PADM 590
AI and Public Service

Tuesday (6:30 pm – 9:00 pm)
Zoom

Faculty Information
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Purpose of a Syllabus
A syllabus is meant to serve as a guide to students and represents an agreement between the instructor and students. You should use this syllabus to engage with the course. I have set up the syllabus to help you manage the course work while establishing my expectations and boundaries for this course.

Land Acknowledgement
Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico - Pueblo, 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.

Statement of Inclusion
UNM campuses – from classrooms to communal spaces, from events to ethos – are inherently inclusive, accessible and readily accommodating to all students, staff, faculty, administration, and community members, inclusive of race, ethnicity, gender, sexual orientation, gender identity and expression (SOGIE), religion, first-generation college status, ability/disability status, and all other categories/identities.

Statement Acknowledging the Labor and Sacrifices of Black Americans
At UNM, we respectfully acknowledge the traumatic history of forced labor of Black Americans who have advanced our country. We are indebted to the enslaved and exploited African Americans who established our U.S. infrastructure and economy, advanced civil rights, and continue to influence popular culture. We are obligated to continuously recognize historic and current systemic oppression and injustices placed on Black Americans. We are grateful to their ancestors; for without them we would not be where we are today.

Subject to Change Notice
All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with me, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Working with Difficult Content
This class works with content and material that some may find difficult. The course could deal with many controversial social issues, just like real-life work and leadership in the public sphere. Some media, texts, readings, and topics discussed could be seen as racist, sexist, homophobic, transphobic, misogynistic, or otherwise disagreeable. My intent is not to sanction a particular view. Instead, I champion reasonable, knowledgeable, and respectful discussion and debate about issues, often from multiple perspectives. If something goes too far for you, see me about strategies for coping with that moment, discussion, or assignment. Feel free to remove yourself from class or discussions where you anticipate discomfort. You still are responsible for any material you miss. Much like the Civility in the Classroom statement's purpose, this policy aims to maintain an environment that helps you learn. I hope you can draw some comfort from this policy when our discussions push past your comfort zone. This policy covers all our course-related meetings, whether face-to-face or online.

Expectations for Accessible Materials
I strive to provide materials, activities, and assignments that are accessible to each class member, meaning that you should be able to interact with the file type or the activity without any additional burdens due to any disability. I also expect students to submit assignments in an accessible format. This expectation applies to any document, spreadsheet, visual file, audio file, discussion post, etc. you submit as part of your engagement in our class. Please note that if you turn in an assignment that is not accessible, you may be asked to revise and resubmit the assignment in an accessible format. If you need help identifying how to generate accessible materials, please visit https://www.section508.gov/training-home/#Trainingvideos.

Syllabus Content

Course Information

This course will provide a survey of principles and practices of AI use in the public sector organizations. *Note: No course pre-requisites are required, outside of admittance to MPA and/or MHA program.*

What Will I Learn?	
Learning Objectives	*Course Component(s)*
Learning Goal #1: At the end of this course, you will develop basic skills and fluencies in a variety of artificial intelligence (AI) applications.	
Learning Objective 1.1: Develop appropriate AI prompts for different AI programs to generate desired output.	● Class preparation materials ● Skill Drills ● Final Portfolio
Learning Objective 1.2: Determine the most appropriate application of generated AI content.	● Class preparation materials ● Skill Drills ● Weekly Discussions ● Case Study ● Final Portfolio
Learning Objective 1.3: Critique any generated AI output and modify output to meet specific, contextual needs.	● Class preparation materials ● Skill Drills ● Weekly Discussions ● Final Portfolio
Learning Goal #2: At the end of this course, you will be able to evaluate the intricacies of deploying artificial intelligence (AI) applications for use in public service.	
Learning Objective 2.1: Assess the risks and benefits of using a particular type of AI tool.	● Class preparation materials ● Weekly Reading Logs ● Skill Drills ● Weekly Discussions ● Case Study ● Final Portfolio
Learning Objective 2.2: Appraise the risks and benefits of implementing AI (in general and specific tools) within the context of public service.	● Class preparation materials ● Weekly Reading Logs ● Skill Drills ● Weekly Discussions ● Case Study ● Final Portfolio
Learning Objective 2.3: Propose a method of accountability for using AI within the workplace to conduct public service.	● Weekly Reading Logs ● Weekly Discussions ● Case Study ● Final Portfolio
Learning Objective 2.4: Analyze different strategies to implement the use of AI tools within specific contexts of public service.	● Class preparation materials ● Weekly Reading Logs ● Skill Drills ● Weekly Discussions ● Case Study ● Final Portfolio

What Will I Learn?	
Learning Objectives	*Course Component(s)*
Learning Goal #3: At the end of this course, you will produce artifacts demonstrating your mastery of artificial intelligence (AI) applications within the context of public service.	
Learning Objective 3.1: Demonstrate fluency in the history and development of AI tools.	● Class preparation materials ● Weekly Reading Logs ● Skill Drills ● Weekly Discussions ● Case Study ● Final Portfolio
Learning Objective 3.2: Break down the security risks and privacy issues related to use of AI tools within the public service context, focusing on the unique elements for both public and non-profit sector organizations.	● Class preparation materials ● Weekly Reading Logs ● Skill Drills ● Weekly Discussions ● Case Study ● Final Portfolio
Learning Objective 3.3: Summarize the concerns around bias, discretion, legality, and ethics of using AI in public service.	● Class preparation materials ● Weekly Reading Logs ● Weekly Discussions ● Case Study ● Final Portfolio

Course Materials
- All materials for each week will be available on Canvas.
- Access to Nectir AI account (provided by instructor through Canvas)
- Access to free versions of Gemini and CoPilot AI tools

Need Help? If you need help with technical issues, you should contact UNM IT for help. Click on this link for more information: https://it.unm.edu/support/.

Technical Skills
In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:
- Use Canvas (help documentation located in "Help">"UNM Canvas Help Site" link on left course menu, and also at Online Student Documentation).
- Use email – including attaching files, opening files, downloading attachments
- Copy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Use Microsoft Office applications
  - Create, download, update, save and upload MS Word documents
  - Create, download, update, save and upload MS PowerPoint presentations
  - Create, download, update, save and upload MS Excel spreadsheets
  - Download, annotate, save and upload PDF files
- Use the in-course web conferencing tool (Zoom) *as needed*
- Download and install an application or plug in

Technical Requirements
Computer
- **If you are enrolled in the online modality for this course, you are required to have access to a computer in a private space.** Please see Canvas for details on how to rent a computer through UNM as needed.
- A high-speed Internet connection is highly recommended.
- Supported browsers include: Detailed Supported Browsers and Operating Systems
- Microsoft Office products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page)
- Other AI software as outlined in Canvas.

Tracking Course Activity
Canvas automatically records all students' activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty with Canvas, class material, etc. ***Note: Unexpected Canvas system outages are rare but, if they occur, I will advise everyone on how to proceed. For Canvas help, visit UNM's Canvas Info Site.***

Need Help? Students needing help with technical issues can contact UNM IT for help. Click on this link for more information: https://it.unm.edu/support/ or call (505) 277-0857 (24/7). For UNM Web Conference Technical Help: (505) 277-0857

Workload Expectations
Students who successfully complete this course will receive three credit-hours. Our class meets for one (1) 150-minute session of direct instruction each week during the semester as outlined in the course schedule below. You are expected to complete a minimum of six (6) hours of out-of-class work each week, which includes, but is not limited to completing assignments, preparing for class as outlined in this syllabus, and engaging in personal study. I recognize that life can be crazy, but our time in class together must be a priority. Students are expected to prioritize class attendance and engagement. Failure to do so will impact the final grade.

Engaging in the Course

Communication
Look for the answer first. When questions arise during the course of this class, please remember to check these three sources for an answer: (a) the course syllabus, (b) Canvas announcements, and (c) the Q & A Canvas discussion thread.

Where to post your questions. If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A discussion thread. This discussion thread can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. I will post answers on the Q & A discussion thread within **1-2 business days**. For questions of a personal nature, email me directly. Allow between **1-2 business days** for replies to direct emails.

I am happy to respect all students who choose to use an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You can change your displayed name in some UNM systems including Canvas.

Email
UNM email is an official means of communication among students, faculty, and staff. You are expected to read and act upon email in a timely fashion. You bear the responsibility of missed messages and should check your UNM-assigned email regularly. ***All official correspondence for this class will be sent to your UNM email account or posted to Canvas. Please ensure Canvas notifications are being sent to your email as I rely on Canvas announcements to communicate about deadlines, course materials, etc.***

Attendance and Accommodation of Excused Absences
Attendance will be taken promptly at the beginning of class. You are expected to attend all class meetings. You are also expected to be on time. A student with excessive absences (defined as three or more absences) may be dropped from a course (with a grade of W) or receive a grade of F at the end of the semester. Absences due to illness, or to authorized University activity such as field trips, athletic trips, etc., should be reported to me. The reporting of absences does not relieve you of responsibility for missed assignments, exams, etc. **You are expected to take the initiative in arranging to make up missed work**. Students who are enrolled in the in-person class should expect to attend in person. Rare exceptions will be made, on a case-by-case basis, for in-person students to attend class over Zoom. Any requests for in-person students to attend over Zoom must occur at least six (6) hours in advance of class occurring.

Excused absences for classes will be given without penalty to the grade in the case of any of the following six reasons: (1) University-sanctioned and/or university-approved activities; (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); (5) illness, quarantine or self-isolation related to illness; and (6) family death or emergency. When any of the first four reasons conflict with class meeting times, you are responsible for

informing the professor of the reason for the absence *at least* **one week in advance of the absence**. Excused absences do <u>not</u> relieve you from responsibility for any part of the course work required during the period of absence. I will provide accommodations that *may* include participation in classes remotely, access to recordings of class activities, or make-up work. Failure to notify me a week in advance may result in grading penalties. Absences for illness, quarantine, or self-isolation related to illness or a family emergency should be communicated as soon as possible (by emailing me at mallgood@unm.edu).

Participation
You are expected to actively engage in class throughout the designated time. As part of the ungrading experience, you will be expected to account for your own engagement and attendance. Consistent tardiness, absences, or lack of participation will impact your final grade. Please remember that class starts promptly at the indicated time. Failing to be in the physical classroom space or the Zoom room may result in you missing the class. As I am busy teaching, I am not responsible for in-person students who miss class due to the doors being locked (for security reasons) after the start of class. I also cannot guarantee quick admittance from a Zoom waiting room for tardy online attendees.

Note: students are not allowed to attend class while operating a motor vehicle of any kind.

Assignments and Evaluation Procedures

Ungrading

Ungrading requires much more engagement and dedication on the part of both student and instructor. Learning is an individual process that requires personal commitment, effort and accountability. As learning is individual, it is important to me to recognize your individual effort and growth while providing feedback on your work. Grading in this class centers on the concept of ungrading. I focus my class around four core elements of learning: preparation, participation, application, and reflection.

Ungrading allows me to focus more on providing feedback, which facilitates improvement and encourages learning. Ungrading removes some student (and instructor!) anxiety and asks you to choose to become a rigorous participant in your learning. Ungrading moves away from the extrinsic motivation to focus more on intrinsic motivation to learn and focuses more on applying course content. Throughout the semester, I will ask you to share your response to my feedback, course assignments and content, and peer feedback.

Ungrading **does not mean you do not participate** in the learning process. **You can fail this course if you do not follow the instructions outlined in this syllabus and on Canvas.** It is your responsibility to reflect on your performance on assignments and adhere to deadlines. Please review the individual assignments for ungrading criteria. Feedback and scores for assignments will be available via the Gradebook on Canvas. Feedback on assignments will be available within 5-7 business days of the due date via the Gradebook.

At the end of the semester, you will be asked to evaluate your own performance and overall learning in the class by assigning yourself a letter grade. In this self-evaluation, I will ask you to judge your preparation, participation, engagement, and learning by the following grading scale below. I will review your own self-evaluation and my feedback to determine your final grade. The final grade is a reflection of your self-evaluations throughout the semester on your learning, the improvement in your assigned work, the penalties incurred through the semester by failing to take feedback or submit assignments, your class participation/engagement, your preparation for class, and your mastery of the class content. ***Please note: I reserve the right to change grades as appropriate.***

- *A+ (Excellent):* Exceptional work for a graduate student. Work at this level is unusually comprehensive, creative, and well written. Work shows mastery of topical content and is of the highest professional quality. Student demonstrates consistent, thoughtful, and productive engagement during in-class lectures and activities. Student is always prepared for class and consistently draws insights and connections from preparation materials when engaging in class. Student actively participates in class and does not get distracted by electronic devices, other projects/students, etc. Student consistently attends all classes (outside of excused absences as defined in the syllabus).
- *A/A- (Very good):* Strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates a strong understanding of the topic, and meets professional standards. Student demonstrates consistent and thoughtful engagement during in-class lectures and activities. Student is always prepared for class and is able to, but does not consistently, draw insights and connections from preparation

materials when engaging in class. Student actively participates in class and rarely gets distracted by electronic devices, other projects/students, etc. Student consistently attends all classes (outside of excused absences as defined in the syllabus). The difference between an "A" and an "A-" is consistency. For example, a student who earns an "A" takes the feedback provided by the instructor and incorporates that feedback into all remaining assignments, where a student who earns an "A-" takes the feedback provided by the instructor but struggles to incorporate that feedback into all remaining assignments.

- *B+ (Good):* Good work for a graduate student. Work at this level is well-reasoned, mostly well-written, and indicates a moderate understanding of topical content. Student demonstrates some engagement during in-class lectures and activities, although the quality of engagement (defined as being prepared for class, being actively engaged in lectures and not distracted by electronic devices or other projects, drawing insights and connections from preparation materials when engaging in class, etc.) is inconsistent. Student consistently attends all classes (outside of excused absences as defined in the syllabus). **This grade indicates the student has accomplished the basic objectives of the course.**

- *B (Adequate):* Competent work for a graduate student, even though some weaknesses are evident. Work at this level demonstrates competency in the key course objectives, but shows some indication that a lack of understanding of some important issues exists. The analytical approaches used are adequate, but the student has not been thorough or has shown other weaknesses or limitations, including poor writing, logic, and/or an overall lack of quality. Student demonstrates some engagement during in-class lectures and activities, although the quality of engagement (defined as being prepared for class, being actively engaged in lectures and not distracted by electronic devices or other projects, drawing insights and connections from preparation materials when engaging in class, etc.) is inconsistent. Student does not consistently attend all classes (outside of excused absences as defined in the syllabus).

- *B- (Borderline):* Weak work for a graduate student. Work at this level barely meets the minimal expectations and it is clear that the understanding of salient issues is incomplete. Student's analytical work performed in the course is minimally adequate and lacks quality in writing and logical presentation. Student demonstrates minimal engagement during in-class lectures and activities. The quality of engagement is inconsistent and unpredictable (i.e., not prepared for class, not actively engaged in lectures, consistently distracted by electronic devices or other projects, failing to draw insights and connections from preparation materials when engaging in class, etc.). Student inconsistently attends all classes (outside of excused absences as defined in the syllabus). **Note: If the student continues to perform similarly in other graduate courses, their performance would not suffice to sustain graduate status in good standing.**

- *C+/- (Deficient):* Inadequate work for a graduate student. Work at this level doesn't meet the minimal expectations for a graduate student in the course. The work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. The student's analytical work performed is weak and fails to demonstrate the knowledge or technical competence expected of graduate students. Student is unable to communicate clearly in writing and consistently struggles to present a logical approach to their analyses (in assignments and class activities). Student demonstrates minimal engagement during

in-class lectures and activities. The quality of engagement is low (i.e., not prepared for class, not actively engaged in lectures, consistently distracted by electronic devices or other projects, failing to draw insights and connections from preparation materials when engaging in class, etc.). Student inconsistently attends all classes (outside of excused absences as defined in the syllabus).

- *F (Fail):* Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in analysis and understanding, with serious limits in many areas. Weaknesses or limits are pervasive, even after feedback has been provided. Student demonstrates little to no engagement during in-class lectures and activities. The quality of engagement is extremely low and attendance (outside of excused absences as defined in the syllabus) is inconsistent.

Ungrading should mirror practices found in the workplace and allow you to not only take responsibility for your work, but assess your performance. If this process is overwhelming or you need additional support in completing the ungrading process, please contact me as soon as possible to set up a time to talk. This process may be uncomfortable and challenging, but my hope is you will be able to move beyond remembering course content into creating, evaluating, and analyzing the course material. Please give yourself the space to try hard things, fail *and try again*, and learn something new.

Submitting Assignments and Late Work
All assignments, unless otherwise announced, MUST be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Course Deadlines
Course deadlines are here to help you succeed. Deadlines are a way to help you balance the demands on your time (work/school/family/friends/etc.) and engage in time management and help me provide feedback in a timely/helpful way. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval from me is provided or as allowed by University policy (see below). All assignments are due **by 11:59 pm** on the date listed. This requirement means you should plan on turning in your assignment *__before 11:59 pm__* as Canvas takes a few minutes to upload documents.

__No late work will be accepted__. All assignments not submitted by the due date shown on the syllabus will result in an automatic grade of "0" unless you have made prior arrangements with me. If you know that you will have an issue in advance for why you will be unable to meet a specific deadline, **please contact me in advance of the deadline.** If appropriate, I will consider making an accommodation. *Note on extra credit: Please do not ask for extra credit. Although an extra credit assignment may be offered to the whole class for attending a talk or participating in a learning experience beyond those assignments shared in this syllabus, no individualized extra credit work will be permitted.*

Ungrading Guidelines

Each assignment is subject to the following ungrading guidelines:

Ungrading Guidelines		
Grade	*Explanation*	*Notes*
Exceeds Expectations **Meets Expectations**	The assignment is off to a great start. You will need to incorporate the given feedback for future assignments, but you do not need to re-submit in the assignment.	
Fair, but Needs Improvement **Needs Improvement**	The assignment has been submitted, *but needs to additional work as not all requirements have been met.* You will need to incorporate feedback before re-submitting your assignment. Each resubmission will be due seven (7) days after the feedback has been posted to Canvas. Please note your final grade will be impacted by the following scenarios: • **Failure to re-submit** will result in a zero (0).	You are not allowed to re-submit incomplete reading logs—any late or missing log will result in a zero. You are not allowed to re-submit the final portfolio. You are not allowed to re-submit incomplete self-evaluation activities—any late or missing log will result in a zero.
Zero/Did Not Submit	The assignment was not submitted or the assignment did not include any required elements. **There is no opportunity to re-submit an assignment that receives an initial zero.**	You are allowed to miss two (2) of the following with no penalty: reading logs and discussions (if you are not the discussion leader). You are allowed to miss one (1) skill drill without penalty. You are not allowed to miss any self-evaluation activities, the case studies (including the peer reviews), or the final portfolio. **Failure to submit a self-evaluation activity, a case study element, or a final portfolio is an automatic zero on the assignment.** The impact on your final grade will be

Ungrading Guidelines		
Grade	*Explanation*	*Notes*
		determined during the final self-evaluation.

Assignment Descriptions and Course Schedule

Below are the assignment descriptions and an outline of the material we should cover throughout the semester. We may vary from this schedule as the class progresses. Therefore, use this schedule with the caveat that assignments may be changed for any given class session. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval from Dr. Allgood is provided or as allowed by University policy.

Citation Style
You are required to use the citation style and format of the American Psychological Association (APA). Review the APA Referencing and Citation Guide by clicking on this link: https://libguides.unm.edu/psychology/apa-citing. It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in The Bluebook: A Uniform System of Citation in all papers (see how to cite at this website: https://www.legalbluebook.com/bluebook/v21/quick-style-guide).

Summary of Assignments
1. **Reading Logs:** You are expected to prepare for each class by engaging with and reflecting on the assigned learning materials. All learning materials are available on Canvas as is a template for the reading log. A mixture of articles, videos, and podcasts are required to prepare for each class. The reading assignments listed for each class are those readings that you must complete *before* the class in order to be prepared for class that week. You are expected to critically analyze the material and provide a well-written response with references. Each analysis should be formatted (including references) according to APA guidelines and submitted as a Word document to Canvas. Writing should be clear, well-organized, and contain minimal grammatical errors. You are not allowed to re-submit incomplete reading logs—any late or missing log will result in a zero. You are allowed to miss two (2) reading logs with no penalty.
2. **Skill Drills:** Each module you will participate in at least one skill drill, which will focus on different skills related to using AI. Students who regularly miss participating in skill drills will have their final grade impacted. You are allowed to miss submitting one (1) skill drill with no penalty, but will need to complete all skill drills by the final portfolio deadline.
3. **Discussions:** Each week you will participate in class discussions around the week's topic. You are expected to critically analyze the prompt and provide a well-written response with references. You are also expected to lead your assigned discussion. Specific instructions are available on Canvas. Students who regularly miss participating in reflections will have their final grade impacted. You are allowed to miss two (2) reflections with no penalty, but not allowed to miss the discussions you are assigned to lead the discussion. If you are going to miss that class period, you are responsible for finding a peer to cover your assignment. a grade of complete/incomplete.
4. **Case study**: The case study activity, which includes peer review opportunities, ask you to apply key themes and concepts from the course in response to a specific prompt. You are expected to critically analyze the prompt and provide a well-written response with references. Content should be clear, well-organized, and contain minimal grammatical errors. Specific prompts and rubrics are available on Canvas. All feedback provided on a case study assignment must be incorporated into the next submission.

5. **Self-evaluation:** The syllabus quiz and academic integrity tutorial must be completed in order to unlock the other course materials contained in the course site on Canvas. There are also two self-evaluations as part of this course. The purpose of the self-evaluation quizzes is to help you stay on track for your learning goals. You receive credit just for taking these evaluations. You are not allowed to re-submit incomplete reflection activities—any late or missing log will result in a zero. You must take the reflection aspect of ungrading seriously for this approach to work. *Note on completing the course evaluation:* ***You are asked to complete the course evaluation, which is separate from the self-evaluations completed throughout the course****. The course evaluation provides me with valuable information and is used, in conjunction with the information from students' self-evaluation to improve student learning. You are notified when the online evaluation form is available.*

6. **Final portfolio.** The final portfolio is meant to represent your cumulative learning over the course of the semester. Each of the assignments (skill drills, discussion posts, and reading logs) are designed to help you begin to craft the portfolio. Your final portfolio will contain (a) an AI value statement for your organization, (b) your revised case study, and (c) sample skill drills that highlight your experience with AI.

The table below outlines the assignments due in this course. A more detailed description of assignments can be found on Canvas.

Learning Category	Assignment	Submission Notes
Preparation and Participation	- Weekly reading logs - Academic Integrity Tutorial (required—course content will not unlock until the tutorial is complete). - Weekly Discussions	You can miss two (2) reading logs and two (2) discussions with no penalty. You cannot miss the week you are assigned to be the discussion leader. Each subsequent missing assignment could result in a half-letter final grade deduction.
Application	- Skill Drills - Case Studies - Final Portfolio	You can miss one (1) skill drill with no penalty.
Reflection	- Syllabus quiz - Mid-point self-evaluation - Final self-evaluation	Various due dates (see schedule). Due **before** 11:59 pm on Canvas. Any late or missing reflection activities will result in a zero on the assignment.

Course Schedule

Reminder: All assignments due before 11:59 pm on Canvas unless noted.

*Note: Several articles, podcasts, or videos are provided for your reference for some of the modules. These resources are not required, but may be helpful in your learning. You **are required** to read/listen/view the materials listed in the schedule below.*

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
Module 0: Introduction to Course *Week 0: Tuesday, August 20, 2024*	**Course Introduction**	• Course Syllabus	**Due Sunday by 11:59 pm** • Syllabus Quiz • Academic Integrity Tutorial • Reading Log #1 *(note: reading logs are to prepare for the following week. For reading log #1, you will review the materials for Week 2, for reading log #2, you review the material for Week 3, etc.)*
Module 1: Introduction to AI *Week 1: Tuesday, August 27, 2024*	**Introduction to AI**	• Bray, D. A., & Firth-Butterfield, K. (2017, January 30). *Artificial Intelligence (AI) ethics: Law, governance and public policy*. YouTube. https://www.youtube.com/watch?v=BTkXas77jeg • IBM Technology. (2023, November 10). *The 7 types of AI - and why we talk (mostly) about 3 of them*. YouTube. https://www.youtube.com/watch?v=XFZ-rQ8eeR8	**Due Tuesday by 5:59 pm** • Week 1 Discussion Leader **Due Sunday by 11:59 pm** • Reading Log #2 *(note: reading logs are to prepare for the following week. For reading log #1, you will review the materials for Week 2, for reading log #2, you review the material for Week 3, etc.)*

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
		• Simpson, N. (2023, September 6). *Introduction to AI and Machine Learning.* YouTube. https://www.youtube.com/watch?v=2z9Nn4TxkD0 *(0:00-21:00 AND 55:55-1:00:00)* • Searcey, D., & Etheredge, G. (2024, July 9). *A brand-new electric bus, no charge (that was one problem.).* The New York Times. https://www.nytimes.com/2024/07/09/climate/electric-school-bus-wymore.html	
Module 2: Credible Sources & Truth *Week 2: Tuesday, September 3, 2024*	**Importance of Truth; Introduction to Credible Sources**	• Deaver, F. (1990). On defining truth. *Journal of Mass Media Ethics*, 5(3), 168-177. • Bolinger, D. (1973). Truth is a linguistic question. *Language*, 539-550. • Buttram et al. (2012). Source Credibility: How To Select The Best Sources. *UNA Writing Center.* • Purdue OWL. (n.d.). *Evaluating digital sources.* Evaluating Digital Sources. https://owl.purdue.edu/owl/res	**Due Tuesday by 5:59 pm** • Week 2 Discussion Leader **Due Sunday by 11:59 pm** • Final portfolio preparation • Reading Log #3

Date	Topic	**Materials to Review Before Class** *(Assigned Materials Due Before Class)*	**Assignments and Due Date**
		earch_and_citation/conducting_research/evaluating_sources_of_information/evaluating_digital_sources.html • Writability Podcast. (2020, July 13). *Episode 2: Finding Source You Can Trust*. Internet Archive. https://archive.org/details/writability-finding-source-you-can-trust • Singer, N. (2024, April 25). *School employee arrested after racist deepfake recording of principal spreads*. The New York Times. https://www.nytimes.com/2024/04/25/technology/deepfake-recording-principal-arrest.html • Kushner, R. (2024, May 10). *New AI-powered data analyst designed for public sector*. American City and County. https://www.americancityandcounty.com/2024/05/10/new-ai-powered-data-analyst-designed-for-public-sector/	

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
Module 2: Credible Sources & Truth *Week 3: Tuesday, September 10, 2024*	**Credible Sources and Policy Communication; Trust in Institutions**	• Gelders, D., Bouckaert, G., & Van Ruler, B. (2007). Communication management in the public sector: Consequences for public communication about policy intentions. *Government Information Quarterly*, *24*(2), 326-337. • Chowdhury, R. (2024). AI-fuelled election campaigns are here—where are the rules?. *Nature*, *628*(8007), 237-237. • James, M. (2024). The Ethical and Legal Implications of Using Big Data and Artificial Intelligence for Public Relations Campaigns in the United States. *International Journal of Communication and Public Relation*, *9*(1), 38-52. • Yanow, D. (1993). The communication of policy meanings: Implementation as interpretation and text. *Policy sciences*, *26*(1), 41-61. **(Read pages 41-43)**	**Due Tuesday by 5:59 pm** • Week 3 Discussion Leader **Due Sunday by 11:59 pm** • Reading Log #4 • Case Study: Part 1 • Skill Drill #1

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
		• Hyland-Wood, B., Gardner, J., Leask, J., & Ecker, U. K. (2021). Toward effective government communication strategies in the era of COVID-19. *Humanities and Social Sciences Communications*, *8*(1), 1-11. • Olorunsogo, T. O., Anyanwu, A., Abrahams, T. O., Olorunsogo, T., Ehimuan, B., & Reis, O. (2024). Emerging technologies in public health campaigns: Artificial intelligence and big data. *International Journal of Science and Research Archive*, *11*(1), 478-487.	
Module 3: Overview of AI *Week 4: Tuesday, September 17, 2024*	**History of AI**	• Jones, M. (2023, November 14). *History of artificial intelligence*. CSPAN. https://www.c-span.org/video/?531653-1%2Fhistory-artificial-intelligence • SITNFlash. (2020, April 23). *The History of Artificial Intelligence*. Science in the News. https://sitn.hms.harvard.edu/fl	**Due Tuesday by 5:59 pm** • Week 4 Discussion Leader **Due Sunday by 11:59 pm** • Reading Log #5 • Peer Review: Case Study Part 1 • Skill Drill #1 peer review

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
		ash/2017/history-artificial-intelligence/ • IBM Technology. (2023a, August 25). *What is Artificial Intelligence (AI)?*. IBM. https://www.ibm.com/topics/artificial-intelligence • Madan, R., & Ashok, M. (2023). AI adoption and diffusion in public administration: A systematic literature review and future research agenda. *Government Information Quarterly, 40(*1), 101774. • Stenmark, D. (2001, August). The relationship between information and knowledge. In *Proceedings of IRIS* (Vol. 24, pp. 11-14).	
Module 3: Overview of AI *Week 5: Tuesday, September 24, 2024*	**Evaluating AIs**	• Madan, R., & Ashok, M. (2023). AI adoption and diffusion in public administration: A systematic literature review and future research agenda. *Government Information Quarterly*, 40(1), 101774.	**Due Tuesday by 5:59 pm** • Week 5 Discussion Leader **Due Sunday by 11:59 pm** • Reading Log #6 • Case Study: Part 2 • Skill Drill #1 revision

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
		• Schwartz, R., Schwartz, R., Vassilev, A., Greene, K., Perine, L., Burt, A., & Hall, P. (2022). *Towards a standard for identifying and managing bias in artificial intelligence* (Vol. 3, p. 00). US Department of Commerce, National Institute of Standards and Technology. • Nava PBC. (n.d.). *How to determine whether AI is an appropriate solution for public sector challenges*. https://www.navapbc.com/toolkits/ai-public-sector-challenges • Li, Z. (2024). Ethical frontiers in artificial intelligence: navigating the complexities of bias, privacy, and accountability. *International Journal of Engineering and Management Research*, *14*(3), 109-116. • Albahri, A. S., Duhaim, A. M., Fadhel, M. A., Alnoor, A., Baqer, N. S., Alzubaidi, L., ... & Deveci, M. (2023). A systematic review of	

Date	Topic	**Materials to Review Before Class** *(Assigned Materials Due Before Class)*	Assignments and Due Date
		trustworthy and explainable artificial intelligence in healthcare: Assessment of quality, bias risk, and data fusion. *Information Fusion*, *96*, 156-191.	
Module 4: Legality of AI and Public Service *Week 6: Tuesday, October 1, 2024*	**Legal Questions**	• Walsh, D. (2023, August 28). *The legal issues presented by Generative AI*. MIT Sloan. https://mitsloan.mit.edu/ideas-made-to-matter/legal-issues-presented-generative-ai • Karlan, P., & Ford, R. (2024, April 25). *Ai in government and governing AI: A discussion with Stanford's RegLab*. Stanford Law School. https://law.stanford.edu/stanford-legal-podcast/ai-in-government-and-governing-ai-a-discussion-with-stanfords-reglab/ • Djeffal, C. (2020). Artificial intelligence and public governance: normative guidelines for artificial intelligence in government and public	**Due Tuesday by 5:59 pm** • Week 6 Discussion Leader **Due Sunday by 11:59 pm** • Reading Log #7 • Peer Review: Case Study Part 2 • Skill Drill #2

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
		administration. Regulating artificial intelligence, 277-293. • United Nations AI Advisory Body. (2023, December). *Governing AI for Humanity*. United Nations. https://www.un.org/sites/un2.un.org/files/ai_advisory_body_interim_report.pdf • MacCarthaigh, M., Simoes, S., & Deepak, P. (2024). AI in the public sector: fundamental operational questions and how to address them. In Research Handbook on Public Management and Artificial Intelligence (pp. 45-61). Edward Elgar Publishing.	
Module 4: Legality of AI and Public Service *Week 7: Tuesday, October 8, 2024*	**Legal Questions (Part 2)**	• Tangi, L., van Noordt, C., & Rodriguez Müller, A. P. (2023, July). The challenges of AI implementation in the public sector. An in-depth case studies analysis. In *Proceedings of the 24th annual international conference on digital*	**Due Tuesday by 5:59 pm** • Week 7 Discussion Leader **Due Sunday by 11:59 pm** • Reading Log #8 • Case Study: Part 3 • Skill Drill #3 • Mid-point self evaluation

Date	Topic	**Materials to Review Before Class** *(Assigned Materials Due Before Class)*	**Assignments and Due Date**
		government research (pp. 414-422). • Couture, V., Roy, M. C., Dez, E., Laperle, S., & Bélisle-Pipon, J. C. (2023). Ethical implications of artificial intelligence in population health and the public's role in its governance: perspectives from a citizen and expert panel. *Journal of Medical Internet Research*, *25*, e44357. • Sher, G. & Benchlouch, A. (2023, October 31). *The privacy paradox with AI*. Reuters. https://www.reuters.com/legal/legalindustry/privacy-paradox-with-ai-2023-10-31/	
Module 5: Ethics of AI and Public Service *Week 8: Tuesday, October 15, 2024*	**Use of AI in Public Service**	• Hjaltalin, I. T., & Sigurdarson, H. T. (2024). The strategic use of AI in the public sector: A public values analysis of national AI strategies. *Government Information Quarterly*, *41*(1), 101914. • Deloitte. (n.d.). *The Government and Public*	**Due Tuesday by 5:59 pm** • Week 8 Discussion Leader **Due Sunday by 11:59 pm** • Reading Log #9 • Peer Review: Case Study Part 3 • Skill Drill #4

Date	Topic	**Materials to Review Before Class** *(Assigned Materials Due Before Class)*	**Assignments and Due Date**
		Services AI Dossier. https://www2.deloitte.com/us/en/pages/consulting/articles/ai-dossier-government-public-services.html • Global Government Forum. (2024, July). *How governments are using AI to become more efficient.* https://www.youtube.com/watch?v=lIkAifO4iN4 (19:00-40:00)	
Module 5: Ethics of AI and Public Service *Week 9: Tuesday, October 22, 2024*	**Considering Bad Actors**	• Cilluffo, F., Shea, T., & Gaffney, G. (2024, June 19). *Innovating at speed: Advancing AI with Teresa Shea and Glenn Gaffney.* Auburn University McCrary Institute for Cyber and Critical Infrastructure Security. https://www.youtube.com/watch?v=T6Ii0HnqSgQ&list=PL-bQ6_vfcE05KRFrYB-jwA4ZkM5O369t6&t=1157s • Rand, P. (n.d.). *The hidden dangers of artificial intelligence with Ben Zhao (ep. 21). University of*	**Due Tuesday by 5:59 pm** • Week 9 Discussion Leader **Due Sunday by 11:59 pm** • Reading Log #10 • Case Study: Part 4 • Skill Drill #4 peer review

Date	Topic	**Materials to Review Before Class** *(Assigned Materials Due Before Class)*	**Assignments and Due Date**
		Chicago News. https://news.uchicago.edu/podcasts/big-brains/hidden-dangers-artificial-intelligence • National Institute of Standards and Technology. (2024, April 30). *AI Risk Management Framework-NIST*. US Department of Commerce. https://www.nist.gov/itl/ai-risk-management-framework ○ Explore whole website, but focus on the framework provided (https://airc.nist.gov/docs/NIST.AI.600-1.GenAI-Profile.ipd.pdf) • Young, M. M., Himmelreich, J., Bullock, J. B., & Kim, K. C. (2019). Artificial intelligence and administrative evil. *Perspectives on Public Management and Governance*, 4(3), 244-258. • Barr, L. (2024, April 29). *Emerging AI technologies*	

Date	Topic	**Materials to Review Before Class** *(Assigned Materials Due Before Class)*	**Assignments and Due Date**
		make it easier for bad actors to "conceptualize and conduct" chemical, biological, radiological or nuclear attacks: DHS. ABC News. https://abcnews.go.com/Politics/emerging-ai-technologies-make-easier-bad-actors-conceptualize/story?id=109749169 • Broughel, J. (2023, October 5). *How regulating AI could empower bad actors*. Forbes. https://www.forbes.com/sites/jamesbroughel/2023/06/22/how-regulating-ai-could-empower-bad-actors/ • Nicol Turner Lee, J. B. K., Okolo, C. T., West, D. M., Nicol Turner Lee, D. M. W., Muenster, R., & Diana Fu, E. D. (2024, January 31). *AI can strengthen U.S. democracy-and weaken it*. Brookings. https://www.brookings.edu/articles/ai-can-strengthen-u-s-democracy-and-weaken-it/	

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
Module 6: Implementing AI in Public Service *Week 10: Tuesday, October 29, 2024*	**Ways to use AI (part 1)**	• University of Iowa. (n.d.). *Information Technology Services*. Using Artificial Intelligence (AI) Tools in Research | Information Technology Services. https://its.uiowa.edu/support/article/127731 • Georgetown University Library. (n.d.). *Guides: Artificial intelligence (generative) resources: Ai Tools for Research*. AI Tools for Research - Artificial Intelligence (Generative) Resources - Guides at Georgetown University. https://guides.library.georgetown.edu/ai/tools • Jones, B. M. (2024, February 20). *How generative AI Tools Help Transform Academic Research*. Forbes. https://www.forbes.com/sites/beatajones/2023/09/28/how-generative-ai-tools-help-transform-academic-research/	**Due Tuesday by 5:59 pm** • Week 10 Discussion Leader **Due Sunday by 11:59 pm** • Reading Log #11 • Peer Review: Case Study Part 4 • Skill Drill #5

Date	Topic	**Materials to Review Before Class** *(Assigned Materials Due Before Class)*	**Assignments and Due Date**
Module 6: Implementing AI in Public Service *Week 11: Tuesday, November 5, 2024* ***VIRTUAL (ASYNCH) CLASS***	**Ways to use AI (part 2)**	• Aldoseri, A., Al-Khalifa, K. N., & Hamouda, A. M. (2023). Re-thinking data strategy and integration for artificial intelligence: concepts, opportunities, and challenges. *Applied Sciences, 13*(12), 7082. • de Vreese, C., & Votta, F. (2023). *AI and Political Communication*. PolComm. https://politicalcommunication.org/article/ai-and-political-communication/ • Loge, P. (2024). AI in Political Campaigns. https://vimeo.com/936333770?share=copy	**Due Tuesday by 11:59 pm** • Week 11 Discussion **Due Sunday by 11:59 pm** • Reading Log #12 • Skill Drill #5 peer review
Module 6: Implementing AI in Public Service *Week 12: Tuesday, November 12, 2024*	**Ways to use AI (part 3)**	• Robert, L. P., Pierce, C., Marquis, L., Kim, S., & Alahmad, R. (2020). Designing fair AI for managing employees in organizations: a review, critique, and design agenda. *Human–Computer Interaction, 35*(5-6), 545-575. • Hougaard, R., Carter, J., & Stembridge, R. (2024, January 18). *The best leaders can't be*	**Due Tuesday by 5:59 pm** • Week 12 Discussion Leader **Due Sunday by 11:59 pm** • Reading Log #13 • Skill Drill #6

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
		replaced by AI. Harvard Business Review. https://hbr.org/2024/01/the-best-leaders-cant-be-replaced-by-ai • Varma, A., Dawkins, C., & Chaudhuri, K. (2023). Artificial intelligence and people management: A critical assessment through the ethical lens. *Human Resource Management Review, 33*(1), 100923. • Beard, A. (2023, August 29). *Leading a workforce empowered by new AI Tools*. Harvard Business Review. https://hbr.org/podcast/2023/08/leading-a-workforce-empowered-by-new-ai-tools • Galarza, A. (2024, June 3). *Council post: Revolutionizing performance reviews with Generative AI*. Forbes. https://www.forbes.com/sites/forbeshumanresourcescouncil/2023/12/22/revolutionizing-performance-reviews-with-generative-ai/	

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
		• Brown, G. C. B., & Ya, X. H. (2024, February 27). *3 key risks when using AI for Performance Management & Ways to mitigate them*. Legal News & Business Law News. https://natlawreview.com/article/3-key-risks-when-using-ai-performance-management-ways-mitigate-them	
Module 6: Implementing AI in Public Service *Week 13: Tuesday, November 19, 2024*	**Ways to use AI (part 4)**	• Vargas, R., & Nieto-Rodrigues, A. (2023, October 3). *How AI will transform project management*. Harvard Business Review. https://hbr.org/2023/02/how-ai-will-transform-project-management 　o Vargas, R., & Nieto-Rodrigues, A. (2023a, May 18). Applications of AI in Project Management - recorded version. YouTube. https://www.youtube.com/watch?v=v0Ev	**Due Tuesday by 5:59 pm** • Week 13 Discussion Leader **Due Sunday by 11:59 pm** • Skill Drill #6 peer review

Date	Topic	**Materials to Review Before Class** *(Assigned Materials Due Before Class)*	**Assignments and Due Date**
		[p_UKNwM](#) (optional) • Cherniavska, O., Belov, A., Shmygol, N., Järvis, M., Cherniavska, O., & Tsalko, T. (2023, September). Artificial Intelligence Tools for University Fundraising 5.0: A Comprehensive Analysis. In *2023 IEEE 5th International Conference on Modern Electrical and Energy System (MEES)* (pp. 1-6). IEEE. • Haynes, E. (2023). A New Fundraising Assistant: ChatGPT: The AI technology can take a first stab at writing grant applications, social-media posts, and thank-you notes to donors. *The Chronicle of Philanthropy*, *35*(8), 16-19. • Aoki, N. (2020). An experimental study of public trust in AI chatbots in the public sector. *Government*	

Date	Topic	**Materials to Review Before Class** *(Assigned Materials Due Before Class)*	**Assignments and Due Date**
		information quarterly, *37*(4), 101490. • Xu, Y., Shieh, C. H., van Esch, P., & Ling, I. L. (2020). AI customer service: Task complexity, problem-solving ability, and usage intention. *Australasian marketing journal*, *28*(4), 189-199. • Vassilakopoulou, P., Haug, A., Salvesen, L. M., & Pappas, I. O. (2023). Developing human/AI interactions for chat-based customer services: lessons learned from the Norwegian government. *European journal of information systems*, *32*(1), 10-22. • Garcia, P. (2024, July 8). *Is AI the answer for more better government services?*. BBC News. https://www.bbc.com/news/articles/cmllxl89jlwo	

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
No Class: Thanksgiving Break *Work on Final Portfolio* *Reading Log #14 due Sunday, December 1, 2024 by 11:59 pm*		
Module 6: Implementing AI in Public Service *Week 14: Tuesday, December 3, 2024*	**Strategies to Implementation**	• Lee, M. C., Scheepers, H., Lui, A. K., & Ngai, E. W. (2023). The implementation of artificial intelligence in organizations: A systematic literature review. *Information & Management, 60*(5), 103816. • Chen, T., Gascó-Hernandez, M., & Esteve, M. (2024). The Adoption and Implementation of Artificial Intelligence Chatbots in Public Organizations: Evidence from US State Governments. *The American Review of Public Administration, 54*(3), 255-270. • Sloane, M., Chowdhury, R., Havens, J. C., Lazovich, T., & Rincon Alba, L. (2021). *AI and procurement-a primer.*	**Due Tuesday by 5:59 pm** • Week 14 Discussion Leader
Module 7: Wrapping Up *Week 15:*	**Course Wrap-up**	• Lohr, S. (2024, July 23). *A.I. can write poetry, but it struggles with math*. The New York Times. https://www.nytimes.com/202	**Due Tuesday by 11:59 pm** • Final self-evaluation • Final portfolio • Week 15 Discussion (virtual)

Date	Topic	Materials to Review Before Class *(Assigned Materials Due Before Class)*	Assignments and Due Date
Tuesday, December 10, 2024 *(VIRTUAL)*		4/07/23/technology/ai-chatbots-chatgpt-math.html • Mims, C. (2024, May 31). *The AI revolution is already losing steam*. Wall Street Journal. https://www.wsj.com/tech/ai/the-ai-revolution-is-already-losing-steam-a93478b1 • Germain, T. (2024, June 18). *AI took their jobs. now they get paid to make it sound human*. BBC News. https://www.bbc.com/future/article/20240612-the-people-making-ai-sound-more-human	

Other Course Policies

Accessibility Statement
UNM is committed to providing equitable access to 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 Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506. I rely on the Accessibility Resource Center for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them, I encourage you to do so.

COVID-19 Health and Awareness
UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you do need to stay home, please communicate with me. I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any 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 emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website. You can access this information by clicking on this link: http://undocumented.unm.edu/.

Drop Policy
This course falls under all UNM policies for last day to drop courses, etc. Please see the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse
In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-titleix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, please click on this link: https://policy.unm.edu/university-policies/2000/2740.html

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

Prohibition of Sharing Copyrighted Materials and Course Content
The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student's original work, unless the students first comply with all applicable copyright laws. Sharing of assignment submissions and results to websites advertising themselves as "study sites" (e.g., Course Hero) or other similar course information sharing sites is expressly prohibited. Copyright violations may subject students to disciplinary charges for academic integrity violations.

Technology will be used for virtual meetings in this course and our use of such technology is governed by the Family Educational Rights and Privacy Act of 1974 (FERPA), the UNM Acceptable Computer Use Policy, UNM Computer Use Guidelines, and UNM's Student Code of Conduct. Sharing Electronic video and/or audio recording of the class with participants outside of the class is not permitted without written consent of the instructor and each participating student individually. The form to obtain written consent is available at https://registrar.unm.edu/forms/ferpa-consent.pdf. If a student in the course is uncomfortable with completing the FERPA consent waiver, then the student should talk with their advisor or instructor to determine whether successful participation in the class is still possible, or whether another course will meet the student's degree requirements.

If permission for electronic video and/or audio recording is granted, any distribution of the recording is prohibited. You may not share class recordings with anyone outside of this course and doing so may result in disciplinary action. Students with specific electronic recording accommodations authorized by the University of New Mexico Accessibility Resources Center do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. A record of all meetings and recordings is kept and stored by UNM, in accordance with these policies. Guest instructors and other participants may also attend our class meetings. Your instructor will not share course access in relation to class activities outside of the course participants, which include your fellow students, TAs/GAs, and any guest instructors, guest students, or community-based learning partners that we may engage with to achieve the stated course objectives.

Student Conduct
Students are expected to adhere to the guidelines provided in Pathfinder, which also lay out your rights and responsibilities as a UNM student. Students are expected to create a learning environment where all students collaborate to build a community that embraces the diversity of

its members and is free from any form of harassment, intimidation, violence, and exploitation. Free expression and thought is encouraged, but hate speech, disruptive behavior, and other forms of disrespectful conduct are not tolerated. Students may be subject to disciplinary action if their acts violate the student code of conduct either in-person or online. Click on this link to access the student code of conduct: https://pathfinder.unm.edu/code-of-conduct.html.

Disruptive Behavior Policy
According to UNM policy, "Disruptive behavior is student behavior that interferes with the educational process of other students. It may or may not be responsive to faculty or staff intervention. It is behavior that may prevent faculty members and staff from carrying out professional responsibilities. Specific examples of disruptive behavior include [but are not limited to]:
- A student who physically confronts another person.
- A student who verbally abuses another person.
- A student who interrupts the educational process in class by making remarks out of turn, taking over the lecture, or dominating class discussion.
- A student who physically acts out toward University property by breaking windows, throwing furniture or smashing doors."

This behavior can occur in-person *or* online. Disruptive behavior is not tolerated. Students who engage in disruptive behavior will be asked to leave the class. If students are asked to leave the class, they will be invited to meet with the instructor to discuss the behaviors that need to change, the timeline students should adhere to as part of the change, and the consequences for failing to adjust their behavior. A written summary of the meeting will be provided.

Support for Students and Academic Integrity
Students should feel empowered during their UNM journey and find success as they grow and develop new skills, knowledge, and passion. I encourage all of my students to become familiar with the services and policies set forth by UNM that will enable them to succeed at UNM, academically and otherwise. All students are advised they are **expected to follow the guidelines laid out in the student handbook (Student Pathfinder)**, which can be accessed by visiting this link: https://pathfinder.unm.edu. Visit this website to learn more about the many services available to help you as a student be successful here at UNM: https://students.unm.edu.

One important expectation for students is academic integrity. Understanding and avoiding violating academic integrity, including avoiding plagiarism, can be a tricky task. If you have questions, please talk with me **before the assignment is due** so we can resolve the issue and you can avoid serious disciplinary consequences. I expect all students to act with integrity by submitting original work for all class assignments. Failure to submit original work in any way can lead to grade penalties and course failure along with other consequences. While many students unintentionally commit acts of academic dishonesty, ignorance is not an excuse. To promote academic integrity practices, students are required to take the tutorial on Canvas. Students should also review this reference on Avoiding Plagiarism by clicking on this link: https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html.

A couple of rules to help you succeed:
1. If you are unsure about providing a citation, please ask!
2. Always provide a citation for direct quotations and paraphrases or summaries of someone else's work.
3. Acknowledge the people you collaborate with on any assignments.
4. It is considered cheating to change, alter, or revise someone else's work and submit that work as your own. **It is also considered cheating to let someone else change and submit your work as their own.** Finally, if you want to use your own prior work for your new work, you need to cite yourself, unless you have specific permission from the instructor to alter the original content.

Acceptable and Unacceptable Use of AI
When in doubt about permitted usage, please ask for clarification. The use of generative AI tools (e.g. ChatGPT, Dall-e, Grammarly, etc.) *__is permitted in this course__* for the following activities:
- Brainstorming and refining your ideas
- Fine tuning your research questions
- Drafting an outline to organize your thoughts
- Revising originally created language as part of the iterative drafting process
- Checking grammar and style.

The use of generative AI tools *__is not permitted in this course__* for the following activities:
- Finding information on your topic
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment (unless explicitly indicated in the assignment description).
- Writing entire sentences, paragraphs or papers to complete class assignments (unless explicitly indicated in the assignment description).

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example,

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat.

Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to grading and other penalties, including being reported for academic dishonesty based on the instructor's discretion and the seriousness of the offense.