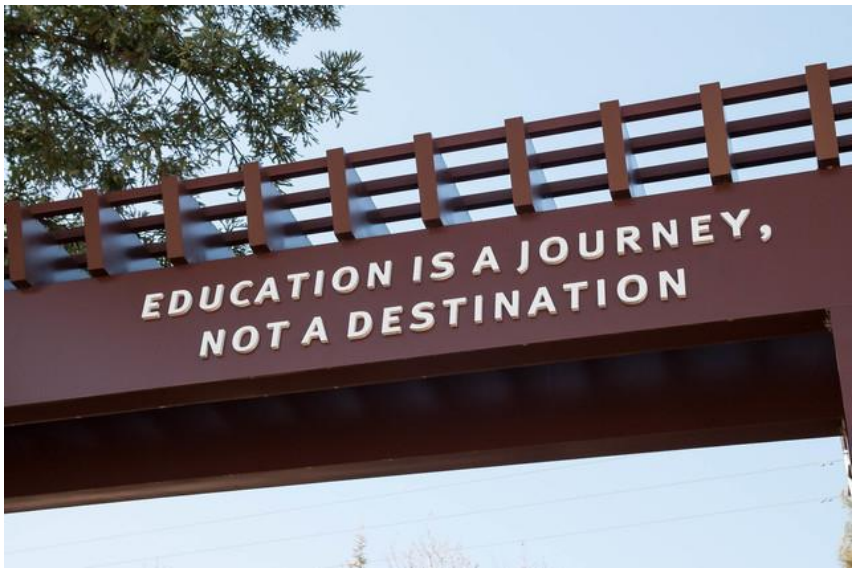
Introduction to Education in New Mexico (EDUC 1120 - 501)



Fall 2025, Tuesday & Thursday 10:30am-11:45am, A&S 131

Instructor: Joshua Frank Cárdenas, Ph.D.
E-mail: jstjoshn@unm.edu (the best way to communicate with me is via **Canvas)**
Office #: Arts & Sciences Room #111
Office Hours: Tuesday & Thursday-9:30am-10:30am. I am happy to meet in person or on Zoom at another place (such as the library) or time. Simply contact me via Canvas to schedule this at your convenience. Give me 3 times and dates that work for you, and I will reply in kind.
Office Phone: (505) 925-8618. Leave a message if it is not a pressing matter and can wait.
Cell phone (academic emergencies only): (505) 369-6694

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia [main campus]. The original peoples of New Mexico Pueblo [including Isleta Pueblo/Tiwa Territory where UNM Valencia sits], Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Catalog Course Description: Introduction to the historical, philosophical, sociological foundations of education, current trends, and issues in education; especially as it relates to a multicultural environment. Students will use those foundations to develop effective strategies related to problems, issues and responsibilities in the field of education. *A field component at an educational site is required [of 20 hours].*

Goal: Introduce students to the professional world of education and teaching and learning through participating in a service-learning experience. This course is designed as a bridge between your role as a student and as a professional in the field of education. Through coursework and your work as a service-learning intern in an educational setting, you will develop professional understandings, practices, and identities that will prepare you for

future work in education.

Credit-hour statement: This is a three credit-hour course. Class meets for two 75-minute sessions of direct instruction for sixteen (16) weeks during the Fall 2025 semester. Please plan for a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

- *Note*: There is a 20-hour required field component for this class. This must be confirmed by the instructor through an exchange of information. Hours must be documented & signed off by the participating instructor, principal or supervisor along with the Field Log.

Required Texts:

- Powell, S. D. (2024). *Your introduction to education: explorations in teaching* (Fifth edition). Hoboken, NJ: Pearson Education, Inc. ISBN: 9780138171339
  - Selected readings in Canvas (canvas.unm.edu)
  - I will use and reference the eBook version. It may be accessible via the RedShelf Course Materials tab found on the left side of our Canvas page.

Course Objectives

Each objective is coded to the College of Education and Human Sciences Core Values, Understandings, Practices, and Identities, along with the Interstate Teacher Assessment and Support Competencies (InTASC), New Mexico Public Education Department (NM-PED) Licensure Requirements, and Elevate NM Domains.

Course Objectives	Core Values	Understandings	Practices	Identities
1. Through a 20-hour service-learning internship in an educational setting, students will identify and respond to issues related to cultural, ethical, political, social and technological dimensions in schools.	2, 3, 6, 8	1, 2, 4, 5, 6	1, 2, 4, 5	1-7
2. Students will be able to identify and describe positive interdependent relationships between families, educational settings, and community, resulting in effective learning experiences.	1-6, 8	1, 2,6	1, 2, 4, 5	1-7
3. Through interviewing a family member, students will gain an understanding of familial and self-advocate experiences, perceptions, and relationships with educational settings.	1-8	1, 2, 4, 5, 6	1, 2, 4, 5	1-7

4. As a result of video overviews of each Department in the College of Education and Human Sciences and the broader University and other activities, students will identify for themselves 2-3 possible degree pathways that interest them and the careers connected to those pathways.	2, 6	1, 2, 4, 5, 6	1, 2, 4, 5	1-7
5. Students will analyze and discuss economic, historical and sociocultural trends that impact education, and investigate issues in New Mexico connected to education. Students will describe some culturally and linguistically responsive pedagogies that can be used to address issues related to the New Mexico 2018 Martinez Yazzie ruling.	1-8	2-7	1-5	1-7
6. Students will analyze and reflect on their own personal educational journey and experiences through journal entries.	2, 3, 5	1-7	1-5	1-7
7. Students will demonstrate professionalism and positive dispositions in their interactions in educational settings and in our classroom. Students will engage in productive discussions that are learner-centered, contextual, and coherent.	2, 3	1-7	2, 4	1-7

Attendance & Participation

Students are expected to attend class sessions and engage all in-class activities (see Class Absences and Student Attendance in UNM Pathfinder). If you know you will be absent from a class session, please communicate with me prior. 3 absences are allowed, however excessive absences combined with lack of work will result in being dropped, especially if it's within the first 3 weeks or by Sept. 5th. Attendance requires full participation. This includes taking copious notes, honoring dialogue and discussion, paying attention to lectures and presentations, and above all, not working on other classes' work, or otherwise being distracted through phone and computer use unrelated to the above. Student's will either self-pair/group or will be assigned a "study buddy" or "study group" to facilitate this process and hold each other accountable for participation and work. We can help each

other through. Visiting office hours is another way to boost your total work along with your own study sessions and experience in and out of the k-5 classroom. *Objectives 5, 7*

Readings and Assignments

Students are expected to complete assigned readings prior to class and submit assignments by the due date. Assignments will be submitted to Canvas unless otherwise noted. If you anticipate difficulty meeting a deadline, please communicate with me. Late work is accepted but it will be penalized by the day. Work turned in early will result in no penalty even if it is incomplete. Late work is graded in the order it was received. Each assignment can be drafted or edited until the desired grade is received. Follow the rubric for each assignment as well as pay attention to instructor feedback during the submission, grading and regrading processes.

In addition to the assignments associated with the service-learning internship (listed above), students will complete the following assignments (detailed assignment descriptions will be posted in Canvas two weeks prior to the assignments due date).

In-Class Discussion: Every Thursday we will begin discussion in class prompted by pre-reading sources, attending lectures and other resources made available. Each Sunday, 1-2 page reflection will be due based on your analysis of class lecture, careful reading-viewing of materials, visits to classroom sites, personal research and participation in small and large group discussions. Use in-class discussions to develop your thoughts on the material, to ask questions, and to critically engage each other. Student's will either self-pair/group or will be assigned a "study buddy" or "study group" to facilitate this process and hold each other accountable for participation and work. If you miss a class date, call up your study group or study buddy to review the materials, lectures and to take part in a discussion with others. Listen carefully, take turns talking, take notes and ask questions when appropriate. We can help each other through. Visiting office hours and having study group sessions where you discuss our material are other ways to boost your total work along with experience in and out of the k-5 classroom.

Weekly Reflection Papers

- ✓ Each week we read and review sources, including and especially our textbook.
- ✓ Each student is to cull the best, most valuable, and important of ideas, information, research, data, evidence and more by incorporating them into a 1-2 page, double-spaced, essay. No title page or references page is necessary.
- ✓ Feel free to incorporate ideas from in-class discussion and other relevant sources.
- ✓ CITE YOUR SOURCES (use APA, "in-text citation" or "parenthetical citation" styles. See OWL Purdue APA for more information), focused on our textbook and required sources. Aim to cite our textbook and sources at least once per paragraph.
- ✓ This can be in an audio or video format, 5-10 minutes (cite your sources in APA style)
- ✓ Using "I" and the personal subjective voice is okay but keep it academic.
- ✓ Due: Weekly on Canvas on Sunday @11:59pm
- ✓ They do not repeat or replace lectures, attendance or discussion and will be marked down if they reflect a lack of study, reflection and discussion. *Objectives 2, 5, 7*

Educational Autobiography: Each student must give a 7-10 minute presentation (max)

about their educational journey. Think and talk about the ways you were educated as a person and into your people-culture-religion-family-community. Also, think about the roles of schools, teachers, texts and other relationships to these institutions. What is most significant? Who was most significant? Highs and lows, struggles and successes? What do you wish your teachers knew about you? What did you need as a student? What kind of learner are you? How did you develop into a successful student and how will you become a successful teacher (or if teaching, better at your profession)? Mnemonic devices only (things to help you remember or a visual presentation). Tell story. *Objectives 2, 5*

Article / Chapter Reviews: There will be a chapter review and an article review throughout the semester based on assigned readings. Students will read the chapter or article and reflect on one to three quotations, and write at least one question for discussion. Discussion will be led by students on these days using your questions. Reviews are to be 1-2 pages, double-spaced, in APA format.
Objectives 2, 4, 5

Student Advocate or Family Interview: Students will interview someone who is serving or has served as an advocate for a school-aged child (parent, guardian, etc.) about their experience with education. Students will write five questions, conduct the interview, and submit a reflective essay based on this interview. Alternative methods will be considered.
Objectives 2, 3, 5, 7

Educational Career Exploration: Students will research and read about a specific position in education, and submit a descriptive essay on their research, ideas and goals.
Objectives 2, 5

Service-Learning Reflection, Presentation, Field Log & Documentation: Students will complete 20 hours of service-learning within a classroom serving students k-12. They will concurrently perform observations, participation, dialogue, and critical deep reflection upon their experiences in and out of the classroom. This will be compiled into a 10-15 minute audio-video presentation to share with the class along with the student's field log and written reflection, along with hours signed by the participating teacher, principal or supervisor.
Objectives 4, 6, 7

Checks for Understanding: There were will be a Syllabus Quiz to test your knowledge of our course map and plan. Memorize this and work your plan. Somethings might change but you will have notice. There will be 2 quizzes throughout the term to test your knowledge of your reading of the textbook and core ideas. Study hard and then put the past behind you or take it until you make it. There is a midterm exam at the halfway point and this will force you to commit to this knowledge and course. Midterms is your last chance to drop with a letter grade. *Objectives ALL*

Final, an Educational Issue Study & Presentation: You are to study a specific issue, past or present, and ideally one related to what you have been learning about or related to part of your performing service-learning in this term. This should represent a culmination of your accumulated knowledge, experiences in and out of the classroom and your own research and study. This is worth the most and will help or hurt your grade depending upon your effort and completion. Start early on this by collecting data and doing research regularly. *Objectives ALL*

Grading

Activity/Assignment	Points
Attendance, in-class participation (activities, discussions)	15 weeks @ 5 points/week = 75 points
Syllabus Quiz	25 points
Weekly Reflections	150 points (15, 10 points each)
Notetaking Sample	25 points
Educational Autobiography	50 points
Checks for Understanding (2)	50 points (2, 25 points each)
Midterm	100 points
Family / Advocate Interview	50 points
Career Exploration	50 points
Chapter & Article Review	100 points (2, 50 points each)
Service-Learning Reflection, Presentation, Field Log, & Documentation	125 points - Reflective Essay, 2-4 pages - 10-15 min. presentation - Log/Journal Notes - Hours Documented & Contract Signed
Final: Educational Issue Study & Presentation	100 points - 3-5 pages - 10-15 minutes presentation - APA formatting - 4 sources utilized minimum
TOTAL POINTS	**900**

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77 C+	69-66 D+	58-0 F
96-93 A	86-83 B	76-73 C	65-62 D	
92-90 A-	82-80 B-	72-70 C-	61-59 D-	

Course Schedule

Readings/assignments due for the week should be completed for class on Monday unless otherwise noted. Assignments are submitted to Canvas.

Week/ Module	Week of	Topics	Readings / Assignment(s) Due
1	08/19 & 08/21	Introduction to the course, including the field experience component	Read & Review Holm, "Peoplehood Matrix" Anaya-Rael, "The Four Elements" & Cajete, "Finding face, finding heart, finding foundation" Assignments Syllabus Quiz Discussion Reflection 1
2	08/26 & 08/28	Philosophical and Social Foundations of Schooling	Read & Review Chapters 8 & 9 in *Explorations in Teaching* Assignments Discussion Reflection 2 Notetaking Sample 1
3	09/02 & 09/04 09/05 Last day to drop w/out a "W"	History of America's struggle for educational opportunity	Read & Review Chapter 7 Crum, "Colleges Before Columbus" Watch: A Class Apart "Away from Home" Museum Exhibit Assignments Chapter 7 Review Due Discussion Reflection 3
4	09/09 & 09/11	Teaching & Learning with and without Schools	Read & Review Chapters 1 & 2, Explorations Assignments Educational autobiography assignment due in class 09/11 Discussion Reflection 4

5	09/16 & 09/18	Schools & Curriculum	Read & Review Chapters 3-5 Okakok "Serving the Purpose of Education" Assignments Discussion Reflection 5 Quiz #1 (Chapters 1-5, 7-9)
6	09/23 & 09/25	Learning Environment	Read & Review • Chapter 6 • Anzaldua "La Prieta" Assignments Discussion Reflection 6
7	09/30 & 10/02	Ethical Issues	Read & Review • Chapter 10 • "NM Supreme Court Rules APS Accountable . . ." • U.S. Department of Education Calls for End to Corporal Punishment • Library Book Ban Attempts at an All Time High Watch: Unspoken Assignments Discussion Reflection 7
8	10/07-10/09 (No Class, Fall Break)	Review All, Weeks 1-7	Read & Review Review all, Chapters 1-10 Assignments Discussion Reflection 8 Midterm Check for Understanding
9	10/14 & 10/16 (No Class)	Education in NM (continued) Martinez-Yazzie Consolidated Lawsuit (2018)	Read & Review Chapter 11 & "Yazzie/Martinez v. State of New Mexico Decision" overview Assignments Discussion Reflection 9

10	10/21 & 10/23	Current issues in education Education reform	Read & Review Chapter 12 Assignments Discussion Reflection 10 Family/advocate interview assignment due
11	10/28 & 10/30 (No Class)	Careers in education *Bring a laptop to class this day if possible!*	Read & Review Chapter 13, on Canvas Assignments Discussion Reflection 11 Quiz 2 (Ch. 6, 10-13)
12	11/04 (Go vote) & 11/06 (No class)	Teach NM, NMPED & College of Education and Human Sciences	Read & Review Signup for Teach New Mexico Watch: You Can Teach Watch: 10 Things I Wish I Knew Assignments Discussion Reflection 12 Career Exploration Essay Due
13	11/11 & 11/13	Effective teachers Finish Service-Learning and Begin Work on final projects	Read & Review Suina, "The Pueblo People and the Dominant Culture" Noddings, "Caring in Education" Assignments Discussion Reflection 13
14	11/18 & 11/20 (No Class)	Reflect on field experience/service-learning internship	Read & Review Delpit, "Other People's Children" "Critical Race Theory is Simply the Latest Bogeyman" Assignments Discussion Reflection 14 Service- learning log, documentation of hours & Reflection paper due, 11/18
15	11/25 & 11/27 (no Class; Holiday)	Sharing teaching philosophy	Read & Review, Choose 1 to Review Benally, "Navajo Philosophy of Learning & Pedagogy" Atencio, "La Resolana" McKamey, "What Anti-Racist Teachers Do Differently" Assignments Discussion Reflection 15 Article Review & Discussion due

16	12/02 & 12/04 (No Class)	Finals – Education Issue Study & Presentations, 12/02	Read & Review Watch: Including Samuel Watch: Watch: Benefits of the Bilingual Brain Assignments Educational Issue Study & Presentation due by **Tuesday, Dec. 2nd, in class.**
17	12/09 & 12/11	Potluck in the Plaza No Class 12/12	**Last day to turn in assignments is 12/09** **Grades due 12/12**

The course schedule is subject to change. Minor changes will be announced in class, major ones will result in an updated Syllabus. ACTUAL DUE DATES & TIMES ARE POSTED IN CANVAS. I am here to help you be successful in this course. Please let me know of any issues or problems as soon as they arise.

Classroom and University Policies & Best Practices

Tips for Being Successful

1. Recognize, Nourish and Develop Your Power, Your Gifts, Your Strengths, Your Abilities, Your Knowledge and Your Experiences, these are what we carry as an individual.
2. Recognize, Nurture and Engage Your Culture, Language, Values & Traditions, for these are what we carry as one of the People.
3. Build and Rebuild Your Relationships, Family, Friends, Students, Instructors, Staff & Community, for these are what we depend upon for support and in turn, support. Don't abandon them and they won't abandon you.
4. Valencia.unm.edu/library, Library.unm.edu, Archive.org and Canvas.unm.edu are our local and extralocal storehouses of knowledge. Use them at will.
5. Everyone needs a Mentor, to be Seeking & Finding Alumni and Advanced Students to learn from and how better to learn.
6. Everyone needs Tutoring and Advisement: so, reach out and ask for help all the time. There is no shame in struggling to learn, everyone does in their own way.
7. "Take Copious Notes", or a ridiculous amount of notes. Type up your assignments & review the Sources before class. Don't cheat yourself, you need strong study skills.
8. Take a Fun or non-Academic Class such as Art, Music, Martial Arts, Yoga, Etc.. for balance, health/sanity.
9. Go to Office Hours, usually before or after class and communicate regularly with instructors, for me it's via Canvas messaging for others another method.
10. Make Friends, Have Study Buddies, & Study Sessions. Others learn differently and can provide new and innovative ways to succeed that may work for you, while yours may work for them.
11. Attendance is mandatory as is participation. Show up on time and ready. Online students need to show their faces and be present so find the right place to take synchronous classes and get comfortable being uncomfortable. If your teacher and other students do not get to know you, by

exposing parts of your self-identity, you will not get to know them either.

12. You will need a computer and good internet connection all the time. Check email every day. Check Canvas every day.

13. Draft your work. Start with your own reading of the materials and your own notes. Add lectures, discussions, teacher communications, handouts, etc.. Then attempt the regular assignments and gain instructor and peer feedback in the process. Work on assignments early and draft your work from first to final.

14. Frequent advisement. You must know where you have come from to know where you are headed. You must talk to others who have been successful and those trained to serve as advisors for advice and guidance.

15. No judgements, no assumptions, no disrespect or discrimination. Come with an open mind and heart and you will leave fuller than you can imagine.

16. Find a job that will support your academic experience, that will give you the time off when you need to study, or better, it provides financial assistance to attend and complete. Scholarships exist within your school and outside of it and you must attempt many of them to get a sense of the standards and rationales of each, and to get the hang of rejection and acceptance.

17. Talk to your family and community about your desire to gain an education. Let them know what it will take, how to support you, the sacrifices you will need to make, and that you will not leave them behind or forget about them. Many of our family does not understand everything that is involved in going to college and so misunderstand our actions or motives or feel rejected or left behind when we devote so much time to gaining knowledge, a degree and a profession. It may be foreign to them so let them in on what it's like so there is mutual understanding and support.

Academic Honesty & Dishonesty

To build a classroom community, there is the necessity of respectful and responsible interactions in and out of the classroom that must be adhered to. This includes listening carefully, being honest, being productive, giving affirmative, constructive and critical feedback, refraining from passing judgement and working off of assumptions, willingness to be vulnerable, uncomfortable and share space, to create an environment of trust and safety free from dogma and aggression or violence. Every voice deserves to be heard, and this is a student-centered course where people are invited and prompted weekly to discuss the Sources, your Experiences, Thoughts, Ideas and Positions on sometimes difficult topics. We need to help each other in this task of learning together and from each other.

"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who

otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a Student Code of Conduct violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource.

In my experience, academic misconduct most often occurs because students are unaware of how to properly cite sources, or because students become overwhelmed and desperate. If you are concerned about how you are doing in this course, please speak with me instead of considering academic misconduct. You are very capable of meeting my expectations for this class.

Please ask for help in understanding and avoiding plagiarism (passing the work or words of others off as your own work or words) or other forms academic dishonesty. Doing something dishonest in a class or on an assignment can led to serious academic consequences. Come talk with me about your concerns or needs for academic flexibility, or talk with support staff at one of our student resource centers, before you do something that may endanger your career.

UNM has policies to preserve and protect you and the academic community available in the Student Pathfinder as well as in the Faculty Handbook. These include policies on student grievances D175 (undergraduates) and D176 (graduate and professional students), academic dishonesty (D100), and a respectful campus (CO9).

You should be familiar with UNM's Policy on Academic Dishonesty and the Student Code of Conduct which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

University of New Mexico-Valencia faculty, staff, and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By enrolling in any course at UNM-V, the student accepts the UNM Academic Honesty Code and affirms the following pledge:

I will not lie, cheat, fabricate, plagiarize, or use any other dishonest means to gain unfair academic advantage.

Any violation of the code of conduct will be taken very seriously and appropriate sanctions will be applied.

All assignments in Canvas are scanned by a plagiarism detection tool. Plagiarism or other academic dishonesty will result in a failing grade for the course and a referral to the appropriate academic standards bodies on campus. Please be careful to site all outside sources and to do your own, original work. When in doubt, cite your sources!

AI Use: As technology continues to evolve, the use of Artificial Intelligence (AI) in academic settings has become increasingly common. Therefore, it is important to establish guidelines and expectations to ensure that the use of AI such as ChatGPT is both ethical and effective.

Guidelines: Use AI such as ChatGPT as a tool, not a substitute: The use of AI is meant to be an aid in completing assignments, not a substitute for critical thinking or original work. To do so risks violating our academic integrity policies and may result in consequences aligned with our academic misconduct policies Students who use AI such as ChatGPT are expected to use it to supplement their own knowledge and ideas, not to provide complete answers to assignments. Acknowledge the use of AI: If using ChatGPT or any other AI tool, students must clearly acknowledge their use of this tool. it must be cited as an outside source and you must include a paragraph that explains what you used the AI for and what prompt(s) you used to get your results. This paragraph must be written by you, not the AI!

Ensure accuracy: AI is a powerful tool, but it is not infallible. Students are responsible for ensuring the accuracy of any information or responses generated by AI. You will likely need to refine your prompt in order to obtain a good outcome. Assume numbers and facts are wrong unless you have checked with yourself through a valid source. You will be responsible for any errors or omissions. Avoid plagiarism: Using AI to generate content that is identical or substantially similar to another source without proper attribution constitutes plagiarism. Students must ensure that any material generated by AI is properly cited, and that any paraphrasing is done in accordance with academic standards. Best practice is to produce your own work, and use AI tools to check accuracy and readability (such as spellcheck, APA formatting, etc.), rather than to use AI to actually produce your work for you. AI cannot read your books for you. AI cannot think for you. AI cannot replace your decisions, analysis, and understanding of the material.

Follow the course objectives: Students who use AI must do so in a manner that is consistent with the course objectives. Assignments should be completed in a way that demonstrates an understanding of the course content and learning objectives, with ChatGPT serving as a tool to aid in that process, not as the main mechanism for completing the assignment.

Your work must be your own and when it is truly a product of your learning and studying, you can take ownership over that product and work. It is yours, forever.

If you have any doubts or questions, please reach out to me for clarification. For more information about how to use and cite AI refer to the following resource: https://airesources.unm.edu/

Accommodations

UNM is committed to providing equitable learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

Student Support

Confidential services for students are available at LoboRESPECT Advocacy Center, Women's Resource Center, and the LGBTQ Resource Center. The Women's Resource Center supports all students, including those who are pregnant or are parents. UNM Pregnancy and Parenting Support information is available. UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center.

Student Health and Counseling (SHAC) at (505) 277-3136.
TimelyCare: Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support).
LoboRESPECT Advocacy Center (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.
PASOS Resource Center (505) 925-8546, mailto:pasos@unm.edu. The Resource Center is an on-campus center that serves as a "one-stop" for all non-academic needs of UNM-Valencia students.
The Library is also an incredible resource which provides reference desk help either in person (LRC), call (505) 925-8990, text (505) 916-1647, or you can Schedule an Appointment with a Librarian including Chat Reference - Ask a Librarian from our Facebook page.
The library also provides numerous other services including the following:

- Library has a scanner.
- Library makes your LOBO ID. More Info
- Library will borrow books/articles not owned (interlibrary loan).
- Library does not buy textbooks.
- Library has laptops and flash drives available to check-out.
- Library has a Study Room available for group study.
- Library provides Reserve Collection for class support
- Library requires your LOBO ID to borrow materials.
- Library also has black and white printing available.
- Weekly events such as an ASL social, Gaming Club meetings and tournaments.

Other Resources are available on the Student Resources website by clicking the link.

Learning Commons: Tutoring Services and Writing Center
Tutoring is available to you in education, math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in

these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to Learning Commons Bookings.

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday. **T**he webpage, with more details about available hours, is here: Learning Commons: Tutoring Services webpage.

Title IX

Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, or harassment, If you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see https://policy.unm.edu/university-policies/2000/2740.html.

COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask-required, community. If you have a positive COVID-19 test, please stay home for five days, and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you need an extension, please get in touch with me via CANVAS; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: http://undocumented.unm.edu/

Religious Accommodations

Every effort shall be made to reasonably and fairly accommodate religious obligations that will conflict with scheduled assignments or required attendance, provided advance notification is given. Whenever possible, you should give at least two weeks' advance notice to request special accommodation.