2018 – 2019 Academic Year
A Welcome from the Dean of Instruction

I am happy to present the latest update to the Instructional Council Policies and 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, program managers, 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 and Chief Academic Officer
Professor of History
UNM-Valencia
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Instructional Council’s Mission, Purpose and 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 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**, LRC Tech Support, 925.8911, Manager, Technology Support
- **Carolina Aguirre, caguirre@unm.edu**, LRC133A, 925.8598, Project Director, Title III STEM Grant
- **Margaret Anaya, murtiaga@unm.edu**, A112, 925.8602, Unit Administrator I, Academic Affairs Office
- **Justin Bendell, jbendell@unm.edu**, A142E, 925.8623, Coordinator, English
- **Andre Bird, anbird@unm.edu**, Wellness Center, 925.8833, Program Manager, Fitness and Wellness Education Center; Coordinator, Physical Education
- **Marjorie Campbell, marjic@unm.edu**, S111A, 925.8872, Chair, Health Sciences; Director, Nursing Program
- **Robert Castillo, rcastillo45@unm.edu**, LRC141B, 925.8995, Academic Affairs Technical Analyst II
- **Elaine Clark, ewclark@unm.edu**, A142C, 925.8618, Chair, Mathematics, Engineering, and Computer Science Division; Coordinator, Distance Learning
• Eileen Davis, eileend@unm.edu, SCC228, 925.8974, Program Specialist, Allied Health
• Frances Duran, fduran@unm.edu, Student Services 103B, 925.8585, Registrar
• Ben Flicker benflicker@unm.edu; A132, 925.8726, Coordinator, Sciences
• Soledad Garcia-King, sgking@unm.edu, LRC138, 925.8554, Director, Teaching and Learning Center
• Patricia Gillikin, gillikin@unm.edu, L137A, 925.8616, Coordinator, Writing Center
• James Hart, hart56@unm.edu, B127A, 925.8706, Coordinator, Information Technology
• Kevin Hobbs, khobbs84@unm.edu, A132A, 925.8876, President, Faculty Assembly
• Tina Hite, tinan@unm.edu, C108A, 925.8920, Program Manager, Adult Education Center
• Julia Lambright, julia123@unm.edu, B104B, 925.8712, Coordinator, Fine Arts
• Barbara Lovato, blovato@unm.edu, L150, 925.8991, Director, Library
• Laura Musselwhite, lmusselwhite@unm.edu, A114, 925.8601, Dean of Instruction
• Ariel Ramirez, aramirez8@unm.edu, L172, 925.8912, Coordinator, Developmental Mathematics and the Math Center
• Melanie Sanchez-Dinwiddie, melasanc@unm.edu, H100A, 925.8875, Chair, Science and Wellness Division
• Julia So, juliaso@unm.edu, A105, 925.8567, Chair, Social Sciences Division
• Alexa Wheeler, alexa08@unm.edu, A142B, 925.8702, Chair, Business and Industrial Technologies Division
• Heather Wood, hdwood@unm.edu, A142B, 925.8514, Chair, Humanities Division
**Meeting Times**

The Instructional Council (IC) formally meets on the first Wednesday of each month from 1:30pm to 3:00pm during the fall and spring semesters. Meetings usually are held in the Dean of Instruction’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 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.
Academic Support Departments

Academic Affairs Office

Mission Statement

Our mission is to provide professional and courteous administrative assistance to all of our faculty and students, so that their experience 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 Unit 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 and 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
• 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 Unit 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 and 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 III, Catherine Miners, csilver@unm.edu, S226, 925.8565.]
The Administrative Assistant reports directly to the Academic Affairs Office Unit Administrator and has the following responsibilities:
• 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

[Administrative Assistant II, Mariah Ibuado, mibuado1013@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
• 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 study students who serve as front desk receptionists and provide support to faculty, staff and students. Work study students 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 5:00pm

When classes are not in session, office hours are:
- **Mondays – Fridays:** 8:00a to 5:00pm

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 (EvalKit)
- ✔️ 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:

× Assistance with instructional equipment (please call the Teaching and Learning Center at 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 at http://valencia.unm.edu/academics/index.html.
Technology Support Services

Mission Statement

To provide design, installation, maintenance, and training support for information systems and technology in use at UNM Valencia Campus.

General Information

TSS is responsible for provisioning, repair, and maintenance of all UNM Valencia-owned desktops, laptops, tablets, servers, printers, and network equipment. It serves as a single point of contact for service requests pertaining to software, hardware, and connectivity issues. We assist with the UNM Valencia web presence and with departmental web pages.

Technology Support Services Staff

- **Manager of Information Services**, John Abrams, jeabrams@unm.edu, Learning Resources 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 and access control
  - Oversees Campus web presence
  - Supervises staff
  - Reviews and approves all systems and software purchases
  - Manages departmental budget

- **Systems/Network Analyst II**, Phillip Jacobus, pjacobus@unm.edu, Learning Resources Center. The Systems Analyst reports directly to the Manager of Information Services and has the following responsibilities:
  - Provides network infrastructure support
  - Manages systems and servers
  - Manages network accounts and access control
  - Provides computer systems support (when needed)
Technical Support Analyst II, Mary McCarthy, mkmcc@unm.edu, Learning Resources Center. The Technical Support Analyst reports directly to the Manager of Information Services and has the following responsibilities:

- Provides administrative assistance to TSS
- Assists with management of the department budget
- Prepares purchase requests for the department
- Maintains software licensure and media inventory
- Assists in maintaining system maintenance records
- Provides computer systems support (when needed)

Web Designer, Mary Ann Castillo, mgcastil@unm.edu, Learning Resources 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 II, James LaCour, jlacour2@unm.edu, Learning Resources Center. The User Support Analyst II reports directly to the Technical Support Analyst II and has the following responsibilities:

- Provides support for service calls
- Manages the activities of the Student Admin Support Techs
- Is the lead office and classroom systems support technician
- Provides compatibility and integration testing for installed systems and software

Services Provided

Technology 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 departmental users
- Provide individual and/or group instruction and training to staff, students, and/or faculty on computer hardware and software
- Write and maintain user instructions for UNM Valencia managed technology
• Perform routine hardware and software maintenance and assist in proper upkeep and utilization of technology
• Review, evaluate, and make recommendations on proposals for hardware or software acquisitions
• Maintain applicable records including user lists, user accounts and security, and equipment inventory
• Supervise or provide functional direction to staff and/or student employees
• Maintain knowledge of current technological developments/trends in area of expertise
• Serve as team lead on technology projects

❖ Campus Web Development
• Develop and maintain plans for organization’s Internet presence, based on management priorities, policy directives, and goals
• Maintain web site organization and structure
• Ensure that web sites are accessible from a variety of different platforms and environments
• Troubleshoot and repair issues
• Provide and analyze traffic statistics and create reports

❖ Systems/Network Analysis
• Administration of a complex network consisting of 1200 or more devices, utilizing diverse networking protocols and operating systems
• Evaluates and/or recommends purchases of computers, network hardware, peripheral equipment, and software
• Installs, configures, and maintains information technology systems including workstations, file servers, Ethernet networks, network cabling, and other related equipment, devices, and systems
• Performs and/or oversees software and application development, installation, and upgrades; maintains site licenses for department/organization
• Plans 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
• Develops and conducts various training and instruction for system users on specific operating systems, applications, and programming languages in use in the department/organization
• Maintains currency of knowledge with respect to relevant state-of-the-art technology, equipment, and/or systems
• Investigates, plans, implements, tests, and debugs operating system software
• Analyzes and evaluates present or proposed business procedures or problems to define data processing needs
• Prepares detailed flow charts and diagrams outlining systems capabilities and processes
• Supervise and/or lead lower graded staff and/or student employees
• Performs problem resolution and provides on-call support for computer/network systems

More Information

The main support page for TSS is http://valencia.unm.edu/campus-resources/technology-support/index.html. This page holds most of the information on steps to contact TSS as well as servicing requests for assistance or for more information.

It is easy to contact us by phone: 925.8911
Library

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://valencia.unm.edu/library. 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 45,000 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 Valencia library but also about the holdings of libraries worldwide. Twenty-three computers as well as two black and white and one color printer are available for use. 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
  - Supervises Library faculty, staff and work study student employees
    - Represents the Valencia Campus Library at community and campus 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 and 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, Cory Meyer, cjmeyer@unm.edu, L149, 925.8992.** The Library Information Specialist reports directly to the Library Director 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
Black and white and color printing
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 45,000 books, magazines and newspapers.
One group study room and spaces for individual and group study throughout the library.
UNM LoboCard IDs
Printing “Add Funds” machine

Hours of Operation

Regular Library hours (Fall and Spring semesters) 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

Intersession Library hours are:
- Monday through Thursday, 8:00am – 5:00pm
- 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.
**Academic Affairs Instructional Technology**

The Academic Affairs area has its own Technical Analyst II position, for which the duties are specifically focused on instructional technology support. This Technical Analyst II position reports directly to the Dean of Instruction.

- **Technical Analyst II**, Robert Castillo, rcastillo45@unm.edu, LRC 141B, 925.8995.  
  The Technical Analyst II reports directly to the Dean of Instruction and has the following responsibilities:
  - Plans instructional technology updates and upgrades
  - Provides assistance to faculty with instructional technology equipment on an on-call basis
  - Teaches faculty and staff the use of new and emerging technologies
  - Manages and assists with Media Site (Classroom Capture) services and provides training for classroom capture

**Teaching and Learning Center**

**Mission**

The Teaching and 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 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 Center also has a large collection of web-based resources on many pedagogical areas, classroom management, and learning and teaching activities.
Teaching and Learning Center Staff

- **Director,** Soledad Garcia-King, sgking@unm.edu, LRC138, 925.8554. The TLC Director reports directly to the Dean of Instruction. Responsibilities include:
  - Supervises all operations and programs in the TLC
  - Supervises all TLC staff
  - Acquires new technology and software to insure that the campus stays current with online and classroom technology needs
  - Provides and/or supervises workshops and training for faculty

- **IT Support Tech II,** Joseph RunningWolf, jrunning@unm.edu, LRC 141A, 925.8551. The IT Support Tech 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
  - Supports the Game Design Classroom to insure that all computers are updated and running the latest software
  - Supervises laptop and tablet checkouts to faculty
  - Provides assistance to faculty needing Blackboard Learn and iClicker training

In addition, a student employee assists the IT Support Tech 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 and 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.

Classroom Capture: The TLC is your point of contact for all classroom lecture capture/MediaSite inquiries. You can request your classes to be scheduled for Classroom Capture by emailing Robert Castillo at rcastillo45@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 and Learning Center General Procedures

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

To request installation of software on A/V PC’s or in labs or to request any other assistance from the Teaching and Learning Center: Call 925.8556 or 8555.

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 Technology Support Manager, John Abrams (jeabrams@unm.edu).
- Technology Support 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
  - May 1st (or last working day prior to) for the summer semester

Please note that if Technology Support 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.
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:

- Career exploration and career planning
- Improving reading, writing and math skills, including services for speakers of other languages
- Enhancing knowledge of civic activities and community participation
- Completing secondary education which may include preparing for the HiSET® exams in either Spanish or English
- Improving skills or prepare for WorkKeys® exams
- 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. Blended learning (students meet once or twice per week and complete instruction online) is available at all sites. Individualized tutoring is also available.

Faculty and Administrative Structure

Adult Education has faculty and staff as follows:

- Adult Education Center Program Manager, Tina Hite, tinan@unm.edu, C108A, 925.8920. The Adult Education Center Program 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
Continuing Instructors (report directly to the Adult Education Center Program Manager)

- Lead College and Career Readiness Instructor, Michael Carriere, fallout@unm.edu, C110C, 925.8922. The Lead College and Career Readiness Instructor 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

- Assessment Coordinator/Instructor, Allison Lucero, alliluc@unm.edu, C110C, 925.8922. The Assessment Coordinator/Instructor has the following responsibilities:
  
  - Hire, train and supervise workstudy/student employee tutors
  - Coordinate new student orientations and assessment
  - Develop and teach Learning and Career Skills introductory course
  - Teach blended and distance courses for Socorro, Alamo Navajo School Board, Mountainair, and Estancia

- Spanish Adult Ed/Blended Learning Instructor, VACANT, C110B, 925.8928. The Spanish Adult Ed/Blended Learning Instructor has the following responsibilities:
  
  - Teach classes in Spanish to prepare for high school equivalency exams; includes topics in civic participation and English language acquisition
  - Teach blended learning classes at various sites in Valencia County
  - Work with employers to develop appropriate curriculum for workplace literacy and/or integrated education and training

Part-Time Faculty and Facilitators – C110, 925.8900. Adult Education Center Part-Time Faculty and Facilitators are hired each semester and report directly to the Adult Education Center Program 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

Staff (report directly to Adult Education Center Program Manager)

- **Program Coordinator, VACANT, C108C, 925.8900.** The Program Coordinator has the following responsibilities:
  - Fiscal oversight of multiple grants
  - 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 III, Elizabeth Wilkinson, awilkins@unm.edu, C108C, 925.8900 (message only).** The Administrative Assistant III 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 de Larranaga, mdflores@unm.edu, C108B, 925.8921.** The Administrative Assistant II has the following responsibilities:
  - Maintain equipment inventory and check-out system
  - Assist with data entry and filing system
  - Assist with entry of fiscal records
  - Assist with English language learners entering the program

Other Services/Enrolling in Adult Education Center

General steps for enrolling in the program:


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://valencia.unm.edu/community/adult-learning/index.html or by calling 505.925.8900.
The Learning Commons (tutorial services)

Mission

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

The mission of the Learning Commons 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 Commons (tutorial services) is a collaboration of the STEM Center, Math Center, Writing Center, and open Learning Center, providing 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 Learning Commons’ 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 Learning Commons 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 Commons Staff

✎ Title III STEM Project Director, Carolina Aguirre, caguirre@unm.edu, LRC 133A, 925.8546. The Project Director has oversight over various elements of the grant, including the Learning Commons.

✎ Education Specialist, Adriana Baca, abaca02@unm.edu, L116, 925.8561. The Education Specialist reports directly to the Title III STEM Project Director, and has the following responsibilities:
  • Provides general oversight of the tutorial program and activities
  • Supervises and trains student tutors

✎ Senior STEM Tutor, Shalaine Buck, sbuck07@unm.edu, L108, 925.8515.

✎ Student Tutors: The student tutors report directly to the Education Specialist 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
  • Check out equipment such as laptops, tablets, calculators and headphones

Services Provided

The Learning Commons 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
Computer Laboratories

Computer labs in the Learning Commons are as follows:

- **L129**: 19 workstations (open lab/Writing Lab – no instruction)
- **L105**: 20 workstations and tablets available for checkout (Math Center)

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

Please call 925.8515 for center hours or to schedule an individual tutoring appointment or study group session.

Related Centers

Also falling under the umbrella of the Learning Commons are the Math Center and the Writing Center.

- **Math Center Coordinator**, Ariel Ramirez, aramirez8@unm.edu, L172, 925-8912. The Math Center is located within the Learning Commons in the Learning Resources Center building. Students can receive tutoring for developmental and some credit-level math courses here.

- **Writing Center Coordinator**, Patricia Gillikin, gillikin@unm.edu, L137A, 925.8616. The Writing Center is located across from the Teaching and Learning Center in the Learning Resources Center building. Students can receive guidance on all elements of writing and written course assignments here.
More Information

Detailed information including resources, tutor requirements and certification and schedules, orientation to and procedures for utilizing Learning Commons services can be found on the website, http://valencia.unm.edu/campus-resources/the-learning-center/index.html. Links to additional resources are also available.
Academic Divisions and Programs

Business and Industrial Technologies (BIT)

Mission Statement

The mission of the Business and Industrial Technologies 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.

General Information

The Business and Industrial Technologies 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, 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 and Industrial Technologies offers associate degrees and certificate programs: 3-D Printing, Automotive Technology, Business Administration, Computer Aided Drafting, Construction Technology, Digital Media Arts, Film Technology, Game Design and Simulation, Information Technology, Manufacturing, Sustainable Building, and Welding. The Business Administration degree is 100% transferable to the Anderson School of Management at the main campus.
Faculty and Administrative Structure

The Business and Industrial Technologies Division has continuing faculty and staff as follows:

Faculty Administrators

- Business and Industrial Technologies Division Chair and Senior Lecturer III in Fine Arts, Alexa Wheeler, alexa08@unm.edu, A142B, 925.8702. Ms. Wheeler reports directly to the Dean of Instruction.

- Information Technology Coordinator and Research Lecturer I in Information Technology, James Hart, hart56@unm.edu, B127A, 925.8706. Mr. Hart reports directly to the division chair.

Continuing Faculty: (unless otherwise stated, continuing faculty report directly to the division chair)

- Lecturer I in Game Design, Jonathan Morrison, jonmorri@unm.edu, B110, 925.8722.

- Lecturer II in Automotive Technology, Anthony Chavez, janthonychavez@unm.edu. (Office at Valencia High School)

- Lecturer III in Business, Stephen Takach, set@unm.edu, B152, 925.8730.

- Lecturer II in Film Technology, Justin Romine, jromine@unm.edu, B110A, 925.8710.

- Lecturer III in Information Technology, Soledad Garcia-King, sgking@unm.edu, LRC138, 925.8554.

Adjunct Faculty: several adjunct faculty teach courses in the Business and Industrial Technologies Division on a semester-by-semester basis and report directly to the division chair.

Staff (reports directly to the division chair):

- Administrative Assistant III, Susan Jackson, ssljacks@unm.edu, B126, 925.8711. The Administrative Assistant reports directly to the division chair and has the following duties:

  - Provides administrative assistance to the division chair
  - Manages the Carl Perkins and divisional budgets
  - Provides administrative assistance in monitoring the Carl Perkins Grant
  - Prepares purchase requests for division faculty
  - Arranges travel and prepares and processes travel vouchers
  - Processes professional development forms
• Arranges meetings, records division and 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.)

Certificate and Degree Programs
Certificates are available in the following fields of study:
3-D Printing
Automotive Technology
Business Administration
Computer-Aided Drafting
Construction Technology
Digital Media Arts
Film Technology
Game Design and Simulation
Information Technology
Networking and Linux
PC Operating Systems and Repair
Sustainable Building
VMware
Welding
Associate of Arts degrees are available in the following field of study:
Business Administration

Associate of Applied Science degrees are available in the following fields of study:

Computer-Aided Drafting
Construction Technology
Digital Media Arts
Game Design and Simulation
Information Technology
Manufacturing and Industrial Technology

Computer Laboratories

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

- B110: 20 workstations plus instructor work station (Game lab)
- B111: 20 workstations plus instructor work station (DMA/Film lab)
- B117: 20 workstations plus instructor work station (Open lab/HIT lab)
- B118: 15 workstations plus instructor work station (CAD lab)
- B123: 10 IT construction work stations (IT lab)
- B123A: 19 workstations plus instructor work station (IT lab)
- B124: 30 workstations plus instructor work station (IT lab)
- B127: 27 workstations plus instructor work station

Business and Industrial Technologies 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 and Industrial Technologies Division please visit the division’s web site at http://valencia.unm.edu/academics/divisions/business-technology-fine-art/index.html.
Health Sciences

General Information

The Health Sciences Division at UNM-Valencia represents a broad array of health-related programs, including the associate degree in Nursing, Allied Health programs, and the American Heart Association Training Center, which offers AHA CPR and First Aid curriculum.

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

Overall Divisional Structure

Health Sciences Division Chair, Nursing Program Director, and Lecturer II in Nursing, Marjorie Campbell, marjic@unm.edu, NEC 111A, 925.8872. Ms. Campbell reports directly to the Dean of Instruction. The Nursing Program faculty and staff report directly to the Division Chair. The Allied Health Program Specialist also reports directly to the Division Chair. The Allied Health faculty and staff report directly to the Program Specialist.

Allied Health Certificate and Degree Programs

Certificates are available in the following areas of study:

- Emergency Medical Services (basic and intermediate)
- Medical Assistant
- Nursing Assistant
- Personal Care Attendant
- Phlebotomy

Associate of Science degrees are available in the following areas of study:

- Emergency Medical Services
- Health Information Technology

Allied Health Staff

Program Specialist, Allied Health, Eileen Davis, eileend@unm.edu, S228, 925.8974. The Program Specialist reports directly to the Division Chair and has the following responsibilities:

- Coordinates daily activities for the Allied Health programs and the American Heart Association Training Center
- Works with the Job Developer/Career Coach identified by the New Mexico Department of Workforce Solutions (DWS) who is present on
campus to track employment and wage data and to facilitate student progress
• Coordinates instructional activities for Allied Health certificate and degree programs

Education Support Coordinator, Allied Health, Tim Gutierrez, S226, tgutierrez62@unm.edu, 925.8973. The Education Support Coordinator reports directly to the Program Specialist and has the following responsibilities:
• Assists with the organization and upkeep of classroom lab equipment and supplies related to the facilitation of Allied Health
• Responsible for classroom lab set-up
• Maintains lab equipment
• Organizes and monitors use of lab supplies and materials
• Guides and assists students in the use of laboratory methods and techniques specific to the equipment
• Provides technical/operational support to faculty in a health sciences laboratory setting
• Assists the program specialist with other duties related to the program, i.e., organizes student files, maintains a database, processes required paperwork for student certifications and related grant requirements
• Purchases lab materials and equipment and maintains inventory
• Assists with coordination of American Heart Association Training Center
• May teach Healthcare Provider and Heartsaver CPR as needed

Faculty

Adjunct Faculty: several adjunct faculty teach courses for Allied Health on a semester-by-semester basis and report directly to the program specialist.

Nursing Program

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 and Administrative Structure

The Nursing Program has faculty and staff as follows:

- **Nursing Program Director and Lecturer II in Nursing**, Marjorie Campbell, marjic@unm.edu, NEC 111A, 925.8872. Ms. Campbell reports directly to the Dean of Instruction.

**Continuing Faculty** (report directly to Nursing Program Director)

- **Lecturer II in Nursing**, Sheral Cain, cains@unm.edu, NEC112A, 925.8973.
- **Lecturer II in Nursing**, Michelle Kellywood, myazzie6@unm.edu, NEC110, 925.8519.
- **Lecturer II in Nursing**, Heidy Roberts, NEC110, 925.8645.

**Staff** (report directly to Nursing Program Director)

- **Administrative Assistant II**, Barbara Sanchez, bsanchez7@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.

- **Administrative Assistant III**, Kathryn Trujillo, kattrujil48@unm.edu, NEC office, 925-8870. The Nursing Administrative Assistant III assists in nursing lab setup, orders supplies, facilitates the clinical placements, maintains the student and faculty files, assists in budget reconciliation, and serves as a community liaison for the nursing program.

**Adjunct Faculty** (report directly to Nursing Program Director) - Adjunct faculty provide clinical instruction in the Nursing Program and teach pre-requisite courses.

**Degree Programs**

**Associate of Science degrees are available in the following area of study:**

Nursing

For more information on this program please visit [http://valencia.unm.edu/academics/divisions/nursing/index.html](http://valencia.unm.edu/academics/divisions/nursing/index.html)
Humanities (HUMS)

Mission Statement

The UNM-Valencia Humanities Division offers the first two years of academic preparation in the foundational studies of the humanistic disciplines, 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 Humanities (HUMS) Division offers certificate and associate degrees in traditional liberal arts curriculum. Students graduating with Art Studio, Liberal Arts or Integrative 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 HUMS Division.

Faculty and Administrative Structure

The HUMS Division has continuing faculty as follows:

- HUMS Division Chair and Associate Professor of English, Heather Wood, hdwood@unm.edu, A142B, 925.8514. Dr. Wood reports directly to the Dean of Instruction.
- Fine Arts Coordinator and Visiting Lecturer in Fine Arts, Julia Lambright, julia123@unm.edu, B104B, 925.8712. Ms. Lambright reports directly to the division chair.
- English Coordinator and Assistant Professor of English, Justin Bendell, jbendell@unm.edu, A142E, 925.8623. Mr. Bendell reports directly to the division chair.

Continuing Faculty: (unless otherwise stated, continuing faculty report directly to the division chair)

- Professor of English, Patricia Gillikin, gillikin@unm.edu, L137A, 925.8616.
- Professor of English, Jami Huntsinger, jamilynn@unm.edu, A115, 925.8622.

Adjunct Faculty (adjunct faculty teach courses in the HUMS Division on a semester-by-semester basis and report directly to the division chair)
Degree Programs

Certificates are available in the following field of study:
Art Studio

Associate of Arts degrees are available in the following fields of study:
Art Studio
Integrative Studies
Liberal Arts

More Information

For additional information about any programs in the Humanities Division please visit the division website at http://valencia.unm.edu/academics/divisions/communications,-humanities,-education,-and-social-sciences-chess.html or contact Dr. Heather Wood, Division Chair, at 925.8514 or hdwood@unm.edu.
Mathematics, Engineering, and Computer Science (MECS)

Mission Statement

The Mathematics, Engineering, and Computer Science Division at the University of New Mexico Valencia Campus is committed to providing quality education to students in Engineering, Mathematics, and Computer Science. The faculty strives to maintain high standards in engineering and mathematics courses and provides additional instruction to help all students succeed.

General Information

The Mathematics, Engineering, and Computer Science (MECS) Division provides courses leading to an Associate of Science degree in Mathematics or Pre-Engineering.

The MECS 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 MECS Division has faculty and staff as follows:

- **MECS Division Chair and Associate Professor of Mathematics**, Elaine Clark, ewclark@unm.edu, A142C, 925.8618. Ms. Clark reports directly to the Dean of Instruction.

- **Developmental Mathematics Coordinator and Lecturer III in Mathematics**, Ariel Ramirez, aramirez8@unm.edu, L172, 925-8912. Dr. Ramirez reports directly to the division chair.
Continuing Faculty: (continuing faculty in the division report directly to the division chair)

- **Visiting Lecturer II in Mathematics, Mathias Bali, mbali@unm.edu, A107, 925.8625.**
- **Visiting Lecturer II in Mathematics, Ian Burch, ianburch@unm.edu, A123B, 925.8607**
- **Assistant Professor of Engineering, VACANT**
- **Assistant Professor of Mathematics, VACANT**
- **Instructor of Mathematics, Mychael Smith, mysmith@unm.edu, A142A, 925.8644.**

Degree Programs

Associate of Science degrees are available in the following areas of study:
- Mathematics
- Pre-Engineering

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

Please call 925.8515 for center hours or to schedule an individual tutoring appointment or study group session.

More Information

For more information about the division, please contact the division chair at 925.8618.
Science and Wellness (SW)

Mission Statement

The Science and Wellness Division at the University of New Mexico Valencia Campus is committed to providing quality education to students in Astronomy, Biology, Chemistry, Earth and Planetary Science, Health Education, Natural Science, Nutrition, Physical Education, and Physics. The faculty strives to maintain high standards in science, health education, and physical education courses and provides additional instruction to help all students succeed.

General Information

The Science and Wellness (SW) Division provides courses leading to an Associate of Science degree in General Science or Health Education. 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 sciences are interested in the health field (nursing, dental hygiene, pharmacy, radiation, physical therapy).

The nature of our classes is conducive to development of deep levels of understanding in our students due to small class size 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 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 SW Division has faculty and staff as follows:

- **Division Chair and Associate Professor of Biology**, Melanie Sanchez-Dinwiddie, Ph.D., melasanc@unm.edu, H100A, 925.8875. Dr. Sanchez-Dinwiddie reports directly to the Dean of Instruction.

Continuing Faculty: (continuing faculty in the division report directly to the division chair)

- **Regents' Professor of Biology**, Miriam Chávez, mjchavez@unm.edu, H100B, 925.8613.
- **Assistant Professor of Biology**, Benjamin Flicker, benflicker@unm.edu, A132, 925.8726.
- **Lecturer II in Sciences**, Victor French, vfrench@unm.edu, LRC125, 925.8568.
Assistant Professor of Chemistry, Jerry Godbout, jgodbout@unm.edu, A134, 925.8611.

Assistant Professor of Earth and Planetary Sciences, Kevin Hobbs, khobbs84@unm.edu, A132A, 925.8873.

Associate Professor of Mathematics and Physics, Clifton Murray, wcmurray@unm.edu, A126, 925.8727.

Assistant Professor of Chemistry, Tracy Terry, tjterry@unm.edu, A102A, 925.8646.

Staff (reports directly to the division chair):

Science Laboratory Teaching Assistant, Arlett Moreno, amoreno@salud.unm.edu, A128B, 925.8617. The Science Laboratory Teaching Assistant has the following duties:

- To assist faculty in the engineering and science department with the preparation (before and after) labs.
- To order and maintain supplies and inventory of chemicals and equipment.

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 and Physiology Lab with cadaver room: H113

Degree Programs

Associate of Science degrees are available in the following areas of study:

General Science
Health Education
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

Please call 925.8515 for center hours or to schedule an individual tutoring appointment or study group session.

More Information
For more information about the division, please contact the division chair at 925.8875.
Social Sciences (SS)

Mission Statement

The UNM-Valencia Social Sciences Division offers the first two years of academic preparation in the foundational studies of the social sciences, including education.

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 Social Sciences (SS) Division offers certificates and associate degrees in Criminology, Early Childhood Multicultural Education, Elementary Education, and Secondary Education. Students who graduate with these 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 SS Division.

Faculty and Administrative Structure

The SS Division has continuing faculty as follows:

- **SS Division Chair and Associate Professor of Sociology, Julia So,** juliaso@unm.edu, A105, 925.8567. Dr. So reports directly to the Dean of Instruction.

Continuing Faculty: (unless otherwise stated, continuing faculty report directly to the division chair)

- **Assistant Professor of Psychology, Cheryl Bryan,** cbryan@unm.edu, A111, 925.8643

- **Lecturer II in Education, Teresa Goodhue,** tgoodhue@unm.edu, L107, 925.8904.

- **Professor of History, Richard Melzer,** rmelzer@unm.edu, A142D, 925.8620.

Adjunct Faculty (adjunct faculty teach courses in the SS Division on a semester-by-semester basis and report directly to the division chair)
Degree Programs

Certificates are available in the following field of study:
Early Childhood Multicultural Education
Elementary Education

Associate of Arts degrees are available in the following fields of study:
Criminology
Early Childhood Multicultural Education
Elementary Education
Secondary Education

More Information

For additional information about any programs in the Social Sciences Division please contact Dr. Julia So, Division Chair, at 925.8567 or juliaso@unm.edu.
Instructional Policies and Procedures

Enrollment Management

Guiding Principles

Enrollment management at UNM-Valencia will closely align with the campus’ mission to provide a quality education for a lifetime of success.

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 and 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 that 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, 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 division chairs and the dean of instruction with input from Student Services. The dean will then approve changes.
Course Caps Policy

- Developmental English and mathematics classes and academics studies classes are capped at 25 students.
- College-level English writing classes are capped at 25 students.
- Composition tutorial labs 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 40.
- 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.
- 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 from previous semesters

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 and 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.
• Adjunct faculty: Adjunct faculty are assigned to courses through a competitive process each semester.

Textbooks Ordering Policy and Procedures

Faculty are responsible for ordering textbooks for their classes directly through the Bookstore and desk copies through the Academic Affairs 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 and 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
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
   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
   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

**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 10 students. Exceptions need to be made in consultation with the Dean of Instruction.

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

- New students must participate in a New Student Orientation during which they are registered according to Accuplacer or ACT placement scores. Students needing developmental English are also placed into a University Studies course.

- Faculty, chairs, the dean, and Student Services will not accept petitions for admission to a closed class. Students who need to take a class that is closed may sign up for a waitlist with assistance from faculty advisors or Student Services.

- Instructors will record attendance.

- Instructors should drop students who miss the first week of class sessions and who do not notify the instructor beforehand. The goal of this course of action is to make it possible for other, waitlisted, students to enroll in a class as early as possible. The schedule of classes will advertise this possible corrective action in a prominent location and will include the Academic Affairs’ 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 and Instructor-Initiated Student Drops

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

1. Generating their own class lists
2. Reporting grades
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.

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:

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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. 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 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 and 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 and 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 and 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 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 two weeks of the semester faculty are encouraged to disenroll students who have not attended classes at all, 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. Additionally, students who have not attended any class session by the end of the second week of a sixteen-week course will be disenrolled from that course. Courses representing other parts of term will have different deadlines.

8. 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. Tracking 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, at other off-campus sites, or online.
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 Blackboard Learn (a web-based classroom management system) and email using a computer 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 (BIE)-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 a minimum qualifying score on the ACT, SAT, or COMPASS tests (this applies to English and mathematics courses and courses that require college-level English or mathematics prerequisites).

**FOR CAREER-TECHNICAL COURSES:**

a. Students must 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 that 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 that will include the high school teacher’s credentials (curriculum vitae and transcripts), 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

Regardless of whether a high school instructor or a college instructor, the person responsible for instruction shall meet these guidelines. UNM Valencia ensures that all high school teachers submit their college transcripts, CV, and class syllabus to the Dual Credit Manager at the college. Credentials are reviewed by the Division Chair who approves or disapproves the high school teachers’ credentials, in writing. These credentials are kept on file by the Dual Credit Manager. If a high school teachers does not meet minimum qualification per HLC standards, the dual credit class is instead assigned to a UNM Valencia faculty member who teaches the college materials online in collaboration with the high school teacher who must ensure that students are provided the resources to complete the online college course assignments and exams. The UNM Valencia faculty member also assigns and posts the grades and is the teacher of record for the course.

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. Collaborating 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 and processing enrollment forms for matriculating new UNM students and enrolling them in the college course.
3. Ensuring college placement tests for students enrolled in courses where it is required.
4. Promoting the program to high school students and 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 school district that is responsible for submitting to the New Mexico Public Education Department (PED).
8. Provide access to advisement by way of frequent visits by the UNM-Valencia dual credit advisor 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.
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 and 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 once each week or as required.
4. Completing all necessary course requirements in a timely manner.
5. Meeting with the college advisor at least once per semester.
6. Complying with college and high school student code of conduct and other institutional policies.
7. Paying course fees and purchasing books for courses offered at the UNM-Valencia Campus according to arrangements made by or through the high school. UNM-Valencia will not collect fees from students, but will invoice the school district for required fees.
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 mediums 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, and with Community Education staff for registration purposes at the beginning of each semester.
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 mediums 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
When a high school teacher works with a college instructor in dual credit courses where the college instructor is the primary instructor for the course, the high school teacher will be paid for each high school section that has been designated as dual credit and for which they have students enrolled, according to the following pay scale:

High school teachers will be paid extra compensation by their school district based on information submitted by UNM-Valencia to the high school and school district administration for each academic year. Information will include a list of teachers, courses taught for both Fall and Spring semesters, and amount to be paid, and it will be submitted to the District by March 31 each year. The District will invoice UNM-Valencia no later than May 31. Teachers will be paid for each high school section that has been designated as dual credit and for which they have students enrolled, according to the following pay scale.

Career-Technical Courses:
   a) $100 per high school section if no other obligations are required other than participating in the articulation process and reporting grades to the college instructor.
   b) $200 per high school section if, 1) the syllabus is provided by the college; the college instructor-of-record makes multiple classroom visits throughout the semester to engage with the students and the teacher for planning and assessment; 3) the college instructor, in consultation with the teacher, determines and posts the grades.
   c) $300 if the teacher, 1) has been qualified by UNM to teach the course without an instructor-of-record; 2) participates in the articulation process and/or follows the UNM-Valencia Program of Study Sheets for course(s) that are part of a certificate or degree program; 3) is required to comply with federal and/or industry mandated regulations; and, 4) reports the final grades to a UNM faculty member at the end of the semester to be posted.
   d) High School teachers who are employed by UNM-Valencia, or whose salary is partially covered by UNM-Valencia, do not qualify for stipends.

Academic Courses: $300 per high school sections where online instruction is required.
College Faculty
When a college instructor works with a high school teacher in dual credit courses where the high school teacher is the primary instructor for the course, the college instructor will be paid contingent on the amount of work necessary to deliver the instruction, according to the following guidelines:

1. If the college instructor has no obligations 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 a $100 stipend per college section, per semester. Established guidelines for class caps will be followed for dual credit courses.

2. College instructors will be paid $200 per college section if, 1) they provide the syllabus; they make multiple classroom visits throughout the semester to engage with the class and the teacher for planning and assessment; and, 3) in consultation with the teacher, they determine and post the grades.

3. If the college instructor carries out instruction consistent with a typical course (traditional, hybrid or online), the instructor will be compensated according to the following guidelines:

   A. College instructor carries out 67-100% of instruction (i.e. prepares at least two-thirds of the course materials and assignments and conducts at least two thirds of course assessments) -- full pay for the number of credits the class usually carries.
   B. College instructor carries out 34-66% of instruction (i.e. prepares at least one-third of the course materials and assignments but less than two-thirds, and conducts at least one-third of course assessments but less than two-thirds) –
      ■ Paid for 2.5 cr. hrs. if it is usually a 4 cr. hr. course
      ■ Paid for 2 cr. hrs. if it is usually a 3 cr. hr. course
      ■ Paid for 1 cr. hr. if it is usually a 2 cr. hr. course
   C. College instructor carries out 0-33% of instruction (i.e. prepares some of the course materials and assignments but less than one-third of them, and conducts some of the course assessments but less than one-third of them) –
      ■ Paid 1.5 cr. hrs. if it is usually a 4 cr. hr. course
      ■ Paid 1 cr. hr. if it is usually a 3 cr. hr. course
      ■ Paid 0.5 cr. hr. if it is usually at 2 cr. hr. course.

*The fraction of instruction provided by the college faculty will be determined by what is presented in the syllabus and what portion the college faculty actually grades. Final determination of faculty pay levels will be approved by the division chair.
4. If the instructor is full-time, contractual faculty, the course may be part of the instructor’s full-time load or may be an overload, in which case it would be paid according to the current adjunct faculty pay scale.

5. If the number of students enrolled in a class exceeds the normal class cap, the instructor will be paid according to the Faculty Handbook policy for an additional section if the number of students that exceeds the cap is at least 12.

**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 the 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 has 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 that 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:
   i. Presenting the program to students in qualified and selected courses.
   ii. Testing students if required.
   iii. Matriculating qualifying students at UNM and issuing them their UNM Banner ID and email address (same as Blackboard Learn login ID).
   iv. Enrolling students in the college course at the very start of the enrollment period.
   v. 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 that 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 and Procedures:** This policy and its related procedures will be put into effect for the start of the 2017 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.

For the purposes of these policies and procedures, the following definitions for online, hybrid (also known as blended), and web-enhanced courses will be used:

1. **Online**: A fully online course is one that is at least 95% online, with few, if any, face-to-face meetings. The online components of the course use pedagogically-sound design elements that are appropriate for learning in the online environment. Synchronous meetings held online or in person much have meeting time(s) clearly stated in the schedule of classes.

2. **Hybrid (Blended)**: A hybrid course is one that is 25 to 94% online. The course is expected to meet at regular times in a face-to-face classroom as clearly stated in the schedule of classes. A hybrid course is designed to integrate face-to-face and online activities so that they reinforce and complement one another. The online component should not be an “add-on” or duplicate of what is taught face-to-face, and the face-to-face component should be an integral part of the course.

3. **Web-Enhanced**: A web-enhanced course is a traditional face-to-face course that uses UNM’s official learning management system or another online platform for communication, posting assignments, and other teaching materials. The online components are not pedagogically integrated for learning online.

We will adhere to the standards set forth and published by the Higher Learning Commission as presented below:

Administrative Structure

The scheduling of online and hybrid 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 Teaching and Learning Center (TLC) oversees faculty training in the use of the accepted technological tools available. The Faculty Online Teaching and Review Committee (FOTRC) reviews and approves online teaching qualifications of all faculty who plan to teach online and hybrid courses, facilitates Quality Matters reviews of all such courses, and arranges training specific to the pedagogical needs of online and hybrid courses.

Faculty Support and Certification

The UNM Valencia Faculty Online Teaching and Review Committee (FOTRC) must review and approve online teaching qualifications of all faculty who plan to teach online or hybrid courses. This will be done before a faculty member is regularly scheduled to teach a course. In the case of extenuating circumstances, such as emergency hires or last minute changes in schedule, a faculty member not yet approved by the FOTRC may be assigned to an online or hybrid course, but will need to be approved before being regularly scheduled to teach the course.

Continued professional development in online teaching is encouraged, and opportunities for continued professional development will be provided by the FOTRC.

The FOTRC will coordinate training of faculty in best practices and pedagogically-sound integration of web tools in the design of online and hybrid courses. Continued professional development in web-based teaching is encouraged, and opportunities will be provided by the FOTRC. The TLC will coordinate training of faculty in the use of online tools.

Faculty who design a new online or hybrid course will work with a member of the FOTRC to ensure quality design of the course. The instructor is expected to use an approved review rubric during the design phase for the course. The FOTRC will conduct periodic internal design reviews of all online and hybrid courses and programs. An online or hybrid course will not go through a complete review until it has been taught at least twice.
Student Assessment and Authentication

Faculty members are expected to exercise due diligence in authenticating that the student receiving a grade for a course is in fact the person who completed the work for the course.

Accessibility

During the design of an online or hybrid course, attention will be given to student accessibility issues. The course design should follow Sections 504 and 508 of the Federal Electronic and Information Technology Accessibility and Compliance Act (see http://www.dol.gov/oasam/regs/statutes/sec504.htm, and http://www.section508.gov).

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:

For courses that have not previously been offered online or hybrid, a faculty member will be paid $167.00 per credit hour for the development of an online or hybrid version of that course ($500.00 flat rate for a three credit hour course, with a maximum of $500.00 for any course).

Prior to developing new online or hybrid course materials, the instructor must fill out the request form for additional compensation and receive approval from their division chair and the FOTRC. Additionally, prior to teaching a new online course, the faculty member must be trained to teach in the online environment.

For online courses that have previously been developed and taught at our campus, the faculty member will teach the online or hybrid version of the course at no additional compensation.

For online or hybrid courses that are being redesigned to meet Quality Matters (QM) standards, compensation is also available. If the course met at least seven but no more than twelve of the twenty-one three-point required QM standards, a
A faculty member will be paid two-thirds of $167.00 per credit hour, with a maximum of $334.00 for any course. If the course met at least twelve but no more than sixteen of the twenty-one three-point required QM standards, a faculty member will be paid one-third of $167.00 per credit hour, with a maximum of $167.00 for any course. If a course has met zero to six of the twenty-one three-point required QM standards, a faculty member will receive the full $167.00 per credit hour, with a maximum of $500.00 for any course.

**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 Campus and as summarized in the Instructional Council Policies and Procedures Manual.

**Evaluation and Assessment of Online and Hybrid Courses**

Online and hybrid courses are subject to the same evaluation procedures and criteria as face-to-face courses. They will be evaluated each semester using the online student evaluation system that is used for all UNM courses. These courses may also be used for peer or supervisor evaluation of a faculty member. Additionally, online and hybrid courses will be subject to periodic peer review of design.

**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 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, web sites, 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 arrive with their own testing materials.

  • Make test available to students through another venue, if students live outside the area.

• Arrange for students to take examinations at a bona fide authorized testing center at another campus, testing facility, or 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.
Catalog Preparation

Currently UNM-Valencia prepares biannual catalogs during the last academic year of a catalog’s life. 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 online publication.

In order to make the Catalog available to students by the start of the new academic year, it is imperative that division chairs and coordinators complete all curriculum development (please refer to next section “Curriculum Development” for details) by the November 1st of the academic year. This allows time for all approvals (from UNM Valencia and UNM Main) to be completed by the end of spring semester, in time for a new catalog to become effective in the fall.

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 study 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 transcriptable. 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 credential that the University confers upon 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 Workflow. 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.

**Curriculum Changes: Process, Forms and 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 division for which the curriculum change is being requested, the division 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:
   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.
   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, but 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.

**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,
Chief Executive Officer, 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. 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 separate 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 F70 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 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 Science. 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 B3 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.
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” could result in a failure to hire a continuing faculty):

1. **Ensure that funding is available.** Continuing faculty salaries are negotiable, but generally start in the $44,000 range (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 27%. 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 Affairs and Services 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) semifinalists and recommend three to five (generally) candidates to the Dean of Instruction for interviews
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 Affairs and Services 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, participating in assessment activities, 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, etc.
   e. If applicable, information on tenure and promotion.

5. **Search committee materials are sent to Faculty Affairs and Services for approval.**

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. 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): 10% of overload/adjunct salary (based on degree held) per student per credit hour (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 (based on degree held) per student per credit hour 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 forty, but which are expanded to accommodate up to eighty 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 10% of the adjunct salary (based on degree held), but irrespective of credit hours, for each student over forty 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 and 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) may be compensated at $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 Faculty Annual Performance Review Form. This form 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 Faculty Evaluation Calendar detailing the sequence of events and deadlines for completing various portions of the form. 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).</td>
</tr>
<tr>
<td>2nd Friday in September</td>
<td>Faculty evaluation form (and supporting list of activities) 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>2nd Friday in October</td>
<td>Chairs send their faculty members’ completed evaluation forms (and supporting list of activities) to the dean. Individual meetings with faculty members where forms are signed should have taken place by now.</td>
</tr>
<tr>
<td>Last Friday in October</td>
<td>Chair’s Summary Evaluation completed</td>
</tr>
<tr>
<td>Last Friday in November</td>
<td>Dean’s Summary Evaluation completed</td>
</tr>
</tbody>
</table>
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)
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 Faculty Evaluations 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/](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.

**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

Master’s degree 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 F70 and F90 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
- A syllabus for the new course
The following is the Instructor Approval for Transferable Courses Policy in Section F70, 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 Chief Executive Officer 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 before the course 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 Chief Executive Officer. 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.
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
</tr>
</thead>
</table>
| ANTH %%%   |                        | **Degree:** Master’s  
**Major:** Anthropology  
**Experience Required:** One year experience teaching general anthropology or specialized courses in the component anthropological subfields.  
**Experience Preferred:** One year teaching experience teaching at the community college level |
| ARTH %%%   |                        | **Degree:** Master’s  
**Major:** Art History or Studio Art (MFA)  
**Experience Required:** One year experience teaching art or art history courses  
**Preferred:** One year teaching experience teaching at the community college level |
| ARTS %%%   |                        | **Degree:** Master’s/MFA  
**Major:** Studio Art  
**Experience Required:** One year experience teaching studio art courses in the appropriate subfield  
**Preferred:** One year teaching experience teaching at the community college level |
| ASTR 101  | Introduction to Astronomy | **Degree:** Master’s  
**Major:** Physics or Astronomy  
**Experience Preferred:** One year teaching experience preferred |
| ASTR 101L | Astronomy Laboratory    | **Degree:** Bachelor’s  
**Major:** Physics or Astronomy  
**Experience Preferred:** One year teaching experience preferred |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
</tr>
</thead>
</table>
| BIOL 110 | Biology for Non-Majors                                     | **Degree:** Master’s  
**Major:** Biology, a sub-discipline (e.g. Botany or Zoology) or closely related discipline (e.g. Biochemistry)  
**Experience Preferred:** One year college-level Biology lecturing experience |
| BIOL 112L | Biology for Non-Majors Laboratory                         | **Degree:** Bachelor’s  
**Major:** Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry) |
| BIOL 123 | Biology for Health Related Sciences and Non-Majors        | **Degree:** Master’s  
**Major:** Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Preferred:** One year college-level Biology lecturing experience |
| BIOL 124L | Biology for Health Related Sciences and Non-Majors Laboratory | **Degree:** Bachelor’s  
**Major:** Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry) |
| BIOL 201 | Molecular and Cell Biology                                | **Degree:** Master’s  
**Major:** Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Preferred:** One year college-level Biology lecturing experience |
| BIOL 201L | Molecular and Cell Biology Laboratory                     | **Degree:** Bachelor’s  
**Major:** Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Required:** College-level Cell Biology course |
| BIOL 202 | Genetics                                                   | **Degree:** Master’s  
**Major:** Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
**Experience Preferred:** One year college-level Biology lecturing experience |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 202L</td>
<td>Genetics Laboratory</td>
<td><strong>Degree:</strong> Bachelor's&lt;br&gt;<strong>Major:</strong> Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)&lt;br&gt;<strong>Experience Required:</strong> College-level Cell Genetics course</td>
</tr>
<tr>
<td>BIOL 203</td>
<td>Ecology and Evolution</td>
<td><strong>Degree:</strong> Master's&lt;br&gt;<strong>Major:</strong> Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)&lt;br&gt;<strong>Experience Preferred:</strong> One year college-level Biology lecturing experience</td>
</tr>
<tr>
<td>BIOL 203L</td>
<td>Ecology and Evolution Laboratory</td>
<td><strong>Degree:</strong> Bachelor's&lt;br&gt;<strong>Major:</strong> Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)&lt;br&gt;<strong>Experience Required:</strong> College-level Ecology/Evolution course</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>Plant and Animal Form and Function</td>
<td><strong>Degree:</strong> Master's&lt;br&gt;<strong>Major:</strong> Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)&lt;br&gt;<strong>Experience Preferred:</strong> One year college-level Biology lecturing experience</td>
</tr>
<tr>
<td>BIOL 204L</td>
<td>Plant and Animal Form and Function Laboratory</td>
<td><strong>Degree:</strong> Bachelor's&lt;br&gt;<strong>Major:</strong> Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)&lt;br&gt;<strong>Experience Required:</strong> College-level Plant and Animal physiology course</td>
</tr>
<tr>
<td>BIOL 237</td>
<td>Human Anatomy and Physiology I for the Health Sciences</td>
<td><strong>Degree:</strong> Master's&lt;br&gt;<strong>Major:</strong> Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)&lt;br&gt;<strong>Experience Required:</strong> College-level Anatomy and Physiology course&lt;br&gt;<strong>Experience Preferred:</strong> One year college-level Biology lecturing experience</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Instructor Minimum Qualifications</td>
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<tr>
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</tr>
<tr>
<td>BIOL 238</td>
<td>Human Anatomy and Physiology II for the Health Sciences</td>
<td>Same standards as BIOL 237</td>
</tr>
</tbody>
</table>
| BIOL 239 | Microbiology for Health Sciences and Non-Majors | Degree: Master’s  
Major: Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
Experience Required: College-level Microbiology course  
Experience Preferred: One year college-level Biology lecturing experience |
| BIOL 239L | Microbiology for Health Sciences and Non-Majors Laboratory | Degree: Bachelor’s  
Major: Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
Experience Required: College-level Microbiology course |
| BIOL 247L | Human Anatomy and Physiology Lab I | Degree: Bachelor’s  
Major: Biology, a sub-discipline (e.g. Botany or Zoology), or closely related discipline (e.g. Biochemistry)  
Experience Required: College-level Anatomy and Physiology course. |
| BIOL 248L | Human Anatomy and Physiology Lab II | Same standards as BIOL 247L |
| CHEM %%% | | Degree: Master’s  
Major: Chemistry or related field  
Experience Required: One year of chemistry teaching experience  
Experience Preferred: One year teaching at the community college level. |
| CJ %%% | | Degree: Master’s  
Major: Communications  
Experience Preferred: One year teaching at the community college level. |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
</tr>
</thead>
</table>
| CNA 101  | Certified Nursing Assistant                      | **Degree:** ASN or BSN  
**Major:** Nursing  
**Experience Required:** Current New Mexico RN License  
**Experience Preferred:** One year teaching at the community college level |
| CS 150   | Computing for Business Students                  | **Degree:** Master’s or Bachelor’s  
**Major:** Computer Science or related field (for Master’s); related quantitative field and MOUS certification (for Bachelor’s)  
**Required Experience:** Knowledge of and experience using MS tools. |
| CS 151   | Computer Programming Fundamentals for Non-Majors  | **Degree:** Master’s  
**Major:** Computer Science or related field.  
**Required Experience:** Knowledge of and experience using Matlab. |
| CS 152   | Computer Programming Fundamentals for Computer Science Majors | **Degree:** Master’s  
**Major:** Computer Science  
**Required Experience:** Knowledge of and experience programming using Java. |
| ECME %%%  |                                                 | **Degree:** Master’s (transfer program) or Bachelor’s (certificate program)  
**Major:** Early Childhood Education, Educational Psychology, Developmental Psychology or related discipline  
**Required Experience:** One year teaching experience in the topic  
**Preferred Experience:** One year teaching at the community college level |
| ECON %%%  |                                                 | **Degree:** Master’s  
**Major:** Economics  
**Preferred Experience:** One year teaching at the community college level |
| EDUC %%%  |                                                 | **Degree:** Master’s  
**Major:** Education  
**Required Experience:** Three years teaching experience  
**Preferred Experience:** Five years of teaching experience as a licensed teacher or five years of experience as a post-secondary teacher. |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
</tr>
</thead>
</table>
| EMS 113 | EMT Basic      | **Degree:** High school diploma or GED. Bachelor’s degree preferred.  
**Credentials:** Current NM EMT license and/or National Registry Certification; current BLS Provider-Level CPR Card; CPR instructor status preferred.  
**Other Requirements:** Licensed EMT at level above course being taught; must be in good standing with EMS Academy and state EMS Bureau; meet JOE reqts. 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. |
| EMS 180 | EMT Intermediate | **Degree:** High school diploma or GED. Bachelor’s degree preferred.  
**Credentials:** 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.  
**Other Requirements:** Licensed EMT at level above course being taught; must be in good standing with EMS Academy and state EMS Bureau; meet JOE reqts. 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 and 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. |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG %%% %</td>
<td></td>
<td>Degree: Master’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major: Engineering or related field</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Experience: One year of teaching experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preferred Experience: One year of teaching at the community college level</td>
</tr>
<tr>
<td>ENGL 099</td>
<td>Developmental English</td>
<td>Degree: Bachelor’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major: English or related field</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Experience: One year of teaching experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preferred Experience: One year of teaching at the community college level</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>Writing Standard English</td>
<td>Same standards as ENGL 099</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>Accelerated Composition</td>
<td>Degree: Master’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major: English (any focus)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Experience: One year of teaching experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preferred Experience: One year of teaching at the community college level</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Composition I</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td>ENGL 112</td>
<td>Composition II</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td>ENGL 113</td>
<td>Enhanced Composition</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td>ENGL 119</td>
<td>Technical Communications</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Composition III</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>The Study of Literature</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Topics in Literature</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td>ENGL 219</td>
<td>Technical and Professional</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 220</td>
<td>Expository Writing</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td>ENGL 224</td>
<td>Introduction to Creative Writing</td>
<td>Degree: Master’s/MFA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major: English or Creative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Experience: One year of teaching experience in creative writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preferred Experience: One year of teaching at the community college level</td>
</tr>
<tr>
<td>ENGL 240</td>
<td>Traditional Grammar</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td>ENGL 250</td>
<td>The Analysis of Literature</td>
<td>Same standards as ENGL 110</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Instructor Minimum Qualifications</td>
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</tr>
<tr>
<td>ENGL 264</td>
<td>Survey of Native Literature and Rhetoric</td>
<td><strong>Degree</strong>: Master’s&lt;br&gt;<strong>Major</strong>: English, with subfield in appropriate literary field&lt;br&gt;<strong>Required Experience</strong>: One year of teaching experience&lt;br&gt;<strong>Preferred Experience</strong>: One year of teaching at the community college level</td>
</tr>
<tr>
<td>ENGL 265</td>
<td>Introduction to Chicana/o Literature</td>
<td><strong>Same standards as ENGL 264</strong></td>
</tr>
<tr>
<td>ENGL 292-297</td>
<td>Workshop in Literature or Writing</td>
<td><strong>Same standards as ENGL 264</strong></td>
</tr>
<tr>
<td>ENGL 298</td>
<td>Workshop in Literature or Writing</td>
<td><strong>Same standards as ENGL 110</strong></td>
</tr>
<tr>
<td>EPS %%%%</td>
<td></td>
<td><strong>Degree</strong>: Master’s&lt;br&gt;<strong>Major</strong>: Geology or Earth and Planetary Sciences or Geosciences&lt;br&gt;<strong>Required Experience</strong>: One year of college-level teaching. Some course work with passing grades in other science (e.g. Physics, Chemistry, Biology) and higher level mathematics (e.g. Calculus).</td>
</tr>
<tr>
<td>FREN %%%%</td>
<td></td>
<td><strong>Degree</strong>: Master’s&lt;br&gt;<strong>Major</strong>: French&lt;br&gt;<strong>Required Experience</strong>: Completed course in teaching methods or one year teaching French as a foreign/heritage language&lt;br&gt;<strong>Preferred Experience</strong>: One year teaching at the community college level</td>
</tr>
<tr>
<td>GAME %%%%</td>
<td></td>
<td><strong>Degree</strong>: Bachelor’s (associate’s program) or Associate’s (certificate program)&lt;br&gt;<strong>Major</strong>: IT, CIS, MIS, CS or related areas&lt;br&gt;<strong>Required Experience</strong>: One year teaching experience in the field&lt;br&gt;<strong>Preferred Experience</strong>: Two years community college teaching experience</td>
</tr>
<tr>
<td>HED 164</td>
<td>Standard First Aid</td>
<td><strong>Degree</strong>: Master’s&lt;br&gt;<strong>Major</strong>: Health Education or related field&lt;br&gt;<strong>Required Experience</strong>: First Aid and CPR Instructor’s Certificate&lt;br&gt;<strong>Preferred Experience</strong>: Experience teaching First Aid or CPR</td>
</tr>
<tr>
<td>HED 171</td>
<td>Personal Health Management</td>
<td><strong>Degree</strong>: Master’s&lt;br&gt;<strong>Major</strong>: Health Education or related field&lt;br&gt;<strong>Preferred Experience</strong>: One year teaching at the community college level</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Instructor Minimum Qualifications</td>
</tr>
<tr>
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</tr>
<tr>
<td>HED 209</td>
<td>Education for AIDS Prevention</td>
<td>Same standards as HED 171</td>
</tr>
<tr>
<td>HED 212</td>
<td>Fundamentals of Human Sexuality</td>
<td>Same standards as HED 171</td>
</tr>
<tr>
<td>HED 247</td>
<td>Consumer Health</td>
<td>Same standards as HED 171</td>
</tr>
<tr>
<td>HED 260</td>
<td>Foundations of Health Promotion</td>
<td>Same standards as HED 171</td>
</tr>
<tr>
<td>HCHS</td>
<td>Degree: Master’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major: Nursing, Health Science or related field</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preferred Experience: One year teaching at the community college level</td>
<td></td>
</tr>
<tr>
<td>HIST</td>
<td>Degree: Master’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major: History, with appropriate subfield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Experience: One year teaching experience</td>
<td></td>
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<tr>
<td></td>
<td>Preferred Experience: One year teaching at community college level</td>
<td></td>
</tr>
<tr>
<td>IT</td>
<td>Degree: Bachelor’s (for associate’s program) or Associate’s (for certificate program)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major: IT, CIS, MIS, CS or related degree</td>
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</tr>
<tr>
<td></td>
<td>Required Experience: One year teaching experience in the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preferred Experience: Two years of teaching at the community college level. Course-specific training and/or certification, if applicable.</td>
<td></td>
</tr>
<tr>
<td>LING 101</td>
<td>Introduction to the Study of Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Degree: Master’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major: Linguistics or related field</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience Required: One year teaching linguistics courses (TA in linguistics or related department acceptable)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Requirements: Evidence of at least two graduate courses in linguistics (intro to linguistics, phonetics, phonology, sociolinguistics, psycholinguistics, anthropological linguistics, etc.)</td>
<td></td>
</tr>
<tr>
<td>MATH 0%, 100</td>
<td>Developmental Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Degree: Bachelor’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major: Mathematics, Education or related field</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(must have 24 credit hours in college math or math education including calculus)</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Instructor Minimum Qualifications</td>
</tr>
<tr>
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<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| MATH 101+ | Credit-Level Mathematics | **Degree:** Master’s  
**Major:** Mathematics, with appropriate subfield  
**Required Experience:** One year teaching experience  
**Preferred Experience:** One year teaching at the community college level|
| MUS 139   | Music Appreciation     | **Degree:** Master’s  
**Major:** Music  
**Required Experience:** One year of teaching experience  
**Other Requirements:** College-level coursework in music history |
| MUS 143   | University Chorus      | **Degree:** Master’s  
**Major:** Music  
**Required Experience:** One year of teaching experience |
| NTSC 261L | Physical Science       | **Degree:** Master’s  
**Major:** Physics, Chemistry, or Geology  
**Required Experience:** One year of college-level teaching  
**Preferred Experience:** Previous experience working with pre-and in-service teachers a benefit. |
| NTSC 262L | Life Science           | **Degree:** Master’s  
**Major:** Biology  
**Required Experience:** One year of college-level teaching  
**Preferred Experience:** Previous experience working with pre-and in-service teachers a benefit. |
| NTSC 263L | Environmental Science  | **Degree:** Master’s  
**Major:** Biology, Environmental Science, or Ecology  
**Required Experience:** One year of college-level teaching  
**Preferred Experience:** Previous experience working with pre-and in-service teachers a benefit. |
| NURS %%%  |                        | **Degree:** Master’s  
**Major:** Nursing  
**Required Experience:** One year teaching health (CNA, LPN) at the college level |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
</tr>
</thead>
</table>
| NUTR 244 | Human Nutrition                            | **Degree:** Master’s  
**Major:** Nutrition or related field  
**Required Experience:** One year of college-level teaching  
**Preferred Experience:** One year teaching at the community college level |
| PENP 113 | Aikido                                     | **Degree:** Bachelor’s  
**Major:** Physical Education  
**Required Experience:** One year teaching course to adults. Appropriate certification or license for Aikido; CPR/AED Certificate |
| PENP 114 | Weight Training and Physical Conditioning  | **Degree:** Bachelor’s  
**Major:** Physical Education  
**Required Experience:** One year teaching course at high school level or above. CPR/AED Certificate and an exercise certification or training specific to course |
<p>| 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 | Beginning Ballroom Dance                   | Same standards as PENP 114                                                                        |
| PENP 125 | Intermediate Ballroom Dance                | Same standards as PENP 114                                                                        |
| PENP 128 | Beginning Country/Western Dance            | Same standards as PENP 114                                                                        |
| PENP 129 | Intermediate Country/Western Dance         | Same standards as PENP 114                                                                        |
| PENP 130-131 | 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 | Beginning Kung Fu                          | Same standards as PENP 114                                                                        |
| PENP 135 | Intermediate Kung Fu                       | Same standards as PENP 114                                                                        |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
</tr>
</thead>
</table>
| PENP 136   | Personal Defense                           | **Degree:** Bachelor’s  
**Major:** Physical Education, Health Education or Kinesiology  
**Required Experience:** Two years teaching or coaching experience in the field. Appropriate certification or license for Personal Defense or Karate; CPR/AED Certificate |
| PENP 138-139 | Karate                                   | **Same standards as PENP 136**                                         |
| PENP 140   | Beginning 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 155-156 | 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 161-162 | Jogging Fitness                          | **Same standards as PENP 114**                                         |
| PENP 165   | Yoga                                       | **Degree:** Bachelor’s  
**Major:** Physical Education  
**Required Experience:** One year teaching course. Completion of Yoga Instructors Certificate course; CPR/AED Certificate |
| PENP 166   | Intermediate Yoga                          | **Same standards as PENP 165**                                         |
| PENP 177-178 | Fundamentals of   | **Same standards as PENP 114**                                         |
| PENP 180-181 | Feldenkrais                              | **Same standards as PENP 114**                                         |
| PENP 188   | Modified Physical Education               | **Same standards as PENP 114**                                         |
| PENP 193   | Topics                                     | **Same standards as PENP 114**                                         |
| PHIL %%%%   |                                            | **Degree:** Master’s  
**Major:** Philosophy  
**Preferred Experience:** One year experience teaching at the community college level preferred |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
</tr>
</thead>
</table>
| PHYC 151 | General Physics                | **Degree:** Master’s  
**Major:** Physics or Astronomy  
**Required Experience:** One year of teaching experience |
| PHYC 151L | General Physics Laboratory    | **Degree:** Bachelor’s  
**Major:** Physics or Astronomy  
**Required Experience:** One year of teaching experience |
| PHYC 160 | General Physics                | Same standards as PHYC 151                                                                         |
| PHYC 160L | General Physics Laboratory     | Same standards as PHYC 151L                                                                        |
| PBT 101  | Phlebotomy Technician          | **Degree:** Current New Mexico Phlebotomy Certification (must have 15 college credit hours in a health science)  
**Major:** Phlebotomy  
**Required Experience:** Three years of experience in the field  
**Preferred Experience:** One year teaching at the community college level |
| POLS %%% |                                | **Degree:** Master’s  
**Major:** Political Science                                                                         |
| PSY %%%  |                                | **Degree:** Master’s  
**Major:** Psychology, Counseling or other related discipline  
**Required Experience:** One year of teaching experience                                                      |
| RELG 107 | World Religions                | **Degree:** Master’s  
**Major:** Religion, Religious Studies or related discipline  
**Required Experience:** One year of teaching experience                                                      |
| SIGN 201 | Introduction to Signed Language| **Degree:** Bachelor’s  
**Major:** Linguistics, Interpreting, Deaf Education or related field  
**Required Experience:** Proficiency in ASL and signed English. Knowledge of history of signed language linguistics, deaf education. RID and/or ASLTA Certification. |
| SOC %%%  |                                | **Degree:** Master’s  
**Major:** Sociology  
**Preferred Experience:** One year community college teaching experience                                  |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor Minimum Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN %%%</td>
<td></td>
<td><strong>Degree:</strong> Master’s&lt;br&gt;<strong>Major:</strong> Spanish&lt;br&gt;<strong>Required Experience:</strong> Completed course in teaching methods or one year teaching Spanish as a foreign/heritage language&lt;br&gt;<strong>Preferred Experience:</strong> One year teaching at the community college level</td>
</tr>
<tr>
<td>STAT 145</td>
<td>An Introduction to Statistics</td>
<td><strong>Degree:</strong> Master’s&lt;br&gt;<strong>Major:</strong> Mathematics or Statistics&lt;br&gt;<strong>Required Experience:</strong> One year teaching experience&lt;br&gt;<strong>Preferred Experience:</strong> One year teaching at the community college level</td>
</tr>
<tr>
<td>THEA 105</td>
<td>Theatre Appreciation</td>
<td><strong>Degree:</strong> Master’s&lt;br&gt;<strong>Major:</strong> Theatre&lt;br&gt;<strong>Required Experience:</strong> One year teaching at the college level</td>
</tr>
<tr>
<td>UNIV %%%</td>
<td></td>
<td><strong>Degree:</strong> Bachelor’s&lt;br&gt;<strong>Major:</strong> Any&lt;br&gt;<strong>Preferred Experience:</strong> One year teaching at the community college level</td>
</tr>
</tbody>
</table>

### Compensating Adjunct Faculty

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

- $750 for a bachelor’s degree (or less)
- $800 for a master’s degree
- $850 for a doctoral or terminal degree (e.g., MFA, JD)

*these amounts effective as of Spring semester 2019*

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.

### 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 and 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 Chief Executive Officer. Faculty who are advanced to the rank of Associate Professor will receive a $4,000 salary increase.
3. After a period of another four years (again, this is under normal circumstances), faculty may 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 Chief Executive Officer. Faculty who are advanced to the rank of Professor will receive an additional $5,000 salary increase.

**Lecturer Promotion Policy**

Lecturer Track positions, being separate from and ineligible for Tenure, still require capacity for upward mobility in order to stay competitive and in order to encourage persistence in our Lecturer Track faculty. The following policy and procedure provide similar upward movement as at UNM Main Campus, as outlined in UNM Faculty Handbook policy C190.
### Lecturer Track Advancement/Promotion Table

<table>
<thead>
<tr>
<th>Lecturer III</th>
<th>Terminal degree acquired</th>
<th>5 years of experience* with terminal degree</th>
<th>11 years of experience with terminal degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer II</td>
<td>Master's degree acquired</td>
<td>5 years of experience with master's degree</td>
<td>11 years of experience with master's degree</td>
</tr>
<tr>
<td>Lecturer I</td>
<td>Entry level, Lecturer--beginning wages</td>
<td>5 years of experience with bachelor's degree</td>
<td>11 years of experience with bachelor's degree</td>
</tr>
</tbody>
</table>

*experience may be obtained at previous institutions

**Lecturer I, II, and III**

Lecturer Level (I, II, and III) would refer to the level of degree that a Lecturer Track faculty member has at entry, or has attained since entry, at UNM-Valencia. As a general guideline, Lecturer I would be baccalaureate level, Lecturer II would refer to master’s level, and Lecturer III would refer to doctoral or terminal degree level (these can be primarily instruction or primarily non-instruction-based Lecturer positions). This axis of advancement is primarily to reflect educational advancement and UNM-Valencia’s dedication to further the education of not just our students, but our faculty.

**Advancement from Lecturer I to Lecturer II:**
If a faculty member has a bachelor’s degree upon entry and then attains a master’s degree*, they are eligible for advancement to Lecturer II.

**Advancement from Lecturer II to Lecturer III:**
If a faculty member with a master’s degree (upon entry or gained while working at UNM-Valencia) attains a doctoral or terminal degree, they are eligible for advancement to Lecturer III.

* MFA and MLS as being a terminal degrees, would qualify a faculty member for Lecturer III and will be handled on an individual basis
**Lecturer, Senior Lecturer, and Principal Lecturer**

Entry level faculty on this track will be entering as Lecturers (I, II, or III dependent upon degree and contract). Lecturers at any level can, by putting time in and **showing excellence in their professional capacity**, move up to Senior, and then Principal Lecturers. (This is not dependent upon degree or Lecturer I, II, or III status.)

**Promotion from Lecturer to Senior Lecturer**

Once a faculty member (working consistently at .5FTE minimum) has attained five years of service, they become eligible for promotion to Senior Lecturer. Time alone does not guarantee this movement; other considerations (excellence in professional capacity as mentioned above) will be made, but the time of service is a prerequisite for movement along this axis. Senior Lecturers become eligible (with available funding) for a renewable two-year term appointment (section B4 of policy C190).

**Promotion from Senior Lecturer to Principal Lecturer**

Once a faculty member (working consistently at .5FTE minimum) has attained eleven years of service, they become eligible for promotion to Principal Lecturer. Time alone does not guarantee this movement; other considerations (excellence in professional capacity as mentioned above) will be made, but the time of service is a prerequisite for movement along this axis. Principal Lecturers become eligible (with available funding) for a renewable three-year term appointment (section B5 of policy C190).

**Promotional Committee and Process**

A new standing committee for Lecturer track promotions would be required and added to the current list of Standing Committees of Faculty Assembly at UNM-Valencia. Mirroring the make-up of the Tenure and Promotion Committee, the Lecturer Promotion Committee would be comprised of the Lecturer track faculty at UNM-Valencia.

After a Lecturer meets the time prerequisite for advancement to Senior or Principal Lecturer, he or she must seek approval from the supervisor. If the supervisor recommends the faculty member to seek advancement, then the candidate will need to prepare a dossier with specific required materials for their committee to review. A guide for the candidate’s construction of their dossier will be provided to the candidate.
The Lecturer Promotion Committee will look at the applicant’s dossier, review and evaluate the material and artifacts presented with provided rubrics, and make a recommendation to the applicant’s immediate supervisor for either promotion or continued service at the same rank.

**Supervisor’s Recommendation:**
The candidate’s supervisor will provide a written statement (cc: to the Committee) to be sent to the Dean of Instruction and Chief Executive Officer of UNM-Valencia for approval.

**Results:**
The Dean of Instruction and the Chief Executive Officer of UNM-Valencia will make the final recommendation on the candidate’s promotion to the office of the Provost. They will issue a letter to the candidate (cc: supervisor and Committee) informing them of the decision, and in the case of a negative decision, the reasoning behind it.

**Reapplication:**
A candidate who does not attain a promotion can reapply after a two-year period.

**Compensation for Promotions along the Lecture Track**

<table>
<thead>
<tr>
<th>Lecturer Track Raise Table</th>
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</thead>
<tbody>
<tr>
<td>Lecturer III (based primarily upon degree earned)</td>
</tr>
<tr>
<td>Lecturer II (based primarily upon degree earned)</td>
</tr>
<tr>
<td>Lecturer I (based primarily upon degree earned)</td>
</tr>
</tbody>
</table>

"Lecturer" (entry level) | "Senior Lecturer" (5 years of experience) | "Principal Lecturer" (11 years of experience)
The above compensation table shows the current proposal for compensation along the two axes of advancement. A Lecturer track member of the faculty can move along either axis depending upon the requirements that they meet. This allows for flexibility, but also requires a great deal of time and effort on the part of the faculty member in question.

*Example:* Izzy Able was hired with a bachelor’s degree and has worked at Valencia for five years. Izzy is a member in good standing and has contributed time and effort to the campus. Izzy’s supervisor encourages the idea for movement to Senior Lecturer; after the dossier process and subsequent paperwork, Izzy’s promotion is approved ($3,000 raise). Izzy soon decides to pursue a Master’s degree, and after three years (work extended the time a little) attains a Master’s degree and applies for Lecturer II status ($3,000 raise). So, after eight years, Izzy would be a Senior Lecturer II.
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. 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 and 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 an electronic medium. The Teaching and 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 Commons (Tutorial), or a Business and 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 Commons (Tutorial) and computer labs may soon follow suit.

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

1. **Location:** In general, duplicating should be carried out in the building where your academic division is located. However, the student workers in the Academic Affairs office can also duplicate for any faculty member.

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 Affairs Office in the Arts and Sciences and Business and 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 and Sciences building divisions, or Susan Jackson (925.8711), for Business and 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 and Managers, and Program Coordinators and 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. Chief Executive Officer

3. Scope of Responsibility:
   a. Academic, vocational, developmental/transitional, and adult basic education instruction
   b. Library
   c. Teaching and Learning Center

4. Selection Process:
   a. Recommendations for both the initial appointment and reappointments to terms of office are to be made by the Chief Executive Officer 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 Chief Executive Officer, 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. The Dean is evaluated each spring semester by the Chief Executive Officer 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 Chief Executive Officer. The Chief Executive Officer 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 (Chief Executive Officer, 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

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 and the Adult Basic Education Center
   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 Chief Executive Officer 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
   a. Business and Industrial Technologies Division Chair:
      Courses in Automotive Technology, Construction Technology, Game Design, Digital Media Arts, Computer Aided Drafting, Sustainable Building, Information Technology, Welding, Manufacturing, and Management.
      Certificates in 3-D Printing, Art Studio, Automotive Technology, Business Administration, Computer-Aided Drafting, Digital Media Arts, Film Technology, Game Design and Simulation, Information Technology, Networking and Linux, PC Operating Systems, Sustainable Building, VMware, and Welding
      Associate of Arts Degree in Business Administration
**Associate of Applied Science Degrees** in Computer-Aided Drafting, Construction Technology, Digital Media Arts, Game Design and Simulation, Information Technology, and Manufacturing.

b. **Health Sciences Division Chair:**
   - Courses in Emergency Medical Services, Health Career Health Sciences, Health Career Health Technology, Nursing, Nursing Assistant, Phlebotomy, and Personal Care Attendant
   - Certificates in Emergency Medical Services, Medical Assistant, Nursing Assistant, Personal Care Attendant, and Phlebotomy
   - **Associate of Science Degrees** in Emergency Medical Services, Health Information Technology, and Nursing

c. **Humanities Division Chair:**
   - Courses in Art, Art History, Communication and Journalism, English (Language and Literature, and Developmental), Fine Art, French, Linguistics, Media Art, Music, Religious Studies, Sign Language, and Spanish
   - **Associate of Arts Degrees** in Art Studio and Liberal Arts
   - **Associate Degree** in Integrative Studies

d. **Mathematics, Engineering, and Computer Science Division Chair:**
   - Courses in Computer Science, Engineering, Mathematics (plus Developmental), and Statistics
   - **Associate of Science Degrees** in Mathematics and Pre-Engineering

e. **Science and Wellness Division Chair:**
   - **Associate of Science Degrees** in General Science and Health Education

f. **Social Sciences Division Chair:**
   - Courses in Anthropology, Criminal Justice, Early Childhood Multicultural Education (ECME), Economics, Education, General Studies, History, Political Science, Psychology, Sociology, University Studies, and Women’s Studies
   - Certificates in ECME and Elementary Education
   - **Associate of Arts Degrees** in Criminology, ECME, Elementary Education, and Secondary Education
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. Division chairs are 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. Preparation of 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. Coordination of various start-of-semester enrollment matters to include monitoring enrollment, informing the Dean of Instruction of any such developments to determine class cancellations and, wherever necessary, adding of sections.
   c. Supervision of 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. Supervision of 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 Faculty Evaluation Form, 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 Chief Executive Officer 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. Current Program Coordinator Positions:
   a. Fine Arts Coordinator: Humanities Division
   b. Information Technology Coordinator: Business and Industrial Technologies Division
   c. English Coordinator: Humanities Division
   d. Physical Education Coordinator: Science and Wellness Division
   e. Developmental Mathematics Coordinator: Mathematics, Engineering and Computer Science Division

4. Selection Process:
   a. Selected by the chair of the corresponding division with concurrence from the Dean of Instruction

5. Evaluation Process:
   a. Program Coordinators are 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:
   a. Assisting the chair in drafting course schedules for the corresponding program course offerings
   b. Coordination of curriculum evaluation and development of corresponding courses and programs
   c. Preparation of long-term (three year) strategic plan for the areas of responsibility to include goals, objectives and resource requirements
   d. Establishment and coordination of the fulfillment of program goals and objectives and identify resources requirements needed to attain those objectives
   e. Communication of 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. Representation of the program on the Instructional Council
   i. Preparation for accreditation and evaluation visits (every ten years)
   j. Coordination of 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 Chief Executive Officer 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. **Adult Education Center Program Manager**: College and career readiness, including high school equivalency, English language and related programs and services
B. **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
C. **Allied Health Program Manager**: Allied Health curricula and programs.