s diploma and transcript. A new major (by each degree level) must go through the curriculum approval process. Changes to an existing major must be accomplished in accordance with UNM’s Curriculum Forms Process Manual. Only formally approved majors will appear in the UNM Catalog.

- **Minor:** That part of a degree program in an approved secondary discipline or field OUTSIDE THE MAJOR. A minor requires fewer hours than a major. A completed minor is shown on a student’s transcript but not on the diploma. A minor is awarded only if approved by both the major and minor department and/or college.

- **Professional Development Certificate:** A professional development certificate indicates completion of a set of credit or non-credit courses designed to provide participants an opportunity to develop or improve specific job-related knowledge and skills. Professional development certificates are issued by the unit offering the course/s rather than by the Office of the Registrar and do not appear on university transcripts.

- **Program Level:** Program levels at UNM include the following: Certificate, Associate, Baccalaureate, 1st Professional, Graduate Certificate, Master’s, and Doctorate.

- **Program of Study:** An approved course of study leading to a transcripted certificate or degree.

- **Transcript:** A document that details the entire permanent academic record of a student at the University. An official transcript is a certified copy, for which a small fee is charged. An unofficial copy is available at no charge.
The following diagram illustrates the relationship between majors, concentrations, emphases, minors, and certificates:

![Conceptual Model Diagram]

* There are three types of certificates: branch campus certificates, stand-alone certificates at the Main Campus, and certificates that are part of a graduate degree program.

**Schedule Type Glossary**

The Schedule Type Glossary provides definitions for various types of courses as follows:

- **Clinical clerkship**: Full-time supervised learning experience in a clinical setting.
- **Co-op**: A structured educational strategy for learning through paid, productive, real-life work experience in a field related to a student’s major. It provides progressive experience in integrating theory and practice. A co-op is a partnership between students, educational institutions, and employers.
- **Independent Study**: Undergraduate or graduate-directed study in an area of special interest not readily available through conventional course offerings. The student works with a chosen faculty member who approves the student’s individualized plan of study and supervises his/her progress. An independent study may be project-oriented, research-oriented, and/or focus on directed readings and writing in the area of interest. The term used by a program to label an independent study may vary (e.g., independent study, individual study, directed study, problems, undergraduate problems,
graduate problems, research problems, honors problems, senior honors research, reading and research for honors, readings, directed readings, etc.).

- **Laboratory**: A course taught in a controlled environment requiring specialized equipment and/or facilities. The primary emphasis is on learning by doing and observing, with the burden of course activity placed on the student, under the direction and supervision of the instructor. Labs give students first-hand experience in developing and practicing skills, translating theory into practice, and developing, testing, and applying principles.

- **Lecture**: A course in which the instructor’s primary emphasis is on transmitting a body of knowledge or information, explaining ideas or principles, and/or modeling skills. In some courses, students may be expected to participate in classroom activities by means appropriate to the subject matter, such as discussion, performance, skill development, etc.

- **Lecture/Laboratory**: A course that combines aspects of lecture and laboratory as described in the Schedule Type Glossary. Students register for only one section, which includes both the lecture and the laboratory.

- **Lecture/Practice Experience**: A course that combines aspects of lecture and practice experience as described in the Schedule Type Glossary. Students register for only one section, which includes both the lecture and the practice experience.

- **Practice Experience**: Supervised practical experience in a student’s field of study that provides him/her the opportunity to apply knowledge gained in an academic setting. The term used by a program to label its practice experience may vary (e.g., internship, practicum, field experience, student teaching).

- **Professional Paper, Project, or Design Project**: A culminating scholarly, comprehensive paper, project, or design project that integrates knowledge attained through coursework, research, and experience. The professional paper, project, or design project demonstrates competence in a given academic field or profession and makes a significant contribution within a well-defined theoretical, applied, or creative knowledge domain. It may include, but is not limited to, such products as original empirical research projects, case studies, and reports of research results, theoretical or applied design projects, manuscripts for professional journals, theoretical essays, creative works, and projects for identified clients. Credit hours earned for the professional paper, project, or design project vary by program. At the
graduate level, the professional paper, project, or design project is one option under a Plan II master’s degree.

Recitation: Generally a course with a smaller number of students, or a subsection of a larger (lecture) class, designed to include more time for discussion, to see worked examples, and for questions and answers directly related to the lecture class.

Seminar: A course, taught by one of more instructors, that is usually for a small group of students in advanced status within their programs or majors or participating in special programs such as freshmen retention or learning communities. Students may engage in original research, exploration, practice, and/or synthesis of ideas. Results are exchanged through reports, demonstrations, colloquia, and/or discussions. The terms used by a program to label its seminar experience may vary (e.g., professional seminar, honors seminar, advanced seminar, research seminar, pro-seminar, division seminar, freshman/sophomore seminar, freshmen interest group seminar, living and learning community seminar, etc.).

Studio: A course with primary emphasis on student activity leading to skill development and the enhancement and encouragement of the student’s design or performance ability and/or artistic growth. Needed materials, instruments, equipment, and/or tools are provided, or recommendations are made for their acquisition. Evaluation of individual learning may include public display of proficiency and/or evaluation by faculty other than the student’s instructor.


Topics Course: A course exploring a topic not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Workshop: A brief intensive interactive educational program, generally for a small group of people, in which the content is practical and specific to the needs of the group. It has objectives and may concentrate on the acquisition of specific information or skills.

Writing: A course that focuses on student writing. Student writing functions as a class text; it is discussed and critiqued by the instructor and by students in class, and revision of student writing goes on throughout the course. The instructor lectures regarding a body of knowledge or information related to the writing genre specific to the class (e.g., persuasive or analytical essay,
technical writing, creative writing, poetry, screenwriting) and explains ideas or principles related to that genre; OR the instructor explains how to write within the context of a specific academic discipline using writing genres appropriate to that discipline and/or uses writing-to-learn assignments as a principal form of instruction.

Course Delivery Methods

- **Some Sections of Courses Are Delivered Through Special Methods:**
  correspondence, hybrid, online, and web-enhanced. In these cases, the code for the schedule type is coupled with the delivery method, modifying the schedule type. For example, the schedule type for a straight lecture course would be “Lecture,” while it would be “Lecture Web-Enhanced” for a lecture course that is web-enhanced. Each of the course delivery methods is defined below:

  - **Correspondence:** A correspondence course is a self-paced home study course offered through UNM Extended University to students where contact is generally not face-to-face. Instructional materials, including examinations, are provided to students, and when completed, they are returned for grading. Faculty interact with students through mail, email, telephone, and/or FAX. Correspondence courses may be started at any time, but they must be completed within a twelve-month period.

  - **Hybrid:** A hybrid course is a blend of face-to-face instruction with online learning using UNM’s official learning management system. Hybrid courses move about half of course learning online and, as a result, reduce the amount of classroom seat time. The online portion of the instruction is delivered to the learner using a variety of tools including email, chat, discussion boards, web pages, and multimedia technologies. Specific technologies employed will vary by course and instructor. Class meeting time is reduced by the material covered is equivalent to a normal full-time class delivery for the same number of credits.

  - **Online:** An online course is one in which learners access primary content and instruction using a variety of tools from UNM’s official learning management system, including email, chat, discussion boards, web pages, and multimedia technologies. Students may or may not be required to purchase textbooks. Specific technologies employed will vary by course and instructor. Depending on the teaching style of the instructor and the course content, instruction can take place synchronously (all participants in the course log in at the same time) or asynchronously (participants log in and participate as
their schedule permits), or some combination of the above. UNM’s accrediting agency, the Higher Learning Commission of the North Central Association, stresses the importance of a dynamic and interactive learning environment—between students and between students and faculty—regardless of the setting in which it occurs. Email, telephone office hours, chat rooms, and web-based threaded discussions are some of the technologies that help facilitate interaction.

In many cases, the course content, communication tools, and learning activities reside within a learning management system, such as Blackboard Learn, which allows for user authentication and tracking in a secure environment. According to New Mexico Higher Education Department requirements, at least 75% of the course occurs online, while 25% or less employs other delivery methods, including face-to-face contact.

UNM online courses are not open-ended and have set start and end dates. Most follow 8- and 16-week formats with learning activities scheduled on a weekly basis, and include a special fee. UNM Extended University supported online courses are modeled to follow the Best Practices for Electronically Offered Degree and Certificate Programs developed by the Council of Regional Accrediting Commissions http://www.wcet.info/resources/accreditation/.

Web-Enhanced: A web-enhanced course is a traditional face-to-face course that uses UNM’s official learning management system to expand student learning beyond the boundaries of the classroom. Examples of this include: posting of syllabi and course materials, creation of asynchronous discussions, usage of online quizzes, grade books, communication, and assignment submission tools. The usage of these tools is used to supplement instruction, and does not reduce seat time.

Curriculum Changes: Process, Forms & Instructions

Curriculum changes (the creation, deletion or change of/to a new or existing course or degree or certificate) may be initiated by any faculty member who teaches in the department for which the curriculum change is being requested, the department chair or the Dean of Instruction. As a matter of collegiality and protocol, it is assumed that the instructor initiating a curriculum change has discussed the matter with his/her chair and, if applicable, coordinator, prior to proceeding with the change.
The steps in the process are as follows:

1. Complete the appropriate curriculum change form; these are:
   a. **Form A**: Use this form for making a change (e.g., course title, description credit hours) to an existing course;
   b. **Form B**: Use this form for creating a new course; or
   c. **Form C**: Use this form to create a new degree or certificate or to make changes to an existing degree or certificate (e.g., required courses).

   Forms A, B and C can be accessed at [http://registrar.unm.edu](http://registrar.unm.edu). From the menu on the left, select Faculty and Staff Resources. From there you can select Curriculum Forms and Resources or Curriculum Workflow. If you select Curriculum Forms and Resources, it will describe the forms and provide you with helpful additional resources. When you are ready to complete the forms electronically, select Curriculum Workflow. Log in and then select the form that you would like to initiate.

2. Once you have completed the form, save it and print a copy. DO NOT SEND YET. Have your chair review the form and then your chair can schedule a meeting with the UNM-Valencia Curriculum Committee.

3. The chair of UNM-Valencia’s Curriculum Committee will make copies of the form and will distribute them to Curriculum Committee members. The chair will then bring up the recommended changes for discussion and possible approval at the next Curriculum Committee meeting. (Curriculum Committee rules require that curriculum forms be distributed to Curriculum Committee members at least one week prior to the recommended changes being brought up for discussion.)

4. The instructor who initiated the recommended changes or his/her chair needs to be present when the Curriculum Committee meets to discuss the proposal.

5. The Curriculum Committee will deliberate the proposed changes and will vote to accept the proposal as-is, accept it with required changes, ask the initiator to make changes and resubmit the form, or reject it outright.

The remaining steps apply only to curriculum changes which have been accepted by UNM-Valencia’s Curriculum Committee:

- Once the UNM-Valencia Curriculum Committee has approved the form, then you can go back into Curriculum Workflow and make recommended changes and then submit the form.
Curriculum changes of a vocational/technical nature (vocational/technical courses and associates of applied science/certificate programs) require only the approval of the Associate Provost. Curriculum changes of an academic nature (academic courses offered at the branches and associates of arts/sciences) require approval by the Faculty Senate Curricula Committee and the Faculty Senate (in some cases they are also sent to the corresponding college’s Curriculum Committee and Undergraduate Committee). Consequently, you should factor in that curriculum changes to academic courses and programs may take six to nine months for processing!

Instructions for filling out curriculum forms are as follows:

Form A: Existing Course Minor Change

- Enter the proposed effective term (semester and year).
- Enter all contact information completely. Include the subject code and course number, as well as the current course catalog page number, in the box on the lower right of the introductory section of the form.

Section A:

A-1. Course Subject Code-The course subject code is the two- to four-letter abbreviation used to designate courses in the discipline proposing the course change(s). It should have no spaces or punctuation. Examples include:
- Communication and Journalism (CJ)
- Emergency Medical Services (EMS)
- English (ENGL)

A-2. Course Number-The three-digit number for the course. An "L" designation should be appended to the course number for Lab courses. Note: If the change modifies the level of the course from undergraduate to graduate, complete Section B-1.

A-3. Long Course Title-This title appears in the printed and on-line catalogs, and the on-line schedule of classes. Standard punctuation and spelling conventions apply.

A-4. Proposed Short Title-This title appears on the transcript. It should not include any punctuation marks except those required by UNM conventions (such as the colon). Refer to Banner Data Entry Standards Appendix B for approved abbreviations of commonly used words.
A-5. Course Description—Provide a catalog-style course description of 35 words or less (excluding pre-requisites, co-requisites and restrictions).

A-6. Credit Hours—If your course allows variable hours, then enter the lowest possible credit hours, such as “1,” in the Low column and the highest, such as “6,” in the High column, in the box appropriate to Credits, Lectures, and/or Lab.
For variable credit courses, there is also an option, indicated in the “OR/TO” column, of students earning credits in the range from a low up to a high number, or offering two choices of credits, either the low number or the high number but nothing in between them.

A-7. Repeat Rules—If the change eliminates repeated credit, check the “No” box and continue.
If the change proposes the course may be repeated for credit, check the “Yes” box and complete the relevant repeat rules.
The first time a student takes a course is not a repetition, but all subsequent enrollments in the course are repetitions. If the course can be repeated a specified number of times, then enter the number in the box provided. The number you enter should be one less than the total number of times the course can be taken for credit. For example, if students may repeat a course up to four times for credit, enter “3” in the box. Students can then take the course four times for credit, the first time plus three more. If the course can be repeated an unlimited number of times (often the case for Topic courses and Seminars, for example), then enter the number “99.”
If the course can be repeated for a fixed number of hours, enter the maximum number of credit hours a student can earn including the first completion of the course.
Both types of repeat rules can apply concurrently by completing both options. A student can earn up to the maximum number of credit hours given within the number of times specified as allowable repeats. For example, a course where the maximum credit hours that can be earned is 12, and the number of repeats is 4, a student can earn up to the 12 repeated credit hours, but can repeat the course only 3 times.

A-8. Grade Options—Select the appropriate grade option:
- If changing the grading option to a credit/no credit basis exclusively, check that option and complete section B-2.
- If changing the grading option from CR/NC to grade, check that option and continue.
- If changing the grading scale to something other than the traditional one, check that option and complete section B-2. Note that there are several alternative grade scales being used throughout UNM, so check with the Registrar’s Office for examples.

A-9. Schedule Type(s)—Select the schedule type(s) that most closely approximates organizational practice. See the Schedule Type Glossary for definitions of approved types. If you want a type not listed, contact the Office of the Registrar for direction on how to submit a new schedule type for approval to the Faculty Senate Curricula Committee (FSCC).

A-10. Co-requisites—Enter any co-requisite(s), i.e. course(s) that must be taken concurrently, or leave blank if none. If the change adds a co-requisite course, and the co-requisites are “two-way” submit a Form A for each course that is affected.

- Example – Two-way co-requisites: ENGL 101 has a co-requisite of CJ 101, and CJ 101 has a co-requisite of ENGL 101. Student is required to take both courses any time registration occurs for one or the other.

- Example – One-way co-requisite: ENGL 101 has a co-requisite of CJ 101, but CJ 101 does not have a co-requisite of ENGL 101. Student is required to register for both ENGL 101 and CJ 101 when registration occurs for ENGL 101, but not required to register for ENGL 101 when registration occurs for CJ 101.

As the examples illustrate, co-requisite courses must be taken in the same term. The registration system enforces this by requiring a student to register for all co-requisite related courses. If a student drops one of the co-requisites after the start of a term, the registration system requires the student to drop all the co-requisites.

A-11. Cross-Listed Courses (previously called Also Offered As)—If this course is to be cross-listed with any others, complete this section of the form with each department, course, chair name printed, and chair signature. Note that it establishes “permanent” approval for this combination of cross-listed courses as authorized by the FSCC. Any permanent additions or deletions to the list require approval through a
Form A. If the cross-listing is to be removed or changed, indicate which on the Form A and secure the required signatures.

Cross-listed courses are equivalents and may be substituted for each other for program completion purposes. Cross-listing requires common course numbers, title, credit hours, restrictions, co-requisites, pre-requisites, grade mode, and repeat rules.

A-12. Branches Only—Select the appropriate box indicating whether the course is changing status (Academic, Occupational or Technical).

A-13. Restrictions place limits on who can register for any given section of the course. An automatic restriction is placed on all graduate level courses. List all other restrictions appropriate for the course. Restrictions listed will default to all sections in any given term.

(Except: Restrictions such as approval of instructor, advisor, or department cannot be entered at the course level. Once approved, these types of restrictions must be placed on sections during the schedule build process.)

Note: Some restrictions are fairly broad:

- Student Classifications are based on total credit hours earned. For example, a student who has 90 credit hours regardless of level or subject matter is classified as a senior.
- A restriction by major, such as English, allows majors in the discipline of English, regardless of student level to enroll in the course.

By contrast, some restrictions more tightly control enrollment:

- A program restriction of master’s level in Political Science means that courses are restricted to only MA students in Political Science.
- A course restricted by permission of instructor requires each prospective student to obtain a registration override from the instructor.

A-14. Pre-requisites for course—Add, change or delete pre-requisites. Banner has the capability to check pre-requisites during registration. Students who have not met course pre-requisites will not be allowed to register for the course. However, instructors and/or departments may manually override pre-requisites in the Banner system.

Note: Currently, pre-requisite checking is enabled in Banner only for 100 and 200 level courses.
- Pre-requisites - List any course and/or test which are to serve as pre-requisites for the course.
- If the course has two or more pre-requisites, always use “AND” or “OR” between individual pre-requisites or sets of pre-requisites. Always include the subject code and the course number when listing pre-requisites.
- Use parentheses to indicate sets of pre-requisites.

A-15. Deletion of a Course – If the course is 100 or 200 level, indicate the impact on Branch campuses.

NOTE: Forms A for 100 and 200 level course changes are routed to the Branch Deans of Instruction for review and comment before they are considered by FSCC.

A-16. Reason for Requested Course Change – Indicate reason(s) for the course change request.

Section B:

B-1. Justification for Graduate Credit—To allow graduate credit for a course which does not normally carry it, you must justify how students will earn graduate credit. The justification should detail significant and qualitative elements that distinguish the goals and objectives for undergraduate and graduate credit. Also, project the ratio of undergraduate to graduate students in the course, and identify the classification (e.g., sophomores, juniors, etc.) of undergraduate students.

Examples include, in combination or separately, research and/or writing projects, case studies, material for portfolios, examinations, presentations or demonstrations, production or design, community service, and/or application of skills and knowledge.

B-2. Justification for CR/NC or Alternative Grading Scale

- Choosing the CR/NC grade option exclusively means that students cannot take the course for a letter grade. The justification should state why this should be the only option.
- If you prefer to use an alternative grading scale other than the traditional scale specified in the catalog, provide the scale, and a justification for using it. Consult with the Office of the Registrar, if you have questions.
Form B: New Course Request

☐ Enter all contact information completely. Branches need to select the type of course in the box beneath the routing information.

Note: If the proposed course is to be cross-listed with an existing course, use a Form A to create the course in your department, not Form B.

☐ Section A:

☐ Attach the requested documents.

☐ A-1. Provide a catalog-style course description of thirty-five words or less (excluding pre-requisites, co-requisites and restrictions).

☐ A-2. The course syllabus and bibliography should follow standard formats and include pertinent information as if you were giving it to students. Most UNM colleges, schools, or departments have sample syllabi formats, so check with your department’s and/or dean’s offices for one to follow. University faculty committees will base their decision, in part, on their review of these documents. The syllabus should include a schedule of material covered (organized by week or class meeting or other time frame), course objectives and goals, required text(s), and significant course requirements. The sample syllabus should give a clear sense of the scope, nature, schedule, integrity, and rigor of the course. For courses where both undergraduate and graduate credit is available, please be sure that your syllabus demonstrates justification for graduate credit.

☐ Section B:

☐ B-1. Course Subject Code—The course subject code is the two to four letter abbreviation used to designate courses in the discipline in which you are proposing the new course. It should have no spaces or punctuation. Examples include:

- Communication and Journalism (CJ)
- Emergency Medical Services (EMS) and
- English (ENGL)

☐ B-2. Course Number—The three-digit number you propose for the course should fit into the generalized scheme of numbering your department endorses. You cannot reuse the numbers of deleted courses for a minimum of eight semesters since the deletion. An “L” designation should be appended to the course number for Lab courses.
B-3. Proposed First Term of Offering—Indicate the first term you would like to offer the course. If the course approval process has not been completed prior to the schedule build for that term, the first term of offering will be the following term. Allow six months for completion of the approval process.

B-4. Long Course Title—This title appears in the printed and online catalog. Standard punctuation and spelling conventions apply.

B-5. Proposed Short Title—This title appears on the transcript. It should not include any punctuation marks except those required by UNM conventions (such as the colon). The title is proposed on this form; the Office of the Registrar will review abbreviations and current conventions to ensure it fits with approved practices. The short title may be no longer than thirty characters (including spaces). Refer to Banner Data Entry Standards Appendix B for standard abbreviations of commonly used words.

B-6. College—Indicate the college, school, or organization in which the course is offered.

B-7. Department—Indicate the department that offers the course. Usually the department and course subject abbreviation are the same, but some exceptions occur. An example of exceptions includes Sign Language, which is offered in the department of Linguistics.

B-8. CIP Code—Skip this item, since the Associate Provost will complete it. This code, coming from a nationally standardized list, helps with reporting requirements and funding processes at the national and state levels.

B-9. Credit Hours—This table asks for two different kinds of information, each exclusive of the other. Credit hours can be assigned to either Lecture or Lab or both.

- If the course proposed has a fixed number of credit hours, such as “3,” then enter the number in the first column, Fixed Hours, in the Credit Hours box and the Lecture or Lab boxes.

- If your course allows variable hours, then enter the lowest possible credit hours, such as “1,” in the Low column and the highest, such as “6,” in the High column, in the box appropriate to Credits, Lectures, and/or Lab.
For variable credit courses, there is also an option offering students two choices of credits, either the low number or the high number but nothing in between them.

B-10. Repeat Rules—Unless otherwise indicated, UNM’s standard repeat policy means that students can take courses more than once, but only the first instance of that course will be counted for credit. In this part of Form B, you must indicate the repeat rules.

If the course cannot be repeated for credit, check the “No” box and continue to Step 11.

If the proposed course may be repeated for credit, complete the pertinent repeat rules. The following provides a discussion of those rules and options for selecting one, the other, or both.

The first time a student takes a course is not a repetition, but all subsequent enrollments in the course are repetitions. If the course can be repeated a specified number of times, then enter the number in the box provided. Keep in mind that the number you enter should be one less than the total number of times the course can be taken. For example, if you want students to be able to repeat a course up to four times for credit, and you enter “3” in the box, students can then take the course four times for credit, the first time plus three more. If the course can be repeated an unlimited number of times (often the case for Topic courses and Seminars, for example), then enter the number “99.” You can limit the number of times a course is repeated for credit whether it is “fixed” or “variable” credit.

If the course can be repeated for a certain number of hours, enter the maximum number of credit hours a student can earn including the first time he/she enrolls in the course. Thus, if you enter the number “12,” and the course is fixed at 3 credit hours, a student can earn credit for up to 12 credit hours, the first time the course is taken plus three more times at 3 credits each. If you enter “12” and the course has variable credit hours of 1-3 credits, then a student could take the course from four to twelve times depending on the credits that the student selects when registering for the course.

Both types of repeat rules can apply concurrently by completing both options. A student can earn up to the maximum number of credit hours given within the specific number of times specified as allowable repeats. For example, a course where the maximum credit hours that can be earned is 12, and the number of repeats is 4, a student can earn
up to the 12 repeated credit hours but can repeat the course only three times.

B-11. Course Level—Select the level of the course. If it is undergraduate (numbered 097-499), check UG, and if graduate (numbered 500-699), check GR. If it is a Law, PharmD, or MedD course regardless of its number, check the appropriate box.

If the course will be listed in the catalog with a number from 300-499, but you want it made available for graduate credit as well, check the “both UG and GR” box and complete section F.1.

B-12. Grade Options—Select the appropriate grade option. If the course will have the standard grade scale, select “Yes.”

If the new course proposes a grade scale other than the standard, then check “No” and complete the rest of this item as pertinent.

If the course is to be graded on a credit/no credit basis only, check that option and complete section F.2. Note: Specific rules that apply to CR/NC courses regarding graduation requirements, so review those rules in the catalog before you select this option to assure this option is appropriate for students.

If the course will have a grade scale other than the standard one, check that option and complete section F.2. Note that there are several alternative grade scales being used throughout UNM, so check with the Registrar’s Office for examples.

B-13. Schedule Type(s)—The term “schedule type” refers to the basic organizational practice associated with the course curriculum. Because different instructors may organize their courses in different ways, it is possible to assign more than one schedule type to a course. See the Schedule Type Glossary for approved types.

Select the schedule type(s) that most closely approximates organizational practice.

If you see a need for a type not listed, contact The Office of the Registrar for direction on how to submit a new schedule type for approval to the FSCC.

Section C:

C-1. Co-requisites—Enter any co-requisite(s), i.e. course(s) that must be taken concurrently, or leave blank if none. If the co-requisite course exists and the co-requisites are “two-way”, submit a Form A to complete the co-requisite relationship.
Example – **Two-way co-requisites:**
ENGL 101 has a co-requisite of CJ 101, and CJ 101 has a co-requisite of ENGL 101. Student is required to take both courses any time registration occurs for one or the other.

Example – **One-way co-requisite:**
ENGL 101 has a co-requisite of CJ 101, but CJ 101 does not have a co-requisite of ENGL 101. Student is required to register for both ENGL 101 and CJ 101 when registration occurs for ENGL 101, but not required to register for ENGL 101 when registration occurs for CJ 101.

As the examples illustrate, co-requisite courses must be taken in the same term. The registration system enforces this by requiring a student to register for all co-requisite related courses. If a student drops one of the co-requisites after the start of a term, the registration system requires the student to drop all the co-requisites.

**C-2. Cross-Listed Courses (previously called Also Offered As)**—If this course is not cross-listed with any others, leave this item blank. However, if it is to be cross-listed, complete this section of the form with each subject code, course, chair’s name (printed), and chair’s signature. Note that it establishes “permanent” approval for this combination of cross-listed courses as authorized by the FSCC. Any permanent additions or deletions to the list require approval through a Form A.

Cross-listed courses are considered equivalents and may be substituted for each other for program completion purposes. Cross-listing requires common course numbers, titles, descriptions, grade modes, credit hours, restrictions, co-requisites, pre-requisites, repeat rules, and special fees.

Enrollment credit is accorded to each department offering the course for the number of students enrolled in the section assigned to that department for a particular term. For example, ANTH 110 is a cross-listed course with LING 101 and SOC 101. If sixteen students enroll in the ANTH section, fourteen students enroll in the LING section, and four students in the SOC section, Anthropology generates student credit hours from sixteen students, Linguistics generates student credit hours from the fourteen students, and SOC generates student credit hours from the four students.
3. Course Fees—If the new course proposes special fees, indicate so and submit the completed special course fees approval form, available from the Associate Provost, with the Form B.

4. Elective or Required—Indicate if the course is an “elective” or “required” by checking the appropriate box. If the new course is a required course for an approved program, also submit a Form C, since the program’s completion requirements are being changed.

5. Branches Only—Select the appropriate box indicating whether the course is Academic, or Occupational/Technical.

Section D:

1. Restrictions place limits on who can register for any given section of the course. An automatic restriction will be placed on all graduate level courses. List all other restrictions appropriate for the course, considering the impact on student registration. Any restriction listed will default to all sections in any given term. (Exception: Restrictions such as approval of instructor, advisor, or department cannot be entered at the course level. Once approved, these types of restrictions must be placed on sections during the schedule build process.)

NOTE: Some restrictions are fairly open as to their limitations:

- Student Classifications are based on total credit hours earned. For example, a student who has 90 credit hours regardless of level or subject matter is classified as a senior.

- A restriction by major, such as English, allows majors in the discipline of English, regardless of student level to enroll in the course.

By contrast, some restrictions more tightly control enrollment:

- A program restriction of master’s level in Political Science means that courses are restricted to only MA students in Political Science.

- A course restricted by permission of instructor requires each prospective student to obtain a registration override from the instructor.

2. Pre-requisites for course—Banner has the capability to check pre-requisites during registration. Students who have not met course pre-requisites are not be allowed to register for the course. However, instructors and/or departments may manually override pre-requisites in the Banner system.
- List any course and/or test which are to serve as pre-requisites for the course. Keep in mind that previously many “pre-requisites” were actually “registration restrictions.”

- To establish proper relationships among pre-requisites, you can specify multiple conditions using the “AND” and/or “OR” conjunctions.

**Note:** Currently, pre-requisite checking is enabled in Banner only for 100 and 200 level courses.

Use parentheses to indicate sets of pre-requisites. If the course has two or more pre-requisites, always use “and” or “or” between individual pre-requisites or sets of pre-requisites. Always include the subject code and the course number when listing pre-requisites. For example:

If your pre-requisites are ANTH 205 and LING 235 or SOC 255, parenthesis clarify whether you want the pre-requisites to be:

(ANTH 205 and LING 235) or (SOC 255)

or alternately:

(ANTH 205) and (LING 235 or SOC 255)

The level of the pre-requisite must be comparable to the level of the course, i.e. a graduate course should have graduate level pre-requisites. For example:

POLS 434/534

Pre-requisites for 434 = 311 and 322

Pre-requisites for 534 = 511 and 522.

You can specify the minimum grade that the pre-requisite course requires. Unless otherwise specified on the Form B, the default passing grade for pre-requisite courses is C.

**Section E:**

- **E-1. Duplication of Courses**—Review the current catalog to determine possible course content duplication. If possible duplication is identified, provide documentation regarding the resolution of any issues related to offering like courses through different departments or units.

- **E-2. Course History**—If this course has been offered previously as a topics course, indicate how many times and what the average
enrollment was. This information indicates the potential draw for the course as a regular catalog offering and relates to the budgetary impact statement in section F.

E-3. Deleted Course-If you indicate that this course is replacing a deleted course, indicate which course it is replacing.

Note: If you have not submitted a Form A to delete the course, you must do so.

Section F:

F-1. Justification for Graduate Credit—To allow graduate credit for a course which does not normally carry it, you must justify in detail how students will earn graduate credit. The justification should detail significant and qualitative elements that distinguish the goals and objectives for undergraduate and graduate credit. Also, project the ratio of undergraduate to graduate students in the course, and identify the classification (e.g., sophomores, juniors, etc.) of undergraduate students.

Examples include, in combination or separately, research and/or writing projects, case studies, material for portfolios, examinations, presentations or demonstrations, production or design, community service, and/or application of skills and knowledge Curriculum Forms Process Manual

F-2. Justification for CR/NC or Alternative Grading Scale

- Choosing the CR/NC grade option exclusively means that students cannot take the course for a letter grade. The justification for this option should include why this should be the only option, and how this option might impact program completion requirements in the degree program for which the course is intended.

- If you prefer to use an alternative grading scale other than the fractionalized defaults as specified in the catalog, provide the scale and justification for the new scale’s employment. The alternative must be a subset of UNM’s fractionalized grade scale. Consult with the Office of the Registrar if you have questions.

Section G:

G-1. Justification—The department or unit must provide a budgetary justification for offering the new course:
- ◊ State the impact on the long-range plans for itself, other units, schools or colleges, branches, and the university.
- ◊ Describe the impact of the course on: budget, facilities, equipment, technology needs, faculty load, staff support, and program completion requirements.

G-2. Library Impact Statement — This section will be completed by the relevant UNM Libraries staff after submission of the Form B to the Office of the Registrar.

Form C: Degree/Program Change

Note: The Provost’s Office now requires that a New Program Preliminary Review Outline (included immediately after this section) be submitted prior to the initiation of a Form C to propose a new degree, major, or transcripted certificate. After approval of the preliminary review outline (allow six weeks), Form C may be initiated. In addition, all new undergraduate degree programs now require New Mexico Higher Education Department (HED) approval after they have been approved by UNM. At this point in time, we do not know how long may be required for HED review and approval.

÷ Complete the top part of the form entirely. The person who initiates the form is the person the Office of the Registrar will contact with questions or problems. Submit four copies of the form and supporting documentation, if required.

÷ Mark the appropriate category. Mark the box on the Form C that applies to the type of action the department is requesting. Be precise! This information can affect program tables used for reporting and for posting degrees, majors, minors, concentrations, and transcripted certificates to students’ transcripts.

÷ Exact title and requirements as they should appear in the catalog. For the purpose of updating the printed catalog, submit proposed catalog text, and indicate the exact placement of the new degree or program, or the changes to an existing degree, in the department listing. If catalog text is extensive, e-mail an electronic version to the Publications Coordinator.

÷ The reason(s) for request. Attach additional information as necessary.

÷ The Library Impact Statement. A Library Impact Statement is required to determine the need for campus library resources to support the new or changed degree or program. If the request is to change one or several required courses to another set of courses already offered on a regular basis, it is most likely that a library impact statement is not needed.
Budgetary and Faculty Load Implications, and Long-range Planning Statement. These are required for all requests to create or change degrees or other programs.

Effect on Other Departmental Programs/Branch Campuses. Review and address the effect of any new degree or program, or change to existing degree or program, on the department, other departments, and/or branch campuses prior to submitting the request. The change may be minor in nature, having no impact, and thus requiring no additional attachments. However, the impact a major change may have on the department, and/or other departments or branches must be addressed. Committees reserve the right to look at possible implications on other departments or branches prior to approving or rejecting a request.

Effective Date of Proposed Change. Process for approval of Form C may take up to twelve months, so be realistic about plans to implement additions or changes. When considering the effective date of proposed change, take into account (particularly in the case of a deletion or a name change) students currently in the degree or program. Explain what the Office of the Registrar needs to do as concerns students still enrolled in the degree or program. In the case of a deletion, have you provided ample time for students currently in the degree or program to complete it? If the department or unit is changing the name of a degree, major, minor, etc., have the students currently in the program been informed of the proposed changed?
New Program Preliminary Review and Proposal Outline

In order to evaluate the feasibility of any new associate degree program, the following information must be reviewed by the Office of the Provost before beginning the development of a full proposal. The preliminary step will present the case for development of a full proposal and will be used to ensure appropriate administrative support at both the institutional and state level. The Office of the Provost will review the information with consultation from the Instructional Dean, Branch Campus Director, and others as appropriate. Only a brief treatment is expected at this stage.

Following the Provost’s review, faculty must submit a Form C proposing an associate degree program, and a fully developed degree program proposal that follows the requirements set by the New Mexico Higher Education Department (HED) as outlined below. At that point the Office of the Provost will provide the HED with a “notification of intent” to develop the proposal. If the proposal is finally approved by all the required signatory groups, including the UNM Board of Regents, the Office of the Provost will submit the proposal in its entirety to the HED for their approval and implementation.

Elements to include in Preliminary Review and Full Proposal (for full proposal only, one to two pages):

1. Program Description
   a. What is the program and why should we offer it? Include the program’s major goals.
   b. How does the program fit within the Branch’s mission?
   c. How does the program fit within the UNM mission and strategic plan?
   d. How does the program fit with related offerings at other UNM branch campuses?
   e. If it is a vocational program, describe plans to involve potential employers in its development.
   f. If it is a transfer program, describe its intended articulation to UNM four-year programs. Does it contemplate articulation with institutions other than UNM? (For full proposal, provide any relevant articulation/transfer documentation such as articulation agreements.)
   g. Assuming timely approval, what is the program development and implementation timeline?
2. Evidence of Need
   a. Indicate how you plan to recruit students.
   b. How does the program fit with similar and related offerings in the
      state and region? (Show it does not duplicate existing programs in the
      market.)
   c. Provide evidence of demand for program graduates.
      i. (For full proposal, an in-depth needs assessment is required.
         Department of Labor statistics or surveys of likely employers
         are potential mechanisms for this.)
      ii. (For full proposal, a discussion of the program’s relationship to
          workforce development is also required.)

3. Program Content and Quality
   a. Describe the curriculum (AA programs must include the full 35 credit-
      hour general education common core). Discuss any new courses and
      the impact of the curriculum on existing courses, including courses in
      other departments. (Draft catalog copy will be required for full
      proposal.)
   b. What are the expected student learning outcomes for the program?
      (What will the students know and what will they be able to do when
      they complete this program?)
   c. What instructional model(s) will be used to deliver the program?
   d. If applicable, describe any accreditation issues, including the
      following:
      i. Will accreditation be sought for the program? If so, describe the
         process and the expenses involved.
      ii. How does the program affect any existing accreditation and
          licensure requirements?

4. Evaluation and Assessment
   a. How will the program’s learning outcomes be measured?
   b. What other measures to evaluate program effectiveness are
      contemplated?
   c. A plan for learning outcomes assessment at the course and program
      level will be required for the full proposal.

5. Required Resources
   a. How many faculty are necessary for program delivery and what are
      their qualifications?
   b. How will this program affect the workload of current faculty and
      support staff?
c. Will additional faculty or staff be required? What is the cost?
d. What faculty and staff development services will be needed?
e. What technology, media, equipment and instructional supplies are needed to support the program’s intended outcomes? Are these resources available? What is the estimated cost?
f. Are there any needs for additional or renovated space?
g. What student support services are likely to be needed and to what extent (tutoring, library, ITS, advising, etc.)? What is the estimated cost?
h. What student support will be needed (scholarships, student employment, work study, internships, etc.)?
i. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

6. Projected Enrollment and Costs
   a. Provide a three-year projection of enrollments and program costs.
      i. (For full proposal, a detailed table of enrollment projections is required.)
      ii. (For full proposal, a detailed program budget is required.)
   b. If applicable, describe anticipated sources of new revenue required for the program.

7. Additional Information
   a. Provide any additional information needed to make the case for development of a full proposal. (For full proposal, provide any additional information to support the request for the proposed degree program.)

8. Attachments (for full proposal only)
   a. Department of Labor documentation, if applicable.
   b. Formal Needs Assessment.
   c. List of similar programs (state and regional).
   d. List of potential employers.
   e. List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable.
   f. Letters of support from external partners or stakeholders.
   g. If applicable, letters of support from related UNM programs from other campuses.
9. Additional Attachments for submission to HED (supplied by Provost’s Office)
   a. Minutes from the Board of Regents meeting, noting approval.

Articulation: Degree Approval, and Transfer of Course Credit

The following policy is from Section F40 of the UNM Faculty Handbook:

Articulation: Though the branch colleges operate under an admissions policy different from that of the main campus, their degree offerings are approved by the University of New Mexico and many of their courses carry transfer credit toward UNM baccalaureate degrees. This connection or articulation of programs means that branch college faculty members may be required to meet a more specific set of approval standards in order to teach transferable courses than to teach non-transferable courses. The policies which govern the articulation of degree programs, course credit, and faculty approval between the UNM branch colleges and the main campus are presented below.

A. Degree Approval
   1. All associate degree programs offered at UNM Main Campus in are authorized to be offered at the branches, upon approval by the appropriate college and department or program on the main campus.
   2. To meet local needs, the branches are authorized to develop and offer, with the approval of the Undergraduate Curriculum Committee, the Faculty Senate Curricula Committee (FSCC), and the Faculty Senate, programs leading to the degrees of Associate of Arts and Associate of Sciences. The branches are also authorized to develop and offer, with the approval of the Office of the Provost, programs leading to the degree of Associate of Applied Sciences. The transferability to the main campus of credit for courses in these programs will be determined in accordance with the policy statements B. 1, 2, and 3 below.

B. Transfer of Course Credit

   The University will accept baccalaureate credits earned by students at any UNM branch campus, in accordance with the following policy:
   1. Credits earned in lower division courses that appear in the UNM Catalog and/or UNM Schedule of Classes, which have been submitted by the branches and approved for credit by the appropriate department or program and the FSCC, and the branch instructor, content, and level of
performance for said courses having been approved by the appropriate main campus department or program, will be accepted by the University as though they were earned on the main campus.

2. New lower division courses which do not appear in the UNM Catalog and/or the UNM Schedule of Classes will be accepted by the University as though they were earned on the main campus if they have been designed by the branches in cooperation with the appropriate main campus department or program and college; approved for credit by the appropriate department or program and college and by the FSCC; and approved for their instructor, content, and level of performance by the appropriate main campus department or program.

3. New and existing lower division courses designed by the branches which do not appear in the UNM Catalog and/or the UNM Schedule of Classes, and which have not been approved by a main campus department and the FSCC prior to being offered, are generally not acceptable for baccalaureate credit except (a) by petition and approval from the UNM degree granting unit, or (b) if determined to be equivalent to a main campus course by the UNM department or program which offers that course.

4. Special curricular offerings are authorized to meet local educational needs which are not being met by other institutions in the area. The transferability to the main campus of credit for these offerings will be determined in accordance with the policy statements B. 1, 2, and 3 above.

For more information about making curriculum changes, including what grade type to attach to a course (e.g., letter grade or credit/no credit), prerequisites, and other such matters please contact your chair, the Dean of Instruction, or the chair of UNM-Valencia’s Curriculum Committee.
Faculty Hiring, Evaluating, Promoting and Teaching Approvals

Types of Faculty

The UNM Faculty Handbook describes four different types of faculty appointments in Section 3.1 as follows:

3.1 TYPES OF FACULTY APPOINTMENTS

(a) Faculty appointments may be probationary, tenured, continuing non-tenure-track, or temporary. Prior to awarding of tenure, tenure-track faculty appointments are probationary appointments; following the award of tenure, such appointments are tenured. All faculty members holding probationary appointments at the rank of assistant professor or above are eligible for consideration for tenure. (For a definition and discussion of tenure, see Sec. 4.7.1 and Appendix I.) Non-tenure-track appointments do not lead to tenure. However, the presumption with continuing non-tenure-track appointments is that they will be continued if the faculty member is not duly notified to the contrary. Non-tenure-track appointments where there is not a presumption of continuation are temporary.

The term “probationary” is synonymous with “tenure-track.” These are faculty who, if successful, will achieve tenure in a period of six years or, in exceptional cases, less. Tenure-track and tenured faculty generally have professorial ranks (Assistant Professor, Associate Professor and Full Professor). For more details on tenure and promotion please refer to the UNM-Valencia Faculty Handbook.

The term “continuing non-tenure track” refers to faculty who are issued annual contracts but who have “expectation” that their contracts will be renewed for the subsequent year. These faculty generally carry the rank of Lecturer (I, II or III, depending on degree and other criteria— for more details on tenure and promotion please refer to the UNM-Valencia Faculty Handbook). A non-renewal of a contract requires a letter from the Dean of Instruction (delivered no later than March 31st if on their first year of appointment or December 15th for subsequent years of appointment) explicitly stating the faculty’s contract will not be renewed for the following academic year.

For purposes of this document we will refer to the faculty described above as “continuing” faculty (this term serves our purposes better than “part-time” since we
have “continuing non-tenure track” faculty teaching at UNM-Valencia with an FTE under 1.0).

Temporary faculty are generally designated as “adjunct” or “part-time” (we sometimes appoint a temporary faculty on a one-year contract to fill in for a continuing faculty vacancy during a search process). Adjunct faculty are hired on a semester-by-semester basis on a competitive process.

**Hiring Continuing Faculty**

Continuing faculty are hired through a one-time competitive process. The steps in this process are as follows (please note that these steps flow sequentially; a “misstep” indicates a failure to hire a continuing faculty):

1. **Ensure that funding is available.** Continuing faculty salaries are negotiable, but generally start in the $40’sK (higher if the field is highly competitive, or if the candidate has exceptional education and experience, or for certain twelve-month contract positions). In addition, benefits have to be factored in, which raises the cost by about 22%. Available money is the single greatest impediment to creating new positions.

2. **Get approvals.** If the hire is a replacement for a vacated position, it is generally expected, but not necessarily so, that the position will be filled. Under normal circumstances the chair will notify the Dean of Instruction of an upcoming vacancy. In turn, the Dean of Instruction will notify the chair whether or not the position will be refilled. If the hire is new, then the chair would be made aware as a result of approval of funds.

   The next step in the approval process is to write up a description for the position and, through UNM-Valencia’s Human Resources office, send the necessary forms to Faculty Contracts for approval.

3. **Search committee appointed:** A search committee, appointed by the Dean of Instruction, will be convened to perform the following functions (this is generally referred to as the committee’s “charge” from the Dean of Instruction):

   a. Develop minimum and desired qualifications for the position and report the qualifications to the Dean of Instruction for approval;

   b. Recruit a diverse and highly qualified pool of applicants;

   c. Screen application materials to identify *bona fide* applicants and then evaluate these applicants according to the selection criteria;
d. Select up to ten (generally) semifinalist and recommend three to five (generally) candidates to the Dean of Instruction for interviews; and
e. Participate in the interviews of candidates for the position according to UNM policy and UNM-Valencia practice.

The division chair generally, but not necessarily, serves as the search committee’s chair. UNM-Valencia’s Human Resources representative attends committee meetings to serve as a resource and to ensure that all related UNM policies and procedures are adhered to. The rating matrix and interview questions must be approved by Faculty Contracts before they can be applied.

4. **Offer letter is given to selected candidate:** The Dean of Instruction will negotiate a salary with the successful candidate and will give him/her an offer letter. The offer letter consists mainly of template language but specifies the following in detail:

   a. Appointment rank – Assistant (usually) or Associate (rarely) Professor, for tenure-track appointments, or Lecturer I/II/III for non-tenure track appointments.

   b. Date that the appointment begins – this date would generally be the Monday of the week before classes start in the fall semester, or, for a 12-month contract, July 1st.

   c. Annual salary and, if applicable, administrative stipends, moving expenses, etc.

   d. General description of duties and expectations – credit hours/year, areas he/she will be teaching, administrative duties (if any), other teaching-related duties (e.g., informing students concerning course requirements, taking attendance, maintaining good student records, preparing and grading class assignments and exams, advising students on their academic progress, participating in college committees, curriculum development, professional development and community service, keeping office hours a week).

   e. If applicable, information on tenure and promotion.

5. **Search committee materials are sent to Faculty Contracts for approval:** If the process was “clean,” good results should be expected.

6. **Faculty is “acclimated” to teaching at UNM-Valencia:** Office is assigned, email access is acquired, orientations on a variety of processes and policies are made available, etc.
Compensating Continuing Faculty

Salaries for continuing faculty are negotiated based on a variety of factors to include degree, experience (quantity and quality), market considerations, nine-month vs. twelve-month appointment, administrative component (if any), and, of course, budgetary limitations. The hiring ad will indicate a broad salary range for a particular position.

Continuing faculty will be compensated for overloads assignments on the same basis as that of adjunct faculty salaries (page 141). Other variations, which may apply to adjuncts, include:

- **Practicum courses** (e.g., CAD, IT or OBT 295, ECME field experience courses) and **independent study courses** (i.e., courses where the student is expected to study the material on his/her own with minimal assistance from the faculty member—NOTE, this is not the same as an online or hybrid course, which is compensated on the same basis as related courses): **$50 per credit hour per student** (each student counts as 0.01 FTE irrespective of credit hours).

- **Regularly scheduled courses with low enrollments** may be compensated at the rate of 10% of overload/adjunct salary per student as an alternative to cancellation. For this to take effect the instructor must agree to teach the course for the full contact hours.

- **Large classes** may be compensated at higher rates and/or be considered at a higher FTE. Classes which normally have a cap of fifty, but which are expanded to accommodate up to 100 students, may be classified as a double load (i.e., six credit hours instead of three) or paid by the student as an overload salary at the rate of $40, $45, or $50 for a BS/A, MS/A or terminal degree, respectively (but irrespective of credit hours) for each student over fifty enrolled in the course. This determination will be made after the census date (generally the end of the third week of classes).

- **Science labs** (e.g., BIOL, CHEM, EPS & PHYC) will be classified as a three credit hour load either as part of the instructor’s normal load or as an overload.

- **Independent study labs** (e.g., Spanish language labs): **$10 per student** (each student counts as 0.01 FTE).
Evaluating Continuing Faculty

Continuing faculty whose primary function is to teach are evaluated on a calendar year basis using the FE/DI instrument (Faculty Evaluation/Development Instrument). The FE/DI serves as the rating criteria for determining merit pay salary increases and, along with the chair’s and dean’s summary evaluations, serves as the performance evaluation for a given calendar year. The summary evaluations from the chairs and the dean serve as both normative and formative evaluations of the instructor’s performance in the prescribed areas teaching, service, professional development and personal characteristics. If necessary, the summary evaluations will prescribe steps for improving performance.

At the start of each fall semester the Dean of Instruction distributes a “FE/DI Calendar” detailing the sequence of events and deadlines for completing various portions of the FE/DI. A typical calendar would read as follows:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Friday in April</td>
<td>Chair (or dean, for chairs) and peer classroom evaluations completed (both these evaluations must be signed by the evaluator and must include a rating in the 0-50 point range)</td>
</tr>
<tr>
<td>1st Friday in September</td>
<td>FE/DI’s sent directly to chair by faculty as email attachments (no signatures required at this time) Original chair and peer classroom evaluations sent to dean as a hardcopy (see first item above)</td>
</tr>
<tr>
<td>1st Friday in October</td>
<td>Chairs send their faculty members’ FEDI’s to the dean</td>
</tr>
<tr>
<td>4th Friday in October</td>
<td>Dean emails FE/DI’s to chairs, with comments</td>
</tr>
<tr>
<td>1st Friday in November</td>
<td>Chairs complete evaluating FE/DI’s and meeting with their faculty; instructors and chairs will sign the “FE/DI Totals” page</td>
</tr>
<tr>
<td>2nd Friday in November</td>
<td>Chairs email completed FE/DI’s to dean and send along hardcopy of signed “FE/DI Totals” page and Chair’s Summary Evaluation</td>
</tr>
<tr>
<td>1st Friday in December</td>
<td>“Dean’s Summary Evaluation” completed</td>
</tr>
</tbody>
</table>

Faculty on twelve-month contracts who do not teach on a regular basis (e.g., Services Librarian, Adult Basic Education Center Coordinator, Adult Basic Education Center Coordinator of Curriculum and Instruction, Instructional
Technologist and the Dean of Instruction) are evaluated using UNM’s Performance Review instrument.

Faculty on tenure track are also evaluated on two occasions during their probationary period:

1. During the 3rd year of their appointment (Code 3 Review); and
2. During the 6th year of their appointment (Code 6 Review). The Code 6 review is the tenure decision review and, in most cases, the review which leads to promotion to the rank of Associate Professor.

For more detailed information on the FE/DI and the tenure and promotion process please refer to the UNM-Valencia Faculty Handbook.

Hiring Adjunct Faculty

Adjunct faculty are hired on a semester-by-semester basis in a competitive process.

- Adjunct faculty must first submit their application through UNM Jobs at the following web site: https://unmjobs.unm.edu/. The application will be electronically submitted to Human Resources at UNM-Valencia as well as Division Chairs. Anyone may search faculty job postings for the Valencia Campus by using the search engine located at the bottom of the UNM Jobs page. Additional assistance can be provided by the Human Resources department at 925.8530 or Margaret Anaya at 925.8602.

Adjunct faculty who meet the criteria listed above may then be hired and assigned courses to teach as follows:

- Chairs will prepare a rating matrix that will list all adjunct faculty who have submitted their application through UNM Jobs and meet minimum and preferred qualification for the position applying for.
- Chairs will select the candidates who meet minimum qualifications (refer to “Obtaining Teaching Approvals for Faculty” below), availability for days and times of classes being offered, and rate highest on hiring matrix.

Minimum Qualifications: The rating matrix will include minimum qualifications for a particular course. For most academic courses, minimum qualifications are: a master’s degree (with eighteen credit hours in the discipline) and teaching experience in the discipline or related area at the post-secondary level or equivalent. In rare circumstances individuals not meeting minimum qualifications but with exceptional relevant teaching or professional experience may be considered and/or
hired based on availability. In such cases, a letter of justification from the appropriate division chair will be placed in the faculty member’s file.

Desirable Qualifications: The following is a list of desired qualifications applicable in whole or in part to determining the most qualified adjunct faculty for teaching at UNM-Valencia:

- Successful teaching experience in the discipline or directly related area at a community college or equivalent institution;
- Up-to-date pedagogical knowledge of field and of current classroom techniques for discipline;
- Ph.D., Ed.D., or terminal degree in the discipline area;
- Experience working in a multicultural setting with non-traditional students;
- Ability to interact in a collegial and professional manner;
- Ability to successfully communicate, both orally and in writing.

Obtaining Teaching Approvals for Faculty

A newly approved policy by UNM’s Faculty Senate states that hiring for lower-division transferable courses is done by the branch campuses (see policy below). According to the new policy, branch campus administrators may confer with the main campus department chairs for recommendations of instructors to be hired or they may hire qualified individuals from their own pool. Hiring procedures at each branch college shall follow the policies stated in sections F40 and F60 of the UNM Faculty Handbook and in relevant sections of the branch college’s own Faculty Handbook.

Faculty who intend to teach a transferable course that they have not previously taught must make available to the Unit Administrator the following:

- A copy of the instructor’s curriculum vitae;
- Official transcripts; and
- A syllabus for the new course.

The following is the Instructor Approval for Transferable Courses Policy in Section F40, C. Faculty Approval of the UNM-Faculty Handbook:
1. **Approval standards for transferable courses.** Branch college courses carrying pre-designated transferability shall be offered by approved faculty. Tenured/tenure track faculty, by virtue of the standards required for their appointment, are automatically approved to teach transferable courses in their fields of credentialed expertise. Non-tenured/tenure track faculty, and tenured/tenure track faculty teaching outside their fields of credentialed expertise, must be approved to teach transferable courses before or as early as possible during the first semester in which they offer those courses. To be approved to teach transferable courses, faculty members shall meet written standards appropriate to the courses they are to offer.

2. **Formulation of standards.** The faculty approval standards for each transferable course shall be formulated in writing and adopted jointly by the appropriate branch college and main campus administrators. Normally these will be the administrators immediately responsible for supervising course offerings in a particular field: e.g., the chairs (or directors or coordinators or heads) of the departments or programs in the relevant discipline. Once formulated, the standards for each course shall be transmitted to, and reviewed by, the Office of the Provost/Executive Vice President for Academic Affairs. The standards shall be kept on file by the Office of the Provost and by the branch college and main campus administrators who formulated them. They shall be transferred to, and applied in a consistent manner by, subsequent administrators, and they shall be revised only by joint written agreement of the appropriate administrators holding office at the time. All revisions shall be promptly transmitted to, and reviewed by, the Office of the Provost/Executive Vice President for Academic Affairs. Approval standards for each transferable course should be submitted to the Office of the Provost no later than June 1, 2006. After that date, and until such time as standards for the course are submitted, the main campus department shall be presumed to approve all instructors employed by the branch to teach that course. The implementation of faculty approval standards for each transferable course, as described in paragraphs 3-5 below, shall not begin until the standards for that course have been formulated, adopted, and reviewed as stipulated in this paragraph.

3. **Implementation of standards.** The determination that a prospective instructor meets the faculty approval standards for a transferable course shall initially be made by the appropriate administrator (department chair, program director, coordinator, or head) at the branch college. Approval of the instructor shall then be reviewed and confirmed or denied by the college’s Dean of Instruction. If the Dean confirms the approval, the branch college may hire the instructor prior to receiving main campus approval. The approval shall then be forwarded to the Branch Executive Director for recommendation to the appropriate main campus department chair or program director; it shall be submitted no later than the third week of the semester. The approval shall be accompanied by copies of the faculty member’s vita and syllabus for the course in question. The main campus administrator shall confirm or deny the approval before or as early as possible during the first semester in which the faculty member offers the course. This decision shall be promptly communicated in writing to the appropriate branch campus administrator, the Dean of Instruction, and, if the approval is denied, the Office of the Provost/Executive Vice President for Academic Affairs.
4. **Denial of approval.** If faculty approval is denied, the main campus administrator shall communicate the reasons for this decision in writing to the appropriate branch college administrator, the Dean of Instruction, and the Office of the Provost/Vice President for Academic Affairs. This communication shall refer specifically to the written faculty approval standards for the course in question but may include other considerations as well. Courses already in progress shall not be cancelled solely because faculty approval is denied or delayed. If approval is denied, the main campus administrator shall work with the branch college administrator to identify and employ an eligible substitute instructor. If no eligible substitute can be obtained, the faculty member who began the course shall finish it under the supervision of the branch college administrator; but the same faculty member shall not be employed again to teach the same course, or any other course that has comparable approval standards, unless s/he has received branch college and main campus approval to do so before the course begins.

5. **Exemptions from standards.** Faculty members may teach transferable courses without meeting established approval standards only if the appropriate branch college administrator submits, and the Dean of Instruction supports, a request for an individual exemption from the standards. The request shall be accompanied by a detailed explanation of the reasons for the request and by the proposed faculty member’s vita and syllabus for the course in question. The request shall be submitted to the appropriate main campus administrator no later than two weeks before the semester begins. If the request is not approved by the appropriate main campus administrator no later than two weeks before the semester begins, the course shall not be offered by the proposed instructor.

6. **Non-transferable courses.** Branch college courses not carrying pre-designated transferability shall be offered by faculty who meet the appointment standards set forth in the college’s statement on appointment and retention (see section F60 below), and who are recommended for appointment by the appropriate branch college administrator (department chair, program director, coordinator, or head), the Dean of Instruction, and the Branch Executive Director. In making recommendations concerning all faculty appointments, administrators shall act in accordance with the standards and procedures set forth in the branch college statement on appointment and retention and in section F60 below. All faculty appointments are subject to review by the provost/Executive Vice President for Academic Affairs.

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**Standards for Hiring Faculty**

**Note:** If a course is not listed below, it is because...

1. The course is developmental or career/technical in nature (in which case we make the hiring decision);

2. The course is not listed in our Catalog; or

3. The corresponding department at UNM-Albuquerque has not submitted the necessary standards form.
In the latter case, we will adhere to the policy in F40 which states that,

> Approval standards for each transferable course should be submitted to the Office of the Provost no later than June 1, 2006. After that date, and until such time as standards for the course are submitted, the main campus department shall be presumed to approve all instructors employed by the branch to teach that course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor MinimumQualifications</th>
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</table>
| AMST 185 | Intro to Race, Class & Ethnicity           | **Degree:** MA or Post-Comprehensive Doctoral Degree Candidate  
**Major:** American Studies or related field (History, Anthropology, Sociology, English, etc.)  
**Other Requirements:** A degree concentration analogous to one of six fields of study in Am St (Race, Class Ethnicity; Gender Studies; Culture Studies; Popular Culture; Environment, Science & Technology; or Southwest Studies) |
| AMST 186 | Intro to Southwest Studies                 | Same standards as AMST 185                                                                       |
| ANTH 101 | Introduction to Anthropology               | **Degree:** MA  
**Major:** Anthropology  
**Experience Required:** Documented experience teaching general anthropology or specialized courses in the component anthropological subfields.  
**Other Requirements:** Clear indication of good anthropology training in all subfields during college student career & significant graduate training in the anthropology subfields. |
| ANTH 110 | Language, Culture & the Human Animal       | **Degree:** PhD  
**Major:** Anthropology with major in anthropological linguistics  
**Experience Required:** Demonstrated experience teaching subject matter at college level.  
**Other Requirements:** Good background in general anthropology with special emphasis in linguistics & cultural anthropology/ethnology, and anthropological theory. |
| ANTH 130 | Cultures of the World                      | **Degree:** MA  
**Major:** Anthropology  
**Experience Required:** Documented experience teaching general anthropology. Good ethnology training at undergraduate & graduate college level.  
**Other Requirements:** Anthropology major in archaeology or cultural anthropology/ethnology. |
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<tbody>
<tr>
<td>ASTR 101</td>
<td>Introduction to Astronomy</td>
<td><strong>Degree:</strong> MS in Physics or Astronomy or closely related field such as Engineering or Chemistry</td>
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<td></td>
<td><strong>Major:</strong> None listed</td>
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<td><strong>Experience Required:</strong> Some teaching experience desirable (in cases of no teaching experience, Dept. suggests an interview with Branch's Dean of Instruction, followed by notification of the Dept.)</td>
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<td><strong>Other Requirements:</strong> None</td>
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<tr>
<td>ASTR 101L</td>
<td>Astronomy Laboratory</td>
<td><strong>Degree:</strong> None required for labs</td>
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<td><strong>Major:</strong> None listed</td>
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<td><strong>Other Requirements:</strong> None</td>
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<tr>
<td>BIOL 110</td>
<td>Biology for Non-Majors</td>
<td><strong>Degree:</strong> MS or PhD in progress with documentation of active enrollment and recent progress</td>
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<td><strong>Major:</strong> Biology, a sub-dis (e.g. Botany or Zoology) or closely related discipline (e.g. Biochemistry)</td>
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<td><strong>Experience Required:</strong> Prefer college-level Biology lecturing experience (1 sem.); or evidence of TA experience in a related lab.</td>
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<td><strong>Other Requirements:</strong> Current CV; two academic references</td>
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<tr>
<td>BIOL 112L</td>
<td>Biology Laboratory for Non-Majors</td>
<td><strong>Degree:</strong> BS</td>
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<td><strong>Major:</strong> Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)</td>
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<td><strong>Experience Required:</strong> None</td>
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<td><strong>Other Requirements:</strong> Current CV; two academic references</td>
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<tr>
<td>BIOL 123</td>
<td>Biology for Health Related Sciences and Non-Majors</td>
<td><strong>Degree:</strong> MS or PhD in progress with doc. of active enrollment and recent progress</td>
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<tr>
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<td><strong>Major:</strong> Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)</td>
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<td><strong>Experience Required:</strong> Prefer college-level Biology lecturing experience (1 sem.); or evidence of TA experience in a related lab.</td>
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<td><strong>Other Requirements:</strong> Current CV; two academic references</td>
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<tr>
<td>BIOL 124L</td>
<td>Biology for Health Related Sciences and Non-Majors Lab</td>
<td><strong>Degree:</strong> BS</td>
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<td><strong>Major:</strong> Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)</td>
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<td><strong>Experience Required:</strong> None</td>
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<td><strong>Other Requirements:</strong> Current CV; two academic references</td>
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<tr>
<td>Course</td>
<td>Title</td>
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| BIOL 201 | Molecular and Cell Biology   | **Degree:** MS or PhD in progress with doc. of active enrollment and recent progress  
**Major:** Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** Prefer college-level Biology lecturing experience (1 sem.); or evidence of TA experience in a related lab.  
**Other Requirements:** Current CV; two academic references |
| BIOL 201L | Laboratory Section | **Degree:** BS  
**Major:** Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** College-level Cell Biology course  
**Other Requirements:** Current CV; two academic references |
| BIOL 202 | Genetics                    | **Degree:** MS or PhD in progress with doc. of active enrollment and recent progress  
**Major:** Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** Prefer college-level Biology lecturing experience (1 sem.); or evidence of TA experience in a related lab.  
**Other Requirements:** Current CV; two academic references |
| BIOL 202L | Laboratory Section | **Degree:** BS  
**Major:** Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** College-level Cell Genetics course  
**Other Requirements:** Current CV; two academic references |
| BIOL 203 | Ecology and Evolution       | **Degree:** MS or PhD in progress with doc. of active enrollment and recent progress  
**Major:** Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** Prefer college-level Biology lecturing experience (1 sem.); or evidence of TA experience in a related lab.  
**Other Requirements:** Current CV; two academic references |
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<tr>
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</table>
| BIOL 203L | Laboratory Section                              | **Degree:** BS  
**Major:** Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** College-level Ecology/Evolution course(s)  
**Other Requirements:** Current CV; two academic references |
| BIOL 204 | Plant and Animal Form and Function              | **Degree:** MS or PhD in progress with doc. of active enrollment and recent progress  
**Major:** Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** Prefer college-level Biology lecturing experience (1 sem.); or evidence of TA experience in a related lab.  
**Other Requirements:** Current CV; two academic references |
| BIOL 204L | Laboratory Section                              | **Degree:** BS  
**Major:** Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** College-level Plant & Animal physiology course(s)  
**Other Requirements:** Current CV; two academic references |
| BIOL 237 | Human Anatomy & Physiology I for the Health Sciences | **Degree:** MS or PhD in progress with doc. of active enrollment and recent progress  
**Major:** Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** Prefer college-level Biology lecturing experience (1 sem.); or evidence of TA experience in a related lab. Must have taken college-level A&P course.  
**Other Requirements:** Current CV; two academic references |
| BIOL 238 | Human Anatomy & Physiology II for the Health Sciences | **Degree:** MS or PhD in progress with doc. of active enrollment and recent progress  
**Major:** Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** Prefer college-level Biology lecturing experience (1 sem.); or evidence of TA experience in a related lab. Must have taken college-level A&P course.  
**Other Requirements:** Current CV; two academic references |
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<tr>
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</table>
| BIOL 239L | Microbiology for Health Sciences & Non-Majors | Degree: MS or PhD in progress with doc. of active enrollment and recent progress  
Major: Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
Experience Required: Prefer college-level Biology lecturing experience (1 sem.); or evidence of TA experience in a related lab. Evidence of having taken college-level Microbiology.  
Other Requirements: Current CV; academic references |
| BIOL 239L | Laboratory Section                         | Degree: BS  
Major: Biology, a sub-dis (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
Experience Required: College-level Microbiology course  
Other Requirements: Current CV; academic references |
| BIOL 247L | Human Anatomy & Physiology Lab I           | Degree: BS  
Major: Biology, a sub-dis (e.g. Botany or Zoology), or closely related dis. (e.g. Biochemistry)  
Required Experience: Individual must have taken a college-level anatomy and physiology course.  
Other Requirements: Current CV; two academic references |
| BIOL 248L | Human Anatomy & Physiology Lab II          | Same standards as BIOL 247L                                                                       |
| CJ 110    | Intro to Mass Communication (Journalism)   | Degree: BA  
Major: MA in Communication or related field  
Experience Required: Two years of media working experience.  
Other Requirements: None |
| CHEM 111L | Elements of General Chemistry              | Degree: MS  
Major: Chemistry  
Experience Required: 2-4 years of relevant professional experience and teaching experience at the undergraduate level. Teaching experience must be in college chemistry.  
Other Requirements: None |
<p>| CHEM 121L | General Chemistry                          | Same standards as CHEM 111L                                                                      |
| CHEM 122L | General Chemistry                          | Same standards as CHEM 111L                                                                      |
| CHEM 212L | Integrated Organic Chemistry and Biochemistry | Same standards as CHEM 111L                                                                      |</p>
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</table>
| CJ 110 | (Communication)                                    | **Degree:** MA  
**Major:** None listed  
**Experience Required:** Demonstrated experience in the specific topic to be taught (through course work or practical work experience).  
**Other Requirements:** An MA degree in a field directly related to the specific topic may be appropriate, but must be confirmed with chair of the main campus dept. In this case, significant experience (at least 2 yrs.) teaching subject matter or through professional work experience is necessary. |
| CJ 130 | Public Speaking                                    | Same standards as CJ 110                                                                                                                                                                                                        |
| CJ 171 | Writing for Mass Media I                           | Same standards as CJ 110                                                                                                                                                                                                        |
| CJ 220 | Communication for Teachers                         | Same standards as CJ 110                                                                                                                                                                                                        |
| CJ 221 | Interpersonal Communication                        | Same standards as CJ 110                                                                                                                                                                                                        |
| CJ 225 | Small Group Communication                          | Same standards as CJ 110                                                                                                                                                                                                        |
| CS 150 | Computing for Business Students                    | **Degree:** MS or BA/BS.  
**Major:** for MS, Computer Science or related field; for BA/BS in quantitative field and MOUS certification.  
**Other Requirements:** Knowledge of and experience using MS tools. |
| CS 151 | Computer Programming Fundamentals for Non-Majors    | **Degree:** MS  
**Major:** Computer Science or related field.  
**Other Requirements:** Knowledge of and experience using Matlab. |
| CS 152 | Computer Programming Fundamentals for CS Majors     | **Degree:** MS  
**Major:** Computer Science  
**Other Requirements:** Knowledge of and experience programming using Java. |
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<tr>
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<th>Instructor Minimum Qualifications</th>
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</thead>
<tbody>
<tr>
<td>EMS 101</td>
<td>EMT Basic</td>
<td><strong>Degree:</strong> High school diploma or GED. Bachelor's degree preferred.</td>
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<td><strong>Credentials:</strong> Current NM EMT license and/or National Registry Certification; current BLS Provider-Level CPR Card; CPR instructor status preferred.</td>
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<td><strong>Other Requirements:</strong> Licensed EMT at level above course being taught; must be in good standing with EMS Academy &amp; state EMS Bureau; meet JOE rqmts. for EMS education; must have attended a recognized EMS Educator course from one of the NM institutions or from the Nat'l Assn. of EMS Educators; must have a Certificate of Completion from one of the above named organizations; must be affiliated with an EMS service or hospital in NM; must have a minimum of 3 yrs. field experience at or above level they are teaching; must have 2 yrs. of teaching experience in any discipline; must have a letter of recommendation from his/her medical director and service director; must have a current hire packet in place at the EMS Academy before eligible to teach at the Academy or at any of the branch campuses.</td>
</tr>
<tr>
<td>EMS 201</td>
<td>EMT Intermediate</td>
<td><strong>Degree:</strong> High school diploma or GED. Bachelor's degree preferred.</td>
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<td><strong>Credentials:</strong> Current NM EMT license and/or National Registry Certification; current BLS Provider-Level CPR Card; Upgrade packet in place with the EMSA; CPR instructor status preferred.</td>
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<td><strong>Other Requirements:</strong> Licensed EMT at level above course being taught; must be in good standing with EMS Academy &amp; state EMS Bureau; meet JOE rqmts. for EMS education; must have attended a recognized EMS Educator course from one of the NM institutions or from the Nat'l Assn. of EMS Educators; must have a Certificate of Completion from one of the above named organizations; must be affiliated with an EMS service or hospital in NM; must have a minimum of 3 yrs. field experience at or above level they are teaching; must have 2 yrs. of teaching experience in any discipline; must have completed a minimum of 3 EMT-Basic courses, with good state test percentages &amp; successfully complete the ILS instructor exam; must have approval of the BLS/ILS director at the EMSA to upgrade to Intermediate instructor; must have a letter of recommendation from his/her medical director and service director; must have a current hire packet in place at the EMS Academy before eligible to teach at the Academy or at any of the branch campuses.</td>
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| ENGL 110, 111-112, 113 | Composition I: Exposition         | **Degree:** MA  
**Major:** English or Creative Writing  
**Experience Required:** Prior teaching in the field of composition  
**Other Requirements:** CV; documentation of teaching quality through such means as letters of reference from faculty and/or students; sample syllabi; or, teaching evaluations |
| ENGL 120 | Composition II: Analysis & Argument | Same standards as ENGL 101 |
| ENGL 150 | The Study of Literature            | Same standards as ENGL 101 |
| ENGL 211 | Topics in Literature               | Same standards as ENGL 101 |
| ENGL 219 | Technical & Professional Writing   | Same standards as ENGL 101, plus the following: In rare cases, applicants may be hired with no MA, but have extensive professional credentials (publications, work experience) in the field of technical writing. |
| ENGL 220 | Expository Writing                 | Same standards as ENGL 101 |
| ENGL 221 | Intro to Creative Writing – Fiction | **Degree:** MA  
**Major:** English or Creative Writing  
**Experience Required:** Prior teaching in the field of creative writing  
**Other Requirements:** CV, documentation of teaching quality through such means as letters of reference from faculty and/or students; sample syllabi or teaching evaluations. In rare cases, applicants may be hired with no MA but with extensive professional credentials (publications, work experience) in the field of creative writing. |
| ENGL 222 | Intro to Creative Writing – Poetry | Same standards as ENGL 221 |
| ENGL 240 | Traditional Grammar                | **Degree:** MA  
**Major:** English or Creative Writing  
**Experience Required:** Prior teaching experience in the field of literature or language  
**Other Requirements:** CV; documentation of teaching quality through such means as letters of reference from faculty and/or students; sample syllabi or teaching evaluations. |
<p>| ENGL 298 | Workshop in Literature or Writing  | Same standards as ENGL 240 |</p>
<table>
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<tr>
<th>Course</th>
<th>Title</th>
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| EPS 101  | How the Earth Works - An Introduction to Geology | Degree: MS  
Major: Geology or Earth & Planetary Sciences or Geosciences  
**Required Experience:** At least one year as teaching assistant responsible for lecture component of a class.  
**Other Requirements:** Some course work with passing grades in other science (e.g. Physics, Chemistry, Biology) and higher level mathematics (e.g. Calculus). |
| EPS 105L | Physical Geology Laboratory                 | Degree: MS  
Major: Geology or Earth & Planetary Sciences or Geosciences  
**Required Experience:** At least one year as teaching assistant responsible for lecture component of a class.  
**Other Requirements:** Some course work with passing grades in other science (e.g. Physics, Chemistry, Biology) and higher level mathematics (e.g. Calculus). |
| EPS 115  | Geological Disasters                        | Degree: MS  
Major: Geology or Earth & Planetary Sciences or Geosciences  
**Required Experience:** At least one year as teaching assistant responsible for lecture component of a class.  
**Other Requirements:** Some course work with passing grades in other science (e.g. Physics, Chemistry, Biology) and higher level mathematics (e.g. Calculus). |
| HED 164  | Standard First Aid                          | Degree: BA or BS  
Major: Health Education (or other major approved by Dept. Chair)  
**Required Experience:** One year teaching course (or approval of Department Chair)  
**Other Requirements:** American Heart Association or American Red Cross First Aid and CPR Instructors Certificate |
| HED 171  | Personal Health Management                 | Degree: BA or BS  
Major: Health Education (or other major approved by Dept. Chair)  
**Required Experience:** One year teaching this or related course (or approval of Dept. Chair) |
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<tr>
<th>Course</th>
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<th>Instructor Minimum Qualifications</th>
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</thead>
</table>
| HED 209  | Education for AIDS Prevention | Degree: BA or BS  
Major: Health Education (or other major approved by Dept. Chair)  
Required Experience: One year teaching this or related course (or approval of Dept. Chair) |
| HED 212  | Fundamentals of Human Sexuality | Degree: BA or BS  
Major: Health Education (or other major approved by Dept. Chair)  
Required Experience: One year teaching this or related course. |
| HED 247  | Consumer Health               | Degree: BA or BS  
Major: Health Education (or other major approved by Dept. Chair)  
Required Experience: One year teaching this or related course (or approval of Dept. Chair) |
| HED 260  | Foundations of Health Promotion | Degree: BA or BS  
Major: Health Education (or other major approved by Dept. Chair)  
Required Experience: One year teaching this or related course (or approval of Dept. Chair) |
| HIST 101 | Western Civilization (before 1648) | Degree: MA  
Major: European History  
Experience Required: Teaching experience (preferably at survey level) in European History  
Other Requirements: Fluency in English; at least 2 semesters (or equivalent) of college/university level training in a European language. |
| HIST 102 | Western Civilization (after 1648) | Same standards as HIST 101 |
| HIST 161 | History of the United States to 1877 | Degree: MA  
Major: U.S. History  
Experience Required: Teaching experience (preferably at survey level, in US History)  
Other Requirements: Fluency in English |
| HIST 162 | History of the United States since 1877 | Same standards as HIST 161 |
| HIST 260 | History of New Mexico        | Degree: MA  
Major: U. S. History  
Experience Required: Teaching experience in US, Southwest and/or NM History (preferably at survey level).  
Other Requirements: Fluency in English; at least 2 semesters (or equivalent) of college/university training in Spanish. |
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<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
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<tbody>
<tr>
<td>LING 101</td>
<td>Introduction to the Study of Language</td>
<td>Degree: MA</td>
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<tr>
<td>MATH 111</td>
<td>Mathematics for Elementary and Middle School Teachers I</td>
<td>Degree:</td>
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<tr>
<td>MATH 112</td>
<td>Mathematics for Elementary and Middle School Teachers II</td>
<td>Degree:</td>
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<tr>
<td>MATH 120</td>
<td>Intermediate Algebra</td>
<td>Degree:</td>
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<tr>
<td>MATH 121</td>
<td>College Algebra</td>
<td>Degree:</td>
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<td>MATH 123</td>
<td>Trigonometry</td>
<td>Degree:</td>
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<tr>
<td>MATH 129</td>
<td>A Survey of Mathematics</td>
<td>Degree:</td>
</tr>
<tr>
<td>STAT 145</td>
<td>An Introduction to Statistics</td>
<td>Degree:</td>
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<tr>
<td>MATH 150</td>
<td>Pre-Calculus mathematics</td>
<td>Degree:</td>
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<td>Course</td>
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<td>Instructor Minimum Qualifications</td>
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<tr>
<td>MATH 162</td>
<td>Calculus I</td>
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<td>MATH 163</td>
<td>Calculus II</td>
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<td>Other Requirements:</td>
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<tr>
<td>MATH 180</td>
<td>Elements of Calculus I</td>
<td>Degree:</td>
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<td>Other Requirements:</td>
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<td>MATH 181</td>
<td>Elements of Calculus II</td>
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<td>Other Requirements:</td>
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<tr>
<td>MATH 215</td>
<td>Mathematics for Elementary and Middle</td>
<td>Degree:</td>
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<td></td>
<td>School Teachers III</td>
<td>Major:</td>
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<td>Experience Required:</td>
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<td>Other Requirements:</td>
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<tr>
<td>MATH 264L</td>
<td>Calculus III</td>
<td>Degree:</td>
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<td>Experience Required:</td>
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<td>Other Requirements:</td>
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<tr>
<td>MUS 139</td>
<td>Music Appreciation</td>
<td>Degree: MA</td>
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<td></td>
<td></td>
<td>Major: Music</td>
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<tr>
<td></td>
<td></td>
<td>Required Experience: Prior classroom teaching experience</td>
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<tr>
<td></td>
<td></td>
<td>Other Requirements: Solid background in music history</td>
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<tr>
<td>MUSIC 143</td>
<td>University Chorus</td>
<td>Branch may set its own standards.</td>
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<tr>
<td>NTSC 261L</td>
<td>Physical Science</td>
<td>Degree: MS</td>
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<td></td>
<td></td>
<td>Major: Physics, Chemistry, Geology</td>
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<td></td>
<td></td>
<td>Required Experience: 2-3 semesters of university teaching</td>
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<td>Other Requirements: Previous experience working with pre and in-service</td>
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<td>teachers a benefit.</td>
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<tr>
<td>Course</td>
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<td>Instructor Minimum Qualifications</td>
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</tr>
</tbody>
</table>
| NTSC 262L | Life Science                      | **Degree:** MS  
**Major:** Biology  
**Required Experience:** 2-3 semesters of university teaching  
**Other Requirements:** Previous experience working with pre/and in-service teachers a benefit. |
| NTSC 263L | Environmental Science             | **Degree:** MS  
**Major:** Biology, Environmental Science, Ecology  
**Required Experience:** 2-3 semesters of university teaching  
**Other Requirements:** Previous experience working with pre/and in-service teachers a benefit. |
| PENP 113  | Aikido                            | **Degree:** BA or BS  
**Major:** Physical Education (or approval of other major by Dept. Chair)  
**Required Experience:** One year teaching course to adults  
**Other Requirements:** Appropriate certification or license for Aikido; CPR/AED Certificate |
| PENP 114  | Weight Training and Physical Conditioning | **Degree:** BA or BS  
**Major:** Physical Education (or approval of other major by Dept. Chair)  
**Required Experience:** One year teaching course to adults at high school level or above.  
**Other Requirements:** CPR/AED Certificate and an exercise certification or training specific to course |
| PENP 115  | Intermediate Weight Training      | Same standards as PENP 114                                                                         |
| PENP 120  | Nia Dance Fitness                 | Same standards as PENP 114                                                                         |
| PENP 121  | Beginning Belly Dance             | Same standards as PENP 114                                                                         |
| PENP 122  | Intermediate Belly Dance          | Same standards as PENP 114                                                                         |
| PENP 124  | Ballroom Dance                    | **Degree:** BA or BS  
**Major:** Physical Education (or approval of other major by Dept. Chair)  
**Required Experience:** One year teaching course  
**Other Requirements:** CPR/AED Certificate and an exercise certification or training specific to course |
| PENP 125  | Intermediate Ballroom Dance       | Same standards as PENP 124                                                                         |
| PENP 128  | Country/Western Dance             | Same standards as PENP 124                                                                         |
| PENP 129  | Intermediate Country/Western Dance| Same standards as PENP 124                                                                         |
| Course  | Title                          | Instructor Minimum Qualifications                                                                 |
|---------|================================|---------------------------------------------------------------------------------------------------|
| PENP 130 | T'ai Chi Ch'uan                | Same standards as PENP 114                                                                          |
| PENP 131 | T'ai Chi Ch'uan                | Same standards as PENP 114                                                                          |
| PENP 132 | Beginning Tae Kwan Do          | Same standards as PENP 114                                                                          |
| PENP 133 | Intermediate Tae Kwan Do       | Same standards as PENP 114                                                                          |
| PENP 134 | Intermediate Kung Fu           | Same standards as PENP 114                                                                          |
| PENP 136 | Personal Defense               | **Degree:** BA or BS  
**Major:** Physical Education (or approval of other major by Dept. Chair)  
**Required Experience:** One year teaching course to adults  
**Other Requirements:** Appropriate certification or license for Personal Defense or Karate; CPR/AED Certificate |
| PENP 138 | Karate                         | Same standards as PENP 136                                                                          |
| PENP 139 | Karate                         | Same standards as PENP 136                                                                          |
| PENP 140 | Golf                           | Same standards as PENP 114                                                                          |
| PENP 141 | Intermediate Golf              | Same standards as PENP 114                                                                          |
| PENP 143 | Beginning Tennis               | Same standards as PENP 114                                                                          |
| PENP 144 | Intermediate Tennis            | Same standards as PENP 114                                                                          |
| PENP 146 | Bowling                        | Same standards as PENP 114                                                                          |
| PENP 148 | Archery                        | Same standards as PENP 114                                                                          |
| PENP 149 | Badminton                      | Same standards as PENP 114                                                                          |
| PENP 155 | Pilates                        | Same standards as PENP 114                                                                          |
| PENP 156 | Pilates                        | Same standards as PENP 114                                                                          |
| PENP 158 | Aerobic Dance                  | Same standards as PENP 114                                                                          |
| PENP 159 | Aerobic Dance II               | Same standards as PENP 114                                                                          |
| PENP 162 | Jogging                        | Same standards as PENP 114                                                                          |
| PENP 165 | Yoga                           | **Degree:** BA or BS  
**Major:** Physical Education (or approval of other major by Dept. Chair)  
**Required Experience:** One year teaching course  
**Other Requirements:** Completion of Yoga Instructors Certificate course; CPR/AED Certificate |
<p>| PENP 166 | Intermediate Yoga              | Same standards as PENP 165                                                                          |
| PENP 180 | Feldenkrais                     | Same standards as PENP 114                                                                          |
| PENP 181 | Feldenkrais                     | Same standards as PENP 114                                                                          |</p>
<table>
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<tr>
<th>Course</th>
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<th>Instructor Minimum Qualifications</th>
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<tr>
<td>PENP 188</td>
<td>Modified Physical Education</td>
<td>Same standards as PENP 114</td>
</tr>
<tr>
<td>PENP 193</td>
<td>Various Activity Courses</td>
<td>Same standards as PENP 114</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Philosophical Problems</td>
<td>Degree: MA&lt;br&gt;Major: Philosophy&lt;br&gt;Experience Required: No previous teaching experience required&lt;br&gt;Other Requirements: None</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Current Moral Problems</td>
<td>Same standards as PHIL 101</td>
</tr>
<tr>
<td>PHIL 156</td>
<td>Reasoning and Critical Thinking</td>
<td>Same standards as PHIL 101</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Greek Philosophy</td>
<td>Degree: PhD&lt;br&gt;Major: Philosophy or related field&lt;br&gt;Experience Required: No previous teaching experience required&lt;br&gt;Other Requirements: None</td>
</tr>
<tr>
<td>PHIL 202</td>
<td>Modern Philosophy</td>
<td>Same standards as PHIL 201</td>
</tr>
<tr>
<td>PHIL 245</td>
<td>Professional Ethics</td>
<td>Same standards as PHIL 201</td>
</tr>
<tr>
<td>PHIL 258</td>
<td>Introduction to Moral Philosophy</td>
<td>Same standards as PHIL 201</td>
</tr>
<tr>
<td>PHIL 280</td>
<td>Philosophy and Literature</td>
<td>Same standards as PHIL 201</td>
</tr>
<tr>
<td>PHYC 151</td>
<td>General Physics</td>
<td>Degree: MS in Physics or Astronomy or closely related field such as Engineering or Chemistry&lt;br&gt;Major: None listed&lt;br&gt;Experience Required: Some teaching experience desirable (in cases of no teaching experience, Dept. suggests an interview with Branch’s Dean of Instruction, followed by notification of the Dept.)&lt;br&gt;Other Requirements: None</td>
</tr>
<tr>
<td>PHYC 151L</td>
<td>General Physics Laboratory</td>
<td>Degree: None required for labs&lt;br&gt;Major: None listed&lt;br&gt;Experience Required: Some teaching experience desirable (in cases of none, Dept. suggests an interview with Branch’s Dean of Instruction, followed by notification of the Dept.)&lt;br&gt;Other Requirements: None</td>
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<td>Course</td>
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<tr>
<td>PHYC 152</td>
<td>General Physics</td>
<td><strong>Degree:</strong> MS in Physics or Astronomy or closely related field such as Engineering or Chemistry</td>
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<td><strong>Major:</strong> None listed</td>
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<td><strong>Experience Required:</strong> Some teaching experience desirable (in cases of no teaching experience, Dept. suggests an interview with Branch's Dean of Instruction, followed by notification of the Dept.)</td>
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<td><strong>Other Requirements:</strong> None</td>
</tr>
<tr>
<td>PHYC 152L</td>
<td>General Physics Laboratory</td>
<td><strong>Degree:</strong> None required for labs</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Major:</strong> None listed</td>
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<td></td>
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<td><strong>Experience Required:</strong> Some teaching experience desirable (in cases of none, Dept. suggests an interview with Branch's Dean of Instruction, followed by notification of the Dept.)</td>
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<td><strong>Other Requirements:</strong> None</td>
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<tr>
<td>POLS 110</td>
<td>The Political World</td>
<td><strong>Degree:</strong> MA and/or have passed a comprehensive exam in the field in which they plan to teach.</td>
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<td><strong>Required Experience:</strong> Approval standards left to discretion of the branch campuses.</td>
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<tr>
<td>PSY 105</td>
<td>General Psychology</td>
<td><strong>Degree:</strong> MA</td>
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<td></td>
<td><strong>Major:</strong> Psychology, Counseling &amp; other related degrees as approved by department</td>
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<td><strong>Experience Required:</strong> Previous college classroom teaching/training.</td>
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<td><strong>Other Requirements:</strong> CV</td>
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<tr>
<td>PSY 220</td>
<td>Developmental Psychology</td>
<td>Same standards as PSY 105</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Brain and Behavior</td>
<td>Same standards as PSY 105</td>
</tr>
<tr>
<td>PSY 271</td>
<td>Social Psychology</td>
<td>Same standards as PSY 105</td>
</tr>
<tr>
<td>RELG 107</td>
<td>World Religions</td>
<td><strong>Degree:</strong> PhD, but with other degrees potentially acceptable with joint branch/main review</td>
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<td><strong>Major:</strong> Religious Studies (or related discipline, with documented emphasis in religion)</td>
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<td><strong>Other Requirements:</strong> Ability &amp; orientation to teach religion in a manner appropriate to a state-supported public university (please see detailed policy document for details of review criteria &amp; rationale)</td>
</tr>
<tr>
<td>SIGN 201</td>
<td>Introduction to Signed Language</td>
<td><strong>Degree:</strong> BA/BS</td>
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<td><strong>Major:</strong> Linguistic, Interpreting, Deaf Education or related field</td>
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<td><strong>Required Experience:</strong> Proficiency in ASL &amp; signed English. Knowledge of history of signed language linguistics, deaf education.</td>
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<td><strong>Other Requirements:</strong> RID and/or ASLTA Certification.</td>
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<tr>
<td>Course</td>
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<td>Instructor Minimum Qualifications</td>
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</tbody>
</table>
| SOC 101  | Introduction to Sociology                     | **Degree:** MA  
**Major:** Sociology, Criminology, Anthropology, Political Science & Social Psychology  
**Experience Required:** Syllabus indicating knowledge of sociological frame of reference; methods, constructs, theory.  
**Other Requirements:** None |
| SOC 205  | Crime, Public Policy & The Criminal Justice System | **Degree:** MA  
**Major:** Sociology, Criminology, Criminal Justice, Political Science, Anthropology  
**Experience Required:** One year teaching crime & public policy. |
| SOC 211  | Social Problems                               | **Degree:** MA  
**Major:** Sociology, Criminology, Criminal Justice, Political Science, Anthropology, Social Welfare  
**Required Experience:** Have taught social problems at least once. |
| SOC 211  | Social Problems                               | Same standards as SOC 205.                                                                          |
| SOC 213  | Deviance                                      | **Degree:** MA  
**Major:** Sociology, Criminology, Criminal Justice, Political Science, Anthropology, Social Welfare  
**Required Experience:** One semester teaching Deviance. |
| SOC 213  | Deviance                                      | Same standards as SOC 205.                                                                          |
| SOC 216  | Dynamics of Prejudice                         | **Degree:** MA  
**Major:** Sociology, Criminology, Criminal Justice, Political Science, Anthropology, Social Welfare  
**Required Experience:** One semester teaching a race relations course. |
| SOC 280  | Introduction to Research Methods              | **Degree:** MA  
**Major:** Sociology, Criminology, Criminal Justice, Political Science, Anthropology, Social Welfare  
**Required Experience:** One semester teaching a social methods course. |
| SPAN 101 | Elementary Spanish                           | **Degree:** MA in Spanish  
**Required Experience:** Completed course in teaching methods or one year teaching Spanish as a foreign/heritage language (CV must be included). |
### Compensating Adjunct Faculty

Adjunct faculty are compensated on a per credit hour basis as follows:

- $720 for a bachelor’s degree (or less),
- $770 for a master’s degree, or
- $820 for a doctoral or terminal degree (e.g., MFA, JD).

For independent study, practicums, partially paid courses, and independent study labs adjunct faculty will be compensated on the same basis as that of continuing faculty (please refer to page 134).

### Evaluating Adjunct Faculty

Adjunct faculty are evaluated every other semester that they teach at UNM-Valencia by the department chair or their designee using the Part-Time Faculty Evaluation Report. The purpose of this instrument is to maintain a record of teaching performance and other required duties. Whereas teaching at UNM-Valencia cannot be used as leverage over teaching experience at other institutions, a solid record of teaching excellence at UNM-Valencia may be used in a rating matrix.

### Faculty Promotions

Continuing faculty are eligible for promotion under two separate systems depending on their type of appointment.
Tenure & Promotion

Faculty with tenure or on probationary status are subject to policies as stated in Section B of the University of New Mexico Faculty Handbook. Under normal circumstances, the process proceeds as follows:

1. Faculty are first appointed to the rank of Assistant Professor.

2. After a six-year probationary period (with a mid-probationary review at the end of the third year), faculty are evaluated and recommended to the Provost for tenure and advancement to the rank of Associate Professor by the Tenure and Promotion Committee, their Chair, the Dean of Instruction, and the Executive Director. Faculty who are advanced to the rank of Associate Professor will receive a $3,000 salary increase.

3. After a period of another four years (again, this is under normal circumstances), faculty may be evaluated for further progress and recommended to the Provost for advancement to the rank of Professor by the Tenure and Promotion Committee, their Chair, the Dean of Instruction, and the Executive Director. Faculty who are advanced to the rank of Professor will receive an additional $4,000 salary increase.

Lecturer Promotion Policy

Non-tenure/tenure track faculty are generally first appointed to the rank of Lecturer I, II or III, consistent with the highest degree earned (“I” for Bachelor’s, “II” for Masters’, and “III” for doctoral or terminal degree). Lecturers who earn a higher degree and/or achieve extraordinary accomplishments may be considered for advancement to a higher Lecturer rank based on the following UNM-Valencia Lecturer Promotion Policy:

Introduction

For many years, the campus has relied upon the essential expertise of several non-tenure track full-time faculty members, especially in the technical fields. Seeking a means for professional advancement and remuneration for these faculty members in accordance with UNM guidelines, the campus will incorporate the titles Lecturer I, Lecturer II, and Lecturer III into the following procedure for non-tenure-track advancement as listed in the UNM Faculty Handbook 2.3.2:

(a) Lecturer I—The title used for individuals who have qualifications equivalent to teaching assistants or graduate students and who are not currently graduate students at the University in the same department as their academic appointment.
(b) Lecturer II—The title used for qualified professionals who have completed all requirements except the dissertation for the terminal degree (or equivalent) in their fields of study and who are not currently graduate students at the University in the same department as their academic appointment. It may also be used for professionals who have the terminal degree but only limited experience in teaching or scholarly work, or for professionals who do not have the terminal degree but have extensive experience.

(c) Lecturer III—The title used for qualified professionals who hold the terminal degree (or equivalent) in their fields of study and who have additional experience in teaching and scholarly work.

Procedure

Documentation

The faculty member seeking advancement will present to his/her immediate supervisor (Chair or Dean of Instruction) documentation of his/her teaching excellence (including years of experience), professional development, college and community service, and personal characteristics (as evidenced by letters of recommendation).

Supervisor Approval to Seek Advancement

The candidate’s immediate supervisor will initially review the documentation and advise the faculty member which level of advancement (Lecturer I, II, or III), if any, is most appropriate.

Review Committee

If the supervisor recommends the faculty member to seek advancement, he/she will appoint a committee (see below) to review the documentation and to make a recommendation.

The review committee will consist of the following: a) the supervisor or his/her designated replacement; b) a peer of the faculty member; c) two members from the UNM-Valencia Tenure and Promotion Committee. The faculty member up for promotion may choose the peer faculty member and one member from the Tenure and Promotion Committee. The other is the Chair of the Tenure and Promotion Committee or his/her designee.

The Review Committee will look at the applicant's documentation and make a recommendation to the applicant's immediate supervisor.
Supervisor’s Recommendation

Among other considerations, including availability of funding, the supervisor will take the Review Committee’s recommendation into consideration and provide a written statement (cc to the Review Committee) to be sent to the Dean of Instruction and Executive Director for approval.

Salary Increases

- $2,000 for Lecturer I,
- $3,000 for Lecturer II, and
- $4,000 for Lecturer III.

Time Between Promotions

There is a minimum three-year period requirement between promotions. In other words, the candidate must serve at a particular rank for two years before applying for advancement to a higher rank.

Appeal Process

If at any point the applicant wishes to appeal, he or she may go directly to the next level of authority.
Teacher-Student Relations

UNM’s Policy on Sexual Harassment

Sexual Harassment is antithetical to academic values and to a work environment free from coercion. Sexual harassment violates University policy and will result in serious disciplinary action (see UBP 3780 and also The Pathfinder [pp. 44-45]). Courts have determined that someone who feels threatened or coerced and/or unwillingly submits to sexual behaviors retains the right to bring charges of sexual harassment.

Consensual Intimate Relationships Between Teachers and Students Pursuant to UNM’s Policy on Sexual Harassment:

UNM-Valencia’s Policy on Teacher-Student Relations

The integrity of the teacher-student relationship is the foundation of the University’s educational mission. This relationship invests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the students and the potential for coercion. In all their relationships with students, members of the faculty are expected to be aware of this imbalance and avoid conflict of interest, favoritism, or bias. Further, these conflicts or biases jeopardize the integrity of the educational process and may lead to an inhospitable learning environment for other students; therefore, faculty/supervisors should not engage in consensual intimate relationships with their current students. Even when both parties initially have consented, the development of a consensual intimate relationship renders both the teacher and the institution vulnerable to allegations of sexual harassment in light of the significant power differential that exists between teachers and students.

In particular, teachers must not directly supervise any student with whom they have a consensual intimate relationship. When such a conflict of interest exists, immediate, effective steps must be taken by the teacher to ensure unbiased evaluation or supervision of the student. These steps include the following:

- If such a student does enroll in the course, immediately notify the Dean of Instruction, in writing, and remove him/herself from academic or professional decisions concerning the student. The Dean of Instruction, in consultation with the teacher, will then assign another teacher to grade
and/or supervise the student or, if possible, place the student in another section with a different instructor.

❖ The Dean of Instruction or his/her designee will schedule and attend all meetings between the two teachers to discuss course content and grading requirements.

Violations of or failure to correct violations of this policy will be grounds for disciplinary action.

For purposes of this policy, “direct supervision” includes the following activities (on or off campus): course teaching, examining, grading, and advising for a formal project (such as a thesis or research), supervising required research or other academic activities, and recommending, in an institutional capacity, for employment, fellowships or awards. “Teachers” include tenure-track faculty, lecturers, adjunct instructors, and professional tutors as well as graduate students and all others serving as teachers or in similar institutional roles. “Students” refers to those enrolled in any and all programs of the University.

To reiterate, by involving students in intimate relationships, teachers may take advantage of students’ vulnerable position and risk betraying the trust that is essential to a positive learning environment. Even the suggestion by a teacher that a student enter into an intimate relationship can damage the student. Students typically experience such invitations as coercive and feel obligated to accept the invitation out of fear or feel that they are in jeopardy if they refuse. Such feelings on the part of the student are incompatible with the trust in a teacher that is necessary to the learning process.

Teachers and students with questions concerning specific cases covered by this policy are encouraged to consult with their department chair or the college dean. Administrators who are put on notice of conduct possibly in violation of this policy are required to take appropriate action. In addition, students and faculty with concerns about possible sexual harassment can also contact UNM-Valencia’s Office of Human Resources (925.8531) or UNM’s Office of Equal Opportunity (277.5251).
Duplicating Documents & Purchasing Materials

Duplication should be used only when absolutely necessary (e.g., tests, quizzes, classroom exercises). Faculty are encouraged to seek means to disseminate information to students without duplicating. In order of recommended priority, please consider the following options:

1. **Selling materials through the Bookstore.** Obviously, this requires that materials to be duplicated be prepared well in advance of the start of the semester as the materials have to be cleared for copyright issues and, if applicable, permission from the intellectual owner will have to be secured before they can be duplicated. Time frame is two (original materials) to eight weeks (copyrighted material) before the start of classes.

2. **Putting instructional materials on reserve at the Library.** Faculty should place hardcopies of required materials in reserve in the Library. Students will be directed to the Library by their instructors to make copies of the required materials using the Library’s public copiers at the students’ expense.

3. **Converting materials to electronic format.** This process requires putting course materials on the instructor’s web site or copying it to CDs. The Teaching & Learning Center will gladly assist with either of these methods, but they need to be notified a few days in advance.
   
   **Note:** A potential drawback for this option is that it almost always guarantees that the students will just come to the Library, Learning Center (Tutorial), or a Business & Technology lab and print off what they need, thus incurring heavy printing costs on these areas. Printing in the Library will be possible only on non-networked printers (i.e., the student will have to bring the information to be printed on a CD or flash memory device). The Learning Center (Tutorial) and computer labs may soon follow suit.

Duplicating, when absolutely necessary, will be handled as follows:

1. **Location:** For the Language & Literature, Mathematics & Statistics, Science, and Social Sciences departments, duplicating will be limited to the copier in the Arts and Sciences Building. For the Business & Technology and Fine Arts departments, duplicating will be limited to the copier in the Business & Technology Building. If either or both of these copiers breaks down, an administrative assistant or their designee will make copies for you wherever possible.
2. **Monitoring of funds**: Duplicating funds will be monitored closely and periodically (especially when funds start running low) and reported to the division chair. When available funds reach a low level, the division’s duplicating account will be frozen and no more duplicating will be possible until the start of the next fiscal year.

3. **Limitations on duplicating**: It will be left up to each division chair to determine further procedures for duplicating. Division faculty will be notified by their chair of such procedures.

4. **Termination of duplicating**: Divisions whose duplicating funds are depleted will no longer be able to duplicate on any campus printer.

**Purchasing**

Office supplies and other small items can be purchased at the Bookstore with prior approval from your chair. The following procedures will apply to making purchases at the Bookstore:

1. **Purchase cards will be required to purchase items at the Bookstore** (Cards will be available in the academic offices in the Arts & Sciences and Business & Technology buildings on a checkout/return basis only.) Division chairs and coordinators and office staff may check out the cards at any time; other division faculty will need authorization from their chair to check out a card.

2. **When a division’s materials and supplies funds reach low levels (< $100), no further Bookstore (or other) purchases will be possible for that division.**

Bigger items (i.e., $100 or more – software, equipment, etc.) which have to be ordered require available funding, approval from the division chair, and a purchase requisition. Faculty who need a purchase requisition should contact Debra Venable (925.8606), for Arts & Sciences building divisions, or Susan Jackson (925.8711), for Business & Technology building divisions.
Duties and Responsibilities of Faculty Administrators

Faculty administrators are faculty members who hold administrative/supervisory positions over academic divisions or units within divisions. Three levels of faculty administrators exist at UNM-Valencia: Dean of Instruction, Division Chairs & Managers, and Program Coordinators & Managers.

Definition of Faculty Administrative Positions

In the proposed administrative structure there are several titles. A general description for each of these follows:

- **Dean of Instruction**: The Dean of Instruction serves as the Chief Academic Officer for the institution.

- **Division Chair**: Division Chairs at the Valencia Branch are very similar to academic chairs at our main campus and are subject to the same governing policies. The primary difference between a division and a department chair is that the former oversees multiple departments and disciplines. The job description, duties and responsibilities are detailed below.

- **Division Manager**: A Division Manager has similar responsibilities to that of a division chair with the difference that it is a twelve-month position, specifically hired for the stated duties, and not subject to the same selection process and terms in office as that of chairs.

- **Program Coordinator**: Program Coordinators assist their respective division chair by assuming various curriculum-related responsibilities for specific programs under the supervision of their chair. Except in specific instances as delegated by the division chair, program coordinators are not responsible for supervising division faculty or staff.

- **Program Manager**: Program Managers assist their respective division chair or manager with supervision of a major area or program within the division. As such, these are generally twelve-month position. As is the case with coordinators, program managers are responsible for curriculum development, but are also responsible for supervising faculty and staff in their respective areas of responsibilities.
**Dean of Instruction**

The following are more specific duties and responsibilities for this position:

1. **Qualifications:**
   - a. Demonstrated teaching excellence
   - b. Proven record of service as a faculty administrator

2. **Supervisor:**
   - a. Executive Director

3. **Scope of Responsibility:**
   - a. Academic, vocational, developmental/transitional, and adult basic education instruction
   - b. Library
   - c. Teaching & Learning Center

4. **Selection Process:**
   - a. Recommendations for both the initial appointment and reappointments to terms of office are to be made by the Executive Director after consultation with division chairs, faculty and instructional staff.
   - b. The consultation with chairs, faculty and instructional staff shall include the taking of a vote by secret ballot.
   - c. Reappointment must also be guided by the stated willingness of the Dean of Instruction to continue in that position, the results of the evaluation in the fourth year, and the willingness of the chairs, faculty and instructional staff, evidenced by secret ballot, to have the Dean of Instruction continue in office.
   - d. **Resolution of a disagreement:** In the case of a disagreement between the administration and the chairs, faculty, and instructional staff, an amicable resolution will be found. The Dean of Instruction serves at the pleasure of the Executive Director, but the Dean of Instruction's appointment and continuing appointment occurs with the advice of and in consultation with the chairs, faculty, and instructional staff. A Dean of Instruction who has lost the confidence and support of his or her chairs, faculty, and instructional staff cannot provide the positive leadership needed by the instructional area.
5. Evaluation Process:
   a. Evaluated each spring semester by the Executive Director with input from chairs, faculty and instructional staff.
   b. The results of the evaluation process, as coordinated by the Instructional Council, will be reported to the Executive Director. The Executive Director will share these results with the Dean of Instruction as part of the Dean of Instruction’s annual review.
   c. The evaluation shall be used in salary increment determinations for the Dean of Instruction.

6. Terms in Office:
   a. Five-year terms, renewable
   b. According to the new policy for the Appointment and Continuation of Deans, “It shall be understood that a policy of terms of office for deans does not abrogate the long-standing policy of the University that deans serve in any college at the pleasure of the Provost or Vice President for Health Sciences (Executive Director, for a branch campus), and that a dean’s appointment and continuing appointment occurs with the advice of and in consultation with the faculty and chairs of the college (plus instructional staff, for a branch campus). This means, simply, that deans may be replaced during a term of office; also, they may resign.”

7. Time Commitment:
   a. Twelve-month contract position (refer to UNM Faculty Handbook, B24-25)

8. Description of Duties and Responsibilities:
   a. Supervision of all faculty divisions and division chairs.
   b. Supervision of all instructional and academic support staff, to include oversight of the campus library, Student Enrichment Center, and Adult Basic Education.
   c. Coordination and preparation of class schedules and campus catalog.
   d. Assignment of faculty to classes through division chairs.
   e. Preparation and administration of instructional budget.
   f. Supervision of the review process of instructional programs.
   g. Coordination of faculty orientation program.
   h. Development of annual goals and objective for the instructional area.
   i. Oversight of hiring and evaluation of faculty.
j. Membership in the Valencia Campus administrative team.
k. Oversight of the day-to-day instructional areas.
l. Oversight of processes for accreditation and evaluation visits.
m. Participation in campus promotional/recruitment activities.
n. Interaction with UNM departments and state/community entities as related to instructional matters.
o. Serving as chair the Instructional Council.
p. Serving as “second in command” and in place of the Executive Director during his/her absence.

Division Chairs

The following describes the qualifications, reporting supervisor, scope of responsibilities, selection process, evaluation process, terms in office, time commitment and, of course, duties and responsibilities for division chairs:

1. Qualifications:
   a. Regular, continuing faculty within their respective division;
   b. Demonstrated teaching excellence within his/her division and management experience preferred;
   c. Division chairs may be appointed from the current ranks of faculty or may be hired for that purpose.

2. Supervisor:
   a. Dean of Instruction

3. Scope of Responsibility
   Certificate in Automotive Technology, Certificate in Sustainable Building;
   Associate of Arts and Certificate in Studio Art, Associate of Arts and Certificate in Business Administration, Associate of Applied Science and Certificate in Office & Business Technology, Associate of Applied Science in Construction Technology, Associate of Applied Science and
Certificate in Computer-Aided Drafting, Associate of Applied Science and Certificate in Game Design and Simulation, Associate of Applied Science and Certificate in Digital Media Arts, and Associate of Applied Science & Certificate in Information Technology

b. Communication, English, Humanities, & Social Sciences Division Chair: Courses in Anthropology, Communication & Journalism, English (Language & Literature), French, History, Linguistics, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Sign Language, and Spanish;
Associates of Arts in Liberal Arts, Associates of Arts in Criminology, Associate of Science in General Studies

Associate of Science in Pre-Engineering, Associate of Science in General Science

d. Transitional Studies and Education Division Chair: Courses in Developmental English and Mathematics, Education, Early Childhood Multicultural Education, Health Education, Physical Education;
Associate of Science in Health Education;
Associate of Arts and Certificate in Early Childhood Multicultural Education, Associate of Arts and Certificate in Elementary and Secondary Education

e. Nursing Department Chair: Courses in Nursing and Health Sciences;
Associate of Science in Nursing

4. Selection Process:

a. Recommendations for both the initial appointment and reappointments to terms of office are to be made by the Dean of Instruction after consultation with division faculty and other such persons as he/she shall see fit.

b. The consultation with division faculty shall include the taking of a vote by secret ballot. In the case of a division chair being a new faculty appointment (i.e., hired in part to serve in this capacity), division faculty will be consulted prior to the start of the search process.

c. Reappointment must also be guided by the stated willingness of the chairperson to continue in that position, the results of the evaluation in
the third or penultimate year, and the willingness of the majority of the faculty, evidenced by secret ballot, to have the chair continue in office.

d. Resolution of a disagreement -- In the case of a disagreement between the administration and the faculty in a department, an amicable resolution will be found. A chair serves at the pleasure of the Dean of Instruction, but a chair’s appointment and continuing appointment occurs with the advice of and in consultation with the faculty. A chair who has lost the confidence and support of his or her faculty cannot provide the positive leadership needed by the division.

5. Evaluation Process:
   a. Evaluated each spring semester by the Dean of Instruction with input from division faculty.
   b. The results of the evaluation process, as coordinated by the Instructional Council, will be reported to the chair before the end of the spring semester. The Dean of Instruction will share these results with the chair as part of the chair’s annual review.
   c. The evaluation shall be used in salary increment determinations for the division chair.

6. Terms in Office:
   a. Four-year terms, renewable
   b. According to the policy for the Appointment and Continuation in Office of Departmental Chairpersons, “It shall be understood that a policy of terms of office for chairpersons does not abrogate the long-standing policy of the University that chairpersons serve in any college at the pleasure of the dean of that college (Dean of Instruction, for a branch campus). Additionally, a chair’s appointment and continuing appointment occurs with the advice of and in consultation with the faculty. This means, simply, that chairpersons may be replaced during a term of office; also, they may resign.”

7. Time Commitment:
   a. For each three-credit hour course release a division chair is expected to serve the equivalent of eight administrative hours (in addition to teaching-related office hours).

8. Description of Duties and Responsibilities:
   a. Prepare the schedule of classes for each semester, based on the best available data, according to established policies and procedures (e.g., “Enrollment Management” document), with the best interest of
students in mind, and in cooperation with Student Services; assign faculty to classes.

b. Coordinate various start-of-semester enrollment matters to include monitoring enrollment; inform the Dean of Instruction of any such developments to determine class cancellations and, wherever necessary, addition of sections.

c. Supervise curriculum development within the division:
   i. Ensure that the course descriptions of academic courses are current with UNM course descriptions and that academic programs (associates and certificates) are coherent with lower-division requirements for corresponding programs at UNM;
   ii. If applicable, coordinate the development and review of technical programs (courses, degrees and certificates) through advisory boards with an end to provide coherence and relevance with business and industry needs;
   iii. Promote sound pedagogy in collaboration with division faculty, Student Services, and others as deemed necessary;
   iv. Provide Curriculum Committee with all requested documents for program reviews;
   v. Where applicable, and in collaboration with program coordinators (if any) Student Services, determine placement scores for entry-level courses;
   vi. Participate in the development of UNM-Valencia’s Catalog by providing the Dean of Instruction with all required information.
   vii. Coordinate teaching and learning assessment efforts within the division.

d. Supervise division faculty:
   i. Recruit, hire and evaluate adjunct faculty according to established guidelines and policies;
   ii. Coordinate hiring processes for continuing faculty subject to procedures initiated in the Main Campus Faculty Handbook;
   iii. Evaluate continuing faculty on an annual basis by way of classroom observation, review of the FE/DI and by writing “Chair’s Summary Evaluation” letter;
   iv. As applicable and at the appropriate times, provide summary evaluation and recommendation for tenure and promotion decisions or advancement of lecturers;
v. If applicable, supervise program coordinators and staff and conduct their annual evaluations;

vi. If necessary, and with the consent of the Dean of Instruction and Executive Director and subject to procedures initiated in the Main Campus Faculty Handbook, notify continuing faculty of poor performance, disciplinary action and/or non-renewal of contract.

vii. Based on a report of students enrolled in programs associated with their divisions (provided by Student Services each semester), initiate and maintain contact with students, and determine progress toward a transfer status or degree attainment either directly or through division faculty.

viii. Supervise division budgets, to include grants, and prepare annual budgets.

ix. Coordinate strategic planning initiatives for the division in collaboration with division faculty.

x. If applicable, supervise division equipment, laboratories, and lab staff.

xi. Serve on the Chairs’ Council and the Instructional Council as a member of UNM-Valencia’s administrative team.

Program Coordinators

The following describes the qualifications, supervisor, scope of responsibilities, selection process, evaluation process, terms in office, time commitment and, duties and responsibilities for Program Coordinators:

1. Qualifications:
   a. Regular, continuing faculty.
   b. Demonstrated teaching excellence, curriculum development and professional development experience in their discipline.

2. Supervisor:
   a. Chair of corresponding division.

3. Scope of Responsibility:
   a. Fine Arts Coordinator: Fine Arts curricula and programs to include Associate of Applied Science & Certificate in Digital Media Arts and Certificate in Art Studio.
   b. Business Coordinator: Office & Business Technology courses
c. **Language & Literature Coordinator:** College-level language and literature curricula;
d. **Developmental English Coordinator:** Academic skills, reading and developmental English curricula;
e. **Biology Coordinator:** Biology courses
f. **Social Science Coordinator:** Social Science (sociology, psychology, anthropology and political science courses) courses
g. **Mathematics & Statistics Coordinator:** College-level mathematics and statistics curricula.
h. **Developmental Mathematics Coordinator:** Academic and developmental mathematics curricula.

4. **Selection Process:**
   a. Selected by the chair of the corresponding division with concurrence from the Dean of Instruction.

**Evaluation Process:**
   a. Evaluated each spring semester by the chair of the corresponding division with input from faculty in the corresponding program.
   b. A program coordinator may be removed by the respective division chair or they may resign at any point during the coordinator’s term in office.

6. **Terms in Office:**
   a. Two year terms, renewable.

7. **Time Commitment:**
   a. Program coordinators may receive release time based on perceived workload needs. If course release is granted, for each three credit hour course release given, a coordinator is expected to spend the equivalent of eight hours for administrative duties.

8. **Description of Duties and Responsibilities.** Under the general supervision of the corresponding division chair, program coordinators will initiate and assist the corresponding chair with the following:
   a. Assisting chair in drafting course schedules for the corresponding program course offerings.
   b. Coordinating curriculum evaluation and development of corresponding courses and programs.
c. Preparing long-term (three year) strategic plan for the areas of responsibility to include goals, objectives and resource requirements.

d. Establishing and coordinating the fulfillment of program goals and objectives and identify resources requirements needed to attain those objectives.

e. Communicating students’ concerns to the corresponding division chair to include class availability, course content, instructors and other instructional issues pertaining to the program classes.

f. Assisting chair with recruiting, selecting, assigning, orienting, evaluating, and mentoring program faculty.

g. Conducting periodic meetings and workshops for program departmental unit faculty.

h. Representing the program on the Instructional Council.

i. Preparing for accreditation and evaluation visits (every ten years).

j. Coordinating teaching and learning assessment efforts within the area of responsibility.

**Division and Program Managers**

Duties and responsibilities of division and program managers are similar in most respects to division chairs and program coordinators, respectively, with the following differences:

A. They are hired exclusively for the position they hold and are selected through typical faculty search process.

B. They are generally twelve-month faculty.

C. Program managers may directly supervise faculty and staff and laboratories or equipment centers.

D. Discontinuation of duties, either by way of resignation or dismissal, would result in termination of employment unless otherwise determined by the Dean of Instruction or Executive Director for reassignment to another position.

E. Continuation in the position is ongoing (i.e., there are no set terms in office).

Specific areas of responsibilities are as follows:

A. **Transitional Studies & Education Division Manager:** Academic skills and developmental studies reading, writing and mathematics, including developmental studies learning communities and related services to students,
Adult Basic Education Center programs, including GED and other related courses and programs, and Tutorial Services. Oversees education and wellness courses.

B. **Adult Basic Education Center Program Manager:** College and career readiness, including high school equivalency, English language and related programs and services.

C. **Wellness Center Program Manager:** Physical and health education curricula and programs, operation of the Wellness Center and supervision of Center staff, and promotion of health and wellness activities and programs on campus.

D. **Health Education Programs Program Manager:** Health education curricula and programs, and the development of new health education programs to meet community needs.

### Chair, Coordinator and Manager Releases and Stipends

The following table summarizes positions, release time, and annual stipends:

<table>
<thead>
<tr>
<th>Division/Program</th>
<th>Courses</th>
<th>Division Chair, Program Coordinator, Program Manager, etc.</th>
<th>Annual Releases</th>
<th>Annual Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Technology &amp; Fine Arts (BTFA)</td>
<td>ARTS, ARTH, BSM, CAD, CS, DMA, ECON, GAME, IT, MGMT, MUSIC, OBT, &amp; THEA</td>
<td>Division Chair</td>
<td>6</td>
<td>$5,000</td>
</tr>
<tr>
<td>Business</td>
<td>BSM, ECON, OBT, MGMT</td>
<td>Program Coordinator</td>
<td>2</td>
<td>$2,500</td>
</tr>
<tr>
<td>Technology</td>
<td>GAME, IT, CAD, CS</td>
<td>Program Coordinator</td>
<td>2</td>
<td>$2,500</td>
</tr>
<tr>
<td>Communication, Humanities, English, &amp; Social Sciences (CHESS)</td>
<td>ANTH, CJ, ENGL, HED, PEP, PHIL, POLS, PSY, SIGN, SOC, SPAN &amp; RELG</td>
<td>Division Chair</td>
<td>6</td>
<td>$5,000</td>
</tr>
<tr>
<td>Language &amp; Literature</td>
<td>ENGL ≥ 101</td>
<td>Program Coordinator</td>
<td>4</td>
<td>$2,500</td>
</tr>
<tr>
<td>Academic Skills &amp; Developmental Reading &amp; Writing</td>
<td>AENG &amp; ENGL ≤ 100</td>
<td>Program Coordinator</td>
<td>2</td>
<td>$2,500</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>ANTH, POLS, PSY, SOC</td>
<td>Program Coordinator</td>
<td>1</td>
<td>$2,500</td>
</tr>
<tr>
<td>Division/Program</td>
<td>Courses</td>
<td>Division Chair, Program Coordinator, Program Manager, etc.</td>
<td>Annual Releases</td>
<td>Annual Stipend</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
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<td>----------------</td>
</tr>
<tr>
<td>Mathematics, Engineering and Science (MES)</td>
<td>ASTR, BIOL, CHEM, ENG, EPS, MATH ≥ 120, NUTR, PHYS &amp; STAT</td>
<td>Division Chair</td>
<td>6</td>
<td>$5,000</td>
</tr>
<tr>
<td>Developmental Mathematics</td>
<td>MATH 193 and MATH &lt; 101</td>
<td>Program Coordinator</td>
<td>2</td>
<td>$2,500</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL</td>
<td>Program Coordinator</td>
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<td>$2,500</td>
</tr>
<tr>
<td>Associate Degree in Nursing</td>
<td>TBD</td>
<td>Department Chair</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>CNA, EMS, PCA &amp; PBT (and others as created)</td>
<td>Program Manager</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Transitional Studies (TS) and Education</td>
<td>AENG, ACAM, ENGL ≤ 100, MATH ≤ 100 &amp; ABE-related courses, ECME, EDUC</td>
<td>Division Manager</td>
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<tr>
<td>Fitness &amp; Wellness Education</td>
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<tr>
<td>Adult Education</td>
<td>ABE-related courses</td>
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<tr>
<td>Tutorial Services</td>
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